Year Three Self-Evaluation Report

Standard 2: Resources and Capacity

Southern Oregon University

September 13, 2013

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NWCCU YEAR THREE ACCREDITATION REPORT

Institutional Overview

As "*The* Public Liberal Arts University of the West," Southern Oregon University (SOU) focuses on student learning, accessibility, and civic engagement that enriches both the community and bioregion. The University is recognized for fostering intellectual creativity, for quality and innovation in its applied learning programs, and for the educational benefits of its unique geographic location. SOU serves the southern Oregon and the northern counties of California but draws students and faculty from around the nation... It is engaged internationally through a strong proportion of students from other nations, many exchange programs, and longstanding sister university alliances, including our longtime partnership with the Dankook University in Seoul, South Korea.

SOU is one of twenty-six institutions across the nation selected for membership in the Council of Public Liberal Arts Colleges (COPLAC). SOU is the first university in Oregon—and one of the first in the nation—to offset 100 percent of its energy use with clean, renewable power.

SOU's main campus now includes a new 700 bed residence hall with an outstanding dining hall as well as family housing with childcare service, and a facility for visiting groups participating in the University's educational enrichment offerings. The Ashland campus is home to an Oregon Health & Science University's (OHSU) Nursing program. In addition to SOU's main campus, classes are offered in downtown Medford at the Higher Education Center (HEC) jointly owned and administered by SOU and Rogue Community College.

Enrolling approximately 5,500 undergraduates and 500 graduate students, SOU addresses regional needs through its academic programs, partnerships, public service, community outreach, sustainable practices, and economic development activities. Our newest program—the House Model—offers new freshman students an interdisciplinary experience integrating University Studies (general education) with project based learning opportunities. A YouTube video gives a short [overview of the program](). This fall, 2013 we are implementing two houses—Green House and Social Justice House—with four new houses in development for fall, 2014.

SOU students choose from more than 100 areas of study, including 36 majors in the sciences, the arts, business, and education. The University's student-to-faculty ratio of 21:1 allows for small, individualized classes and close mentoring relationships between students and faculty

Whether they are helping to transform the local wine industry or giving musical performances around the world, Southern Oregon University faculty, staff and students are engaged and

making a difference. Moreover, SOU continues to play a vital role in supporting the local economy and knowledge base through dedicated faculty, staff and students.

Basic Institutional Data Form

The Basic Institutional Data Form can be found at the end of this document, following the Conclusion.

Institutional Changes

Southern Oregon University has revised the indicators of achievement that were included in the Year One Report, Standard 1.B Core Themes so that they better relate to more effective means of measuring our objectives. These revised indicators better leverage relevant data associated with the identified themes and objectives. A table is included below identifying the core themes and their objectives with the original indicators, as submitted in the Year One Report, in the second column and the third column showing how these indicators have been revised.

Preface

a) Brief update on institutional changes since the institution's last report
   - The University integrated the Divisions of Academic and Student Affairs. The position of VP for Student Affairs was eliminated; James Klein now serves as Provost and VP of Academic and Student Affairs. A search is currently underway to fill the new position of Associate VP of Enrollment and Retention.
   - We are currently undergoing a process of academic reorganization which will move us away from the traditional model of Schools and Colleges toward a more collaborative and distinctive institutional environment.

b) Response to topics previously requested by the Commission
The Committee previously recommended that SOU implement a formal annual evaluation cycle for temporary (adjunct) and professional faculty to provide regular and systematic information on faculty performance. Following acceptance of the University's fall 2011 Year One Evaluation the Commission requested that the University submit its schedule for the evaluation of adjunct faculty members. The commission reviewed and accepted the schedule for the evaluation of adjunct faculty at is June 6, 2012 meeting.

Chapter One - Mission, Core Themes, and Expectations

Mission Statement

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

Southern Oregon University is committed to
- *A challenging and practical liberal arts education centered on student learning, accessibility, and civic engagement;*
- *Academic programs, partnerships, public service, outreach, sustainable practices, and economic development activities that address regional needs such as health and human services, business, and education; and*
- *Outstanding programs that draw on and enrich our unique arts community and bioregion.*

Core themes

Theme 1: Student Success

SOU students will be prepared for personally rewarding vocations and satisfying personal lives by developing "intellectual and practical skills."

Expectations—Students will be able to:
1. Communicate effectively using Standard American English in written and oral communication.
2. Collaborate with others to achieve a common goal.
3. Use Critical and Creative thinking to solve abstract and applied problems.
4. Access and use information resources effectively and ethically (Information Literacy).

Theme 2: Intellectual Growth

Students and faculty will extend and refine broad-based general knowledge, and specialized knowledge in one or more specific discipline(s).

Expectations—Students will be able to:
1.   Extend knowledge of Human Cultures and the Physical and Natural World through the study of the Arts and Humanities, Social Sciences, and Sciences.
2.   Integrate and apply advanced knowledge and skills in one (or more) specialized area(s) of study.

Theme 3: Responsible Citizenship

Through academic and student affairs, students will be prepared for personal and social responsibility—local and global.

Expectations—Students will be able to:
1. Apply knowledge, skills, and ethical inquiry to practical problems locally and globally. Understand and respond responsibly to world views and cultural practices different from one's own.

Updates to Standard 1.B *Core Themes*

Theme 1 – Student Success

SOU students will be prepared for personally rewarding vocations and satisfying personal lives by developing "intellectual and practical skills."

Objectives and Indicators of Theme One

Students will be prepared to:	Original Indicator	Revised Indicator
Communicate effectively using Standard American English in written and oral communication.	DIRECT: Collegiate Learning Assessment findings will maintain at 70% or above for value-added gains of SOU education (written).	DIRECT: Collegiate Learning Assessment findings will maintain at 70% or above for value-added gains of SOU education (written).
	DIRECT: A random sampling of first year, full-time student writing diagnostic assessments compared to a random sampling of capstone writing samples will indicate 70% of students meet or exceed senior level writing proficiencies as defined by an institutional writing rubric.	DIRECT: Random sampling of exiting seniors' writing samples will indicate 70% of students meet or exceed senior level writing proficiencies as defined by an institutional writing rubric.
	INDIRECT: Students will self-report the number of opportunities to practice writing on NSSE, (NSSE Benchmark: *Level of Academic Challenge [LAC])* and results will be consistent with, or exceed 2009 findings.	INDIRECT: Students will self-report the number of opportunities to practice writing on NSSE, (NSSE Benchmark: *Level of Academic Challenge [LAC])* and results will be consistent with, or exceed 2009 findings.
	DIRECT: A random sampling of first year, full time students' proficiency in formal oral communication will be compared to a random sampling of graduating students' exiting proficiencies. 70% of students will meet or exceed senior level oral communication proficiencies as defined by institutional rubrics.	DIRECT: 70% of students will meet or exceed senior level oral communication proficiencies as defined by institutional rubrics as demonstrated within the senior capstone project.

 DIRECT: As part of each program review, programs will define, design and identify their embedded assessments to determine the degree of students' success of communicating effectively. Departments establish their criteria, gather the data, and prescribe actions necessary when criteria are not met. |
| Collaborate with others to achieve a common goal. | DIRECT: The continuous development of collaborative skills will be assessed in the first year seminar and at the exit point using an institutional rubric. Students will self-assess progress and record progress in e-portfolios. | DIRECT: The continuous development of collaborative skills will be assessed in the first year seminar and at the exit point using a performance task and institutional rubric adopted by the AAC&U. |
| | INDIRECT: Students will self-report the number of opportunities to collaborate on NSSE, (NSSE Benchmark: *Active and Collaborative Learning* [ACL]) and | INDIRECT: Students will self-report the number of opportunities to collaborate on NSSE, (NSSE Benchmark: *Active and Collaborative Learning* [ACL]) and results will be consistent with, or exceed 2009 findings. |

	results will be consistent with, or exceed 2009 findings.	
Use Critical and Creative thinking to solve abstract and applied problems.	DIRECT: Collegiate Learning Assessment findings will maintain at 70% or above for value-added gains of SOU education (critical thinking).	DIRECT: Collegiate Learning Assessment findings will maintain at 70% or above for value-added gains of SOU education (critical thinking).
	DIRECT: A random sampling of first year, full-time student writing diagnostic assessments will be compared to a random sampling of exit writing samples (capstones). 70% of graduating students meet or exceed senior level logical thinking proficiencies as defined by an institutional deductive reasoning rubric.	DIRECT: 70% of graduating students meet or exceed senior level critical thinking proficiencies as defined by an institutional rubric derived from the AAC&U critical thinking rubric.
	DIRECT: As part of each program review, programs will define, design and embed assessment to determine the degree of students' continued growth of critical and creative thinking. Departments will report with 70% of the students meeting or exceeding the target proficiency levels.	DIRECT: As part of each program review, programs will define, design and embed assessment to determine the degree of students' success of critical thinking. Departments establish their criteria, gather the data, and prescribe actions necessary when criteria are not met.
	INDIRECT: Students will self-report the number of opportunities to practice writing on NSSE, (NSSE Benchmark: *Level of Academic Challenge [LAC])* and results will be consistent with, or exceed 2009 findings.	INDIRECT: Students will self-report the number of opportunities to practice writing on NSSE, (NSSE Benchmark: *Level of Academic Challenge [LAC])* and results will be consistent with, or exceed 2009 findings.
Access and use information resources effectively and ethically (Information Literacy).	DIRECT: Collegiate Learning Assessment findings will maintain at 70% or above for value-added gains of SOU education (information literacy).	DIRECT: Collegiate Learning Assessment findings will maintain at 70% or above for value-added gains of SOU education (information literacy).
	DIRECT: First time, full-time students' performance on an institutional assessment of information literacy skills will be compared to exit survey results of graduating seniors to determine value-added growth of students in information literacy. 70% of graduating students will meet or exceed the institutional benchmark for information literacy.	DIRECT: First time, full-time freshmen students' performance on an institutional assessment of information literacy will demonstrate a value added gain of 10% or more as measured on a pre and post assessment.

Theme 2: Intellectual Growth

Students and faculty will extend and refine broad-based general knowledge, and specialized knowledge in one or more specific discipline(s).

Objectives and Indicators of Theme Two

Students and Faculty will:	Original Indicator	Revised Indicator
Extend knowledge of Human Cultures and the Physical and Natural World through the study of the Arts and Humanities, Social Sciences and Sciences. Note: This objective was restated as.... **Understand and apply knowledge within the Arts, Humanities, Social Sciences, and Sciences as part of a University Studies curriculum.**	DIRECT: Through the use of authentic tasks and aligned rubrics students will complete embedded assessments at entrance, midpoint and exit to demonstrate the continued growth of broad general knowledge in the arts and humanities, social sciences and sciences. DIRECT: Faculty will make direct contributions to the local regional, national and international societies through scholarly activity (number and quality of contributions will be reported annually in the Faculty Professional Activity Report).	DIRECT: Through the use of embedded assessments students will demonstrate a continued growth of broad general knowledge. DIRECT: University Seminar faculty will maintaining currency in the discipline taught including service to the departmental and institutional administrative, committee, and student support and retention activities and these contributions will be reported annually in the Faculty Professional Activity Report.
Integrate and apply advanced knowledge and skills in one (or more) specialized area(s) of study.	DIRECT: Assessment of students' gained knowledge in a specific (major) discipline will be formally assessed and evaluated by each program. Statistics on students' gained knowledge will be reported to the institution on a regular schedule. Program level outcome assessments may include content exams, capstone analyses, final projects, portfolios, etc. Departments will demonstrate (through their academic program review) a consistent pattern of academic growth in program outcomes at 70% or better.	DIRECT: Assessment of students' knowledge in a specific (major) discipline will be assessed and evaluated by each program. Statistics on students' knowledge will be reported to the institution on a regular schedule. Program level outcome assessments may include content exams, capstone analyses, final projects, portfolios, etc. Departments will demonstrate (through their academic program review) a consistent pattern of students' academic growth in program outcomes at 70% or better. DIRECT: Major program faculty will make direct contributions to the local regional, national and international societies through scholarly activity (contributions will be reported annually in the Faculty Professional Activity Report).

Theme 3: Responsible Citizenship

Through academic and student affairs, students will be prepared for personal and social responsibility- local and global.

Objectives and Indicators of Theme Three

Students will be prepared to:	Original Indicator	Revised Indicator
Apply knowledge, skills and	DIRECT: Collegiate Learning	DIRECT: Collegiate Learning Assessment findings will maintain at

ethical inquiry to practical problems locally and globally.	Assessment findings will maintain at 70% or above for value-added gains of SOU education.	70% or above for value-added gains of SOU education.
	DIRECT: Prior to graduation (exit) students will perform a problem solving task that requires them to solve a local problem then create an analogy or metaphor for a similar solution on a global level.	DIRECT: Students in House cohorts and the Honors College will demonstrate the ability to solve a local problem and extend that solution to a global level.
	INDIRECT: Students will self-report on the NSSE the number of opportunities to engage in Enriching Educational Experiences (NSSE Benchmark: *Enriching Educational Experiences*) and in the number of community-based learning opportunities experienced while enrolled at SOU (NSSE Benchmark: ACL). Results will be consistent with, or exceed 2009 findings.	INDIRECT: Students will self-report on the NSSE the number of opportunities to engage in Enriching Educational Experiences (NSSE Benchmark: *Enriching Educational Experiences*) and in the number of community-based learning opportunities experienced while enrolled at SOU (NSSE Benchmark: ACL). Results will be consistent with, or exceed 2009 findings.
	DESCRIPTIVE: Report total number of courses requiring Community-Based Learning; report total number of student credit hours earned annually in CBL courses.	DESCRIPTIVE: Report total number of courses requiring Community-Based Learning; report total number of student credit hours earned annually in CBL courses.
Understand and respond responsibly to worldviews and cultural practices different from one's own.	DIRECT: First year students will take the standardized and valid Emotional Quotient Inventory to determine entry levels in five composite scales and subscales: intrapersonal skills (self-awareness and self-expression); interpersonal skills (social awareness and interpersonal relationships); Stress Management (emotional management and regulation); Adaptability (change management); and General Mood (self-motivation). This set of students will take the Emotional Quotient Inventory again at graduation to determine the degree of value-added impact on the development of dispositions necessary for effective democratic and global citizenry.	DIRECT: 90% of all academic programs will identify within their program course offerings an emphasis on responsible worldviews and cultural practices as reported within the assessment management system (TracDat).
	INDIRECT: Students will self-report on the NSSE the number of opportunities to engage in Enriching Educational Experiences (NSSE Benchmark: *Enriching Educational Experiences* [EEE]). Results will be consistent with, or exceed 2009 findings.	INDIRECT: Students will self-report on the NSSE the number of opportunities to engage in Enriching Educational Experiences (NSSE Benchmark: *Enriching Educational Experiences* [EEE]). Results will be consistent with, or exceed 2009 findings.
	INDIRECT: The Collegiate Learning Assessment (CLA) allows institutions to ask nine institutional-specific questions. SOU will add a question to the CLA in 2011 to determine	INDIRECT: The Collegiate Learning Assessment (CLA) allows institutions to ask nine institutional-specific questions. SOU has a question in the CLA to determine students' perceptions of their personal development of ethical and moral standards as it relates to the ability to respond responsibly to, worldviews and

	students' perceptions of their understandings of, and ability to respond responsibly to, worldviews and cultural practices different from their own.	cultural practices different from their own.

STANDARD TWO – RESOURCES AND CAPACITY

SECTION 2.A GOVERNANCE

SUBSECTION 2.A.1

Southern Oregon University is headed by a President with a direct reporting relationship to the chancellor of the Oregon University System (OUS) as outlined in Internal Management Directives E-1.102 and F-1.120. S/he represents the institution to its many constituencies. As provided for in the Faculty Constitution and Bylaws, the president and all senior administrators are evaluated annually by the campus community; the president is evaluated by the campus community bi-annually and by the chancellor and board annually.

Three governing bodies within the university structure report directly to the President.

The Faculty Senate

The Faculty Senate oversees the development of academic policies and curriculum. The Senate is composed of a member from each academic department in addition to five at-large members. The purview of the Faculty Senate as stated in the Bylaws is stated in four principles:

I.   Advice to the President

The faculty shall have the right to act upon and advise the President on all matters of educational policy within the limits prescribed by federal and state law and the regulations of the Oregon State Board of Higher Education. Educational policy pertains to but is not limited to such fundamental matters as curriculum, methods of instruction, program evaluation, facilities, materials for instruction, standards for admission and retention of students, and criteria for granting of degrees. This power also includes those aspects of student life that relate directly to the educational process, such as the establishment of regulations on extracurricular activities, and freedom of action and expression.

II.   Participation in Faculty Appointments, Tenure, and Promotion

The faculty shall have the right to participate actively in the establishment and implementation of all policies and procedures related to faculty appointments, faculty tenure and faculty promotion.

III.   Participation in Selection of Academic Officers

Presidents, deans, and other academic administrative officers must have the confidence of the rest of the faculty and should be qualified for full faculty membership by training, experience, and continued interest in teaching and research. Therefore, the faculty shall make recommendations to the Chancellor of the Oregon University System and/or the University President regarding the selection of such officers, the evaluation of their performance and the creation or abolition of their offices.

IV.   Participation in Budgetary Matters

Budgetary matters have a profound effect upon educational policies and practices, and upon the public image of the College. Therefore, the faculty shall review college operations and make recommendations to appropriate authorities regarding budget planning within the Oregon University System and the allocation of institutional funds to and within Southern Oregon University.

The University Planning Board

The University Planning Board (UPB) was created in Fall, 2013 to provide a vehicle that models shared governance. The charge of the UPB is to create effective collaboration between university planning and resource allocations, providing transparency to strategic planning and budgeting. Specifically the Board monitors progress on strategic planning goals and objectives; recommend strategic investments and allocation for programmatic, physical, and technology needs; and recommend priorities for capital construction and deferred maintenance. The Board is composed of one faculty member from each School and the Library, three from the College of Arts and Sciences, on member of the Associated Professors of SOU, one graduate and one undergraduate students, two members of the Service Employees International Union, and the chairs of its five subcommittees – Budget, Enrollment, Institutional Assessment, Facilities Planning and Utilization, and Student Success.

The Associated Students of SOU

The Constitution of the Associated Students of Southern Oregon University (ASSOU) defines its mission as:

To work to provide students with resources which enrich the collegiate experience, encourage the exchange of ideas, and foster a positive campus environment through the funds collected by the student fee. ASSOU shall represent the interests and voice of the students regarding University, State, and National level issues; and ASSOU shall always strive to steer Southern Oregon University toward a path of longevity and success.

ASSOU is organized into three branches: Executive, Legislative, and Judicial. The purview of each is summarized as follows:

The Executive Branch strives to engage students in meaningful involvement, foster activism through the lens of social accountability, and practice and encourage responsible leadership.

The Legislative Branch works to inform and outreach, develop student leaders, make sound and fair decisions, represent student voices, and promote equality and diversity on campus.

The Judicial Branch exists to interpret the nature and letter of the governing documents of ASSOU, work on and help facilitate conduct boards, protect the accountability and integrity of ASSOU and its officers, and provide mediation and advice in disputes involving any member of the Student Body.

The Associated Students have an autonomous process to determine the setting of the Student Incidental Fee and funding of programs supported by the fee. The fee however must be submitted to the President of the University for approval before being included in the recommendations for tuition and fees to the Oregon State Board of Higher Education for review and approval.

Southern Oregon University also promotes a Student Tuition Advisory Committee (STAC) consisting of an equal number of students and faculty/administrators. The STAC reviews budget, fees, and other elements to provide a recommendation to the President each year on tuition rates.

More information about the Associated Students of Southern Oregon University can be found on their website.

These relationships between faculty, students, staff, and administrators are further articulated in a **Shared Governance Policy** statement that illustrates the inclusive governance process utilized in decision making and planning. Participatory governance, based on a commitment to open and transparent communication, has provided institutional strength and has sustained SOU through difficult times.

Southern Oregon University's Policy Repository
SOU maintains a website that contains policies with general university application. A school, college, and/or department may have additional internal guidelines or departmental procedures, and those are not included on this site. Forms associated with particular policies on this site are located on the related department web page.

In June 2009 the university adopted a standard format for policies. To view the format template or get help preparing a policy document, see the University Policies website. All new policies are written in this format and eventually all policies will be revised in this format. For some period of time, both old and new formats will coexist. The specific procedure for developing and revising SOU policies is described in three documents included in the Policy Templates, Guidelines, and Resources. A policy review flowchart, additional policy guidelines, and other writing tips are also included.

Collective Bargaining Agreements
Southern Oregon University classified staff are represented by a system-wide Collective Bargaining Unit, the Service Employees International Union. The Faculty are represented by the Associated Professors of Southern Oregon University (AP:SOU). The Collective Bargaining Agreement (CBA) details terms for compensation and workload issues in addition to other policy elements.

SUBSECTION 2.A.2
Southern Oregon University (SOU) is one of seven public universities in the Oregon University System (OUS) which is governed by the Oregon State Board of Higher Education (OSBHE).   The

State Board reports through the Chief Education Officer, to the legislature and governor. The Oregon Revised Statutes, Chapters 351 and 352 and in regard to distance education, Chapter 354 and Oregon Administrative Rules, Chapter 580 define the Oregon State Board of Higher Education's authority, responsibilities, and relationship to faculty, staff, and students.

SUBSECTION 2.A.3

The Accreditation Steering Committee, a component of the University Planning Board's Accreditation and Assessment subcommittee is charged with compliance with the Commission's Standards for Accreditation as it relates to all internal and external actions and policies. The Associate Provost and Dean of Graduate Studies is the Accreditation Liaison Officer.

SECTION 2.A GOVERNING BOARD

SUBSECTION 2.A.4 through 2.A.8

The Oregon State Board of Higher Education(OSBHE) consists of thirteen members appointed by the governor. With the exception of two OUS faculty and two OUS students, and one Community College President who serve two year terms, the rest of the Board is composed of leaders in business and industry who serve four year terms.

Administrative Rule 580 enumerates the primacy of faculty participation in matters concerning curriculum and the significant participation of students in decisions regarding incidental fee assessments and distribution. The bylaws of the Oregon State Board of Higher Education (OSBHE) define the role and protocol of the board, board, meetings, and committees. The OSBHE Internal Management Directives Section 1 dictates the administrative authorities, responsibilities, selection, and evaluation of the chancellor and the university president's relationship to the board and chancellor, the administrative authorities, responsibilities, and evaluation.   Oregon Administrative Rules 573 specific to Southern Oregon University codify operating procedures and the rights and roles of faculty, students, and administrators. Collectively the OUS's Internal Management Directives and administrative policies guide a system of shared governance with defined authority and responsibility.

With the passing of Senate Bill 242 in 2011, the Board has delegated some of its responsibilities to three committees – Academic Strategies, Finance, and Governance and Policy that can act as Board approval.

SECTION 2.A LEADERSHIP AND MANAGEMENT

SUBSECTION 2.A.9

The President is assisted by an Executive Cabinet that has three Vice Presidents – a Provost and Vice President for Academic and Student Affairs, a Vice President for Finance and

Administration, and a Vice President for Development and Executive Director of the SOU Foundation – as well as the Executive Director of Marketing and Communications, the Director of Governmental Relations, and the Associate Oregon University System Legal Counsel. All members of the Cabinet are appropriately qualified for their respective positions. Recommendations from the University Planning Board, the Faculty Senate, and the Associated Students come to the Executive Cabinet for discussion before being submitted to the President for a decision.

SUBSECTION 2.A.10
Dr. Mary Cullinan is in her eighth year as President of SOU, appointed by the Board in 2006. She is appropriately qualified and is committed full-time to the institution. [Her vitae can be viewed here.](#)

SUBSECTION 2.A.11
Along with the three Vice Presidents, the Executive Director of Marketing and Communications, the Director of Governmental Relations and Chief of Staff, and the Director of Jefferson Public Radio report to the President.   Each of these direct reports is appropriately prepared and credentialed. The three divisions of the university are headed by a Vice President [Exhibit - 2.A.11 SOU Org Chart August 2013]. Each division is outlined below:

Under the Provost and VP for Academic and Student Affairs, the Division contains the College of Arts and Sciences, School of Business, School of Education, the Hannon Library and Learning Commons each headed by a dean.   The College of Arts and Sciences has an Associate Dean and fourteen department chairs, a Director for the Center of Emerging Media and Digital Arts (EMDA), and the Director of the Schneider Museum of Art. Both the School of Business and School of Education each have a department chair. The School of Business has a Small Business Development Center headed by a Director.

The Enrollment and Retention area is headed by an Associate Vice President who reports directly to the Provost. In this area are Directors for Admissions, Financial Aid, Student Life, the Registrar and Director of Enrollment Services, the Executive Director of Outreach and Engagement, and the Advising Coordinator. Other areas headed by Directors include Athletics, the Student Support Network, Institutional Research, Grants and Contracts, International Programs, two trio programs, - Success at Southern and the McNair Post baccalaureate Achievement program, Housing and Food Service, Bookstore, and the Student Health and Wellness Center.

Under the VP for Finance and Administration are Directors for Facilities Management and Planning, Campus Public Safety, Business Services, Human Resources, Information Technology, Risk Management, Contracting, and Budget.

Under the VP for Development are Directors of Finance and Administration, Major Gifts, Alumni Affairs, Annual Fund, and Database Management. The VP for Development is also the Executive Director of the SOU Foundation, a separate 501c(3) which is governed by its own Board of Trustees.

The management team is appropriately sized to the institution and works collaboratively to achieve the mission and core themes and objectives. To assist in this effort, several administrative councils operate to organize the work of the university. These include:

Business Affairs Council is chaired by the Vice President for Finance and Administration, and includes all six Finance and Administration directors, as well as the Bursar and the Director of Institutional Research. The Council reviews and advises on issues regarding policy, business processes, governance, strategic planning, and goal setting.

Deans Council is chaired by the Provost, and includes the Associate Provost, the four Academic Deans, the Associate Dean of the College of Arts and Sciences, the Associate Vice President for Enrollment and Retention, the Vice President for Finance and Administration, and the Faculty Senate Chair. The Council reviews enrollment, retention and governance policy issues.

Executive Council consists of the Associate Provost, College and School Deans, Associate Vice President for Enrollment and Retention, Chief Information Officer, Executive Director of Marketing and Communications, Director of Human Resources, and the Executive Director of Jefferson Public Radio. This team works closely with the President and Cabinet in developing, implementing, and managing the University's strategic plan and initiatives.

Foundation Board The function of the Board of Trustees for the SOU Foundation is to support the development programs for the University by: encouraging contributions; identifying the needs which can be met through gifts, grants and bequests; electing and appointing officers and committees to accomplish its purposes; solicit, receive, own, lease etc. assets of real and personal property; manage, invest and dispose of monies and properties; conduct fund raising campaigns; borrow/loan funds; and refuse gifts if inconsistent with policies or interests. The Board consists of between 25 and 40 members, elected by the Foundation.

