



March 02, 2014

In an effort to meet the request of the Faculty Senate, the following proposal has been prepared using the Oregon University System template for a new program proposal. Although this proposal does not require approval from the Provost Council, nor does the State Board of Higher Education need to approve it, the template was used in an effort to answer many of the questions posed from the Faculty Senate. The Proposal was originally created to meet the criteria at the Institutional Proposal level, and was distributed to the Curriculum Committee, University Studies Committee, and Chairs. After much discussion and input from the faculty, modifications have been implemented to reflect the ideas and concerns of all the groups.

Please note, the House Proposal is now aligned with the current SOU University Studies Model of General Education. As recommended, the D strand is completed outside of the House. During the House Experience, students complete Strands A, B, C, known to most as University Seminar (USem), during the first year. As the House progresses in the second year, student complete one E, F, and G strand (two additional will be completed outside of the house and selected by students using the current University Studies approved courses list, and each house will be required to note if G strand was approved for a lab or non-lab course). Finally, during the third year of House, students will complete the integration series of courses known as H, I and J within the House model.

As this proposal moves forward, there is still hope that a K strand will be developed offering credit to the many hours of high impact practices (HIPS) being implemented during the first year of House, as well as during the fourth year mentoring program of House. As it stands now, these credits would have to be done on an individual basis as 199 and 299 numbering, and later in the last year as 499 courses. Although not noted as required courses, the opportunity for students to experience the application of learning outcomes and demonstrate this through real world experiences is not being abandon, just set aside for the moment. As the program progresses, and the progress is monitored and documented, adjustments to the model will be brought forth to the Curriculum Committee and University Studies for consideration, and as approved delivered to the Faculty Senate for ratification.

As some have questioned, “Where are the other schools that are doing this?” Several schools have implemented the LEAP outcomes (all of OUS) and several have tied cohort models to general education or majors. As the SOU team presented at the AAC&U Portland conferences in July 2013, the “unique” House program at SOU, although only in the first year stage, offers students a different experience. By infusing evidence-based practices that place all these wonderfully-proven pieces together, the results will be a stronger retention-based, outcome driven learning process for students that becomes meaningful for the future and not just a checklist of things to do to earn a degree.

Sincerely,
Lee Ayers, EdD, PhD
Faculty Director, University Studies

Proposal for a New Academic Program

Program: House Experience

1. Program Description

- a. Proposed Classification of Instructional Programs (CIP) number. 30.9999
- b. Overview of the proposed program.

The “House Experience” is an initiative designed to assist with the implementation of the university mission introduced by President Cullinan in Fall 2012, the concept first being introduced during the vision committee’s work (spring academic year 2011-2012). The core focus behind the House Experience is to provide students with a 4-year cohort-based learning experience that is distinctive and fosters resiliency, adaptability, team skills, career awareness, and the ability to solve real world problems. Students, faculty, and staff at SOU would participate in an interdisciplinary curriculum oriented around four core principles: Community, Collaboration, Creativity and Adventure. The House Experience is comprised of clusters of classes centered on a big idea where faculty collaborate across disciplines to create novel classes involving active learning, real world research/performance, adventure, career mentoring, and real world application. The House model is a distinctive student experience that is marketable and is based on the Association of American Colleges and Universities’ (AAC&U) best practices known as LEAP (Liberal Education and America's Promise). It is integrated into the current University Studies experience and implemented with an emphasis on connecting meaningful experiences, resulting in higher retention rates. The House curriculum will adhere to the learning goals, skills, and proficiencies outlined in the University Studies curriculum. The big difference between our current University Studies and the House Experience is that the achievement of the learning outcomes would occur through new teaching methods, a solid multi-year cohort, and problem-based learning. The House Experience complements national general education reform efforts by incorporating such skills as teamwork, leadership, collaboration, curiosity, empathy, adaptability, self-understanding and creativity.

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

Students would complete 36 of the 64 current required University Studies credits within the House. The remainder of the requirements would be achieved by using other University Studies approved classes.

The proposed curriculum includes:

Strands	Current US required credits	Proposed House Experience	Proposed credits
Foundations (ABC)	9-12	HSE 101, 102, 103	12
Foundations (D)	3-4	Not met through House Experience	0
Explorations (EFG)	27-36	HSE 201, 202, 203	12
Integrations (HIJ)	12	HSE 301, 302, 303	12
TOTAL	51-64	HSE 101-3, 201-3, 301-3	36

3-year curricular map for the House Experience under current University Studies requirements. Students would be required to complete Strand D outside of the House, and two additional E, F, and G (lab or non-lab to be specified) outside of the House.