The Foundation also has six legally-designated "affiliates" whose funds, databases and financial operations are managed by the Foundation. These include: OLLI (Osher Lifelong Learning Institute), Raider Club (athletics), Chamber Music Concerts, Friends of the Hannon Library, Friends of the Schneider Museum, and the Alumni Association.

Advisory Board The Southern Oregon University Advisory Board was created over 40 years ago to provide the SOU President and administration with insights and information about SOU's continuing development for the region (southern Oregon and northern California) and for the state of Oregon. The Board helps to broaden and deepen the expertise available to the administration as it shapes and positions the institution; seizes opportunities to enhance its service, quality and value; and overcomes challenges. It also advises on SOU's growing

presence and strategic interests in the larger Northwest region, in California, nationally and selected international locales. The Board does not address internal institutional operations, nor does it play a governance role.

The Advisory Board consists of 25 – 30 members from northern California and Oregon appointed by the President. Members take an active role in advocating for Southern Oregon University from the perspectives of many different constituencies and communities. Through several Advisory Board sub-committees and task forces, members also assist the President in special projects which can include working in collaboration with others in the administration and selected faculty members.

Provost's Advisory Council (PAC) was established in 2013 with the integration of Academic and Student Affairs. The Council consists of the Deans and Directors in the Division of Academic and Student Affairs and is chaired by the Provost. The mission of the PAC is "The Provost's Advisory Council creates a collaborative community to share information, review policies, set strategic direction and goals, and solve problems in innovative ways. We encourage professional development and the sharing of professional knowledge with our colleagues."

SECTION 2.A POLICY AND PROCEDURES

SUBSECTION 2.A.12
Policies and Procedures related to Academic Freedom

Academic policies including those related to teaching, service, scholarship, research, and artistic creation are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas. These are posted on the official SOU policies web site. The following *credit hour policy* is located on p. 2 of the University catalog: One unit of credit represents approximately three hours of time each week for one term. This time may comprise work in the classroom, the laboratory, or outside.

Generally, faculty members are entrusted with broad individual academic freedom to pursue and teach the content within their courses and discipline and are free to discuss a variety of ideas in the context of learning and scholarship. Academic freedom is protected for all SOU faculty under Oregon Administrative Rules (OAR 580-022-0005) which states "All teachers in Department institutions are entitled to freedom in the classroom in discussing subjects. . . ." and in section 2: "[A]s a matter of policy the Board neither attempts to control, sway nor limit the personal opinion or expression of that opinion of any person on the faculty or otherwise on the Department payroll." Faculty members are aware that the concept of academic freedom is accompanied by the equally demanding concept of academic responsibility and maintaining appropriate standards of scholarship and instruction.

Additionally, the represented faculty is bound by Article 1, Sections C and E of the Associated Professors of SOU Collective Bargaining Agreement (AP:SOU CBA). Section C of the CBA

declares "The teacher is entitled to freedom in the classroom in discussing the subject of the course, but should be careful not to introduce, repeatedly or deliberately, matter into teaching which has no relation to the subject." Section E states "...When speaking or writing as a citizen, the [faculty] member should be free from institutional censorship or discipline."

Both the Oregon Administrative Rules and the AP:SOU CBA are posted on the official SOU policy web site in an easy to find and well organized fashion. The policy web site is the central repository for all policies governing SOU's rules and operations and has been in existence since Fall 2010.

Information about institutional policies and procedures is disseminated in a variety of ways. Format (e.g., electronic, print, live presentation) and frequency of delivery are determined based on the target audience, schedules for systematic updates or reminders, and relative importance of the information to the areas addressed. For example, disciplinary expectations for faculty scholarship are included in the bylaws [Exhibit - 2.B.4 APSOU Constitution and Bylaws, see section 5], which are accessible electronically and in print.

Currently, there is no separate policy established by SOU regarding the issue of intellectual property rights. Because SOU is expanding its online offerings, the university has developed a memorandum of understanding for use for online course developers at the institution. Among other issues, it attributes intellectual property rights to the university for materials associated with online courses.

Policies and procedures related to research conducted using external funding recognize the value of these sponsored programs. Through external support, faculty are able to conduct research and develop programs that improve the quality of education for students, provide information and services that benefit our community and state, and contribute to the body of knowledge that can be used for the benefit of humanity. Sponsored research and programs are coordinated through the office of Grants and Sponsored Projects Administration (GA). GA is located in Academic Affairs, thus emphasizing the role played by extramural funding in supporting the institution's teaching, research, and service functions. Providing pre-award services, the office identifies and disseminates information on grant opportunities, assists in proposal development, manages proposal submission, and provides oversight for regulatory compliance.

Communication about SOU policies and procedures related to grants and sponsored programs are available in several formats. They are described on the Grants and Sponsored Programs Website and the electronic version of the Project Director's Handbook. Supplemental templates, supporting documents, and internal routing forms are also available online. Faculty will also find numerous resources available online and in print format to guide faculty through the Institutional Review Board process and to obtain external funding at the Grants website.

SUBSECTION 2.A.13

Hannon Library maintains a manual of policies and procedures that deal with: library loans and borrowing privileges, services, acceptable use, patron conduct, library staff and faculty, and all aspects of collections use and development. The lengthy Collection Development Policy clearly states the principles, policies, and guidelines governing the selection, acquisition, processing, organization, preservation, and eventual weeding of materials or information resources in all formats in the library's collections. The policy promotes consistency among those who have responsibility for developing the collections and helps communicate the library's collecting policies and goals to faculty, staff, students, and other members of the university community.

The Faculty Senate Library Committee (composed of six department faculty members) meets at least once per quarter with the dean of the library or his representative to review and propose policies and practices regarding library operations and materials. Concerns can be aired and addressed at these meetings.

Hannon Library policies and procedures are regularly updated. Library policies can be accessed on the University policy page. Procedures are maintained within the library. Policies are enforced by the library staff.

SUBSECTION 2.A.14

The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

Southern Oregon University regularly maintains its transfer articulation website. This transfer articulation website includes faculty negotiated articulation agreements between partner institutions, as well as several course-by-course articulation sites. SOU's primary feeder institutions, as well as each four year school are fully articulated and updated each year; courses for other institutions are added as they appear on a student's transcript. While the transfer site is our main resource, the transfer of courses is also discussed in the SOU catalog each year under the "Admissions" section.

SUBSECTION 2.A.15

The Southern Oregon University *Student Affairs University Policies and Student Code of Conduct* website houses the policies and procedures related to academic honesty and conduct. The Student Rights and Responsibilities and the Academic Standards/Grading Grievance Policy of our institution have been developed by the Oregon University System but can be found on the Student Affairs University Policies and Student Code of Conduct website as well.

The Disability Resources Office has created a website to house its Disability Resources Student Handbook as well as information about the rights and responsibilities of persons with disabilities. To ensure that our accommodations are administered in a fair and consistent

manner our institution complies with the professional ethical standards outlined by the Association of the Higher Education and Disabilities (AHEAD) with specifics contained within SOU's Student Code of Conduct and the Oregon University System's OAR for Student Rights and Responsibility.

SUBSECTION 2.A.16
Policies are clearly outlined in the Catalog and specifically on the page for Academic Policies.

SUBSECTION 2.A.17
Southern Oregon University supports co-curricular activities on campus. The department of Student Life administers a significant portion of co-curricular activities on campus. Policies and procedures are available for all students on SOU's Student Life web pages and are reviewed and updated as needed. All registered student-run organizations advised through Student Life are required to attend trainings that include policies, procedures, and available resources.

SUBSECTION 2.A.18
Institutional policies and procedures as well as University System policies and State Rules and regulations are clearly posted on the University policy web site. The Human Resources policy page also contains this information. Also found there are links to the collective bargaining agreements for classified staff (SEIU Local 503, OPEU) and faculty (Association of Professors, Southern Oregon University) which set forth many of the conditions of employment for those groups of employees.

The University Policy Review Committee carries the responsibility for approving new policies and for reviewing existing policies. The Committee is made up of six staff members from across campus as assigned by the University President. They are charged with reviewing existing policies every three years or when existing state and/or federal law or regulatory changes necessitate an earlier review. University policies include a date stamp indicating the date when the Policy Review Committee's last review took place. The process employed by the Policy Review Committee is outlined on the University web site.

The Director of Human Resources is charged with ensuring that HR Policies and Procedures are adhered to and is responsible for administering the grievance procedure (SOU Policy FAD.008) available for administrative staff when they believe they have been adversely affected in connection with a personnel action in the application of a University policy, rule or procedure under which the University operates. Grievance procedures for classified staff and faculty are laid out in their respective collective bargaining agreements.

Supervisors are encouraged to work with Office of Human Resources personnel, and frequently do, as they apply Policies and Procedures in the workplace.

SUBSECTION 2.A.19
Employees of the University are hired under clearly advertised position descriptions that outline the responsibilities and essential functions of their positions. Newly hired employees are also provided with a copy of that position description which they go over with their

supervisor. A copy signed by the employee is placed with their personnel file. If the description is updated the process is repeated and a newly signed copy is placed in the personnel file.

Administrative Staff employees are referred to the University Policies and Procedures in their offer letters and employment contracts for conditions of their employment. The initial probationary period for administrative staff is laid out in the employment contract signed by the employee. Classified staff and faculty are referred to their respective collective bargaining agreements for conditions of employment.

Administrative staff are evaluated in accordance with the procedures set forth in policy (Performance Management for Administrators FAD.012). Administrative staff are expected to be evaluated formally at least once per year with provisions that ongoing dialogue occurs between employees and supervisors on performance and expectations.

SUBSECTION 2.A.20
According to University Policy (Access to and Maintenance of Personnel Files FAD.002) the Department of Human Resources maintains and secures official employee personnel files. This policy dictates which documents are to be placed in files as well as who may access the files. In recent renovations to administrative offices, a secure file storage room was added to the HR Department. Personnel records are kept in this room in locked storage cabinets. Files containing employee medical information are placed in a separate locked filing cabinet apart from regular personnel files.

Access to files is limited in accordance with State and Federal law and guidelines and monitored by Office of Human Resources staff.

Southern Oregon University is committed to operating with integrity in every endeavor. For the SOU community, institutional integrity is defined as (1) meeting a high standard of employee and institutional accountability, (2) honesty, (3) ethical behavior, (4) fair treatment for all, (5) respect for each member of the university community, and (6) consistent action based on clear expectations. Integrity includes a commitment to the protection of academic freedom, accuracy, honesty in programmatic claims, and active efforts to promote diversity.

SUBSECTION 2.A.21
Southern Oregon University, including governing board members and employees, subscribes to, exemplifies, and advocates high ethical standards in management practices and business operations in all of its dealings with students, the public, organizations, and external agencies. SOU regularly evaluates and revises as necessary its policies, procedures, and publications to ensure continuing integrity throughout the institution. In the context of publications, institutional integrity is defined as university information that is honest, accurate, complete, consistent, timely, usable, and appropriate for the intended audience. Good university information is essential in striving for teaching and learning excellence, professional and organizational excellence, and institutional accountability, which are key components of the mission and goals of Southern Oregon University. Official communications follow the University's guidelines on communications as posted on the university's policy web site.

The Director of Marketing is responsible for ensuring the integrity of external marketing documents and oversees electronic and print communications. Marketing and external messages are guided by several documents found on the Marketing and Communications department web site.

The SOU Brand Platform outlines the University's brand position statement, its brand promise, and SOU's aspirational position in the higher education marketplace - to become "The Public Liberal Arts University of the West." The Brand Platform also includes key messages used to describe SOU, and the characteristics that comprise the University's brand personality [Exhibit - 2.A.21 SOU Marketing Brand Platform].

The SOU Writing Style Guide addresses common issues that arise in writing for print publication at SOU. It covers usages specific to the University as well as being a general guide [Exhibit 2.A.21 - SOU Marketing Style Guide].

The SOU Identity Standards and Logo Usage Style Guide identifies the elements of SOU's brand identity system, and the rules for the use of graphics including the logotype, the Official Seal of the University, the spirit mark, and the mascot [Exhibit 2.A.21 - SOU Marketing Graphics Standards].

The SOU Social Media Guidelines help clarify how best to enhance and protect personal and professional reputations when using social media [Exhibit 2.A.21 - SOU Marketing Social Media Guidelines].

The SOU Blog Guidelines cover the content of official University blogs as well as the responsibilities that would be assumed by anyone who chooses to create a blog in the name of the University [Exhibit 2.A.21 - SOU Marketing Blog Guidelines].

The SOU Media Relations Guidelines explain what a University employee should do if contacted by a news reporter [Exhibit 2.A.21 - SOU Marketing Media Relations Guidelines].

The Admissions Office and the Registrar's Office maintain an academic-year course catalog that is replicated and updated on the Web. This catalog provides students with a road map for their academic planning through graduation. In addition, an academic planner contains important advising and calendar dates to encourage early registration and other habits critical to retention. Student advising and admissions materials reflect the mission and vision of the university—in addition to maintaining consistent graphic standards. During the last five years there has been a great deal of increase in electronic communication, including email, university Websites, and desktop publishing. The main SOU Website was launched in 1995 and recently underwent an overhaul (October 2011) to better reflect the university's goals for recruitment and retention. The new Web site mirrors the graphic standards upheld in the overall university publications while providing students, faculty, and staff with a valuable tool for teaching and learning. Easy access to registration, instruction, and services is further facilitated through the development of a portal function. E-marketing to future students is now done through the Marketing and Admissions Offices using social media and an email service. The Web Steering Committee oversees content development for the Web while the Marketing office supervises

signage and graphic standards issues. SOU refreshed its graphics in 2011 with a new logo, University Seal, spirit mark and mascot.

SUBSECTION 2.A.22
All public employees of SOU are covered by the State of Oregon's government ethics laws. SOU's Policies Web Repository website provides an index of policies, Internal Management Directives (IMDs), union contracts, and university and State of Oregon administrative rules related to ethical and lawful conduct by employees, including policies on sexual harassment and consensual relations. In addition, various other policies related to student and employee conduct are posted on the Web pages of the relevant authority; for example, the student handbook and Information Technology Acceptable Use Policy are posted on the Student Affairs and Computing Services Web pages respectively.

Ethical Policies and Procedures

SOU is dedicated to fostering an environment that promotes ethical research practice and academic integrity. One area of ethical compliance is managed by Grants Administration in relation to human subject protection and animal care. Both the Institutional Review Board and the Institutional Animal Care and Use Committee are registered and in compliance with their cognizant federal agencies—the U.S. Department of Health and Human Services and the U.S. Department of Agriculture. More information can be found on the SOU Grants website.

Grants Administration provides general information about policy and uses the proposal clearance and review process to identify projects subject to regulation.

The SOU Institutional Review Board (IRB) and Institutional Animal Care and Use Committee (IACUC) are presidential committees mandated by federal guidelines and university accrediting bodies. Responsibility for oversight resides within the Provost's Office.

All University policies, procedures, and applicable forms pertaining to grievances, external operations and relations, and fair and equitable treatment of students, faculty and staff are available on the SOU Policies website, the Human Resource website (insert link here) or the University Foundation website.

SUBSECTION 2.A.23
The university recognizes that conflicts of interest raise serious ethical issues that could threaten its integrity. Members of the governing board as well as certain titled positions like the President, Provost, Vice Presidents and other senior officers are required to report annually through the Annual Verified Statement of Economic Interest governed by Oregon Revised Statute 244.050.   University policies defining conflicts of interest in consensual relationships and outlining penalties are available to employees in the policy and procedure section on the SOU Policies Web site.

The Oregon University System *Code of Ethics* passed by the State Board of Higher Education outlines behavioral expectations for all employees, students, and volunteers around a) honesty

and integrity, b) respect, c)stewardship and compliance and d) accountability and responsibility. That document can be [viewed here](#).

In addition, Oregon Administrative Rules section [571-004-0005](#) covers *Family Relationships and Employment* which outlines rules for nepotism.

SUBSECTION 2.A.24
OUS policy, based on Oregon statutes, clearly states that OUS owns any works created by faculty members. However, textbooks written by faculty appear to be the property of the faculty member and are handled differently. Currently, there is no separate policy established by SOU regarding this issue. Because SOU is expanding its online offerings, the university is in the process of developing a memorandum of understanding to use for online course developers and the institution. Among other issues, it attributes intellectual property rights to the university for material associated with online courses. This document is currently being reviewed by legal counsel.

Issues relating to intellectual property in the Oregon University System are covered by [OAR 580-043-0006 through 0095](#).

SUBSECTION 2.A.25
Information about the University's current accreditation status can be found at several locations on the SOU website including the [Accreditation page of the Office of Institutional Research](#). Additionally, information regarding individual school and/or program accreditation can be found on their respective websites (e.g., School of Business and Mental Health Counseling Program).

SUBSECTION 2.A.26
Normal purchasing is covered by SOU [guidelines on purchasing](#).

Contracts and grants are covered by policies on grants and contracts (see [SOU Policy AAD 027 - Grants and Sponsored Programs](#)).

SUBSECTION 2.A.27
Faculty members are entrusted with broad individual academic freedom to pursue and teach truth according to best practices in their discipline. Faculty and students alike are free to discuss and teach a variety of ideas in the context of learning and scholarship.

Faculty members are aware that the concept of academic freedom is accompanied by the equally demanding concept of academic responsibility and maintaining appropriate standards of scholarship and instruction. Finally, grievances of alleged violations of academic freedom are allowed under Section 6 of the Faculty Bylaws and under CBA grievance procedure

Southern Oregon University is committed to the practice of academic freedom, in which faculty and students freely examine and test all knowledge appropriate to disciplines or areas of study. The Collective Bargaining Agreement (CBA) between AP:SOU and the State of Oregon, acting by

and through the Oregon University System on behalf of Southern Oregon University, guarantees academic freedom. Article 1 (Preamble) of the CBA between AP:SOU and Southern Oregon University explicitly guarantees academic freedom to the faculty. Academic freedom is effectively broken down into three parts: Section C refers to freedom in the classroom; Section D refers to academic freedom in research; and Section E refers to overall freedom of expression.

For students, academic freedom is guaranteed in the Code of Student Conduct, which is outlined in 573-095-0005 which states that: (1) The maintenance of academic standards is a joint responsibility of the students and the faculty at Southern Oregon University. Freedom to teach and freedom to learn are dependent upon individual and collective conduct to permit the pursuit and exchange of knowledge and opinion.

SUBSECTION 2.A.28
The mission and core themes of student success, intellectual growth and responsible (global) citizenship are both supported by and reflected in the subsections above and below. Moreover, the University is committed to offering a challenging and practical liberal arts education centered on student learning, accessibility, and civic engagement, through its academic programs, partnerships, public service, and outreach. Furthermore, SOU encourages research and teaching in areas that involve sustainable practices, economic development activities that address regional needs such as health and human services, business, education, and the creation of outstanding programs that draw on and enrich our unique arts community and bioregion.

SUBSECTION 2.A.29
Scholarship, Research, and Artistic Creation

The faculty produce a wealth of scholarship, research, and artistic creation. A more comprehensive view of the faculty effort in scholarship, research, and artistic creation is possible by examining individual Faculty Professional Activity Reports (FPAR). One area in which SOU particularly prides itself is the engagement of students through senior capstone projects and/or collaborations with faculty on undergraduate research, providing rich opportunities for students. These efforts have resulted in joint publications, student presentations at professional conferences, and at the Southern Oregon Arts and Research Conference (SOAR).

Information about institutional policies and procedures is disseminated in a variety of ways. For example, expectations for faculty scholarship are included in the bylaws [Exhibit 2.B.4 - APSOU Constitution and Bylaws] which are accessible electronically on the web and in print. There are numerous resources available online and in print format to guide faculty through the Institutional Review Board process and to obtain external funding. New faculty learn about Grants Administration at fall orientation sessions and in various other venues throughout the academic year. They discuss the process and provide their perspective on balancing teaching, research, and the pursuit of external funding.

As with all institutional policies and procedures, the objective is to use a variety of means to present necessary information and help faculty and staff understand what they need to know, where the information is located, when additional information should be sought, and who is available to provide guidance and clarification. Information pertaining to scholarship, research, and artistic creation resides in Academic Affairs, Finance and Administration, the Center for Instructional Support, AP:SOU, Faculty Senate, and Grants Administration.

SUBSECTION 2.A.30
The institution is governed by a variety of Oregon Administrative Rules (OAR's), Oregon Revised Statutes (ORS's), and Internal Management Directives (IMD's) which are all indexed on the SOU Policies website. These policies include:

- Internal Management Directives (IMD) which clarify the responsibilities, relationships, and authority of the Board, Chancellor, and institution Presidents. Section 6 establishes policies on accounting, budget, gift grant and contract management
    - Accounting
    - Budgeting
    - Gift, Grant and Contract Management
    - Investment Management
    - Property Procurement and Management
    - Licensing, Patent, Educational, and Professional Materials Development, and Copyright Policies and Procedures
    - Financial Management of Bonded Debt Related to Auxiliary Enterprises and Other Self-Liquidating Activities
- Section 7 of the IMD provides policy for acquisition of real property, capital construction, and facilities planning.
- Section 8 of the IMD provides policy for Intercollegiate Athletics.
- Oregon Administrative Rules (OAR), applicable to all institutions within the Oregon University System which provide additional guidance and policies. Some relating to fiscal management include:
    - Division 41 provides additional Accounting Policies relating to receivables
    - Division 42: Gift, Grant and Contract Management…general authority, delegation, and institutional responsibilities.
    - Division 43: Employee and institutional rights and responsibilities regarding policies relating to inventions, license agreements, educational and professional materials development
    - Division 46: Relationships with Institutional Foundations
    - Division 60: Policies regarding Real Property, Facilities, and Campus Planning
    - Division 61: Policies governing Procurement and Contracting
    - Division 62: Purchasing and Contracting
    - Division 63: Capital Construction and Contracting
- Oregon Administrative Rules specific to Southern Oregon University
- Oregon Revised Statutes (ORS) provide authority for operating in the Oregon University System

- OUS Board Policies define standards and delegation of authorities on a variety of operational activities.
- OUS Fiscal Policy Manual provides additional guidance associated with
    - Accounting and Reporting
    - Auditing
    - Roles and responsibilities for Auxiliary Enterprises
    - Budgeting
    - Cost Accounting
    - Debt Financing and Management
    - Electronic Commerce
    - Endowment Management
    - Facilities Management
    - Fixed Asset Administration
    - Managing Employee Fringe Benefits
    - General Operations
    - Human Resources
    - Legal Issues
    - Payroll
    - Procurement and Contracting
    - Risk Management
    - Taxation
    - Travel
    - Treasury Management
- SOU University Policies. Those governing Finance and Administrative activities are categorized under the prefix of "FAD" designation on the Policies website.

SECTION 2.B HUMAN RESOURCES

SUBSECTION 2.B.1
The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

Budget reductions over the last several years have impacted administrative staffing levels even as student enrollments have grown. The University has undertaken very intentional processes to enhance staff support for its mission and vision even in the face of dwindling state support. Departments and support areas have been restructured. One of the more recent visible efforts in this area is centered on the division of Student Affairs.

The University eliminated the positions of Vice President for Student Affairs and Dean of Students and collaboratively and intentionally designed a structure to be a significant part of its

vision to increase student retention and success. This new organizational structure creates more integrated approaches to serving students. The task force that recommended the changes in structure and function was comprised of faculty, staff and students.

The University is currently undertaking an ambitious and comprehensive review of all support functions. This process, known as Prioritization, is outlined with the following statement on its purpose:

The prioritization process represents what we hope will be the beginning of regular and ongoing assessment of our work supporting student success, intellectual growth, and responsible global citizenship. Achieving distinctiveness requires intentional decision-making supported by qualitative and quantitative measures. Although the ongoing disinvestment in public higher education is a significant challenge, it does not excuse the fact that our costs and tuition increases are on an unsustainable trajectory. Our stewardship of both public funds and student tuition means we must always be assessing what works, what doesn't, and what programs or efforts should ultimately be adjusted. Financial pressure aside, these efforts are even more important as we are accountable to our students, their families, and the public to ensure that we are achieving the mission of this institution."

This process is designed to ensure that where we use our support resources are truly aligned with the University mission and its commitment to student success.

Even as these processes are ongoing, some support functions at the University have been adversely impacted by the reductions in budget and continue to function at less than ideal capacity. Included in this are areas such as Human Resources and Business Services where positions have been eliminated and work distributed to existing staff. Some functions previously provided by these departments have been curtailed or eliminated altogether. Departments have become more reactive and less proactive in their operation.

The following charts, taken from the University Capacity Study completed in 2012, illustrate staffing levels from Fall 2008 through Fall 2012.

Chart #1-Ratios of Faculty and Staff Headcount to Student Headcount
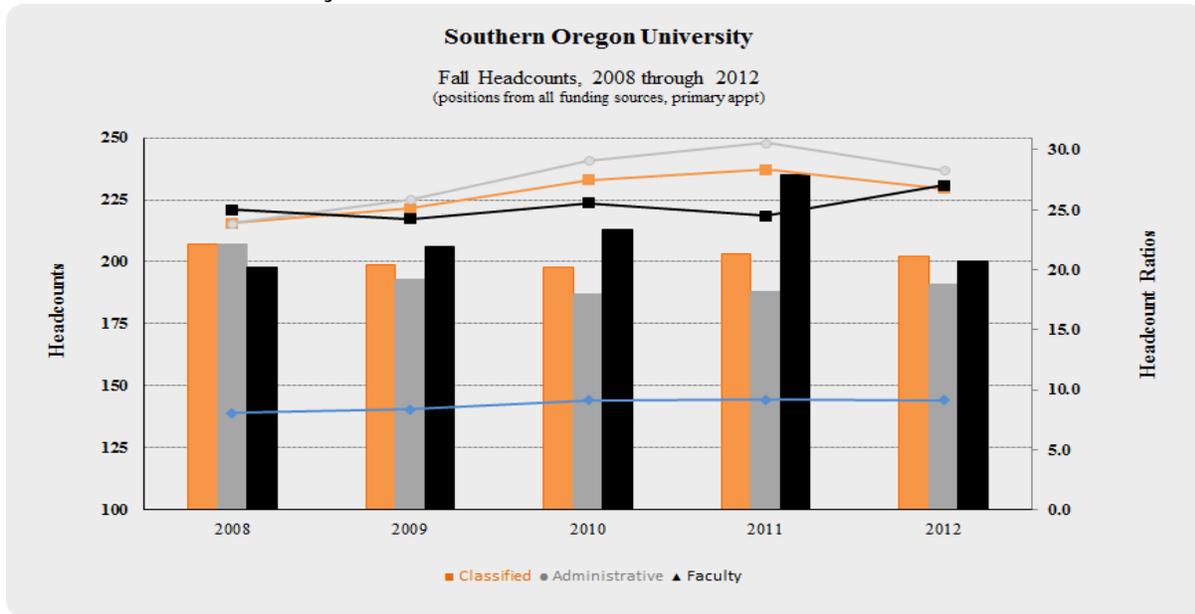
Chart #2- Chart Values for Faculty and Staff Headcount to Student Headcount Ratios

	2008	2009	2010	2011	2012	5 Yr. Avg.
Classified Headcount Student to Classified Ratio	207 23.9	199 25.1	198 27.5	203 28.3	202 26.9	201.8 26.3
Admin Headcount Student to Admin Ratio	207 23.9	193 25.9	187 29.1	188 30.6	191 28.5	193.2 27.5
Faculty Headcount Student to Faculty Ratio	198 25.0	206 24.2	213 25.6	235 24.5	200 27.2	210.4 25.3
Total Employee Headcount Total Student to Employee Ratio	612 8.1	598 8.3	598 9.1	626 9.2	593 9.2	605.4 8.8
Student Enrollment* *excludes high school dual enrolled students	4946	4993	5446	5752	5434	5314.2

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Criteria and qualifications for selection of personnel are publicly posted for all hiring of positions through a third party software product, People Admin which is integrated with the University web site. All postings clearly identify the minimum and preferred criteria and qualifications for selection. For Classified employees, requirements for posting of positions are outlined in the Collective Bargaining Agreement. The hiring and selection process for Administrative employees is governed by University policy Recruitment for Administrative Positions FAD.013.

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Position descriptions are reviewed and updated whenever a vacancy occurs and a new posting is approved. Postings for positions are reviewed and approved by the Director of the Department as well as the Vice President with final review by the Department of Human Resources. Every position is also submitted for budget approval to ensure adequate funding is available. The Office of Human Resources provides guidance and also trains every search committee on procedures and policy on every search conducted.

Job descriptions accurately reflect duties, responsibilities, and authority of the position.

Positions descriptions at the University are maintained centrally in the office of Human Resources and are housed electronically in People Admin, one of the HR enterprise systems utilized by the University. Position descriptions are provided to every new employee and are signed by the employee and the supervisor to ensure they accurately reflect the duties assigned and the work being performed. Position descriptions reflect the duties, responsibilities and supervisory requirements required.

Position descriptions for all positions are updated as positions become vacant. This process is undertaken by the direct supervisor and the Office of Human Resources. Position descriptions for administrative positions may also be updated as needed by the supervisor to reflect updated duties. When this occurs employees in the position acknowledge the changes and an updated position description is processed in People Admin and is placed in the personnel file.

Classified employees initial position descriptions are handled in a similar manner to administrative employees. The initial position description is delivered at the time of hire and is signed by the employee and supervisor. Major changes to position descriptions for classified employees may invoke portions of the Collective Bargaining agreement contained in Article 53-Reclassification Upward-Reclassification Downward. When a classified employee feels that their position description does not accurately reflect the duties, they may request a classification review. The procedures for this process are outlined in the Article.

SUBSECTION 2.B.2

The President of the University and the Vice Presidents undergo an advisory evaluation every year as outlined in the Faculty Constitution and Bylaws. Further the Vice Presidents are required by the President to prepare a list every year of goals and tasks they hope to accomplish and are evaluated based on attainment of those goals.

Administrative staff are expected to receive at least one formal performance review each year as outlined in SOU Policy FAD.012, Performance Management for Administrators. Admittedly some departments are much better at maintaining this standard than others and compliance with this policy is not universal. The Office of Human Resources has recently undergone reductions in personnel due to budget cuts and does not, at the present time, have the capacity to fully engage the campus in this effort. Training in this area is done with individual managers and supervisors as needs are identified and as time permits.

Classified staff are similarly expected to be evaluated annually as described in Article 54, Section 2 of the Collective Bargaining Agreement. "Every employee shall receive a performance evaluation annually by the employee's anniversary date." Classified employees also serve an initial trial service period of six months when their employment is full time and 9 months when their employment is less than half time. These employees are regularly evaluated during this period to assess their ability to perform the essential functions of their position. These trail service evaluations are monitored by Human Resources staff to ensure they are being completed. As with the annual evaluations of Administrative staff, completion is better in some departments than others with particular difficulty in Academic support areas where supervisors are changed regularly as Department Chairs rotate assignments.

SUBSECTION 2.B.3
Faculty, as outlined in the Collective Bargaining Agreement Article 9, Section B:

Section B, Professional Development Account (PDA). Professional Development Accounts are provided to support faculty members' performance in the areas of teaching, scholarship, or service. Approval for use of these funds is contingent upon the member demonstrating to the Chair how the proposed use supports activities or goals described in the member's approved Faculty Professional Activity Plan. Examples include: professional travel; the purchase of equipment, software, or other materials; use of consultants; release time for professional activities or summer stipends for scholarly activities; professional society dues, books, and journal subscriptions. Durable goods purchased with these funds shall be the property of Southern Oregon University.

Each full-time professional faculty member with an ongoing appointment will be allocated $750 and each full-time professorial faculty member with an ongoing appointment will be allocated $1250.

Administrative staff and classified staff are provided with numerous on site development opportunities including software training provided by the IT Department. Trainings offered in the last year have included: Windows 7, Google and Gmail, Excel Level I, Excel Level II, introduction to Microsoft Office, Word Level I, Word Level II, Word Level III, Moodle, as well as various Banner trainings.

The Office of Human Resources also developed and delivered a Leadership Development series and two cohorts of staff members went through this series of trainings. All newly hired faculty and staff take the Online Harassment Prevention training and all employees are asked to take a refresher course every two years. Diversity workshops, developed jointly between the Office of Human Resources and Diversity and Inclusion were held for staff and faculty. Eight skills based training sessions were held for classified and office support staff.

SUBSECTION 2.B.4

SOU continues to successfully attract and retain high quality faculty. In 2012-13, there were 199 faculty at Southern Oregon University (192.8 FTE) who were at the rank of "Instructor" or higher. Among these, 82% percent had doctorate or master degrees recognized as terminal within their field.

Southern Oregon University has an orderly process for the recruitment and appointment of full-time faculty, and is committed to diversity in its hiring practices. The hiring process is collaborative, involving faculty, staff and administrators in consultation with the Department of Human Resources. In addition, the SOU Faculty Bylaws, Section 5.100 and Article 10 of the AP:SOU Collective Bargaining Agreement govern initial appointments. Job opportunities are advertised nationally, regionally, and locally through a variety of publications such as the *Chronicle of Higher Education*, local and regional newspapers, as well as discipline specific publications and websites, in particular, those which emphasize elements of diversity and inclusion. Academic degrees, professional expertise, and experience are weighed by departments in order to uphold academic standards in each course and program.

Applicants submit their application materials directly to the search committee chair; applications are then evaluated by each member of the search committee. A list of acceptable candidates is generated for the purpose of SKYPE or telephone interviews with the search committee, and from that pool the names of 2-4 candidates are submitted to the dean for approval for campus visits. The search committee is generally responsible for handling the details of on-campus interviews. Human Resources is updated and consulted frequently with regard to the search process.

In the case of term-by-term (adjunct) faculty, each academic program keeps a pool of resumes on file and from which individuals may be chosen based on the program's determination of the necessary academic credentials to teach a course within that specific program or discipline. The current SOU Adjunct Faculty Handbook focuses on curriculum and instruction guidelines, but needs to be updated to accurately reflect ongoing efforts the university is making to increase support to all faculty. This includes the newly created Center for Instructional Support which emphasizes a combination of traditional forms of pedagogy and new technologies.

SOU faculty have a long history of actively shared governance with the administration. The Faculty Constitution and Bylaws [Exhibit - 2.B.4 Faculty Constitution and Bylaws] have been in existence for nearly forty years. The Faculty Senate is sanctioned by the constitution and is the primary faculty advisory body to the president of the university.

The full-time faculty (instructor or higher, .5 FTE or higher) have been unionized since 1973. The faculty union, the Association of Professors: Southern Oregon University (AP:SOU), is an independent union, not affiliated with any state or national organization. The terms of the faculty's compensation and working conditions are negotiated through the AP:SOU Collective Bargaining Agreement [Exhibit - 2.B.4 APSOU Collective Bargaining Agreement]. This contract

aligns with the State of Oregon's biennial budget. The union represents the faculty in matters of enforcement of the CBA. AP:SOU and the SOU administration have a long history of constructive engagement, with significantly less of the adversarial tone struck by many unions with their administrations. AP:SOU and the Faculty Senate complement one another in giving faculty effective voice in governance.

Through the bylaws of the constitution, several faculty committees perform particular functions related to the governance of the institution [Exhibit - 2.B.4 Constitution and Bylaws, see section 2]. Some important examples include the Curriculum Committee, the University Planning Board, and the Senate Advisory Council. The Curriculum Committee, with six faculty members and associated ex-officio members, receives all proposals by departments and programs for changes, such as new and/or modified courses; modifications to majors, minors, and/or certificates; and new degree programs. Similarly, the Graduate Council monitors changes to existing graduate programs and new graduate programs. The University Planning Board consists of faculty and administrators and is charged with creating effective collaborations between University planning and resource allocations, providing transparency to strategic planning and budgeting. The Senate Advisory Council consists of several faculty, including members from the Faculty Senate. The Council meets every other week with the president and provost. In addition to setting the agenda for Faculty Senate meetings, this group advises the president and the provost on matters of mutual interest between faculty and the administration.

In addition to the standing committees of the Faculty Senate, ad hoc committees and task forces are occasionally formed by the senate or the university president.

SUBSECTION 2.B.5
Per the CBA, the Professional Faculty teaching load is 44 to 45 Equated Load Units (ELU's) per year (12 to 16 per term) the Professorial Faculty teaching load is 36 ELU per year (12 per term). Faculty who are loaded above (or below) these levels may be compensated for their overload (or underload) through his/her ELU bank. When overloads cannot be compensated through the ELU bank, overload pay may be considered. (Article 19).

In principle, all faculty members can request a reduced load for professional activities if a source of funding to cover the instruction (e.g., a qualified term-by-term instructor) for the released course can be found. The CBA (Article 9) provides some monies which can be used for this purpose. The current CBA gives each faculty member a personal professional development account ($1250 per member per year), which supports professional travel, equipment/software purchase, and some backfill for release time. The CBA also provides faculty with a source of funding through the Professional Development Grant; faculty awarded grants may include in their budgets funding for release time at the time they apply.

Specific information pertaining to expectations regarding scholarship, research, and artistic creation resides in the Provost's Office, AP:SOU Collective Bargaining Agreement, Faculty Senate Bylaws, and Grants Administration and is available on the relevant websites. Since SOU's

last accreditation report, each academic program has articulated discipline-specific scholarship criteria. The intent of this initiative was based a collaborative effort on the part of the administration and Faculty Senate to recognize a broader, richer definition of scholarship that includes discovery, application, integration, and teaching, resulting in increased clarity about scholarship, research, and artistic creation.

In general, criteria for scholarly activity center on pursuing *and* sharing new knowledge or insight. Scholarly activity may vary over a faculty member's career and be demonstrated in a variety of ways. However, common to all should be:

- Originality —creating new knowledge, insight or artistic works
- Meaningfulness — contributing to the profession or the public good
- Review — affirmation of meaningful contribution by appropriate peers
- Dissemination — sharing work beyond the University

Detailed information about expectations relevant to hiring, promotion, tenure, teaching and service are presented broadly in the Faculty Constitution and Bylaws (Section 5).

The support outlined above allows SOU faculty to produce a wealth of scholarship, research, and artistic creation.   A more comprehensive view of faculty efforts in scholarship, research, and artistic creation is possible by examining individual annual Faculty Professional Activity Reports.

One area in which the SOU faculty particularly prides itself is the engagement with students and, in particular working with undergraduate students. One example is the Southern Oregon Arts and Research (SOAR) annual week-long event which features faculty and student scholarly and artistic works. Last year over 800 student and faculty participants were involved with podium presentations, exhibitions, demonstrations, performances, and poster sessions. Additionally, 22 labs and studios across campus were open for tours and staffed by students and faculty who were engaged with campus and community members.

SUBSECTION 2.B.6

a. All term-to-term faculty members are evaluated at least once every three years or at least once every 45 ELU, whichever is sooner.

b. All faculty members on one-year fixed term appointments are evaluated annually except when a colleague evaluation is scheduled.

c. All faculty members planning to apply for promotion have a colleague evaluation within two years of applying for promotion (one year is recommended).

d. All tenured faculty members and those on three-year extendable appointments have a colleague evaluation at least once every five years.

The format and processes for faculty evaluations include annual Faculty Professional Activity Plan and Faculty Professional Activity Report, annual evaluations by chair for non-tenured faculty, and evaluations by chair or colleagues for tenured faculty. These approaches include some level of review of scholarship, research, or artistic creation with criteria that are distinguished by different ranks. Guidelines for these reports and processes are electronically disseminated by the Office of Academic Affairs on an annual basis and are included in the current edition of the Department Chairs Handbook. It is the department chair or program coordinator's responsibility to provide access to information pertaining to personnel guidelines, the Faculty Constitution and Bylaws, and the CBA at the time of hire.

SECTION 2.C EDUCATIONAL RESOURCES

SUBSECTION 2.C.1

The goals and objectives of our education programs have benefited from clearer definition as part of the self-study process, as have the efforts of institution-wide committees and evaluative bodies who are working on the establishment of integrated institution-wide metrics for the development, evaluation, and approval of programmatic goals and objectives.

The general education requirement for every degree program at SOU is clearly outlined in the SOU Catalog as are the learning programs for courses, programs and degrees. Every major requires (1) 12 lower division writing or communication credits (usually fulfilled by enrollment in the University Seminar series); (2) an additional minimum of 36 lower division general education credits (12 in humanities, 12 in social sciences, and 12 in sciences); (3) four to eight credits in quantitative reasoning; and (4) nine to 12 upper division general education credits.

SUBSECTION 2.C.2
Curricular Review and Evaluation

SOU has been engaged in conceiving and developing a methodical program to formalize university-wide assessment activities, focusing in particular on curricular assessment. A process for the systematic review of academic learning outcomes has been developed for all academic programs.

Faculty members have also been developing consistent programmatic expectations and criteria for the evaluation of capstones. This work is in progress, including embedding assessments and a creating a vehicle for conducting a longitudinal study of student performance and a consistent method of evaluation.

The management of SOU academic programs is handled concomitantly with the management of each year's academic catalog. In addition to catalog descriptions, each SOU program now has documented specific academic exit outcomes. These exit outcomes articulate what knowledge,

skills, and dispositions are expected from all graduates in that program. Departments are continuing the process of refining the proficiency levels for each of these outcomes.

An institution-wide, integrated assessment effort is underway which has as its central goal the review of student achievement at the beginning, at the midpoint, and at the senior capstone levels. We are implementing tools and systems for data collection, analysis, and presentation that will enable us to have a campus wide, evidence-based culture of assessment and accountability.

SUBSECTION 2.C.3
SOU has a well-developed mission statement to which it aspires:

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

The mission guides the university's strategic planning. As part of this accreditation effort, the academic departments have re-evaluated their programmatic goals and objectives against the goals and objectives of our mission and vision. This accreditation experience is the launching point, under the guidance of our president, Dr. Mary Cullinan, for new strategic planning and for an updated systematic budgeting process that will more rationally align our programs with our resources.

The goals and objectives of our education programs have benefited from clearer definition as part of the self-study process, as have the efforts of institution-wide committees and evaluative bodies who are working on the establishment of integrated institution-wide metrics for the development, evaluation, and approval of programmatic goals and objectives.

The general education requirement for every degree program at SOU is clearly outlined in the SOU Catalog and at (insert links to University Studies and BS degree requirements). Every major requires (1) 12 lower division writing or communication credits (usually fulfilled by enrollment in the University Seminar series); (2) an additional minimum of 36 lower division general education credits (12 in humanities, 12 in social sciences, and 12 in sciences); (3) four to eight credits in quantitative reasoning; and (4) nine to 12 upper division general education credits.

SUBSECTION 2.C.4
Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

Admission and graduation requirements are clearly delineated at SOU. These requirements are codified in the Catalog, which is readily available on the University website. The Office of Admissions promotes said admission requirements information via their departmental website as well as a variety of print publications. Individual academic departments, the Office of the University Registrar, as well as Academic Support Programs, promote said graduation

requirements via web presence, print materials, and myriad individual interventions with students. All such policies are in full compliance with State and Federal regulations and guidelines.

SUBSECTION 2.C.5
Curriculum Development

The design of each academic program originates within the jurisdiction of faculty members in the programs. According to Article 3 Section 2.I of the Faculty Constitution, faculty members have the right to "act upon and advise the President on all matters of educational policy within the limits prescribed by federal and state law and the regulations of the Oregon State Board of Higher Education" [Exhibit 2.B.4 - APSOU Constitution and Bylaws].

Department chairs' and program coordinator's requests for undergraduate curricular revisions are submitted to the Curriculum Committee (CC).The CC reviews and approves all additions and deletions of undergraduate courses or programs and then submits their recommendations to the Faculty Senate for approval. The University Studies Committee (USC) further reviews courses that are proposed for inclusion in general education. The Graduate Council (GC), another Faculty Senate committee, reviews additions and deletions for graduate-level programs and courses.

The CC serves as the primary reviewer of programs and courses designed for majors. Changes in curriculum of any type undergo a well-defined, systematic process that begins at the departmental level and moves through the appropriate Faculty Senate committee. Each of these committees is senate-appointed and made up of a representative body of diverse faculty members from each school and the library. The CC reviews the courses from a managerial perspective, i.e., determining that SOU has adequate library resources for a course, the department has adequate staffing, and the necessary prerequisites are scheduled to promote student access to, and success in, the new course. The CC also determines whether each proposed course or program is pedagogically sound. As stated, the USC reviews new courses that are proposed to qualify as University Studies (our general education) curriculum. The GC reviews course additions and deletions for graduate-level programs and courses.

Several programs are also accredited by external evaluators: Business (Accreditation Council for Business Schools and Programs, Chemistry (American Chemical Society), Music (National Association of Schools of Music), Psychology (Council for Accreditation of Counseling and Related Educational Programs), and Education (Oregon Teacher Standards and Practices Commission). These accrediting agencies further assure that (a) these specific programs have appropriate course sequences, content, and assessments and (b) objectives and descriptions are accurate and appropriate for the offered degrees.

Proposed degrees, programs, and certificates must first be routed through the SOU curriculum review process (department to dean), then to CC or GC (for graduate programs); then to the Faculty Senate. Following approval by the Faculty Senate, the proposals are presented to the

Oregon University System (OUS) Provosts' Council for evaluation and recommendation, and then on to the Oregon State Board of Higher Education for final approval.

The schedule for curricular maintenance at Southern Oregon University has been primarily aligned with the concomitant institutional process of publishing an annual, accurate, up-to-date course catalog.

Every year, the CC, the USC, and the GC review courses (and programs, in the case of the CC and the GC) submitted for addition and deletion. Even with weekly meetings, the CC is challenged to complete the management of all the annual curricular adjustments.

Curricular Review and Evaluation

SOU continues to develop a methodical program to formalize university-wide assessment activities, focusing in particular on curricular assessment. The University Assessment Committee and Curriculum Committee have addressed the following institution-wide curricular issues:

- the creation of a common, streamlined process for the design and review of courses, regardless of whether the course is designed for a major or general education as clearly outlined in a curriculum process manual
- the identification of criteria for which a course will be assigned a course number, establishing benchmarks of rigor for 100-, 200-, 300- and 400-level courses as clearly outlined in a curriculum process manual
- creating a clear plan for annual program review that feeds into institutional review and evaluation process for student achievement via the TracDat database tracking system
- establishing a system for monitoring potential course redundancy

Every educational program at Southern Oregon University has now articulated student knowledge, skill, and disposition outcomes for graduates in their programs. Those outcomes have been entered into the TracDat system along with the means of assessment for each outcome. Academic programs are now in the process of mapping their various curricula to the learning outcomes and means of assessment in order to measure student achievement.

The University Seminar (USEM), which is our year-long freshman seminar, has provided the institution with the most evidence that assessment of student achievement leads to the improvement of teaching and learning. Over the years the USEM program has collected a great deal of diagnostic data that have been used by its faculty to modify the curriculum.

USEM faculty members designed a diagnostic essay assessment tool to be embedded in all sections of USEM at the beginning and end of the year. Data from the diagnostic essays are used to monitor individual student achievement; included is a pre-assessment to use in the design and implementation of each section of USEM (catering rigor to academic proficiencies). Achievement data from these diagnostic essays are also used to guide professional development for USEM faculty and monitor student achievement longitudinally. In addition,

these embedded assessments also provide institutional baseline data in the following areas: (1) use of standard English, (2) writing organization, and (3) the construction of logical arguments (a type of critical thinking that is used across all disciplines).

Similar efforts are underway for the University Senior Capstones in which assessment rubrics for the foundational learning outcomes of Critical Thinking, Communication, and Information Literacy will be used by the University Assessment Committee to score a random sample of capstone papers. During this process, the rubrics will be refined as papers from numerous majors are scored and analyzed. This analysis will serve to inform future large scale collection efforts of senior capstones.

The Collegiate Learning Assessment (CLA) is another source of large scale data that has been collected to situate SOU on a national context. The value-added measure within the CLA indicate that SOU's seniors were in the 92nd percentile compared to all four-year colleges and universities that administered the CLA in 2012 and in 2011 were in the 98th percentile. This value added measure is an indicator that after four years of college education SOU seniors are significantly performing better in critical thinking and writing skills than is typical for seniors from schools admitting similar students. SOU will continue administering the CLA and in our Year 7 report to the NWCCU will address the results on this same value-added measure.

SUBSECTION 2.C.6

Southern Oregon University has placed information literacy as a [foundational strand goal](#) structured throughout the University Studies curriculum, from University Seminar to the capstone experience. As a foundational goal, along with written and oral communication, critical thinking, and quantitative reasoning, information literacy serves as an institutional goal approved by the Faculty Senate and fundamental to every course taught at the university. The mission of the Hannon Library's Information Literacy and Instruction Program is to work with faculty to teach students to think critically and use information for their academic, professional, and personal lives – helping them define information needs, then locate, evaluate, and use all available information resources effectively, efficiently, and ethically.

Library faculty collaborate closely with department faculty. Collaboration ranges from providing customized online research guides for every program to librarians teaching multiple sessions or at times co-teaching. The Information Literacy and Instruction Program centers on four distinct areas:

1. First year experience (FYE)/University Seminar – typically one or more sessions developed around a specific assignment.
2. 300-level writing and research in the discipline – often multiple sessions focusing on term-long research papers requiring a wide range of academic sources. Library faculty at times co-teach courses with departmental faculty utilizing the Moodle course management system and/or face-to-face instruction and consultation.
3. Lower- and upper-division courses with specific assignments or projects—including capstone experience. Library faculty work directly with departmental faculty to develop

instructional sessions focused on completing a specific assignment such as the development of business plans, annotated bibliographies, or finding primary documents.

4. Graduate courses—such as the Master of Arts in Teaching (MAT), Master in Mental Health Counseling (MHC), Master in Management (MIM), and Master in Interdisciplinary Studies (MilS). Librarians are called upon to provide instruction at the graduate level.

Additionally, departmental faculty direct students to meet with their subject librarian as appropriate. Librarians provide research and instruction assistance to students in a variety of formats including face-to-face, hybrid, and online. Face-to-face consultations with students at reference or by appointment provide much needed in-depth assistance directed at a specific topic. One-on-one online consultations might utilize Moodle, Skype, or Facetime in which a librarian can work directly with a student sharing applications online or via chat or text messaging. Librarians are proactive and frequently contact faculty directly to initiate instruction sessions.

Our most recent curriculum map cited 28 writing and research courses at the 300-level that served as entry into the discipline. Of those courses, library faculty taught in fifteen of the courses. Of the fifteen courses, eleven courses had multiple sessions. One course was co-taught by a librarian. In the seven disciplines that offered graduate courses, library faculty interacted with the departmental faculty in all but one discipline.

In summary, at Southern Oregon University strong, collaborative relationships exist between librarians and departmental faculty. Library faculty work with faculty from the disciplines, playing a crucial role in the fulfillment of the information literacy goals in each stage of a student's academic career. Critical to the collaboration has been the institutionalizing of information literacy as a foundational goal strand present to some degree in all courses of the university curriculum.

SUBSECTION 2.C.7
OUS has recently mandated that all institutions develop a mechanism regarding Credit for Prior Learning. Accordingly, Southern Oregon University is currently in the process of developing a policy/system for awarding prior learning credit based on recommendations from the Credit for Prior Learning Task Force, a statewide group of institutions of higher learning, which completed their work this past Spring 2013.

SUBSECTION 2.C.8
The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between

institutions are identified, the institution develops articulation agreements between the institutions.

Southern Oregon University accepts transfer credit using guidelines set by faculty and best practices in the field of transfer credit evaluation.

SOU's formal transfer of credit policy is clearly stated in the catalog here. This policy addresses transfer of credit from accredited institutions, non-regionally accredited institutions, two-year institutions, and special credit scenarios such as the College Level Examination Program (CLEP), Advanced Placement (AP), and International Baccalaureate (IB). Specific course equivalencies, transfer guides, and articulation agreements are made available on the SOU admissions web site here. Both of these resources are openly available to all students, whether current or prospective.

Transfer credit is accepted from the following sources:

- "Transfer Level" coursework from regionally accredited associate, baccalaureate, masters (and higher) degree granting institutions

- Nationally recognized exams, including Advanced Placement (AP), College Level Examination Program (CLEP), and International Baccalaureate (IB). Passing exam scores and corresponding credit are set by the Oregon University System Chancellor's office and SOU faculty, and published on SOU's website.

- Military Credit from Army, Navy, and Marines (AARTS and SMART transcripts). Credit is granted in accordance with American Council on Education (ACE) guidelines.

- Credit from foreign colleges and universities, based on evaluation by the Office of International Programs, under the direction of tenured faculty.

ELECTIVE CREDIT:

The vast majority of transfer credit comes from regionally accredited, domestic degree granting institutions. The SOU Office of Admissions accepts all such credit as "elective" if the transcript key designates it as "transfer level." Upper/lower division transfer credit is also determined by the course numbering system defined on the transcript key. If the course level is not clear, SOU evaluators contact the school for clarification. SOU faculty may substitute elective transfer credit into student degree programs on a case by case basis.

DIRECT EQUIVALENCY:

Admissions equates certain transfer courses with hard-numbered SOU courses based on faculty permission and guidelines (primarily for lower division). These equivalencies are monitored by faculty in SOU's articulation tables.

UNIVERSITY STUDIES (Gen Ed Core):

Admissions designates certain lower division courses as University Studies (Gen Ed Core), by comparing and matching each transfer course description with designated University Studies outcomes.

University Studies faculty and professional advisors monitor US equivalencies in SOU's articulation tables. Admissions evaluation staff receive regular training to ensure their evaluations remain accurate and consistent.

ARTICULATION AGREEMENTS:

SOU has identified enrollment patterns in several areas, leading to approximately 50 formal articulation agreements.