LEAP outcome	University Studies strand	Year 1 (HSE 101, 102, 103) 12cr	Year 2 (HSE 201, 202, 203) 12 cr	Year 3 (HSE 301, 302, 303) 12 cr
Intellectual and practical skills	A:Communication	1,2	3	3
	B:Thinking	1,2	3	3
	C:Information Literacy	1,2	3	3
Knowledge of human cultures and the physical and natural world	E:Humanities	1	1,2	3
	F:Social Science	1	1,2	3
	G:Physical, Biological, Computer Sciences	1	1,2	3
Personal and social responsibility	H:Science, Technology and Society		1	1,2
	I:Citizenship and Social Responsibility		1	1,2
	J:Diversity and Global Awareness		1	1,2

1 – introduced, 2 – assessed, 3 – applied

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

The House Experience would be offered on the Ashland campus. The program has not expanded to include online delivery but could in the future if demand existed. At present, we are looking to schedule most HSE prefix courses in a late afternoon time block to minimize conflicts with courses in the major. HSE courses would be scheduled similar to USEM, Exploration and Integration courses (e.g., 2 2-hour blocks per week, or 3-hours per week plus 1 3-hour lab).

- e. Ways in which the program will seek to assure quality, access, and diversity.

Quality: The House Experience will be included within the Division of Undergraduate Studies directed by Dr. Lee Ayers. Dr. Ayers will provide the oversight of the program as well as

oversight of the instructors. Shell course approvals have been proposed to the curriculum committee. Once the shells are in place, specific content coming from each House to fill the shells would be reviewed and approved by a subcommittee of faculty consisting of Curriculum Committee and University Studies Committee membership. Lastly, institutional assessment will be carried out in these courses to gather data about meeting our University Studies learning outcomes; therefore, these courses will be assessed annually through embedded assignments allowing for meaningful adjustment through a data-driven assessment process

Access: The House Experience will seek to assure access in the following ways:

- Market the House Experience to all of our prospective students,
- Ensure that there is no special GPA for entry, and
- Looks for outside funding to support students who want to participate in the House, but cannot afford the additional fees.

Diversity: The House Experience can assure diversity in the following ways:

- Present information from a diverse range of perspectives,
- Fulfill requirements of Strand J at the appropriate time in the program, and
- Foster interpersonal development through intercultural engagement opportunities (assignments, projects, guest presentations).

f. Anticipated headcount and FTE enrollment over each of the next six years.

The projected headcount is based on establishing cohorts for the program.

Academic Year	HSE 101-3 (# of students)	HSE 201-3 (# of students)	HSE 301-3 (# of students)	TOTAL number of students
2014-5	5 Houses with 27 students per House (135 students)			135
2015-6	6 Houses with 27 students per House (162 students)	5 Houses with 40 students per House (200 students)		362
2016-7	7 Houses with 27 students per House (189 students)	6 Houses with 40 students per House (240 students)	5 Houses with 40 students per House (200 students)	629
2017-8	8 Houses with 27 students per House (216 students)	7 Houses with 40 students per House (280 students)	6 Houses with 40 students per House (240 students)	736
2018-9	9 Houses with 27 students per House (243 students)	8 Houses with 40 students per House (320 students)	7 Houses with 40 students per House (280 students)	843

Note: The ultimate number of Houses is dependent on the number of students attending SOU and the number of students choosing to participate in Houses. House Names will be approved through an application process that comes to the sub-committee consisting of Curriculum Committee and University Studies Committee membership. The oversight will fall under the new Director of the Division of Undergraduate Studies.

g. Expected degrees/certificates produced over the next five years.

This is not a degree seeking program. Instead, this program strengthens the SOU general education model, allows for stronger assessment to be put into place, and should assist with stronger retention rates.

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

This program is intended to serve any students attending SOU, ranging from incoming freshmen to transfer students. Incoming freshmen would start in HSE 101. Transfer students could start at the appropriate level whether that be the 100, 200 or 300 level, given space availability in the House. The model is deliberate but not exclusive.

i. Adequacy and quality of faculty delivering the program.

Current SOU faculty would teach the coursework in the program. The curriculum meets general education outcomes and can be tailored to specific faculty expertise and strengths. The outcomes and proficiencies driving the House Model are not new, the methods used for delivery and the mechanisms put into place for student experience are focused and intentional.

j. Faculty resources – full-time, part-time, adjunct.