Students who follow these agreements satisfy lower division University Studies requirements, as well as prerequisites for selected majors. Each agreement was negotiated by faculty, and is reviewed annually.

ADDITIONAL TOOLS USED TO FOR TRANSFER CREDIT EVALUATION:

- SOU subscribes to the CollegeSource Transfer Evaluation System (TES), a database of millions of nationwide catalog course descriptions from the mid-90's to present. TES includes a workflow tool to engage SOU faculty in the evaluation process and archive their equivalency decisions.
- SOU consults web articulation tables of peer institutions, to see how others accept certain courses for transfer
- SOU uses an equivalency petition form such that students may directly petition faculty to review their elective transfer credit for value-added equivalency. Successful petitions are recorded on student records, added to articulation tables, and archived.
- Whenever a transfer course is unclear, SOU evaluation staff email course descriptions to faculty for review. For inscrutable courses, staff also obtain transfer course syllabi for faculty.
- SOU follows best practices as defined by a number of professional organizations, including:
  - American Association of Collegiate Registrars and Admissions Officers (AACRAO)
  - Western Interstate Commission for Higher Education (WICHE)
  - The American Council on Education (ACE)

SECTION 2.C UNDERGRADUATE PROGRAMS

SUBSECTION 2.C.9

University Studies: General Education Program Current Model and New HOUSE Model

Southern Oregon University values and promotes our general education component as evidenced by a comprehensive alignment of Liberal Education America's Promise (LEAP) initiative. The LEAP focus "making excellence inclusive" framework is especially concerned with students who, historically, have been underserved by higher education. This simply stated, well represents the SOU student body many of whom are transfer, low income, or first generation students. As part of the Association of American Colleges and Universities' (AAC&U) centennial initiative, the evidence-based model has demonstrated successful preparation for today's college student to meet twenty-first-century challenges. SOU stands behind the partnership of our state systems engagement noting the core questions that were addressed in the development of our University Studies Program. What really matters in college, works to give students a compass to guide their learning as students' progress through their degree program. The liberal education offers the promise of outcomes including a broad knowledge base, intellectual and practical skills, personal and social responsibility, and integrative learning.

University Studies formatted the outcomes of LEAP through articulated goals and proficiencies that guide faculty development for the facilitation of the alignment of courses and curriculum, allows the measurement of student achievement, and provides guidance for assessment of both the student learning and the institutional effectiveness. The student achievement as the guiding compass for the University Studies curriculum, the once new conceptual shift for critical curricular development has taken hold. The implementation of the proficiency-based curriculum has inspired a critical approach to course design and a shift toward increased accountability for SOU faculty in both design and teaching effectiveness.

The University Studies mission clearly outlines objectives for students, faculty, and the Institution:

> University Studies serves SOU's vision as a public liberal arts and sciences university by expanding students' intellectual horizons and helping them comprehend a diverse and changing world. Working alongside the majors, University Studies stresses cognitive skills and humane perspectives that prepare students to lead productive, ethical, globally conscious, and socially responsible lives.

Currently, SOU is undergoing a shift in the alignment of best-practices. Using the High Impact Practices (HIPs) approach to shape desired student behaviors and outcomes, and through embracing the literature that strong relationships between learning community participation and engagement (as measured by NSSE) and the AAC&U endorsement of service learning, SOU has embarked on a new HOUSE model that will start in fall of 2013. The percentage of students

across America who participate in service learning that is well integrated into their curricular development is unfortunately limited, notes Kuh & O'Donnell (2013). SOU is committed to: student-faculty research engaging more students in an investigative process and articulating research questions and outcomes; an integrated and engaging general education experience that is innovative, interdisciplinary, and focused on the learning goals and proficiencies set forth in University Studies as modeled by the LEAP initiative. Adding the HIPs-endorsed learning community approach with emphasis on the core institutional learning outcomes is the shift that SOU is taking with the HOUSE approach. The two models will exist in tandem until the HOUSE model is completely implemented [Exhibit - 2.C.9 University Studies Pathways], and [Exhibit - 2.C.9 House Experience new program proposal].

University Studies Model:

Lower Division *Foundational Goals   (16)*

University Seminar 101	Strand A (4) *
University Seminar 102	Strand B (4) *
University Seminar 103	Strand C (4) *
Quantitative Reasoning	Strand D (4)

 Strands integrated across full year course freshman experience

Explorations Courses (36)

Humanities (Arts and Sciences)	Strand E (12)
Social Sciences	Strand F (12)
Sciences (2 with labs and one non lab)	Strand G (12)

Upper Division *Integrations (12)*

Science, Technology, and Society	Strand H (4)

Civic Engagement	Strand I (4)
Diversity & Global Awareness	Strand J (4)

University House Model (2013):

House Seminar 101	Strand A (4) *
House Seminar 102	Strand B (4) *
House Seminar 103	Strand C (4) *
Quantitative Reasoning	Strand D (4)

Strands integrated across full year course freshman experience

Explorations Courses

House Explorations 201*	Full year, covers (4) credits (1 class) of strand E, F, & G
House Explorations 202*	Full year, covers (4) credits (1 class) of strand E, F, & G
House Explorations 203*	Full year, covers (4) credits (1 class) of strand E, F, & G

Strands integrated across full year course experience

Upper Division Integrations

House Integrations 301 *Science, Technology, and Society*	Full year, covers (4) credits (1 class) of strand H, I, & J
House Integrations 302 *Civic Engagement*	Full year, covers (4) credits (1 class) of strand H, I, & J
House Integrations 303 *Diversity & Global Awareness*	Full year, covers (4) credits (1 class) of strand H, I, & J

Strands integrated across full year course experience

Upper Division Foundations

House UDF 401	Full Year covers one strand of K, L & M (4)
House UDF 402	Full Year covers one strand of K, L & M (4)
House UDF 403	Full Year covers one strand of K, L & M (4)

*Strands integrated across full year course experience
**As the House Model was under development, a General Education Task Force was formed to assist with the alignment of the University Studies current model and the developing House model. The alignment of the foundational goals and full learning outcomes and assessment will be met through the House First Year, House Second year, and House Integration course work and finally the fourth year upper division foundations. This model has been approved by the Provost and moves forward for full Faculty Senate approval in fall of 2013.

The Honors College: *University Studies*

Combining real world projects with intellectual rigor, the Honors College at Southern Oregon University aims to provide a challenging learning environment. Through the creative curricula the university's takes advantage of SOU's unique location by drawing on the rich natural, cultural, and artistic resources that are Southern Oregon. SOU seeks to create a community of learners prepared for a lifetime of intellectual curiosity, inquiry, scholarship, and service through this program. The focus on Honors is an enriched experience deeply rooted in the social sciences, sciences, and humanities. Like University Studies and the House Models, the Honors College offers a core of the foundational goals and integrated coursework to align with the University Studies goals and proficiencies. The Honors College curriculum was approved by committee and the Faculty Senate. After this approval process, the University Studies committee reviewed the proposed coursework and approved the following University Studies Honors Model:

Honors Scholars University Studies: (50 credits)

Honors Foundations (HON 101, 102, and 103) Strands A, B, C	12 credits
Probability and Statistics (HON 243) Strand D	4 credits
Honors Seminars · 3 one-credit sophomore seminars (Modes of Argumentation) o HON 250 - Logic and Line or Argumentation o HON 251 - Fallacies in Arguments	6 one-credit seminars

o HON 252 - Varieties of Reasoning
 · 3 one-credit junior seminars (Modes of Research)
    o HON 350 - Qualitative and Historical
    o HON 351 - Descriptive and Correlational
    o HON 352 – Experimental
  (*integrated explorations strand E, F, G)	

Biography: Historical & Contemporary Figures (HON 301)	4 credits
Any five courses, with at least one under each area, from the following list (various topics will be offered under these subject numbers): · HON 315 - Art, Culture and Humanities · HON 317 - Politics, Institutions and Society · HON 319 - Science, Sustainability and Nature (Strand H, I, J)	20 credits
Final project (HON 490)	4 credits
Honors capstone provides students with an opportunity to integrate and apply what they have learned over the course of their time at The SOU Honors College. The capstone must be an intensive product of the student's independent work, but should involve engagement with, and feedback from, faculty advisors or mentors.	

Assessment of General Education

Assessment has been an integral part of the University Studies program. Oversight of courses approved into the program and development of measurable outcomes has received stringent oversight since 2007. Over the past two years, SOU started aligning all majors, certificates, and programs with the assessment management tool TracDat ®. The learning outcomes for all areas are uploaded and the rubrics for assessment are currently being developed. Assessment on a smaller scale has been conducted by the programs and departments. Faculty across campus participated in the development of the TracDat® system. In the spring of 2013, the University Assessment Committee reviewed the data uploaded by the programs and departments. A program assessment rubric [Exhibit - 2.C.9 Program Assessment Rubric] was developed and shared with the faculty. Departments and programs evaluated themselves using the rubric. The University Assessment Committee then evaluated the programs and departments using the same rubric. The two rubrics were compared to see if the Assessment Committee and the program and department scores on the rubrics were the same, or if they scored above or below the self-reported rubric score, and the results were compiled and shared with faculty at an end of the year program assessment forum. Additionally, each program met with the Director of Academic Assessment to discuss their individual review and discuss areas

for future work. Faculty across campus are in the process of collecting data and reporting with oversight from the Assessment Committee and Administration as set forth in the guidelines of the Faculty Constitution.

SUBSECTION 2.C.10

The University Studies model has been in place since 2006. University Studies is designed around clearly stated goals and proficiencies that guide faculty in the measurement of student achievement, facilitate the alignment of courses and curriculum, and provide guidance for assessment of both student learning and institutional effectiveness. The Faculty Senate approved campus-wide learning outcomes and the assessment plan is implemented by three standing Faculty Senate committees. The University Studies committee and the Curriculum Committee work as a check and balance system to assure the acceptance of new coursework into the institution and once approved there, the course may request University Studies status and become part of the learning outcomes that are offered and tracked campus-wide. As part of the complete process, assessment is implemented through the University Assessment Committee. Through University Studies and the Assessment Committee, campus-wide, SOU is engaged in documenting and demonstrating that the foundational learning goals and the broad-based general education experience. There is administrative oversight and assistance with the TracDat® Model and implementation of monitoring is underway. The Perception of general education as a separate curriculum has become blurred as the integration of learning goals becomes the central component for student achievement.

The University Studies curriculum is based on student learning, with specific learning goals embedded in qualified University Studies courses.

I. Foundational Learning Goals (A, B, C, D) stress developing and enhancing fundamental communications, critical thinking, information literacy, and quantitative reasoning skills.

II. Exploration Learning Goals (E, F, G) stress acquiring a broadly informed knowledge of the various disciplines and becoming familiar with the kinds of inquiry that occur within the aesthetic, social, and scientific worlds.

III. Integrations Learning Goals (H, I, J) stress the deepening, application and transfer of knowledge across the disciplines. Students explore ethical perspectives in science and technology, citizenship and community, and diversity and global awareness [Exhibit - 2.C.9 University Studies Pathways].

SUBSECTION 2.C.11

Southern Oregon University does not offer Associate of Arts (AA) or Associate of Science (AS) degrees. Nor does SOU offer an Associate of Applied Sciences (AAS) degree. All undergraduate certificate programs are concurrent programs and students cannot enroll at SOU solely to complete a certificate undergraduate certificate program (standalone). Certificates are awarded within major programs or degrees and have clearly articulated learning outcomes. New programs must articulate their learning outcomes, which are reviewed by the Curriculum Committee and recommendations are taken forward to Faculty Senate for final approval.

SECTION 2.C GRADUATE PROGRAMS

SUBSECTION 2.C.12 through 2.C.15

SOU offers several categories of graduate programs including Master's degree in Interdisciplinary Studies, specialized Master's degrees and licensing programs, and professional master's degree programs.

Interdisciplinary Master's Degrees

For master's degrees that span more than one disciplinary area, SOU offers interdisciplinary and multidisciplinary degrees. This program serves graduate students who want to develop new perspectives on human values and questions of social importance, who want to develop new habits of thinking, and who want to advance their analytical and communication skills.

Specialized Master's Degrees and Licensing Programs

Some graduate degree programs at SOU may lead to the Master of Arts or the Master of Science degree or to licensure, preparing participants for professional advancement related to a specific field of inquiry. These programs consist of a strong subject matter preparation in a major area at the graduate level. The specific objectives of these master's degrees are to expose students to current information and practices in a career field and to provide students with opportunities to develop high levels of skill and depth of knowledge that combine theory and experience in a field of study relevant to the demands of civic responsibility and professional life in a globalized and multicultural world.

Master's Degrees for Professionals

The following master's degrees offered at SOU are designed for individuals pursuing professional advancement: business management, business administration, applied computer science, teaching and educational administration, mathematics, environmental education, foreign language education, music performance, mental health counseling, and theatre studies in production and design.

SOU developed individual graduate program manuals for use by graduate students and graduate coordinators. Each clearly outlines policies and procedures indicated in this standard.

Graduate credit transfer is approved by a program's graduate program coordinator during the application process in consultation with the department chair, School or College Dean and/or Dean of Graduate Studies. A program's decision to accept or reject transfer or prior credit is informed by the course exclusions policies set forth by the Graduate Council.

The arching graduate studies policy on prior and transfer credit is as follows:

A student may include only 15 quarter-credits of approved graduate coursework taken prior to regular admission to a master's degree program at the university. This limitation applies to coursework taken at Southern Oregon University and coursework transferred from other

institutions. Such courses must be appropriate for the master's degree program to which the student is admitted and must be approved by the major area advisor, the school graduate coordinator, and the school dean. No more than 6 credits of prior or transfer credit may be transferred from a previous master's program. All transfer credit must be documented with official transcripts sent directly from the school of origin to the Office of Admissions.

In addition to these restrictions, a program's decision to accept or reject transfer credits is affected by the exclusion of outdated courses from coursework used to complete a graduate degree at SOU. Here is the policy:

All courses included in an SOU program for a master's degree must be no more than seven years old or less at the time the degree is completed. However, with the approval of the Dean of Graduate Studies, up to 12 credits of courses over seven years old, but less than ten years old at degree completion, may be included if they have been updated and validated by the academic department and approved by the school dean. Upon program completion, courses taken ten years ago or longer must be replaced even if they have previously been updated.

Graduate admission and retention policies ensure that student qualifications and expectations are compatible with the institution's mission and the program's requirements. Transfer of credit is evaluated according to clearly defined policies.

Application Information:

Students pursuing graduate studies at SOU may choose one of three types of degree programs: specialized master's degrees, professional licenses, and college area master's degrees. Requirements vary between 45 and 90 credits.

Individuals who wish to enroll in a master's degree or licensing program must first be admitted to the Program of Graduate Studies through the Office of Admissions for information about filing deadlines, registration categories, and fee requirements. Students should also contact the Graduate Studies website and the school or college dean's office to receive an overview and application materials of a specific graduate program and to identify the appropriate graduate program coordinator and major program advisor.

Those who would like to take graduate courses but have not been admitted to the Graduate Studies Program and master's degree or graduate licensing program may enroll in the University as a post baccalaureate student or a non-admitted graduate student. Those interested in pursuing this option should consult the Office of Admissions for more details. Not all post baccalaureate programs give graduate credit coursework; students should contact a graduate coordinator in the program of interest to confirm whether this is an option.

Graduate credit may be granted for internships, field experiences, and clinical practices, all of which may be an integral part of the graduate degree program. Relatedly, several of SOU's graduate programs utilize workshops, internships, practica, and other types of experiential learning as part of their graduate degree offerings. These courses are often designated as "open numbered," i.e. 508 (workshops) and 509 (practica). Standard open-numbered courses

have conventionally been identified at SOU as numbers below 511. Specific open numbers have also been created by programs, for example, 504 (individual counseling practicum) and 506 (group counseling practicum, advanced Spanish conversation). Other numbers are also used by departments to designate open-type classes; these numbers can be identified as marking a workshop, practicum, or internship course by the course's title or description.

Courses such as these fall under the "Workshop Credit and Practicum" and "Open-Numbered Graduate Courses" course exclusions of the Graduate Studies Program at SOU, as stated in the catalog and other electronic and print publications available to students. These regulations state that "[a] maximum of 9 hours of workshop or practicum credit may be included in a graduate program with advisor consent and no more than 21 credits of open-numbered courses may be included in a 45-credit program."

The number of hours spent by students in an experiential or open learning environment to earn credits toward degree completion varies from program to program. Graduate faculty advisors, graduate program planners, and practicum supervisors in each academic unit or department determine the nature and form of experiential learning in their program or an individual's program. Graduate faculty advisors monitor and assess the student's experiences in these kinds of classes and may rely on periodic observation of student performance, student work or learning goals journals, and field supervisor/employer evaluations. These practices need to be reviewed by the Graduate Coordinator for their rationale and their consistency.

Graduate programs intended to prepare students for research, professional practice, scholarship, or artistic creations are characterized by a high level of expertise, originality, and critical analysis. Programs intended to prepare students for artistic creation are directed toward developing personal expressions of original concepts, interpretations, imagination, thoughts, or feelings. Graduate programs intended to prepare students for research or scholarships are directed toward advancing the frontiers of knowledge by constructing and/or revising theories and creating or applying knowledge.

Graduate Program Oversight

Oversight of graduate-level program design, policies, curricula, procedures, and related operations is provided by the SOU Graduate Council (GC) under the auspices of the university's Faculty Senate and the Provost's Office. All new, revised, or reinstated graduate programs are required to present to the Graduate Council their learning objectives and their measures of learning, and to explain how the objectives and measures differ from those of undergraduate programs in the discipline (as appropriate). Programmatic data, including course assessment and evaluation information, are maintained by the graduate program coordinator, who is also responsible for articulating and assessing a set of student learning outcomes and proficiencies. Each graduate program either has—or is working to develop—a process for developing learning outcomes. All program review schedules and procedures for assessing performance outcomes are made available on the university's assessment website.

SOU utilizes a 400/500 concept for courses that can be taken by either graduate- or senior undergraduate-level students. Though graduate and undergraduate students may be asked to perform with equal competence in fundamental class work, the graduate 500-level student is required to complete significant research and reporting activity beyond the level required of the undergraduate students in class performance. Further, graduate students are required to complete their programs with a final comprehensive examination, a culminating thesis, or a research project and report as well as a defense of their final thesis or project. Often graduate students will also be required to assume a more sustained leadership role in the discourse of ideas in a classroom setting and may engage directly in or teaching-related activities with their undergraduate classmates. Program coordinators and representative faculty members describe in their new course proposals to the GC the fundamental areas of distinction between undergraduate and graduate instruction, citing key differences in the amount and sophistication of material presented and learned, the expectations for manipulation of that material using advanced skills, the foregrounding of theoretical concepts in the graduate students' work, and the leadership role that graduate students are required to take relative to class participation. Historically, the role of the GC has been to point out some inconsistencies among departments' proposals regarding the mechanisms and criteria used to judge a student's progress—apart from the assigning of course grades. This is an important part of an ongoing evaluation of the quality of SOU's graduate programs.

Since our last accreditation report, we have worked to: (1) to establish a periodic self-evaluation of the measurement of the criteria used to judge the learning outcomes of graduate students in existing graduate programs, and (2) to regularly engage the graduate faculty in a discourse about the criteria used to differentiate between knowledge bases and competencies for graduate and undergraduate students at SOU through graduate summits and graduate faculty surveys.

Graduate Degree Standards

The Graduate Council (GC)—whose voting members are faculty teaching and advising in graduate programs—establishes and publishes the requirements for admission to the Graduate Studies Program. The GC has does not make policies governing graduate certificates or licenses.

Graduate faculty work with their colleagues, department chairs, and deans to design all aspects of a graduate program, including entrance, satisfactory progress, and exit requirements. The program regulations and procedures that have been established for the university by the GC include the following minimum standards for graduation in all programs.

1. Specified time period for degree completion. The university rule states that all credits earned in the SOU program of graduate study must be no more than seven years old at the time a degree is completed; upon program completion, courses taken prior to ten years earlier must be replaced. The maximum course load for graduate students is 16 credits during a regular term and 15 credits during an eight-week summer session.

2. Number of credits completed in residency. Students must earn a minimum of 30 credits toward a master's degree while in residence. The last nine credits of the program must be in residence unless a waiver is approved by the graduate program coordinator and the school dean.

3. Number of graduate-level credits required. Under the university rules, only 500-level courses count toward a master's degree at SOU. Courses numbered 500 are for graduate students only, unless a special exception applies for an undergraduate student; courses numbered 400/500 are offered concomitantly for seniors and graduate students in a major.

4. Number of credits required to complete the degree. A minimum of 36 credits is required to complete a master's degree under Graduate Studies Program rules. Most of the SOU graduate programs require a mid-program evaluation as soon as possible after completing 18 credits and no more than 24 credits, to guarantee that all credits taken count toward program completion. Most graduate programs have a minimum requirement of at least 36 (quarter) credits to complete the degree, licensure, or certificate.

5. Number of graded credit hours that must be earned. Up to 21 credits can be un-graded in a master's program. The exclusion published in the catalog says that no more than 21 credits may be in open-ended courses. The parallel courses at the undergraduate level are frequently taken for a pass/no pass grade.

6. Minimum standard of graded performance of "B" or better. The "minimum graded performance standard" of "B" or better for graduate students for any specific graduate program is stated in the University's graduate studies handbooks.

7. Qualifying and exit examinations. Most SOU graduate programs require both a mid-program and a final evaluation of candidates by the graduate faculty advisor or the supervising committee. All students in a master's degree program must pass a final comprehensive examination covering the required work for the degree. The type of examination differs depending on the program and major; it may be written, oral, or both. In some cases, the comprehensive examination is based on a focused bibliography that supports the project or thesis and is accomplished before completing the research activity or thesis.

8. Proficiency requirements the candidate must satisfy. Proficiency requirements that a candidate must satisfy are implicit in the catalog description of many graduate programs. There are no specific references to proficiency requirements for graduate studies or for any specific graduate program.

9. Thesis, research, writing requirements that must be fulfilled. In some master's degree programs, students may elect to complete a thesis or a project option. The student's thesis or project committee must approve the project proposal; special procedures and regulations set by a specific graduate program may apply. Students may use six to nine credits, including a maximum of three credits from a support area, for the thesis or project.

Admission policies and procedural regulations are consistent among the various levels of administration at SOU. Evaluation for general graduate admission is conducted by University Admissions personnel in consultation with the graduate coordinators. The requirements, procedures, and deadlines for application to a specific major area in graduate studies programs are articulated in the university catalog and on the university Graduate Programs website. The admissions process may vary somewhat from program-to-program.

Students who do not meet admission standards at both the university and major program areas may be admitted conditionally by permission of the Dean of Graduate Studies in consultation with the Graduate Coordinator, school/college dean, and department chair. Such exceptions to normal admissions standards are made in rare instances such as when a student's undergraduate GPA may be lower than the minimum requirement, but the student can demonstrate through letters of recommendation (or some other form of evidence) that she/he has the potential to succeed in graduate level coursework.

Descriptions of specific graduate programs, including admissions policies and requirements, are available in centralized locations including the university catalogue, the Graduate Student Handbook, and the Graduate Program website. However, some information must be obtained directly from a Graduate Coordinator from a specific program.

Since the last accreditation report, we have made considerable progress in the consolidation and publication of descriptions, procedures and policies for graduate studies at SOU. Moreover, we continue to discuss the possibility of organizing a graduate student's admission process under the supervision of an office of Graduate Studies. We are also exploring the viability of creating a new College of Professional and Graduate Studies.

Non-admitted Graduate Students

Any person with an undergraduate degree from a regionally accredited institution who has not been admitted to Southern Oregon University and who wishes to enroll in no more than 8 credits during an individual term may enroll as a non-admitted graduate student. Graduate programs may only accept a specific number of these credits prior to granting approval for admission into the program. Please contact the appropriate graduate program coordinator for further assistance.

Non-admitted applicants are not required to submit transcripts, test scores, or pay an application fee. Non-admitted graduate students must be able to meet the technical and academic qualifications for entry into the graduate program, class or activity in order to be considered otherwise qualified. They are not admitted to pursue a degree program or to attend the University full time. Any person who earned an undergraduate degree from a non-accredited institution who has not been admitted should contact the Enrollment Services Center for further information. (International students with visas must be cleared through the international student advisor before they register as non-admitted students.)

The non-admitted student category permits students to enroll in Southern Oregon University classes on a space-available basis no earlier than two weeks before the beginning of the term.

The forms necessary for this type of enrollment are available on-line. Applications will be reviewed on a case by case basis; this review may include a request for, and review of, a portfolio of the student's work. The course instructor(s) and the University have the discretion to preclude a student from participating in a course due to lack of sufficient academic preparation or ability.

SECTION 2.C CONTINUING EDUCATION AND NON-CREDIT PROGRAMS

SUBSECTION 2.C.16

Programs in the Division of Continuing Education derive from the University's mission and goals. Through semi-annual departmental retreats and annual division reporting, the Division sets division-specific goals based on University goals, and assesses how well those goals have been met. The Executive Director for Outreach & Engagement Programs reports directly to the Provost and is involved in institutional strategic planning as well as participating in regional workforce development groups, to ensure that the University's continuing education programs serve regional needs while remaining aligned to institutional vision.

These structures have led the Division of Continuing Education to be responsive to changes within and without SOU. As we worked through retrenchment and other financial challenges, Continuing Education eliminated Community Education because it lacked a strong connection to University mission and goals. We aligned Youth Programs with early college credit programs to ensure a strong connection to University mission even in younger-level classes, and develop a pathway of non-credit classes, academic challenge programs, and credit classes leading from middle school into matriculation. Our Osher Lifelong Learning program is a source of adjunct instructors and mentors to some academic departments. And, the Division continues to support community outreach efforts by academic department through handling enrollment from non-admitted students (community members), bringing Continuing Education's expertise with non-traditional audience to bear on credit programs.

SUBSECTION 2.C.17

SOU is directly and solely responsible for the academic quality of all programs offered by the Division of Continuing Education. In most cases the Division selects, hires, trains, and oversees the instructors for its programs as well as controlling content, using both participant evaluation and objective assessments to identify what works well and what needs to be improved.

Where we do not exercise this level of control over instruction, we retain the responsibility for academic quality. In Advances Southern Credit (early college credit), instructors are employees of regional high schools. The educational qualifications and background of each of these instructors is reviewed and approved by the relevant University academic department before the class is approved for college credit; the academic department then ensures academic quality through one of three ways articulated within our Dual Credit Accreditation from the State of Oregon. For the Ed2Go program, which offers online non-credit courses, we again do

not hire/train the instructor. However, the Division of Continuing Education has full control over which of these classes we will agree to offer in association with our name, and we exercise that right by excluding classes where we are not satisfied with content or instructor.

Following a restructuring in 2008, the Division of Continuing Education does not offer credit programs; all credit programs are offered directly by SOU's academic departments. Continuing Education serves as an intermediary with external audiences, including most significantly regional high schools participating in the Advanced Southern Credit (early college credit) program. In this role we communicate requirements for credit programs to high school teachers, distribute paperwork, and ensure that completed paperwork is received by academic departments for review. This ensures that all credit courses follow the same institutional processes for approval, monitoring, and assessment.

Faculty are involved in the University's continuing education activities. Faculty serve on our Youth Programs Advisory Board and on search committees when new Continuing Education staff are hired. Faculty teach within our Osher Lifelong Learning Program. Most importantly, faculty participate in the whole range of our Youth Programs classes, from teaching classes to providing the formal Welcome to Campus for the multiple academic competitions held on campus. Our non-credit students in all programs are welcomed into a campus community that communicates the value of lifelong learning and respect for students of all ages.

SUBSECTION 2.C.18

Responsibility for approving instructors, course content, and student achievement for credit-bearing courses is held specifically by SOU academic departments. Courses offered as continuing education follow the same processes as those offered within a degree program. The only difference for continuing education courses is that the Division of Continuing Education assists with collecting relevant information and providing it to the academic department; Continuing Education does not make approval decisions.

Our robust Advanced Southern Credit (early college credit) program is the main venue in which external audiences are served with credit courses. The Division of Continuing Education promotes the program to high school administration and teachers, and to high school students. In consultation with SOU academic departments we developed and distribute handbooks to guide high school teachers and students through the ASC process. We distribute and collect course approval forms, deliver them to the relevant academic department, and track progress on the approval process. Where there are any concerns about the proposed course, we make sure the high school instructor understands the department's concerns. Once a course is approved we create the class in Banner and process enrollments. At no time are these classes approved outside of University standards and norms. Students in approved classes are held to the same standards as regular SOU students in learning outcomes, and periodic assessment of student work by the relevant academic departments confirms this expectation is met.

Non-credit programs follow Continuing Education standards for awarding of CEUs. These processes are outlined in a Criteria & Guidelines for Continuing Education Units document

which is provided to external organizations inquiring about CEUs. Non-credit courses must establish that they meet all eight criteria in order for a class to be eligible for Continuing Education Units:

1. Ensure that the learning environment and support service is appropriate to the continuing education or training goals and learning outcomes for each event.
2. Ensure each activity, course, or program is planned in response to an identified need of a target audience.
3. Provide SOU's Division of Continuing Education with a clear and concise written statement of the intended learning outcomes (performance objective or desired behavior enhancement) based on the identified needs for each continuing education and training activity, course, or program.
4. Provide qualified personnel for the supervision and instruction of each activity, course, or program.
5. Ensure that the content and instructional methods are appropriate for the learning outcomes of each activity, course or program and provide opportunities for learners to participate and receive feedback.
6. Have a system in place to identify learners who have met the requirements for satisfactory completion of a course or activity.
7. Establish formal processes or procedures during the activity, course or program to assess achievement of the desired learning outcomes.
8. Provide for an evaluation process for each learning activity, course or program.

SUBSECTION 2.C.19

The Division of Continuing Education reports annually on successes and notes issues in programming, and records the number of courses and nature of learning provided in all our non-credit programs. This annual report compares these figures to the previous year and notes trends. This information helps prepare staff and administration for changes that may need to be made to the selection of courses offered, by making trends and issues transparent to all involved.

SECTION 2.D STUDENT SUPPORT RESOURCES

SUBSECTION 2.D.1

Student success is paramount to the educational mission of Southern Oregon University. To facilitate this success, SOU has created several support structures to meet the learning needs of the students which include Academic Support Programs, Learning Commons, Student Life, Student Health and Wellness Center, Athletics, University Housing, Student Government, Clubs and Organizations and Resource Centers.

Academics Support Programs encompasses several entities that provide support for our students. Academic Advising has five advisors that work to guide students through registering

for classes that will make the most sense for their goal. Three of these advisors work with the student populations found at our Ashland campus, while the other two assist students who frequent our campus at the Higher Education Center in Medford. Disability Resources is also found in Academic Support Programs and ensures that students have access to the accommodations that they need to be successful in the classroom. In the 2011-2012 academic year another program was created called the University Coaching and Academic Mentoring Program (U-CAM). The coaches for the U-CAM program promote self- advocacy, autonomy, and academic achievement for our students who have documented learning disabilities and need extra support and guidance by meeting with these students on a regular basis.

We are also fortunate to have two grant funded programs that are housed under Academic Support Programs. We have a federally funded TRiO Student Support Services program entitled Success at Southern. This program serves first generation, low income, and /or students with documented disabilities who have an academic need. The other grant funded program is funded through AmeriCorps and provides us with a First Year Mentor Coordinator who facilitates a peer mentorship program that aids our first year students in their transition to college life.

We have another TRiO program called the Ronald E. McNair Post baccalaureate Achievement Program that assists first generation and low income individuals or students from groups traditionally underrepresented in graduate education in fostering skills to apply and be successful in Ph.D. programs.

Our Learning Commons is located in the Hannon Library and provides several beneficial programs as well. Math tutoring and the Writing Center can be found in the Learning Commons, with plans to expand tutoring in other subjects in the near future. The LC 199 course which is a one credit class that provides students with success building skills through topics like goal setting, time management, etc. is also coordinated from the Learning Commons. Our Career Services is also located in the Learning Commons which helps students and faculty find ways to articulate how the classroom experience translates into the working world.

In Athletics, careful attention is paid to the academic engagement of the student athletes, to insure their eligibility to play their sport and find academic success as well. Coaches expect student athletes to communicate with faculty about assignments, tests and attendance that might be impacted by away contests. Class attendance is stressed and at the midterm, coaches send out progress reports to the faculty of the students participating in the sport.

Southern Oregon University also has five Resource Centers on campus to support students who are traditionally underrepresented or marginalized within higher education. The Multicultural Resource Center (MRC) facilitates campus-wide diversity programming, leadership development for its student employees, and computer lab space with free printing. The Multicultural Resource Center also coordinates the Diversity Scholarship Program which has ongoing grade checks, success strategy workshops and mentorship for its participants. Like the MRC, the Queer Resource Center (QRC) offers campus wide programming, leadership development and a computer lab space, but the coordinator and student staff also implement

classroom panels on LGBTQ issues. The Women's Resource Center (WRC) is similar to the MRC and the QRC, but offers resources to respond to sexual assault victims and other violence as well as practicum opportunities so that interested students can fulfill requirements of their major. The Commuter Resource Center offers computer lab space, study hall programming, term paper delivery and engaging activities for the children of our non-residential or non-traditional students. The Veteran's Resource Center assists our veteran students in their transition to Southern Oregon University through various resources including a mentorship program.

Working within the framework of Academic and Student Affairs and with the firm belief that "student success is everyone's business", the Student Health and Wellness Center (SHWC) at SOU plays a vital role in ensuring the health, safety and well-being of our campus community. This accredited (Accreditation Association for Ambulatory Health Care) and integrated (medical, mental health, and health promotion) center provides a range of health and educational services to maximize student health and academic success. The nursing and medical staff, in-house dispensary and lab, and mental health providers treat acute and chronic health conditions while maintaining close relationships with local providers and hospitals for timely referral.   The SHWC treats everything from colds/flu to suicidality, chronic illness to relationship break-ups, family planning to PTSD – and we do so in an accessible, timely manner to minimize the disruption to the student's academic responsibilities and to support student retention. The SHWC works closely with our colleagues from: Disability Resources, Housing, Athletics, Veterans support, Office of Student Affairs, Campus Public Safety, Success at Southern, Academic Advising, Enrollment Services, and others; and the faculty and academic administration to facilitate student well-being and academic success. SHWC is a strategic member of the Student Support Network, SOU's behavioral intervention team, working collaboratively to identify and intervene with distressed students. The entire staff works from a holistic, empowering and developmental perspective- knowing their purpose is at least two-fold: provide excellent clinical care while educating students to heighten their awareness and enhance responsibility-taking for their health, wellbeing, and success.

The Outdoor Programs offers many avenues for education and learning. Primarily we are a progressive leadership development program. Students are able to take progressively larger roles of responsibility and empowerment through our program of apprenticeship, trip instructorship, trip leadership and program development. This flow is common of most of our programs, though primarily seen in our adventure program, climbing gym and kayak clinics.

Through apprenticeship, training and employment we offer students a chance to learn and develop transferable skills applicable to job related skills in any field.

We have many programmatic outcomes including: Health and wellbeing, individual responsibility and empowerment, team based communication and problem solving, physical skills, Project based learning, organization, and leadership.

In the Raider Rec Department we offer programs that are conducive to positive physical and mental health. Raider Rec has a student staff that is not only tasked with managing the programs, but they are also in charge of coming up the events that will be offered. These students are learning program coordination as well as how to work collectively towards a common goal or mission. All programs created serve as a way to keep students engaged in healthy lifestyles that will help them succeed in academia, as well as a way to engage in positive and competitive social settings.

SUBSECTION 2.D.2

The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.

Southern Oregon University (SOU) provides safety and security for its students and their property. The University also publishes and distributes crime statistics and campus security policies as required under 34 CFR 668.46 (implementation of the Jeanne Clery Act). This lists security awareness and crime prevention programs, emergency contact phone numbers for the University and the community, the drug, alcohol and weapons policies and SOU Alert/Emergency Notifications information and directions.

The Campus Public Safety Brochure includes the Campus Crime Reporting and Crime Statistics. Prospective students and employees are able to access this report online at the SOU website by accessing the Campus Public Safety website. Southern Oregon University annually reports crime statistics online to the Department of Education and publishes the information online for access by the University community and the public.

An Emergency Response Handbook is updated annually and is also made available to all Southern Oregon University in hard copy.

The Campus Public Safety office is responsible for the security of the continuous campus in Ashland. Professional Campus Public Safety Officers and student agents patrol the campus 24-hours a day, seven days a week. Their responsibilities include:
1. Patrolling all grounds and buildings.
2. Enforcing parking and traffic rules.
3. Investigating suspicious activities.
4. Responding to emergencies.
5. Provide on-campus safety escort service by calling 541-552-6911.

Campus Public Safety Officers are trained in First Aid and CPR. All are graduates of the Oregon Police Academy and are authorized by Oregon Statute to effect arrests if they observe crimes on SOU campus.

SUBSECTION 2.D.3

Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

SUBSECTION 2.D.4

Within SOU's current catalog under the section titled "Catalog Option," students may choose the catalog for an academic year, which includes the curriculum they will follow to finish their degree, provided it is within 8 years of the year they entered the university. Accordingly, any students enrolled in programs that are eliminated by the university are guaranteed completion of their programs under that same catalog.

SUBSECTION 2.D.5

Southern Oregon University annually produces a Catalog that is available for general public use by any constituents via online access at catalog.sou.edu. The Catalog includes the following elements applicable to this accreditation standard: Institutional mission and core themes; entrance requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; and opportunities and requirements for financial aid. All of the aforementioned information is further delineated through a variety of additional publications and institutional website presence. [Rules, regulations for conduct, rights, and responsibilities](); [tuition, fees, and other program costs](); [refund policies and procedures]() for students who withdraw from enrollment; and the [academic calendar]() are all easily accessible via the institutional website, as well as a variety of printed publications available in the Enrollment Services Center.

SUBSECTION 2.D.6

Teacher Education

All candidates for Oregon teacher licensure and administrative licensure must meet standards from the Oregon Teacher Standards and Practices Commission (TSPC). In addition, all candidates for Oregon teacher licensure and administrative licensure must meet SOU admission and outcome requirements as well as some specific admission and outcome requirements that have been stipulated by the SOU School of Education. In general terms, these state requirements and institutional requirements for teacher licensure and administrative licensure can be found in the School of Education section of the SOU Catalog. These requirements are

also generally published in the School of Education website at www.sou.edu/education. The information in these publications includes requirements for initial licensure and advanced licensure as well as degree requirements.

In specific terms, the School of Education publishes licensure and degree requirement information for students in student handbooks (electronic and hard copy) and hard copy publications that are distributed to students at the start of their programs and as they complete their programs. Additionally, requirements are published in electronic course management sits that are unique for specific programs.

Mental Health Counseling

The Master in Mental Health Counseling (MHC) program is designed to meet all of the licensing requirements with Oregon State Board of Licensed Professional Counselors and Therapists (OBLPCT), allowing our students to become Licensed Professional Counselors (LPC). All 50 states and the federal government have some form of LPC license for which our graduates can qualify. The unique requirements for employment typically include licensure and our program prepares students for licensure for every state in the country, so they can seek employment across the United States.

MHC program information can be found on the web at www.sou.edu/psychology/mhc and in the SOU catalog. The MHC program provides information about our program in many ways. During orientation a hard copy of all documents is presented to the students and placed on the web site.

SUBSECTION 2.D.7

Southern Oregon University secures confidential student records in the Enrollment Services department. Records for current and former students are maintained within Enrollment Services, in a secured, locked, and alarmed room. The University regularly publishes information about, conducts training on, and enforces all Family Educational Rights Privacy Act (FERPA) regulations and requirements regarding the security of student records and information. The University Registrar serves as the Custodian of Student Records and FERPA Compliance Officer.

SUBSECTION 2.D.8

As stated on the Southern Oregon University (SOU) student Financial Aid Online portal, the Enrollment Services Center (ESC) administers student financial aid programs in compliance with applicable law, regulations and policies that govern federal, state, institutional, and private funds. The ESC is committed to integrity, accuracy and timeliness in the delivery of financial assistance to all students admitted to Southern. Communication is key to providing an effective and accountable program.

The SOU Financial Aid Office, located in the ESC, has many methods for communicating information about our various categories of financial aid offered at SOU. The Financial Aid home page is the primary source of information. This page has the following information:

- How to file the FAFSA
- Financial Aid Fact Sheet
- Financial Aid Checklist
- Description of the Financial Aid Process
    - Eligibility Requirements
    - Application Procedures
    - How Funds are Awarded
    - Cost of Attendance (Budgets)
    - Terms & Conditions
- Financial Aid Programs
    - Scholarships
    - Grants
    - Loans
    - Work-Study
    - Veteran Services
    - Study Abroad & International
- What's Next
    - Email Notification
    - Reporting Changes
    - Financial Aid Disbursement
    - Satisfactory Progress
    - Withdrawals & Repayments
- Additional Information
    - Net Price Calculator
    - Verification
    - Worksheets & Forms
    - Consortium Agreements (Co-Enroll)
    - Helpful Websites

SUBSECTION 2.D.9

The SOU Financial Aid Office has one dedicated staff member for our federal direct loans (Subsidized, Unsubsidized and Parent PLUS and Grad PLUS). This person makes sure that our website is up-to-date with the current federal loan information, including information about loan repayment. We also require that students complete their loan entrance counseling prior to receiving any federal loans. The Director of Financial Aid monitors the SOU loan Cohort Default Rate (CDR) to ensure we are maintaining a good CDR. Currently our official FY09 CDR is 4.4. This is well below the State (Oregon) FY10 average, which is 8.3 and is well within the acceptable standard set by the U.S. Department of Education.

SUBSECTION 2.D.10

To ensure that students have the knowledge, skills and support that they need to be successful at Southern Oregon University, all new students are required to either attend a fall orientation and registration event in the summer or receive a new student one-on-one advising appointment. As part of these orientation events, faculty and academic advisors meet one on one with students to explain degree requirements and develop appropriate fall course schedules, as well as orientation to online resources including the online catalog, and events. If students are unable to make the summer orientation event, and for students beginning at SOU other than fall term, they will meet individually with an Academic Advisor for an orientation. In order to ensure that students fully understand university policies and academic requirements, students are also required to meet with an advisor prior to the next term registration at SOU, and annually thereafter. Additionally, as students declare their major course of study, each student is assigned a faculty advisor through their department to assist them with the requirements for the major. Students also have constant access to university policies and academic requirements through our online catalog.

To ensure the quality of advising, the Academic Advising Office has a well-developed hiring and training program. Academic Advisors must at a minimum have a Bachelor's Degree (most Advisors have Master's Degree) and several years of advising experience prior to hiring. New advisors are provided with an extensive training manual outlining SOU policies, degree requirements, best practices for advising, and other relevant information; in addition to learning this manual they shadow a fully-trained advisor for several weeks before interacting with students on their own. Once the Advising Coordinator determines that a new advisor is ready to take on student appointments, the new advisor is observed for several more weeks by an experienced Academic Advisor to ensure a successful and accurate advising interaction. Feedback is provided after each student-advisor interaction.

Additionally, Academic Advisors serve on relevant university committees and meet once a week as a group to share updates on policy, curriculum, and degree requirements. Academic Advisor responsibilities are communicated to students at their new student advising sessions. Each student receives a degree requirement guide, which outlines the Academic Advisor's roles and responsibilities so Advisors can be held accountable. Academic Advisors also electronically enter an advising comment after each student-advisor interaction that is tagged with the advisor's name. This provides advisors, faculty and support staff with a running record of what has taken place in each advising interaction, and who to contact if more information is needed. Should an error of fact be made in advising, it can be immediately traced to the source and resolved.

SUBSECTION 2.D.11

Southern Oregon University's mission of being an inclusive campus community dedicated to student success, intellectual growth and responsible global citizenship extends to the co-curricular activities and experiences as well as experiences of the classroom. Through our office of Student Life we support over 100 clubs and organizations that use the guidance of advisors, the Interclub Council, and the Assistant Director of Student Life to ensure that programs and meetings are governed appropriately. Our co-curricular experiences also extend to our Recreation Department, Outdoor Leadership Program, Athletics, Housing and Residential Life, and employment opportunities that are all advised and supervised by professional staff to ensure that the students involved adhere to the university's mission.

SUBSECTION 2.D.12

All university auxiliaries contribute positively to the institutional mission. Our University Housing Office manages the areas of Campus Dining, Conference Services, Family Housing and Residential Life. The Bookstore and Student Union operate to service students, staff and guests in all capacities. All the auxiliaries are aligned with the goals of the Academic and Student Affairs Division and participate in university governance with seats on the Provost's Advisory Council, the Student Engagement Council, and the University Planning Board. Campus Food Service is outsourced and provided by A'viands, which works in partnership with the Director of Housing and Operations. Campus Dining Services provide all residential food service, Student Union dining and catering for the campus. The partnership ensures that they support the university values of sustainability, affordability, and collaboration. All auxiliary organizations meet regularly with students, faculty and staff both in person and by doing survey assessments to improve services and continue to contribute to the university learning environment.

SUBSECTION 2.D.13

Southern Oregon University participates in the NAIA; and is a member of the Cascade Athletic Conference in all sports except football, which is in the Frontier Conference, and wrestling, which is an independent program. Approximately 350 student-athletes participate in 11 sports (6 women and 5 men). The athletic director currently reports to the vice president for academic affairs, and the president has the ultimate authority for the program. The Faculty Athletic Representative functions to provide institutional oversight and departmental guidance.

Prospective student-athletes are subject to the same admission policies and procedures as the remaining student body. In addition, NAIA standards for athletic eligibility are more stringent than those set forth by the university. An eleven-step process for verifying eligibility includes a review by coaches, registrar, FAR, and the athletic director.

The department has not yet achieved proportionality in participation by gender; females make up 58% of the student body but 38% of the student athletes. Financial assistance to athletes is proportionate in compliance with federal regulations. Benefits and opportunities are provided equitably. The self-study outlines some initiatives the department will undertake to determine and plan for participation interest.

The department, like several other services, is dependent upon student fees for its operations. Because these fees are allocated on a year-to-year basis, this situation may result in inconsistencies and impact negatively the ability to plan long-term. The athletic booster club generates approximately 76% of the athletic scholarship funds.

Of note, the student athlete retention and graduation rates are significantly higher than those of the general student body.

The department funds are audited internally and through the Oregon University System Internal Audit Division. They received a number of recommendations in a 2005 audit that resulted in creating a fiscal analyst positions and the revision of processes and procedures.

The Athletic Advisory Committee (comprised of full-time faculty, the FAR, registrar, and associate Dean of CAS) has written a policy with regard to scheduling conflicts and submitted it to faculty senate this spring. Because SOU is on a quarter system, coaches and administrators must be particularly diligent in this regard.

SUBSECTION 2.D.14

Southern Oregon University meets the federal standards of authenticating the identity of distance learning students by requiring a secure login and password for access to all student computing resources. Student privacy is maintained throughout computing systems: enrollment, personal digital storage, learning management system, email, etc. Student identity is divulged only to others enrolled in a course, and all data relating to student performance and assessment is visible solely to the student being evaluated and the course instructor.

General information regarding proctored exams is posted on the [Distance Learning website.](#) The information includes this introduction to proctored exams and describes three methods for arranging for an exam proctor:

Scheduling a Proctored Exam (if required)

"Some courses and programs at SOU require one or more proctored exams during the term. Taking a proctored exam means formally identifying yourself and taking an exam under the supervision of a proctor, either at an authorized testing center or online. It is your responsibility to locate a proctor and to provide information about the proctor to your instructor. It is very important to find a proctor and reserve a testing time well in advance of the actual date you need to take the exam. Many testing centers book quickly during peak exam times and your instructor will need time to forward testing information to your proctor. **It is also your obligation to pay any fees associated with having your exam proctored.**"

Departments with online degree completion programs are moving towards requiring proctored exams. The School of Business has established a policy that at least one exam must be taken in a proctored environment in every fully online course. To support faculty in managing the administration of their proctored tests, we have created a module in our LMS that all of the faculty can upload into their course sites that contains information about the policy, student

resources for locating a proctoring site, and a questionnaire for students to specify where and when they will take the exam.

SECTION 2.E LIBRARY AND INFORMATION RESOURCES

SUBSECTION 2. E. 1

Introduction

Hannon Library, the intellectual, cultural, physical, and social hub of Southern Oregon University, provides information and knowledge resources and services vital to the development of student success, intellectual growth, and responsible citizenship. The transition to digital information over the last decade has greatly increased student and faculty access to information resources. Hannon Library, despite budgetary constraints, provides an ever-expanding range of innovative services and information resources in multiple traditional and electronic formats. From the coffee shop to research assistance, public lectures and musical performances, Hannon Library is at the heart of SOU.

A capable staff of 22, of which 8 are librarians [Exhibit - 2.E.1 Library Organizational Chart 2012], provide an increasing array of cutting-edge services including iPad and laptop checkout and a Digital Media Gallery for showcasing student productions.

The first floor Learning Commons (LC) houses student computer workstations and a help desk staffed by librarians and student lab aids. The Math Lab and Writing Center are also located in the LC and offer tutoring assistance to students; Success at Southern classes often meet in this area. Students have access to a total of 152 Windows-based workstations in the Learning Commons area and two electronic classrooms, as well as thirty laptops for checkout. iPad checkout is the newest service added to the Learning Commons, with twenty iPads that circulate to students and a cart of thirty iPads for SOU faculty to utilize in teaching. The library is typically open 85 hours per week during the school years. Extended hours during quiet week and 24/7 hours during finals week, with free coffee and cookies, are examples of ways that Hannon Library reaches out to meet student needs.

Strong Collections

Library materials are selected to meet instructional, informational, and research needs of the University. The highest priority is given to materials that enrich undergraduate instruction. Resources are selected to provide a balanced collection representative of the diversity of human experience. Responsibility for selection follows a distributed model involving subject librarians in close consultation with academic departments. Students are able to make online requests for library materials and suggestions about library services. There are two links in the SOU Library Catalog, "Suggestions I have for the library" and "Books I would like the library to acquire." Selection is also guided by feedback received from numerous surveys of students and faculty, as well as by review of usage data for books, e-resources, and journals.

Like many libraries, well over half of Hannon Library's materials budget goes to electronic resources; print journal subscriptions are the next largest portion. Every year, after funds are set aside for electronic and print subscriptions and to acquire books and films that support new academic programs, remaining funds are allocated to purchase books utilizing an algorithm, developed by SOU mathematics faculty, that factors in academic program variables like number of majors, student credit hours, program level (major, minor, certificate, graduate), as well as average price of books for each discipline.

Hannon Library's physical and electronic collections continue to grow. As of June 30, 2012, Hannon Library's physical collections include 336,095 volumes; 687 print paid journal subscriptions; 292,608 state and federal government publications; 17,128 microfilm reels; 790,089 microfiche; 10,016 maps; 4,000 prints; 1,938 audio recordings; and 9,079 video recordings.

Electronic content has increased dramatically in the last five years. Hannon Library provides access to 74,029 e-books; 71 licensed databases, many with full-text content; 1,055 streaming video files; and 77,629 audio files. We have subscriptions to 3,660 e-journals via publisher packages (Wiley, Sage, Springer, ACS, APA, etc.) and provide content from an additional 21,516 journals in our aggregator databases like Ebsco and Gale. Hannon Library's SFX link resolver software, utilizing the OpenURL standard, makes it easy for users to quickly bring up full-text content regardless of vendor.

The climate-controlled, secure Special Collections/University Archives houses rare, valuable, and historically significant books and manuscripts, including the second and fourth folios of Shakespeare, dated 1632 and 1685 respectively, the *Workes of Benjamin Jonson* (1616) and Raphael Holinshed's *Chronicles of England, Scotland, and Ireland* (1587). Special resources in the Hannon Library include the 8,000 volume Margery Bailey Collection of Shakespeare and English Renaissance materials, significant collections in Native American studies and viticulture/enology, and a local history and bioregion collection covering southwestern Oregon and northwestern California.

Highlighting Hannon Library's special collections and those of regional partners, unique digital collections are continually created in-house. Our Digital@SOU site includes twelve image collections, three text-based collections, and the institutional repository. Grants from IMLS and LSTA have allowed Hannon Library to develop the technical infrastructure to add content to existing digital collections and to develop new collections. A recently added image collection features hundreds of images of bumblebees from the SOU Insect Museum. Content in Hannon Library's open-access institutional repository, Scholarship@SOU is expanding as faculty and students submit their scholarly artifacts with the easy online submission form.

Providing access to government publications continues to be a priority in Hannon Library. As a selective depository (33%) for Oregon's large 2nd Congressional District, Hannon Library serves a multi-county rural constituency. Since 2004 when the U.S. Government Printing Office awarded Hannon Library the second annual, prestigious, Federal Depository Library of the Year Award, our documents department has continued to be on the forefront of making government
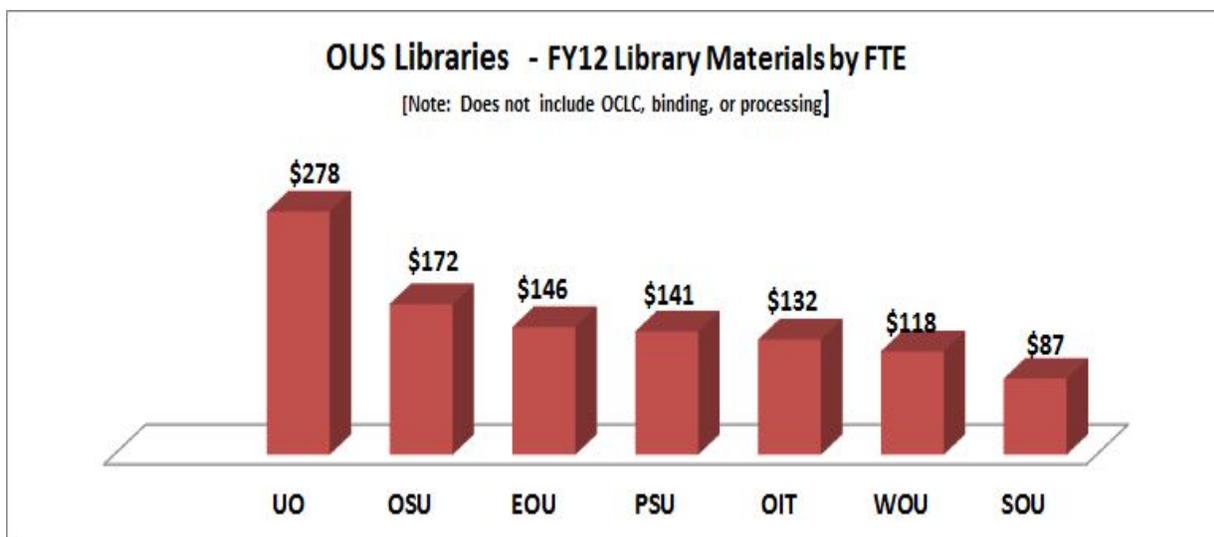
information available at all levels of the liberal arts curriculum in a variety of disciplines, including the humanities.

Grey literature, including reports of regional state and federal agencies, are scanned and added to digital collections. We catalog selected Congressional Research Reports and electronic documents. Each year, the Government Publications Librarian delivers approximately thirty government information focused instruction sessions to undergraduates. We are currently piloting a program introducing classes to government mobile applications using iPads so that students will have government information literally at their fingertips.

Challenges

Hannon Library does an admirable job of providing resources to support undergraduate programs considering its continually shrinking materials budget. Between FY2002 and FY2012 Hannon Library's materials budget decreased from $592,824 to $427,342, a 28% decrease. Factoring in a modest inflation of 5% annually, the Library's ability to purchase materials is further undermined. In fiscal year 2012, Hannon Library would have needed $965,644 to have the same buying power of FY2002. During this same time period, money was carved out of this same budget to subscribe to new e-resources such as databases and e-journal and e-book packages.

Hannon Library does not compare well with other libraries in the Oregon University System. SOU spends the least per student at $87 per FTE on library materials.

OUS Libraries - FY12 Library Materials by FTE
[Note: Does not include OCLC, binding, or processing]

UO	OSU	EOU	PSU	OIT	WOU	SOU
$278	$172	$146	$141	$132	$118	$87

Significant price savings are achieved by Hannon Library's participation in consortial e-resource purchasing through the Orbis Cascade Alliance [Exhibit - 2.E.1 Orbis Cascade Alliance Contract]. The deeply discounted prices negotiated through the consortium often provide savings upwards of 60%. Publisher packages, including those from the *American Chemical Society*, American Psychological Association, Springer, Wiley, and SAGE, together with three JSTOR collections and aggregator databases, provide more journal content than we were ever able to purchase in print. A gradual decline in print journal subscriptions has been accompanied by a

dramatic increase in e-journal content. Over the last eight years Hannon Library has cancelled 31% of our paid print journal subscriptions, from 992 in 2004-05 to 687 at this time. This contrasts to our paid access to 3,660 e-journal titles in publisher packages (e.g., Sage, Wiley, Springer, APA) and content from 21,516 e-journals in aggregator databases (mostly Ebsco and Gale).

Since fiscal year 2001 the yearly number of physical books purchased by Hannon Library has decreased by 60%, from 5,291 in FY01 to 1,081 in FY12.   To optimize access to materials cataloged in our Innovative Interfaces ILS (Integrated Library System), staff create links in bibliographic records to the digital version of items when available, enrich subject headings, and add searchable contents notes. Hannon Library is relying increasingly on gift books to supplement the collection. The library benefits from the many writers, scholars, and emeritus faculty who relocate to the Ashland area and subsequently donate books.   While these unique materials add to the diversity of the Orbis Cascade union catalog, they may not directly meet the needs of students for current materials that support the University's instructional programs.

Efficiencies and Consortial Cost-Savings

The impact of budget reductions has been somewhat ameliorated by a subscription to ebrary's *Academic Complete*, a growing e-book collection that currently contains nearly 80,000 monographic titles with recent imprint dates. Additionally, Hannon Library participates in an Orbis Cascade Alliance consortial project to provide e-books based on patron selection (demand-driven acquisitions).

Students and faculty also have the opportunity to request print books at no cost from our consortium which includes 37 academic libraries in Oregon and Washington.   Summit, the union catalog of the Orbis Cascade Alliance, contains over 9.2 million titles representing 28.7 million items. Materials are picked up and delivered daily via a courier system to each school, with a delivery turnaround time of three to five business days. Although this access is not as convenient as books housed in our building, students and faculty are able to get books within a short time for almost any research topic. In the rare instance that a title is not available from either our library or an Orbis Cascade member library, it can be requested via interlibrary loan.

The Orbis Cascade Alliance is implementing a new library management service to be shared by all 37 members. Following an extensive RFP process, in July 2012 the council of library directors decided to enter into a contract with Ex Libris. The Alliance is planning for implementation to proceed in four cohorts of member libraries over a two-year period beginning in early 2013. Hannon Library is in cohort three and will migrate from our current Innovative Interfaces ILS to this new shared platform in early 2014.

SUBSECTION 2.E.2

Strategic Planning

Hannon Library went through a strategic planning process during the 2008-09 academic year, creating an overall direction and initiatives to take the library through 2013.   The plan included four themes interwoven into eight strategic areas.

Hannon Library's strategic themes for 2008-2013 are:

- Reach out beyond the walls of the library to seek opportunities to partner and collaborate.
- Engage students, faculty, and community to build and sustain working relationships.
- Create the library as a hub for learning, and a campus focal point for social and cultural events to develop a stronger campus community.
- Use and provide instruction to new technology tools to move the library and SOU into an increased online environment.

These themes are addressed with specific objectives within the following eight strategic areas.

- Collections
- Access to Collections
- Instruction
- Public Service
- Library as Place
- Outreach
- Personnel and Organization
- Advancement

An assessment component is included within each strategic area. Typical wording for each area was "Analyze use statistics, develop faculty and student user surveys to determine strengths and weaknesses...." Over the past four years Hannon Library has initiated a number of student and faculty surveys to assess the library's services and collections.

Surveys

The Dean of Hannon Library began working with a Business Administration 428 class that focused on marketing surveys. Over the past few years the class developed five surveys of student and/or faculty use of Hannon Library. All surveys were web-based questionnaires sent directly to student and/or faculty email accounts. Surveys included quantitative questions, including demographics, as well as open-ended questions.

The first survey, "Library Facility Use," [Exhibit 2.E.2 - Library Survey Facility Use 2009] was conducted in May of 2009, and provided an overall assessment of student use of the library's facilities and services. 785 students responded. Library student assistants completed the survey at high-use times during day, evening, and weekend hours. Annotated floor plans

showed students were using the outer edges of the building where there were more electrical outlets for their laptops. The study clearly indicated more outlets were needed in the building. As a result the library added outlets throughout the building over the next few years.

During fall term of 2009, 447 students participated in the second survey, "Student Laptop Usage," [Exhibit 2.E.2 - Library Survey Laptop Usage 2009] focusing on student use of laptops in the library; 80% of respondents use Hannon Library as a laptop destination. This survey has informed our laptop checkout service. The third survey on the "Hannon Library Webpage" [Exhibit 2.E.2 - Library Survey Student Webpage 2009] was also conducted in 2009. 340 students participated, providing generally positive responses on student perception of the library website.

The fourth survey, "Find It," [Exhibit 2.E.2 - Library Survey Student Find It 2010] was conducted in spring 2010 with 361 students participating. The survey assessed frequency of library use, student ability to locate information in both print and online collections, and student satisfaction with collections and services. Although students expressed interest in the library updating its resources and providing more materials for graduate students, 75.6% of respondents "always" or "often" find what they need.

 The fifth survey of "Faculty Use," [Exhibit 2.E.2 - Library Survey Faculty Use 2010] conducted in fall 2010, looked at how faculty use library services and collections for their research and teaching. 22% of the faulty (n=44) responded. This survey indicated that faculty are relying increasingly on electronic resources and also that they use the building for non-research purposes including trips to the library coffee shop and to the library for meetings.

All of the surveys indicated that the Hannon Library was doing a commendable job with limited resources. Both quantitative and open-ended Individual comments have been very useful as we worked to enhance services and collections. Based on survey feedback, we have been able to implement minor program changes to more effectively assist students and faculty (e.g., expanded hours during Quiet and Finals weeks).

Other Feedback

We have developed an assessment culture in the library through our strategic plan. Student and faculty surveys indicate we are dedicated to planning, assessment, and making changes to enhance services and collections. In addition to formal surveys, the library uses a number of informal methods of assessment to ensure high-quality services and collections.

The library conducts a formal collection assessment for proposed new academic programs, whether major, minor, certificate, or graduate. This process provides the university with an excellent overview of the current collection and what is needed to meet the future needs of students and faculty in the new program.

Probably the most active mode of faculty feedback is the library's liaison program. Each librarian is responsible for providing a number of services to specific academic departments. Liaisons meet with individual faculty members and departments on a regular basis. Faculty-

librarian interactions from these efforts guide our instructional program, collection development, and digital initiatives.

Library staff interaction with students at service points and in instructional sessions provides excellent feedback. As library staff engage with students they learn students' perspective on our services and collections. These interactions take place at various service points including Reference, Circulation, Periodicals, and Special Collections/Archives and through instructional sessions and one-on-one conferences. Students also have the opportunity to use an online Suggestion Form and online book request form.

Additional data and feedback are gathered through library staff participation in campus committees and governance structures. These committees and governance structures include the President's Executive Council, Dean's Council, Academic Senate, University Planning Committee, Curriculum Committee, Assessment Committee, Graduate Council, and Southern Oregon Arts and Research.

As we begin a new strategic planning process for 2014-2019, the data we have gathered over the past five years will be a critical component in creating a new plan.

SUBSECTION 2.E.3

Hannon Library's vibrant and comprehensive Information Literacy and Instruction Program supports the teaching and learning mission of the university. Information literacy is a [foundational goal strand](#) of the University Studies/General Education curriculum. Library faculty teach hands-on instructional research sessions for undergraduates in University Seminar and other first- and second-year courses as well as upper division and graduate courses in their subject liaison areas. Librarians also teach students while at Reference and in individual face-to-face, online, email, and phone consultation sessions with students.

Over the past five years, library faculty taught an average of 207 classes for 3,953 students per year. On average, 93 of those classes were upper division or graduate level, reaching 1,695 students. There was an annual average of 73 classes for first year University Seminar or lower division courses, reaching 1,626 students. These statistics reflect a primary focus on upper division and graduate courses, while at the same time providing information literacy and research sessions for new and beginning students. Additionally, library faculty averaged 221 one-on-one instructional consultations and 408 email and phone consultations each academic year.

Library instruction is provided in multiple ways, most frequently as single or multiple sessions in the library's two electronic classrooms that are equipped with student workstations, instructor workstation, projection unit, and sound system. Typically, classroom instruction is hands-on and centered on a particular assignment or research project where the librarian serves in a consultative teaching role.

Librarians have created online [research guides](#) (LibGuides) for all academic programs. These research guides are featured prominently on the library website with a drop-down menu to

facilitate easy navigation. Research guides provide links to resources in specific disciplines, allowing students to find information resources for courses in one place, as well as contact information for the appropriate subject librarian. Research guides often include customized pages for specific courses; students at all levels are directed to use research guides.

Library instruction sessions are augmented in many ways that range from online tutorials and a virtual library tour, to librarians serving as co-instructors on Moodle sites. All courses in Moodle include a link to Hannon Library and a discipline-based listing of research guides. Library resources are available from the university portal and university mobile app.

Hannon Library offers virtual reference chat and text messaging service. In addition to answering chat and text queries at the reference desk, SOU library participates in a statewide collaborative program called Answerland that provides 24/7 chat service when the reference desk is not staffed. Since joining Answerland during the 2007-08 academic year, the number of questions each year has increased every year.   A three-year total of 1,278 SOU Answerland chat and text transactions represents the third highest total of transactions amongst the 38 participating academic institutions in Answerland during this period.

Hannon Library utilizes three assessment processes to measure effectiveness of library instruction. First, librarians are evaluated by students following library instruction sessions; anonymous student evaluations are sent to the library department chair for compilation. Second, librarians engage in a formative assessment process to improve classroom and reference teaching. In this process, library faculty meet in peer teams to articulate intentions prior to a teaching session and afterward to reflect upon the session. Third, first year freshmen enrolled in the University Seminar complete a 20-question information literacy survey delivered via Moodle as a pre-test at the beginning of fall term and as a post-test near the end of spring term. Each of the 20 questions in the survey helps to provide librarians an overall picture of our first year students' areas of strengths and weaknesses.

In addition to library instruction sessions, teaching occurs at the reference desk. Librarians staff the reference desk 65 hours per week during academic terms. Library faculty also provide reference assistance to students during one-one-one consultations and by email, phone, chat, and, at times, web conferencing. Annual statistics at the reference desk have declined slightly over the past six years, but have leveled out in the past three years. At the same time, the number of individual one-on-one, email, phone, and web conferencing consultations has grown substantially. In 2011-2012 there were a total of 6,530 reference transactions.

Hannon Library's active, multi-faceted Information Literacy and Instruction Program provides academic support to students and departments through direct instruction, reference, one-on-one consultation, email and phone reference, virtual reference, web conferencing, and text messaging. Librarians teach students to find information effectively and efficiently and to use the information ethically. Information literacy is a foundational goal strand in the University Studies (previously general education) curriculum and as such is a goal strand that is built into the entire curriculum from the first year to capstone experience and beyond.

SUBSECTION 2.E.4

In all that it does, Hannon Library, as the locus of SOU, strives to facilitate student success, intellectual growth, and responsible global citizenship through services, collections, and support programs. Library services and collections are informed and driven by diverse data including the quantitative measures of usage data, circulation statistics, surveys, and student evaluations, as well as diverse qualitative sources of information gleaned from the many intersections of library staff with faculty and students. Hannon Library looks to measures of performance to inform planning, continually assessing current services and resources in order to adopt rapidly evolving information technologies and to meet evolving student needs.

In planning for online and print collections, Hannon Library incorporates analysis of usage, assessment of strength of holdings in particular disciplines, consultation with departments, and data on program size and curricular needs *(see subsection 2.E.1)*. Every year journal and electronic resource subscriptions are examined, with analysis of price, usage, and alignment with the curriculum, to ensure that limited funds are spent effectively. The evaluation process for potential new e-resources generally includes a trial that is promoted within the library and to faculty. Hannon Library has an effective liaison structure for collaboration and communication with academic departments and for supporting new courses and academic programs. Library faculty serving on the University Graduate Council and Curriculum Committee learn about new and evolving academic programs.

The library employs a range of evaluative techniques to measure the effectiveness of information literacy instruction, including anonymous student evaluations of instruction sessions and the Information Literacy Survey, a 20-question, multiple choice pre- and post-test delivered and compiled using Moodle. Reflective Peer Coaching, a formative assessment process, allows librarians to discuss their teaching with colleagues and receive feedback. The library's role in assessment of instruction and information literacy is facilitated by having a librarian serve annually on the campus Assessment Committee.

As described in subsection 2.E.2, since 2009, five surveys of students and faculty have been conducted that gather data on satisfaction with library collections, services, website, building, and laptop usage. We have utilized data from these surveys to improve services and collections.

Even with budgetary limitations, Hannon Library is committed to providing student-centered services and supporting the teaching and learning mission of the university. A climate of continual assessment and ongoing strategic planning activities help Hannon Library to successfully meet the challenge of providing core services with fewer people and resources.

The library's catalog, online government publications, digital collections, and institutional repository are open-access. Licensed electronic resources are available to anyone within the Hannon Library building; however, from off-campus only faculty, students, and staff have access. Access to licensed electronic resources from off-campus is via the library's proxy server

or through the campus portal, MySOU, both of which require the user's secure campus username and password information.

Patron information is maintained within Hannon Library's integrated library system. ILS data is located on a server in a secure area. Patron data can only be accessed by authorized library staff through individually assigned user accounts.

SECTION 2.F FINANCIAL RESOURCES

SUBSECTION 2.F.1

Stability with state funding remains a challenge. This has resulted in greater reliance on other revenue streams to support ongoing expenditures, and meeting the increases in student enrollments over the five-year time period. SOU has met these challenges through a variety of costs cutting measures, along with targeted changes to tuition pricing structures and methodologies. Shifting the budget process to the current RCM (Responsibility Center Management) has strengthened the connection of revenues and expenditures throughout the campus, and resulted in greater transparency when it comes to identifying the resources needed to support programs. Limiting salary increases, and instituting faculty/staff furlough days, have minimized expenditure growth in the short term, while maintaining efforts to minimize the growth in tuition fees. Some programs have migrated towards "differential" tuition pricing whereby these programs can recognize the added costs of providing the programs by setting separate tuition pricing that ties in better with the market demands for these particular programs.

While our ending cash balance remains strong, at the close of Fiscal Year 2012-2013 our general fund balance stood at 6.6% of revenues, However, the Oregon University System changed accounting rules regarding mandated reserves for the allowance of bad debt write-off and that lowered our general fund balance to 2.1%. The University is developing a plan to increase the fund balance above 5% within Fiscal Year 2013-2014. The Chancellor's office has provided the following frequently asked questions document regarding this issue [Exhibit - 2.F.1 Accounts Receivable Allowance Policy Change FAQ].

The fiscal year ending cash position, for current unrestricted funds, has been maintained at a rate of about 10% when compared to total spending. This position has improved over the last few recent years. The larger increase in fiscal year 2011 was partially due to the occurrence of $1.6m in state funds that were initially scheduled to be delivered in fiscal year 2012, but were adjusted and delivered at the end of the fiscal year in fiscal year 2011.

Current Unrestricted Funds (A)

Fiscal Year	2008	2009	2010	2011	2012
All Revenues	$ 68,716,973	$ 67,759,274	$ 68,698,859	$ 71,639,929	$ 72,103,448
Tuition Fees	$ 22,852,605	$ 24,764,045	$ 27,296,559	$ 31,111,209	$ 35,062,074
State Funding within Revenue	$ 19,214,007	$ 17,244,255	$ 17,180,335	$ 16,663,454	$ 12,972,645
Expenses	$ 67,979,870	$ 70,181,742	$ 67,623,267	$ 69,104,552	$ 74,645,480
Revenue - Expenses	$ 737,103	$ (2,422,468)	$ 1,075,591	$ 2,535,377	$ (2,542,032)
Ending Cash Balance	$ 6,665,845	$ 5,181,712	$ 7,352,243	$ 10,085,619	$ 7,862,288
Ending Cash as % of Expenditures	9.81%	7.38%	10.87%	14.59%	10.53%
(A) = All funds within current unrestricted operating funds.					

Long-term obligations can be funded through a variety of funding options:

- General Obligation II-F Bonds: Issued to finance the construction to be repaid from revenues to be generated from the use of the facility.
- General Obligation II-G Bonds: Issued to finance designated educational buildings and facilities with debt service funded by State legislative appropriations.
- General Obligation XI-Q Bonds: Issued to finance certain equipment, computer software purchases, and construction projects. OUS makes payments to a trustee based on an interagency agreement, and the trustee in turn makes the debt-service payments to the bondholders.
- Oregon Department of Energy Loans - Small Scale Energy Loan Program (SELP): Loans issued for energy conservation projects. Payments made in accordance with loan agreements, typically funded through energy savings generated from the project.
- Certificates of Participation: Issued to finance certain equipment, computer software, and construction projects. SOU makes payments in accordance with loan agreements.
- Lottery Bonds: Special obligations of the State, secured and payable from net revenues of the Oregon State Lottery.

Debt service obligations associated with bonds, are reflected in annual budget projections. Starting in fiscal year 2012, SOU has entered into public/private partnerships in order to provide enhanced housing accommodations for students, while minimizing the levels of bond indebtedness being absorbed by the university. The North Campus Housing project will provide

housing accommodations for 702 students, which is intended to replace older housing complexes that will either be taken offline or repurposed for increasing instructional facilities.

The Debt Burden Ratio for SOU has been holding relatively constant, and even trending down over the last 5 years:

Debt Burden Ratio (principal & interest/total adjusted expenses)

2012	2011	2010	2009	2008
3.1	3.4	3.5	3.6	3.7

SUBSECTION 2.F.2

SOU utilizes Responsibility Centered Management (RCM) as its philosophy for approaching the budgeting of institutional resources, across all fund groups throughout the campus. Advantages of this approach include:

- All revenue is fully allocated directly to the departments associated with generating those revenues. This includes allocating tuition revenues to the academic departments, as well as allocating state appropriations to instructional activities.
- Creates a stronger connection between revenues to the related expenses used to generate those resources.
- Greater responsibility and accountability for decision making at the department level.
- Greater transparency in the budget process. All budgets are presented to, and reviewed by, the Budget Committee who makes recommendations.
- Identifies opportunities more quickly to take advantage of changing trends in the market, as it allows a greater number of financial decisions to be made at the local decentralized level.
- Allows central administration to focus on planning.

The budget process is a year round process, that typically starts up in October each year, and carries on through the following April and May where:

- Budgets are established across all fund groups, and revenue and expense lines.
- Revenue and expenditure trends are reviewed.
- Enrollment patterns are reviewed, and projected. Each academic department participates with Institutional Research, Registrar, Budget Office, and OUS representatives, when it comes to projecting student credit hours by department and program.
- New factors (such as, COLA increases) are reflected in expenditure projections. This, in connection with projected enrollment trends, changes to state funding, are used to establish new tuition rates.

- Housing rates are set based on projected occupancy, and other estimated operating costs (including the payment of debt obligations, as well as maintaining adequate building and equipment reserves.
- Pricing for all other fee-based revenues are set through an additional price-setting process that results is rates being set through a separate public-hearing, approval, process.

Ongoing revenue and expenditure activity is further reviewed throughout the year, and a formal quarterly report is generated for Chancellor's Office and Board review. Deviations from initial budget projections are identified, explained, and used to strengthen projections for the year under review, as well as for budget projections for the upcoming year that is in development through the Budget Committee.

SUBSECTION 2.F.3

Policies, guidelines, and processes for financial planning and budget development take place at both the OUS and institutional levels. Most university policies have been migrated to the SOU Policy Repository web site. Institutional budgeting culminates in data being pulled together to become part of the Budget Summary Report for the OUS system.

Published OUS budget calendars are pulled into a university budget calendar that is then presented to the campus community. The Campus Budget Calendar provides the structure and guidelines identifying when budgets are to be rolled out for review and update by each department on campus, when the budgets are to be submitted, OUS deadlines for updating various fees, and the process for review at the campus and OUS levels.

All budgets are reviewed by individual departments (directors, chairs, deans, VPs), and by the Budget Committee. The Budget Committee will make recommendations to the Executive Committee based on feedback from departments, enrollment projections, and impacts on state funding.

Budgets associated with activities being funded through Student Incidental Fees are reviewed through the SOU Student Senate (ASSOU). Recommendations for funding are put forward to the University President for approval.

Budgets associated with tuition, or other student fee increases, also go through a Public Hearing process which includes bringing these before the SOU Student Senate, in order to obtain student input in the process.

SUBSECTION 2.F.4

SOU is subject to OUS Internal Management Directives (IMD) that requires all accounting records and reports to be in conformity with generally accepted accounting principles [Exhibit - 2.F.B02 OUS Internal Management Directives 6.003 & 6.004 & 6.005 Accounting Records & Cash]. OUS is audited on an annual basis by an independent certified public accountant.

According to the 2012 auditor's report, in a letter to the State Board of Higher Education "In our opinion, based on our audit and the reports of the other auditors, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the aggregate discretely presented component units of the Oregon University System as of June 30, 2012, and the respective changes in financial position and cash flows, where applicable, thereof for the year then ended, in conformity with accounting principles generally accepted in the United States of America." (see page 65 of the Annual Financial Report, FY 2012).

The past five years of audited financial statements are available as exhibits [Exhibit - 2.F.A01 FY2008 Financial Statement], [Exhibit - 2.F.A02 FY2009 Financial Statement], [Exhibit - 2.F.A03 FY2010 Financial Statement], [Exhibit - 2.F.A04 FY2011 Financial Statement], and [Exhibit - 2.F.A05 FY2012 Financial Statement].

SOU uses the Ellucian Banner software for its Finance, Human Resources, and Student systems. University accounting represents the utilization of full accrual accounting, in alignment with GAAP. SOU employs a system of internal controls to safeguard its assets and resources. These are reviewed through annual audits conducted by an outside audit firm, as well as internal audits being conducted by the central Internal Audit Division of the OUS Controller's Office.

SUBSECTION 2.F.5

Short and long range capital budgets reflect goals and objectives and relate to plans for physical facilities and acquisition of equipment. SOU conducts facilities planning by use of a Campus Master Plan, and conducts strategic planning in the context of budget forecasting and modeling in conjunction with the Oregon University System. This most recent facilities master plan was prepared in 2010 and covers the period until 2020. The plan was prepared at the request of the Chancellor's Office and provides a detailed assessment of SOU's capital construction needs. It addresses future facility needs, campus access, land use, and academic space issues.

The Campus Master Plan is predicated on projections of enrollment growth, and it responds to the academic planning process, which has been proceeding in parallel to the physical planning process, and several primary goals of the University:
- Create Academic Distinctiveness and Quality
- A Commitment to the Arts and the Bioregion
- A Role as a Community Catalyst
- Financial Sustainability

The plan also provides for a significant shift in the structure of the campus through the development of new student housing, which is coming into place through the use of a Public-Private Partnership relationship. This use of private partnerships allows the campus to limit taking on new debt, and still grow to meet the needs of future students.

SOU is conservative in issuing debt for capital outlay and does not issue short-term or long-term debt to fund operations. Long-term debt is typically issued for major capital outlay within the auxiliary enterprises. The State of Oregon issues debt for general university capital outlay. SOU and/or OUS financial reports containing debt service schedules are maintained and reported annually. Audited financial statements contain appropriate note disclosures as required by generally accepted accounting principles.

Other debt opportunities:
Oregon law and the Oregon constitution authorize OUS to issue two types of general obligation bonds. These types of debt are limited to Article XI-G to finance designated educational buildings and facilities with debt service funded by state legislative appropriations. Bonds under Article XI-F are used to finance the construction of self-liquidating projects where the debt obligations are being paid through a revenue stream being generated as a result of the construction project.

In addition, certificates of participation (COPs), which are issued to finance lease-purchase agreements for certain equipment and computer software, are available for use within limits set by the state. Institutions may also borrow funds directly from a line-of-credit established with the OUS Internal Bank. Similar to XI-F bonds, institutions must be able to adequately identify revenue to be generated from operations to support the additional debt obligations associate with both COPs and any loans coming from the OUS Internal Bank.

Requests for bonds follow a formal approval process through the institution, Chancellor's Office, State Board of Higher Education, and the legislature (or the Emergency Board if the legislature is not in session). The OUS Controller's Division is responsible for the issuance of debt securities and maintenance of debt service programs. Debt obligations for all types of debt, excluding XI-G bonds, are reported on the financial statements of the unit responsible for repaying the debt obligation. [Exhibit - 2.F.B03 Oregon Revised Statute 351.345 & 351.350 Bonds - see p.25].

SUBSECTION 2.F.6

Southern Oregon University's auxiliaries operate on zero-based budgets developed to support university strategic planning. Auxiliary directors and managers develop expense budgets for their respective operations based on programmatic needs, historical costs, contractual obligations, market conditions, and fee constraints. They receive guidance from the Budget Office regarding anticipated increases in labor and utilities. Labor budgets are developed position by position. SOU auxiliaries are primarily fully self-supporting, and fees are developed to cover operating expenses, debt service, current and future major maintenance, and asset replacement expenditures. Athletic operations do receive some support from general operating funds, and to that extent, expenditures are accounted for directly in the General Fund. Occasionally, auxiliary enterprises will transfer funds to the university to support other educational initiatives, and when done, is reflected as a direct transfer within the university

financial statements. Impacts of any such transfers are reviewed through the annual budget process, and recommendations put forward through the university Budget Committee.

The Budget Analyst in the Budget Office assists with coordinating the auxiliary budget process. Quarterly Management Reports are performed by Finance and Administration, and are used to project anticipated revenue and expenditure trends that are reported to the central OUS Controller's Office. In preparation for this quarterly review Finance and Administration works with auxiliary directors to identify trends impacting each unit. This is also used to aid in future budget development.

Budgets are reviewed by the Budget Office, Business Services, auxiliary managers, vice presidents, and are presented to the Budget Committee for review and recommendations which will be presented to the Executive Council for approval.

Budgets for student activities, student union administration and operations, and athletics funded by incidental fees are additionally reviewed by the Student Fee Committee and its subcommittees. Proposed fees and rates are reviewed by the Southern Oregon University Executive Council and ultimately submitted to the State of Oregon Board of Higher Education for approval.

SUBSECTION 2.F.7

SOU undergoes an annual independent audit as part of the OUS system, to insure compliance with Generally Accepted Accounting Principles. The federal government requires an annual federal compliance and internal control audit of expenditures charged to federal grants and contracts. The audit, performed for the State of Oregon as a whole, follows the requirements of Office of Management and Budget (OMB) Circular A-133. A management letter is published as part of the documents produced in the audit process. A copy of the Auditor's Report can be viewed in the Annual Financial statements (see page 65 of the Annual Financial Report, FY 2012). Periodic OUS internal audits are also performed by the Internal Audit Division.

All of SOU's fiscal operations and corresponding internal controls are subject to review by the OUS Internal Audit Division. The university collaborates with the Internal Audit Division to provide input into the audit plan, assemble necessary data for audits, ensure recommendations are reasonable and practical, and implement recommendations as appropriate.

Reviews completed by the OUS Internal Audit Division include an examination of procedural steps to conduct an exit conference, develop a draft report, obtain management responses to suggestions, and follow up in six to twelve months to ensure that agreed-upon changes have been implemented. Similar reviews conducted by the Oregon Secretary of State Audits Division include a request for an agency response detailing actions taken to correct identified deficiencies. Again, follow-up is conducted in subsequent periods to ensure institutional responsiveness. The OUS Fiscal Policy Manual requires institutions to implement

recommendations provided by the external auditors. All audit reports are available upon request for examination by the accreditation team.

SUBSECTION 2.F.8

Fundraising and Development

Two major entities are involved with fundraising activities at Southern Oregon University: the Development office and the Southern Oregon University Foundation. The institutional Development office subscribes to the standards of CASE (Council for Advancement and Support of Education) ethics and Donor Bill of Rights, and also has established policies and procedures in place to implement such standards. The office stipulates the manner in which donor information is maintained to protect donor privacy; provides internal procedures for coordinating, cultivating, and soliciting high-level gifts; outlines donor recognition and stewardship procedures and activities; states the policy for naming buildings, rooms, and other facilities to recognize donors; and sets out jointly with the Southern Oregon University Foundation the policy on minimum corpus levels and payout rates for endowments.

The SOU Foundation is a separate 501(c)(3) fund raising Board which operates with an affiliated shared services agreement which is renewed annually. All fundraising and investment activities of the Foundation are limited to the University. The Foundation assets and earnings are distributed to the colleges, schools, departments and programs of the University based upon the donors' wishes, and if funds are unrestricted, at the direction of the Foundation's volunteer Board of Trustees in response to priority requests from the University President. The volunteer members of the Foundation Board continue to work collaboratively with the Vice President for Development and the Development office, and other University leaders as they work toward their goals. An investment committee establishes the foundation's policies and guidelines. The foundation is independently audited.

Southern Oregon University also maintains some endowments through OUS that are invested by the State of Oregon. Earnings are credited by OUS to Southern Oregon University. These investments are audited as part of the OUS independent audit.

Records pertaining to endowments and life income funds at the Southern Oregon University Foundation are maintained at the foundation. Copies of documents for state-invested endowment funds are available at the Southern Oregon University office of Business Services, and originals reside at OUS.

A current contract between Southern Oregon University and the Southern Oregon University Foundation clearly articulates (a) the Oregon laws under which the foundation operates, (b) when and how the foundation may use the Southern Oregon University name, (c) the independence of both entities, and (d) the relationship between the two entities in terms of accepting gifts and investing and administering funds for the university. The contract also outlines the type of support the university provides to the foundation and that the foundation provides to the university. The contract formally establishes the joint development of

guidelines that both the SOU Office of Development and the Southern Oregon Foundation will use in soliciting and administering contributions on behalf of the university.

SECTION 2.G PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE

SUBSECTION 2.G.1

The Southern Oregon University (SOU) campus in Ashland sits on 178 acres of land and consists of fifteen major academic and administrative buildings (interactive campus map available here). The Southern Oregon University campus in Medford consists of one major academic and laboratory building.

On the main campus in Ashland, there is a total of 1,423,882 gross square feet of buildings, of which 515,492 gross square feet are maintained by auxiliary enterprises. Several of the buildings on the campus were constructed fifty or more years ago: Churchill Hall (1926), Britt Hall (1936), Central Hall (1949), and McNeal Hall (1957) and (east) portion of the Science Building (1959).   Other buildings erected in the 1960s and 1970s include Taylor Hall (1965), the Music Building (1972), and the Education/Psychology Building (1973). More recent additions include the Theater Arts Building (1981), Computer Services Center (1990), Visual Arts Complex (2000) and the Hannon Library Expansion (2004). The Higher Education (located in downtown Medford) is the most recent academic building, opened in 2009.

Recent Capital Improvements
Since the previous report two major capital projects have been completed. The first project was new construction of The Higher Education center located in downtown Medford and was completed in 2008.   This facility allows SOU to accommodate all of its Medford-based programs under one roof, rather than at multiple locations throughout the city. The 68,700 square foot building includes the following spaces: 28 classrooms, two multipurpose rooms/classrooms, a 100-seat presentation hall, a videoconference classroom, a science lecture hall, three science class laboratories and lab prep room, a seminar room, a business center, three computer labs, faculty offices, support staff offices, and conference rooms.

The second major capital improvement was the renovation of Churchill Hall which was completed in December 2012. The Churchill project included a complete seismic, mechanical and electrical upgrade to the entire building. The entire first floor was demolished and rebuilt; and major sections of the second floor were also remodeled. A large lecture hall that was remodeled in 2009 was preserved during the whole building renovation. The entire heating, ventilation and cooling system was replaced along with related utilities and services. The OHSU School of Nursing moved from several locations across campus to the second floor of Churchill. SOU administration and business office's occupy the first floor. The remodel also added three new classrooms.

The Schneider Museum, Marion Ady and Art Complex, McNeal Hall and Science buildings had roof replacements within the last three years which leaves only the Computer Services Building (20 years) and Hannon Library (9 years) of academic buildings with roofs older than 5 years. No administration or support buildings have roofs that older than 20 years and of those that are older than 20 years (Plunkett Center, Elkader House and Bookstore), have been earmarked for replacement in the summers of 2014 with the exception of the Campus Bookstore.

SUBSECTION 2.G.2

Southern Oregon University (SOU) is committed to reducing risk and providing for a safe and healthy environment for employees, students and the public. The Environmental Health and Safety (EHS) office is staffed full time, year around to ensure continuity of service and oversight and the ability to interact with departments, and champion environmental, occupational, employment, and other business practices in order to safeguard the valuable human, property, program, and financial resources of SOU. The Manager of the EHS department is the chair of the Chemical Hygiene Committee, which meets annually to review the Chemical Hygiene Program and make any changes necessary to ensure the safety of all science programs. This program is published on the EHS web page. All hazardous waste is stored in approved storage facilities that meet state and federal standards and waste is disposed of via Oregon University System approved hazardous waste vendors. SOU is a Conditionally Exempt Generator.

In conjunction with the Facilities Maintenance and Planning staff, EHS conducts annual inspections of all academic buildings. Each building has an assigned building manager which reports any irregularities to EHS. Hazard identification training is provided for these managers. Evacuation drills are conducted each term and nighttime campus safety walks are conducted annually. SOU has a safety committee comprised of students, staff and management which meets monthly. All incidents, whether injury or otherwise, are reviewed, as well as other environmental and safety concerns. The committee members have been trained in hazard identification and are active in reporting any irregularities to the Manager of EHS. The university has a Crisis Management Team which meets monthly for training that is designed to evaluate and improve response to a variety of disaster scenarios and includes periodic hands on, full scale exercises conducted in cooperation with local authorities including fire and rescue operations and law enforcement.

Immediate Capital Projects

Capital project planned for the next three years are a proposed $10.2 million expansion and renovation of the Theatre Arts Building, a $20 million Student Recreation Center, the completion of the $21 million Science Renovation and possibility the renovation of McNeal Hall ($21 million).

The Theatre Arts renovation will include 22,150 square feet of new construction and 10,488 square feet of remodeled areas as currently designed. This project was delayed due to lack of matching funding, but is scheduled for full funding from the legislature in June 2013. This new addition is needed to house the university's Theatre Department, the largest undergraduate theatre program in the western United States, meet current and future enrollment growth.

Enrollment in Theatre Arts has grown to 200 in a facility that was built to accommodate 60 theatre majors. Within the Oregon University System, SOU is a Designated Center of Excellence in the Fine Performing Arts. The Oregon University System has also acknowledged the SOU Theatre Arts program as a Program of National Distinction. The primary program requirements of the proposed Theatre Arts Expansion are (1) the addition of three major instructional spaces—a rehearsal hall, an 80-seat classroom, and a computer laboratory; (2) expansion and modernization of existing facilities, including faculty offices, the Costume department, business offices, and the public restrooms; and (3) update of technical support spaces. XI-G bond funds have been sold (2009) and are available for half of the project funding. This past year, due to hard work by SOU's administration, lottery bonds have been identified as a source for the required matching rules attached to the XI-G bonds so this project can move forward. The legislature is scheduled to approve in June. It would be reasonable to expect design to begin in the fall of 2014 with construction beginning in the summer of 2015.

In 2011 extensive surveys were conducted by nationally recognized recreation planners Brailsford & Donleavy (B&D) to gauge student interest in a new Student Recreation Center (SRC) at Southern Oregon University. B&D found that "90% of respondents indicated that improvements to campus recreation would have a significant or moderate impact on their quality of life at SOU." Building upon the growing enthusiasm, in May 2012 SOU students passed a referendum to increase student fees to pay for a new Student Recreation Center. OPSIS Architectural Firm was contracted in fall of 2012 to develop of conceptual design and determine the best location to construct the facility on campus. They determined that a site adjacent to the north elevation of McNeal Hall to be the best location. The project will include approximately a building of approximately 50,000 sq. ft. and include fitness space, basketball courts, running track, cardio-rooms and outdoor programs equipment space, etc. Construction is expected to begin in fall of 2013 with the installation of an artificial turf field with the main facility breaking ground sometime during summer 2014.

McNeal Hall which currently houses academic classrooms, gymnasiums, activity spaces, a swimming pool and locker rooms was identified as seismically deficient when analyzed as part of facility condition analysis report sponsored by OUS in 2008. The exterior concrete masonry walls have cracks and the entire facility is in poor and deteriorating conditions. ISES Corporation in 2008 conducted an energy conservation audit for McNeal Hall showing an annual savings of $56,160.00 if building equipment and lighting were replaced with equipment meeting current energy standards. The renovation project would replace major HVAC units and install seismic upgrades throughout the facility. The campus administration is working to try and procure funding that allows this project to be coordinated with the Student Recreation Center. The Recreation Center project is currently projected cost around 21 million. Improvements to the swimming pool and re-design of the locker room could be shared by both the Student Recreation Center users and the Health, Physical Education and Leadership Dept. students. In addition to shared spaces other advantages could be found in energy efficiency if these two projects could occur at the same time.

The Science Hall Renovation ($21 million) which will break ground in January of 2014 will include a complete seismic, mechanical and electrical renovation along with interior finish upgrades. The architectural firm of Soderstrom and Associates began design work in spring of 2013. This project is scheduled to be completed by fall of 2015.

Future Capital Projects

A list of long term planning for capital improvements on campus through 2023 [Exhibit 2.G.1 - SOU Capital Projects 2011-2023] are highlighted by continued investments in the Science, Theatre Arts, and faculty/staff housing. However, until more analysis can be done on academic needs and program success; coupled with recently conducted prioritization and capacity studies, there may be additional needs for future capital priorities.

Classroom Upgrades

Annually a portion of the capital repairs budget is allocated for classroom modernization and upgrades. For the current biennium, $150,000.00 was allocated for classroom modernizations. Since Churchill Hall was recently remodeled and the Science Building is currently being remodeled these funds will be allocated based on priorities established by the individual colleges. Typically 6 to 8 classrooms are remodeled per year. As teaching methods have changed from chalkboards, to whiteboards, smart boards and now iPads, we have changed from desks to tables and chairs that can be easily moved around and re-configured to meet the teaching styles. This current biennium we are focusing on the Taylor, Ed Psych, Central and McNeal Buildings. McNeal is a strong candidate for seismic upgrades and renovation which could remove this building from classroom upgrades in 2014. Departments have typically replaced the classroom desks with tables and chairs as they are more functional and can be configured to meet the different needs of the instructor.

Capacity Study

During a capacity study completed in 2012 [Exhibit - 2.G.2 Capacity Study], it was determined that the campus has more than enough capacity to meet current and near future enrollment growth. However, office space appeared limited along with small "communal" study areas. The study areas are being addressed in the Science Remodel where alcoves and small study spaces are being identified and added. In addition the Computer Services East wing, which currently houses a large computer lab, is being review by the Campus Facilities and Utilization Committee for remodel.

Administration/Overview

The Facilities Management and Planning Department is responsible for the operation and maintenance of instructional facilities on the Ashland campus and specified trades on the Medford Campus Higher Education Center. The department absorbed the housing maintenance staff in spring of 2013 and now provides maintenance and repair services (not custodial) to all SOU facilities. This has proven to be a successful merge which eliminate duplicity in staff and services and a significant savings to the overall campus budget of approximately 15% in total campus maintenance expenditures.

Facilities Management and Planning is structured into six divisions with the following staffing levels (including supervisors):

Custodial Services.. 13.5 FTE
Building Maintenance... 13 FTE
Landscape Services... 5 FTE
Utilities/HVAC... 7 FTE
Lock Shop.. 2 FTE
Support Services.. 3 FTE
Mail Services.. 2 FTE
Environmental Health and Safety.. 1 FTE

The maintenance, management, and operation of instructional facilities are adequate, but reductions in the budgets and staffing of the Facilities Management and Planning Department (FMP) have limited the amount of maintenance that can be performed on instructional facilities. The amount of capital repair funding ($1,554,656 for the 2011–2013) provided by the legislature helps address deferred maintenance issues on instructional facilities. A list of deferred maintenance projects is vetted across campus starting with building managers, deans, the Facilities Utilization and Planning Committee and finally approved by the Executive Council.

Landscape

Of the 178 acres of land owned by SOU in Ashland, FMP's Landscape Services maintains approximately 65 acres of turf and landscaped areas. Seventeen acres of SOU owned property is leased to two governmental agencies and a nonprofit community organization and is not maintained by Landscape Services staff. The Landscape Services staff consists of a supervisor and 4 grounds workers. There are three fewer grounds workers than when the previous self-study was submitted in 1997.This decrease in staff level has made it more difficult to adequately maintain the grounds of the university. However, we are currently working to add student labor to help fill the gap created by these reductions and in 2013 added an additional student worker to the landscape team.

Custodial

The Custodial Division of FMP is responsible for the cleanliness of academic and administrative buildings. The division consists of 1 FTE custodial supervisor and 12.5 FTE custodians, who are responsible for 704,714 square feet of buildings. Each custodian is responsible for cleaning 56,377 square feet of building area. The Association of Higher Education Facilities Officers (APPA) published *Custodial Staffing Guidelines for Educational Facilities* to assist facility officers in determining the staffing needs for cleaning or to identify expectations from given staffing. APPA considers its Cleaning Service Level 3 to be the minimum acceptable cleaning service level. The 2009 guideline for APPA's Cleaning Service Level 3 ("casual inattention") is 28,758 square feet/custodian. With the present level of custodial staffing, the APPA Cleaning Service Level being achieved in campus buildings is Level 4 ("moderate dinginess"). A building manager is assigned to each campus building and serves as the primary contact person for the building in communication with FMP. The building manager is responsible for notifying FMP of any maintenance or safety-related issues in the building. FMP performs quarterly inspections of

campus buildings (three buildings per quarter) to identify maintenance and safety issues that require attention. Work orders are then generated by FMP for correction of deficiencies. In the summer of 2012 we added custodial services for the Medford campus' Higher Education Center.

Utilities

The Utilities division is responsible for energy management and mechanical maintenance of all campus heating and cooling. The staff is comprised of 1 FTE utilities supervisor and 6 staff. Efforts have been made to reduce energy consumption by the university's heat plant and to improve the efficiency and performance of the HVAC systems in campus buildings. In 1999 SOU entered into an energy-saving performance contract with Johnson Controls, Inc. This contract includes annual evaluations of specific campus HVAC systems for review and evaluation of performance and energy consumption. In recent years projects have included Music Hall fan and duct modifications, and the Theatre building's black box stage programming and duct modification.

In 2011-12 a grant was procured from the Dept. of Energy to retrofit McNeal Hall, Taylor and Central Halls (along with specified locations in other buildings) with new lighting (T-8) and motion controls for lighting throughout the buildings. We have also made changes to the irrigation filter plant (filter equipment replacement) to reduce water consumption and are currently replacing campus irrigation controls and valves to a wireless centralized system to reduce water consumption. A major project being proposed and is in the conceptual stage is the replacement of two low pressure 1960's boilers with a new high pressure steam boiler that would be fitted with a turbine to produce electricity. A $250,000 grant was procured from the USDA to evaluate the use of biomass rather than natural gas as the fuel source. A list of projects is included [Exhibit - 2.G.1 SOU Capital Projects 2011-2023] along with other deferred maintenance projects [Exhibit - 2.G.1 Deferred Maintenance Spent by Building 2012-13].

Maintenance and Small Projects

The Building Maintenance Division consists of 13 FTE and 1 FTE supervisor and employs up to 14 students throughout the year to maintain all facilities on campus. They also provide preventative maintenance services at the Medford Campus Higher Education Center. The team is split into two crews. The Reactive Maintenance team handles typical calls for service on a daily maintenance and the Preventative Maintenance and Projects team performs scheduled maintenance on buildings and handles small construction projects on campus. Maintenance is tracked through the FAMIS work order system and is tracked by building, room, service type, cost and staff. Many different types of reports are generated to review efficiency and record cost of individual building maintenance. One of these studies was conducted by Sightlines for OUS in 2012 [Exhibit 2.G.2 - Sightlines LLC SOU Facilities MB&A Report] showed that we fall below national averages for staff per gross square footage, supervisors per staff and spend only $0.11 per sq. ft. compared to the national average of $0.21. However our buildings received above average ratings from our 2012 Quality of Services survey.

Lock Shop

Our Lock Shop oversees an extensive campus access system. This system is managed by 1 FTE supervisor and 1 FTE employee. All exterior building doors and classrooms are monitored by an electronic latching system. We can monitor access and or lockdown any building and classroom on the SOU campus. We issue fob's (small plastic devices with microchips) to all students, faculty and staff to access assigned building rooms and living spaces. The newly constructed dorms are "keyless" except for individual bedrooms which still require keys. We also have install (2013) a campus mass notification system that is controlled through the fire alarm and door access system which allows messages to be sent by voice through building speakers, texted on mobile devices and phoned to cell phones. The buildings can be simultaneously locked in coordination with the messages.

Deferred Maintenance

Campus deferred maintenance is addressed within the yearly operations budget and also through bi-annual allotment of funds from the State of Oregon through the OUS system. These monies assist us with addressing major capital repairs (i.e. roofs, utilities, structural issues, etc.) as well as smaller building preventative maintenance projects (i.e. classroom modernizations, paint, toilet upgrades, etc.). We track the amount of monies spent on buildings each year [Exhibit 2.G.1 - Deferred Maintenance Spent by Building 2012-13] which along with customer surveys and assessments by OUS.

SUBSECTION 2.G.3

In 2009 the campus reviewed and updated its 10 year master plan which emphasized the stated goals of SOU to create academic distinctiveness and quality, a commitment to the bioregion, a role as a community catalyst and financial sustainability. The plan outlined a path to address the needs to develop a strong student life component, to support more sustainable development patterns, including development at densities that are both appropriate to the campus setting and supportive of transit and walkable communities; and, a determination that the oldest residential complex on campus requires extensive upgrades and does not serve the student body well.

The plan, which is reviewed annually with the Facilities Utilization and Planning Committee, was reviewed when the Student Recreation Center was proposed in 2012. It will need to be amended when this project begins in the Fall of 2013 and will need to go through City of Ashland Planning Review.

SUBSECTION 2.G.4

Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

Approximately $150,000 minimum is allocated for classroom upgrades each biennium. This covers physical upgrades to the classrooms. Typically departments will cover the desk and chair upgrades; the Information Technology department maintains and upgrades the "smart" equipment which includes lecture computers, screens, and smart boards. Every classroom is upgraded on a seven (7) year or less cycle for carpet and paint. It is projected that by 2015 we will have replaced all desks in campus classrooms with tables and chairs unless the desk are permanently affixed as part of a lecture hall.

SECTION 2.G TECHNOLOGICAL INFRASTRUCTURE

SUBSECTION 2.G.5

Southern Oregon University has a centralized Information Technology department that supports our faculty, staff, and students and the infrastructure for our working and learning environments at both our Ashland and Medford campuses. The responsibilities of the department include management of the university's administrative information systems, academic software, telecommunications and Internet services, wired and wireless networks, networked storage, computer labs and classrooms, and technology-equipped classrooms.

Administrative Information Systems

Southern Oregon University collaborates with four other institutions in the Oregon University System and the Office of the Chancellor to centrally host, manage, and support Banner applications for student information, finance, accounting, and human resources from Oregon State University's campus in Corvallis, Oregon. This collaboration allows the smaller institutions in the system to achieve economy of scale by pooling our licensing, resources, and staff.

Additional administrative systems are self-hosted by the university for a number of functions and departments. Some of these systems include reporting tools for our TRIO and McNair Scholar's Programs and fundraising software for our Development office.

Academic Software

The Information Technology department provides many software resources to faculty and students for academic use. Whenever possible, the department has negotiated software site licenses for commonly used software packages such as SPSS, Qualtrics Research Suite, and ESRI ArcGIS. The department also coordinates the purchase and delivery of software specific to academic disciplines, including Mathematica and Adobe Creative Suite.

Telecommunications, Internet

Much like our collaboration that supports our administrative information systems, Southern Oregon University actively cooperates with the other members of the Oregon University System to provide telecommunications and Internet services.

The University self-hosts an Avaya PBX which is monitored and supported by a collaboration based at Oregon State University. This collaboration allows the entire Oregon University System to negotiate with telecommunications vendors as a single entity and pool limited technical resources for the benefit of all the campuses. Each campus is able to access technical resources that otherwise would be unavailable or prohibitively expensive. We currently have nearly two thousand analog and digital telephone sets and have begun our transition to voice over IP (VoIP).

Southern Oregon University is also a member of the Network for Education and Research in Oregon (NERO), which provides commodity Internet and Internet2 access to the entire Oregon University System. As a member, we are not only connected with our fellow state universities, but also many K-12 school districts, community colleges, local and city governments, and state agencies. This collaboration benefits us not only financially but also provides access to national and research networks that would otherwise be unavailable to our institution due to both cost and our rural location.

Wired and Wireless Networking

Southern Oregon University operates a nearly 3,000 node network at our Ashland campus and co-manages a nearly 400 node network at our Medford campus with Rogue Community College. Our Ashland and Medford campuses are connected by a dedicated 1Gb/s fiber optic link. Each campus has an independent connection to the Internet through NERO, but share a single 200Mb/s of Internet and Internet2 bandwidth. Our campus buildings have 1Gb/s interconnections with 100Mb/s and 1Gb/s ports available for user devices (computers, printers, etc.).

The University's wireless network was recently expanded and upgraded to support 802.11N, the fastest and most current wireless standard. There are currently over 330 wireless access points on the Ashland campus and provide coverage to all campus buildings, including our residence halls. At our Medford campus, 21 access points provide complete coverage for our facilities. Our campuses share a single wireless configuration, which allows faculty, staff, and students to move seamlessly between the campuses without requiring any additional configuration for their wireless devices. We provide both authenticated and unauthenticated (guest) access.

Computer labs and classrooms

Southern Oregon University has nearly 80 computer labs and classrooms on the Ashland campus, ranging in size from small departmental computing clusters to a 55 seat general computing lab. The Hannon Library also operates a well-equipped Learning Commons, bringing together library resources, computers, and student support offices in a single location.

At our Medford campus, we have two large computer classrooms that are also available for general lab usage when not scheduled for a class.

Technology-equipped classrooms

There are 44 technology-equipped classrooms on the Ashland campus and 33 technology-equipped classrooms at our Medford campus. The classrooms at our Medford campus are shared with Rogue Community College. At the Ashland campus, all technology-equipped classrooms have at least a projector, laptop connection, and network access (wired and wireless). Most classrooms include a VCR/DVD player, computer, and sound system. A few select classrooms include additional features such as a document camera, touch screen controls, or multiple projectors. At our Medford campus, all classrooms are built to the same standard and include a projector, computer, sound system, and podium with touchscreen.

SUBSECTION 2.G.6

The department is led by a Chief Information Officer and consists of twenty-three staff divided into four teams: information systems, systems and networking, classroom and media services, and user services. The department shares an employee at our Medford campus with Rogue Community College, with whom we jointly own and operate a building. In addition, the department employs many part-time student employees to supplement the work of full-time information technology staff and provide direct services to the campus including our switchboard and help desk. Unlike many centralized information technology departments, we are not organized around the activities of a help desk. Instead, the user services team consists of seven Computing Coordinators who are assigned as single points of contact for technology issues to specific academic and administrative departments. By organizing ourselves in this way, we are held accountable for providing responsive service and issues do not remain unresolved and orphaned as can occur with the anonymity of a help desk.

We provide many points of contact for faculty, staff, and students. A community member may call or email our help desk, call or email their assigned Coordinator directly, or stop-by our offices for walk-in assistance. We maintain help desk support during the evening and weekends for the entire campus community. We also have a classroom hotline available to call day or night and weekends for immediate assistance with classroom technology issues.

The department also maintains an online knowledge-base, so members of the campus community can, if they choose, research and resolve many of their technology issues without directly contacting Information Technology.

In addition to one-on-one training available from our Computing Coordinators, the Information Technology department offers regularly scheduled training classes on topics that include our administrative information systems, our email and calendaring platform (Google Apps), and general Microsoft Office usage.

SUBSECTION 2.G.7 and SUBSECTION 2.G.8

Southern Oregon University has a representative body called the Technology Council that serves to advise the Chief Information Officer and the university's Executive Council on matters

related to strategic technology planning, policy, and resource allocation. This body is composed of members from each of the Academic Schools (4 total – 2 College of Arts and Sciences, 1 School of Business, 1 School of Education), Administrative Councils (1 - Finance and Administration, 1 - Student Affairs, 1 - Institutional Advancement), and representatives from the Library, Medford campus, Distance Education, Faculty Senate, and Service Employees International Union (SEIU).

Every three years the Chief Information Officer and the Information Technology department develops a three year strategic plan. The process begins by holding various informal discussions with campus stakeholders including: departments in Academic Affairs, Finance and Administration, Student Affairs, Institutional Advancement; faculty; students; alumni; vendors; and our partners at Rogue Community College. The purpose of these meetings is to identify the critical technology strategies and policies required for programmatic success, technology trends, and to identify technology strategies or policies requiring cross campus planning, evaluation and review. The information collected in these conversations is used to develop a draft of a three year strategic technology plan. The plan is refined and endorsed by the Technology Council.

A campus-wide replacement and maintenance plan has been developed for all faculty and staff computers and classroom technology. This plan was developed as the inadequacies of our current approach were laid bare by the global recession and the continuing decline in state support. Beginning in mid-2013, the university will start replacing approximately twenty-five percent of institutionally-owned computers annually. We anticipate that this process will continue indefinitely, creating a four year computer replacement cycle for the institution. At least initially, this cycle will be funded through leasing, which allows us to control our annual expenditures and forecast ongoing technology spending. In addition, the Information Technology department works directly with both administrative and academic departments to evaluate their current technology and recommend replacements and new purchases. These computer replacements are planned in conjunction with each department, allowing faculty and staff to participate in the process of selecting their platform and computer type (desktop or laptop). This replacement plan represents a significant shift for the university in how it budgets, acquires, and provides computing resources. Our goal is not to just control spending, but provide a computing environment that serves the needs of faculty, staff, and students.

Conclusion

The University completed a comprehensive capacity study in July, 2012 that included an analysis of data collected from all aspects of university operations. In addition, we completed a Program Prioritization process that included all academic and academic support programs in June, 2013. The findings from these combined efforts underscored the need for the university to determine a vision and move forward toward meeting that vision. To that end, the university has been undergoing transformational change throughout the past year, the manifestations of which will be shared in the next report. The following assumptions stemming from the report serve as guiding principles for change.

1. Enrollment:

The campus is currently conducting a comprehensive review of the University Studies (General Education) curriculum to determine areas where efficiencies can be affected. Likewise, majors that have historic graduating classes of fewer than ten are being evaluated for continuation. We are investigating the possibility of setting an ideal class size for class types (lower division and upper division University Studies, Major) and developing evaluation procedures that address practice against those norms. The campus also has a broader set of curricula that it can currently support and needs to refine and tighten course selection. Majors and minors with low enrollment or historically low graduation rates are being evaluated for continuation, consolidation, or elimination. These and potentially more adjustments will be required in an effort to reinvigorate the entire curriculum.

2. Students:

Our students are heavily first-generation with estimates as high as 61%. Of the FAFSA filers or those filing for financial aid, 60 percent are Pell Eligible (low income) or 39% of undergraduate students. We have seen an increase of FAFSA filers from 2010 to 2012 from 3,045 in 2009 to 4,635 in 2011, a 17.5% increase. Financial Aid (grants, loans, work study) has increased from $41,444,229 in 2008-2009 to $49,602,630 in 2011-2012, an increase of $8,158,403 or 20%. During the same years, tuition and fees for resident undergraduate students increased by $1,497 from $5,718 to $7,215 or 6.18%.

Retention rates for first-time full time freshmen increased steadily from 62% in 2006 to 70.5% in 2010 and then slipped to 69.3% in Fall, 2011. Sophomore transfers from 2010-2011 retain at 75%, Junior transfers at 82.5%, for an average transfer rate for all undergraduates of 74%.

Transfers from Oregon Community colleges have increased from 193 in 2006 to 384 (99%) in 2011. Similarly, transfers from participating community colleges in California (College of the

Siskiyou's, College of the Redwoods, Shasta College) have increased from 37 in 2006 to 58 in 2011.

Six year graduation rates for First-time Full-time Freshmen slipped from a high of 40% for the 1999 cohort to a low of 31.3% for the 2003 and 2004 cohorts, improving to 33% for the 2005 cohort.

Other factors that affect student persistence and completion are:

- Average debt carried by graduates increased from $21,334 in 2005-2006 to $28,907 in 2010-2011 with the number of graduates with debt staying steady for these years at 72%.

- Students with self-identified disabilities have increased from 245 in 2005-06 to 382 in 2010-11 a 56% increase.

- Medical WDs/Counselor Appointments

- Students who participate in intercollegiate athletic programs retain at a five percent higher rate than other students.

- Students who live in University housing retain at a five percent higher rate than students who do not live on campus.

- Students from California retain at a five percent higher rate than the SOU average.

We are performing below expectations in both retention and completion and subsequently have embarked on a university wide effort to make student retention and completion a top priority. The integration of Academic and Student Affairs is one critical step toward breaking down silo and legacy structures—another is the development of the House Model. Designed as a replacement of the "cafeteria style" general education program, the Houses are integrated, project-based learning communities. The Houses provide opportunities to team up to create positive change, no matter the students' field of study. Houses are not buildings and not majors—they're communities of learning and doing, built on common interests, creativity, and collaboration. We have also greatly enhanced our Student Support Services Network, including our early warning system for at-risk students and are expanding our first year orientation and mentoring program to include a second year experience. Finally, we are offering for the first time fall, 2013, 50 PEAK jobs (Professional Experience, Achievement, and Knowledge), which

are jobs designed to help students hone their application skills, connect with faculty, staff, and other students, provide them opportunities to develop and use professional skills, and help them explore careers of interest.

3) Facilities:

We have created a day campus in Ashland and an evening campus in Medford with duplicative programs thirteen miles apart. The university should have, to the extent possible, programs offered at the two campuses throughout the day and evening and distinctive to each campus. We also need to improve the fill rate of classrooms during periods of heavy use, requiring the university to centralize room scheduling in one office that considers access, proximity, and physical considerations.

The campus currently is at 95% of capacity of designated office space, with the other 5% used for storage.   However, how and to whom this space is allotted needs to be reviewed. The campus also averages over four copy rooms per building and every department has a "business" space to serve the department.   We are currently reviewing office space needs.

Recent surveys and an on-going usage study of open computer labs and specialized labs on campus show preliminary underutilization of computers for academic use. Specialized academic software and lab space is in demand, but departmental labs with specialized software appear overall underutilized.   For general study space (library, study nooks, conversation modes, etc.) observations reported by the library staff and building managers indicate ample formal study space available, but not enough informal small group space available in the academic buildings. Computers in many of the department-specific labs are outdated. We are currently revamping our entire system of computer purchasing and space utilization, including the development of small group meeting spaces in all academic buildings with comfortable seating and wireless accessibility.

In sum, we are committed to creating a dynamic and distinctive learning environment that values student success, rewards innovation, and promotes cooperation and communication between and among all areas at the University.

NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: Southern Oregon University

Address: 1250 Siskiyou Blvd

City, State, ZIP: Ashland, OR 97520

Degree Levels Offered: ☐ Doctorate ☒ Masters ☒ Baccalaureate ☐ Associate ☐ Other

 If part of a multi-institution system, name of system: Oregon University System

Type of Institution: ☒ Comprehensive ☐ Specialized ☐ Health-centered ☐ Religious-based ☐ Native/Tribal ☐ Other (specify) _____

Institutional control: ☒ Public ☐ City ☐ County ☐ State ☐ Federal ☐ Tribal ☐ Private/Independent (☐ Non-profit ☐ For Profit)

Institutional calendar: ☒ Quarter ☐ Semester ☐ Trimester ☐ 4-1-4 ☐ Continuous Term ☐ Other (specify) _____

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

Program or School	**Degree Level(s)**	**Recognized Agency**	**Date**
School of Education	Master & Bachelor	Oregon Teacher Standards & Practices Commission	
Department of Chemistry	Bachelor	American Chemical Sociey	
Department of Music	Master & Bachelor	National Association of Schools of Music	
Department of Psychology	Master	Council of Applied Masters Programs in Psy	

Revised February 2011

Full-Time Equivalent (FTE) Enrollment

Formula used to compute FTE: (Total UG credit hours/15) + (Total GR credit hours/12)

Official Fall   2012   (most recent year) FTE Student Enrollments

Classification	Current Year Dates: Fall 12	One Year Prior Dates: Fall 11	Two Years Prior Dates: Fall 10
Undergraduate	4255.0	4327.1	4142.4
Graduate	349.9	400.3	406.6
Professional	-	-	-
Unclassified	-	-	-
Total all levels	4604.9	4727.4	4549.0

Full-Time Unduplicated Headcount Enrollment (Count students enrolled in credit courses only.)

Official Fall   2012   (most recent year) Student Headcount Enrollments

Classification	Current Year Dates: Fall 12	One Year Prior Dates: Fall 11	Two Years Prior Dates: Fall 10
Undergraduate	5889	6001	5698
Graduate	683	858	816
Professional	-	-	-
Unclassified	-	-	-
Total all levels	6572	6859	6514

Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned. Include only professional personnel who are primarily assigned to instruction or research.

Total Number   Number of Full Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	74	7	-	-	-	13	-	61
Associate Professor	52	9	-	-	-	14	-	38
Assistant Professor	26	-	-	-	1	6	-	19
Instructor	28	-	-	-	-	19	-	9
Lecturer and Teaching Assistant	-	-	-	-	-	-	-	-
Research Staff and Research Assistant	-	-	-	-	-	-	-	-
Undesignated Rank	-	-	-	-	-	-	-	-

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor	$74,646	20
Associate Professor	$60,681	12
Assistant Professor	$51,888	6
Instructor	$43,791	9
Lecturer and Teaching Assistant	-	-
Research Staff and Research Assistant	-	-
Undesignated Rank	-	-

Financial Information. Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

Fiscal Year of the Institution: Southern Oregon University			
Reporting of income:	Cash Basis:	Accrual Basis: YES	
Reporting of expenses:	Cash Basis:	Accrual Basis: YES	

BALANCE SHEET DATA

ASSETS	Last Completed FY Dates 7/1/2011 - 6/30/2012	Last Completed FY Dates 7/1/2010 - 6/30/2011	Last Completed FY Dates 7/1/2009 - 6/30/2010
CURRENT FUNDS			
UNRESTRICTED			
CASH	$ 7,876,993	$ 10,110,374	$ 7,376,658
INVESTMENTS	$ -	$ -	$ -
ACCOUNTS RECEIVABLE	$ 7,428,613	$ 6,240,120	$ 5,991,642
LESS ALLOWANCE FOR BAD DEBTS	$ (153,817)	$ (40,957)	$ (243,366)
INVENTORIES	$ 589,254	$ 658,592	$ 591,667
PREPAID EXPENSES AND DEFERRED CHARGES	$ 43,894	$ 32,493	$ 15,396
OTHER (Capital Assets in Auxiliaries)	$ 19,392,085	$ 20,306,134	$ 21,303,318
DUE FROM	$ 236,737	$ 142,300	$ 198,108
TOTAL UNRESTRICTED	$ 35,413,759	$ 37,449,056	$ 35,233,422
RESTRICTED			
CASH	$ 488,908	$ 717,403	$ 610,325
INVESTMENTS	$ -	$ -	$ -
OTHER (RECEIVABLES & PREPAID EXPENSES)	$ 833,691	$ 763,509	$ 636,954
DUE FROM	$ -	$ -	$ -
TOTAL RESTRICTED	$ 1,322,600	$ 1,480,912	$ 1,247,279
TOTAL CURRENT FUNDS	$ 36,736,359	$ 38,929,968	$ 36,480,701
ENDOWMENT			
CASH	$ -	$ -	$ (385)
INVESTMENTS	$ 1,799,109	$ 1,855,098	$ 1,826,470
OTHER (IDENTIFY)	$ -	$ -	$ -
DUE FROM	$ -	$ -	$ -
TOTAL ENDOWMENT	$ 1,799,109	$ 1,855,098	$ 1,826,085
PLANT			
UNEXPENDED			
CASH	$ 4,232,899	$ 4,071,135	$ 4,109,403
INVESTMENTS	$ -	$ -	$ -
OTHER (IDENTIFY: RECEIVABLES)	$ 1,889,691	$ 540,084	$ 173,262
TOTAL UNEXPENDED PLANT FUND	$ 6,122,589	$ 4,611,219	$ 4,282,664
INVESTMENT IN PLANT			
LAND	$ 3,196,251	$ 3,196,251	$ 3,196,251
LAND IMPROVEMENTS	$ 564,164	$ 615,462	$ 680,159
BUILDING	$ 67,198,765	$ 66,331,796	$ 68,936,550
EQUIPMENT	$ 2,011,119	$ 2,145,889	$ 2,472,081
LIBRARY RESOURCES	$ 3,147,047	$ 3,304,869	$ 3,556,564
OTHER (IDENTIFY)	$ 181,114	$ 210,654	$ 246,279
DUE FROM			
TOTAL INVESTMENT IN PLANT	$ 76,298,461	$ 75,804,922	$ 79,087,885
DUE FROM	$ -	$ -	$ -
OTHER PLANT FUNDS (IDENTIFY)	$ -	$ -	$ -
TOTAL PLANT FUNDS	$ 82,421,050	$ 80,416,142	$ 83,370,549
OTHER ASSETS (STUDENT LOAN FUNDS & AGENCY FUNDS	$ 6,448,947	$ 5,778,182	$ 5,768,916
TOTAL ASSETS	$ 127,405,465	$ 126,979,390	$ 127,446,252

BALANCE SHEET DATA (continued)

LIABILITIES		Last Completed FY Dates 7/1/2011 - 6/30/2012	Last Completed FY Dates 7/1/2010 - 6/30/2011	Last Completed FY Dates 7/1/2009 - 6/30/2010
CURRENT FUNDS				
UNRESTRICTED				
ACCOUNTS PAYABLE		$ 1,106,305	$ 878,754	$ 1,186,009
ACCRUED LIABILITIES		$ 2,549,355	$ 2,528,893	$ 2,277,416
STUDENT DEPOSITS		$ 111,523	$ 84,284	$ 58,134
DEFERRED CREDITS		$ 3,031,919	$ 2,874,204	$ 2,837,176
OTHER LIABILITIES (LONG-TERM DEBT)		$ 13,123,175	$ 13,636,011	$ 13,868,691
DUE TO		$ 236,737	$ 142,300	$ 198,108
FUND BALANCE		$ 15,254,745	$ 17,304,610	$ 14,807,889
		$ -	$ -	$ -
	TOTAL UNRESTRICTED	$ 35,413,759	$ 37,449,056	$ 35,233,423
RESTRICTED				
ACCOUNTS PAYABLE		$ 7,719	$ 14,625	$ 43,209
ACCRUED LIABILITIES		$ 59,189	$ 55,635	$ 84,485
OTHER (DEFERRED REVENUE)		$ 152,565	$ -	$ 25,685
OTHER (IDENTIFY)		$ -	$ -	$ -
DUE TO		$ -	$ -	$ -
FUND BALANCE		$ 1,103,128	$ 1,410,652	$ 1,093,900
	TOTAL RESTRICTED	$ 1,322,600	$ 1,480,912	$ 1,247,279
	TOTAL CURRENT FUNDS	$ 36,736,359	$ 38,929,968	$ 36,480,701
ENDOWMENT				
RESTRICTED		$ -	$ -	$ -
QUASI-ENDOWED		$ -	$ -	$ -
DUE TO		$ -	$ -	$ -
FUND BALANCE		$ 1,799,109	$ 1,855,098	$ 1,826,085
	TOTAL ENDOWMENT	$ 1,799,109	$ 1,855,098	$ 1,826,085
PLANT				
UNEXPENDED				
ACCOUNTS PAYABLE		$ 271,256	$ 87,947	$ 194,736
NOTES PAYABLE		$ -	$ -	$ -
BONDS PAYABLE		$ -	$ -	$ -
OTHER (DEFERRED REVENUE)		$ 26,281	$ 31,713	$ 31,311
DUE TO		$ 100,000	$ 100,000	$ 100,000
FUND BALANCE		$ 5,725,052	$ 4,391,559	$ 3,956,617
	TOTAL UNEXPENDED PLANT	$ 6,122,589	$ 4,611,220	$ 4,282,664
INVESTMENT IN PLANT				
NOTES PAYABLE		$ 8,219,010	$ 9,161,805	$ 10,091,768
BONDS PAYABLE		$ 28,552,225	$ 29,984,371	$ 30,265,917
MORTGAGE PAYABLE		$ -	$ -	$ -
DUE TO OTHER OUS ENTITIES		$ 1,130,257	$ 1,064,133	$ 1,138,151
OTHER (IDENTIFY)		$ -	$ -	$ -
FUND BALANCE		$ 25,762,456	$ 22,533,350	$ 23,736,849
	TOTAL INVESTMENT IN PLANT	$ 63,663,948	$ 62,743,660	$ 65,232,686
	OTHER LIABILITIES (STUDENT LOAN FUNDS & AGENCY FUNS	$ 40,565	$ 1,907	$ 29,235
	TOTAL LIABILITES	$ 77,760,975	$ 79,484,120	$ 82,024,911
	FUND BALANCE	$ 49,644,489	$ 47,495,270	$ 45,421,340

	Fiscal Year of the Institution: Southern Oregon University		

CURRENT FUNDS, REVENUES, EXPENDITURES AND OTHER CHANGES

OPERATING REVENUE & EXPENDITURES	Last Completed FY Dates 7/1/2011 - 6/30/2012	Last Completed FY Dates 7/1/2010 - 6/30/2011	Last Completed FY Dates 7/1/2009 - 6/30/2010
REVENUES			
TUITION AND FEES (NET)	$ 33,649,555	$ 30,107,605	$ 26,482,474
FEDERAL APPROPRIATIONS	$ -	$ 2,170,359	$ 1,686,032
STATE APPROPRIATIONS	$ 12,681,975	$ 14,199,774	$ 15,140,642
LOCAL APPROPRIATIONS	$ -	$ -	$ -
GIFTS, GRANTS AND CONTRACTS	$ 18,309,577	$ 17,824,381	$ 17,239,857
ENDOWMENT INCOME	$ 71,592	$ 76,926	$ 76,719
AUXILIARY ENTERPRISES (NET)	$ 21,225,832	$ 20,342,180	$ 20,805,535
OTHER (Sales, Interest, Fees)	$ 3,922,847	$ 4,425,959	$ 4,095,589
TOTAL REVENUE	$ 89,861,377	$ 89,147,184	$ 85,526,849
E XPENDITURES AND MANDATORY TRANSFERS			
EDUCATION AND GENERAL			
INSTRUCTION	$ 30,504,946	$ 28,213,978	$ 26,702,459
RESEARCH	$ 1,068,223	$ 1,323,195	$ 773,091
PUBLIC SERVICES	$ 2,709,846	$ 2,708,743	$ 2,513,302
ACADEMIC SUPPORT	$ 8,027,909	$ 7,973,579	$ 6,895,108
STUDENT SERVICES	$ 5,275,823	$ 4,973,679	$ 4,851,823
INSTITUTIONAL SUPPORT	$ 5,327,643	$ 4,598,732	$ 3,896,648
OPERATIONS AND MAINTENANCE OF PLANT	$ 3,438,113	$ 3,284,386	$ 3,623,642
SCHOLARSHIPS AND FELLOWSHIPS	$ 13,951,710	$ 13,134,094	$ 12,793,910
OTHER	$ 389,808	$ 138,979	$ 1,310,588
TOTAL EDUCATIONAL AND GENERAL EXPENDITURES & TRANSFERS	$ 70,694,020	$ 66,349,365	$ 63,360,572
AUXILIARY ENTERPRISES			
EXPENDITURES	$ 20,606,678	$ 18,293,039	$ 19,386,204
MANDATORY TRANSFERS FOR:			
PRINCIPAL AND INTEREST	$ 1,391,075	$ 1,483,691	$ 1,630,613
RENEWALS AND REPLACEMENTS (Net General Ledger Transfers)	$ 19,160	$ 168,960	$ 93,335
TOTAL AUXILIARY ENTERPRISES EXPENDITURES & TRANSERS	$ 22,016,914	$ 19,945,690	$ 21,110,153
TOTAL EXPENDITURE & MANDATORY TRANSFERS	$ 92,710,933	$ 86,295,055	$ 84,470,725
OTHER TRANSFERS & ADDITIONS/DELETIONS (Transfers from Plant Reserves)	$ 492,166	$ (38,656)	$ 1,314,154
EXCESS (NET CHANGE IN FUND BALANCE)	$ (2,357,391)	$ 2,813,473	$ 2,370,279

TOTAL DEBT TO OUTSIDE PARTIES	Last Completed FY Dates 7/1/2011 - 6/30/2012	Last Completed FY Dates 7/1/2010 - 6/30/2011	Last Completed FY Dates 7/1/2009 - 6/30/2010
FOR CAPITAL OUTLAYS	$ 51,100,050	$ 53,915,550	$ 55,451,036
FOR OPERATIONS	$ -	$ -	$ -

Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.
Academic Credit Courses – report the total number of academic credit courses offered at the site.
Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.
Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Online	Criminology & Criminal Justice (Minor)		27	
Online	Psychology		15	
Online	Business		0	
Two-way video – CB, GP, KF, MF, RB	English for Speakers of Other Languages (ESOL)		49	
Statewide - online	Read Oregon (formerly CREADE)		30	
Online - hybrid	Special Education		32	
Online - hybrid	Early Childhood Education		120	
Medford - hybrid	Business Degree Completion		70	
Medford	Human Services Degree Completion		61	
CB, GP, KF, MF, RB	Masters of Education (MEd)		34	
Medford	Master in Management (MiM)		31	
Guanajuato Mexico	Master in Management (MiM)		42	
Klamath Falls	Master of Arts in Teaching (MAT)		8	
Medford	Two Year Master of Arts in Teaching (MAT)		60	
Two-way video – KF	Master of Education (SPED)		2	
Medford	Saturday Cohort		32	

Online	MBA Accounting		12	
Online	Criminology & Criminal Justice (BA/BS)		47	

Key: CB=Coos Bay, OR 97420, GP=Grants Pass, OR 97526, KF=Klamath Falls, OR 97601, MF=Medford, OR 97501
RB=Roseburg, OR 97470, SWOCC=Southwestern Oregon CC Coos Bay, OR 97420.

Programs and Academic Courses Offered at Sites Outside the United States. Report information for <u>sites outside the United States</u> where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

Degree Programs – list the <u>names</u> of degree programs that can be completed at the site.
Academic Credit Courses – report the <u>total number</u> of academic credit courses offered at the site.
Student Headcount – report the <u>total number (unduplicated headcount)</u> of students currently enrolled in programs at the site.
Faculty Headcount – report the <u>total number (unduplicated headcount)</u> of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs (All are UG programs)	Academic Credit Courses	Student Headcount	Faculty Headcount
Rosaria Argentina	AHA International		0	
Cairns Australia	OUS -Australia		0	
Canberra Australia	AHA International		0	
Melbourne Australia	Deakin University		0	
Perth Australia	AHA International		0	
Vienna Austria	AHA International		0	
Valdivia Chile	AHA International		0	
Beijing China	OUS - China		0	
Copenhagen Denmark	OUS - Denmark		0	
Quito Ecuador	OUS - Equador		0	
Galapagos Ecuador	OUS - Equador		0	
London England	AHA International		0	
Winchester England	University College Winchester		7	
Angers France	AHA International		0	
Lyon France	OUS - France		0	
Poitiers France	OUS - France		0	
Baden-Wurttemberg Germany	OUS - Germany		0	
Tubingen Germany	OUS - Germany		0	
Wernigerode Germany	Hochschule Harz		4	
Saarbrucken Germany	Hochschule fur Technik und Wirtschaft des Saarlandes		6	
Accra Ghana	AHA International		0	
Athens Greece	AHA International		0	

Macerata Italy	AHA International		0	
Siena Italy	AHA International		0	
Dublin Ireland	AHA International		0	
Tokyo Japan	OUS - Japan		0	
Tokyo Japan	OUS - Japan		0	
Tokyo Japan	Tokyo Intl University		2	
Okayama Japan	Okayama University		2	
Guanajuato Mexico	Amistad Program w/Univ de Guanajuato		16	
Morella Mexico	AHA International		0	
Monterrey Mexico	OUS - Mexico		0	
Dunedin New Zealand	AHA International		0	
Turin Poland	Nicholaus Copernicus University		0	
Seoul South Korea	Dankook University		0	
Seoul South Korea	OUS - Korea		0	
Seoul, South Korea	OUS - Korea		0	
Oviedo Spain	AHA International		0	
Segovia Spain	AHA International		0	
Chiang Mai Thailand	OUS - Thailand		0	
International Internships	OUS - Worldwide		0	
Japan	Shinshu University		2	
South Korea	Chonnam University		0	
South Korea	Yeungnam University		0	
Mexico	Escuela Bancaria y Comerico		0	
School for International Training (SIT)	Worldwide		0	

Key: OUS – Oregon University System