Classes would be taught by current full-time and part-time faculty.

k. Other staff.

Staff from across campus are encouraged to participate in Houses. Currently, we have staff participating from academic support programs such as Student Life, the Civic Engagement Program, Enrollment Services Center, and Facilities, Management and Planning. All aspects of the university are represented in this model.

l. Facilities, library, and other resources.

Each House will likely need a classroom with a capacity of 27 for each section (and possibly one with a capacity of 50 for popular Houses). Some House courses would need lab facilities. Library resources are adequate to date. See statement from Hannon Library.

m. Anticipated start date.

Fall 2014

2. Relationship to Mission and Goals

The rationale for the House Experience is to build better, stronger, more productive and lasting relationships with students; to give students new and exciting opportunities to engage with higher learning that is in keeping with national trends for innovative pedagogy; to encourage faculty, staff and community to collaborate around the fundamental goals of higher education; and to build adventure and excitement and revitalize our university teaching/learning culture.

A “house experience” is as old as universities themselves, and cohort experiences and engaged learning have long encouraged intellectual activity, relationship building, student retention, and future success. New experiments on the age-old university house experience are re-emerging rapidly in the changing world of higher education today, and schools as diverse as MIT, Franklin and Marshall, New York University, Michigan State, Collegio de Milano in Italy, the University of Puget Sound, and Southern Methodist University have all successfully innovated and developed cohort-based learning communities in recent years (e.g. Peterkin 2013, *Chronicle of Higher Education*). The House Experience, designed and implemented by Southern Oregon University faculty members, is a multi-year cohort, engaged learning program developed on these long standing academic traditions in combination with best high impact practices and innovations of today. It offers a distinctive and challenging student experience that fosters resiliency, adaptability, team skills, career awareness, and the ability to solve real world problems.

In the House Experience, students, faculty, and staff would participate in an interdisciplinary curricular and extra-curricular learning community centered on significant problems, questions, or ideas. Each House offers students a clear connection between their academic work and their career or lifelong goals. Each House engages projects in consultation with regional partners. The House Experience offers academic challenge, as well as, the promise of adventure, balancing risk-taking with support from faculty, staff, community, and peers. Houses support and enhance Southern Oregon University’s goal of being a destination campus that attracts, retains, and graduates diverse and well-prepared students. For faculty and staff, Houses break down the false trichotomy of advising, research, and teaching.

High Impact Practices for Student Success

Student success is at the heart of the House Experience. Houses incorporate high impact educational practices throughout integrated courses, continuous from term to term. These high impact practices are outlined in the Association of American Colleges and Universities report¹, *High-Impact Educational Practices*, and as the author notes, “reflect more than two decades of work to translate these broad research findings into curriculum and pedagogy” (p.32). The House Experience is designed to incorporate the following high impact practices: First-Year Seminars & Experiences, Common Intellectual Experiences, Writing-Intensive Courses, Collaborative Assignments & Projects, Undergraduate Research, and Community-Based & Service Learning. While many schools and courses attempt to incorporate some of these practices, as the AAC&U report notes, “on almost all campuses, utilization of active learning practices is unsystematic” (p. 32). Consistency may vary widely from course to course; practices are not carried over across terms; few classes incorporate all or most of the practices; and assessment and improvement does not reach beyond individual courses and programs. The House Experience addresses these issues by creating continuity for students, putting faculty and staff from different programs into regular contact with one another, bridging the divide between first year seminars and other programs, and creating conditions where student success can be assessed in each House from term to term and year to year. The latter allows each House to rapidly respond to assessments (both informal and empirical) to improve student retention and success.

¹*High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*, by George D. Kuh (AAC&U, 2008). Additional information about high-impact practices (and LEAP) can be found at <http://www.aacu.org/leap/hip.cfm>

Recruitment and Retention

In an ever more competitive environment, recruitment of new students is essential to our economic stability. The House Experience is designed to provide a program that is unique and unavailable in any other Oregon university. It builds on our existing strengths as a small campus including: small class sizes; faculty that involve students in research; our commitment to undergraduate education and student success; sense of community; and our unique geographic setting. The House Experience strengthens connections and partnerships within our region. The projects and experiences built into this year's Houses, the Green House and the Social Justice House, were built in consultation with a diverse selection of regional partners. The House Experience is well suited to the natural advantage provided by our distinct location in southern Oregon.

The House Experience employs pedagogical practices that will maximize student retention and will attract students who see the advantages of a student-centered curriculum that includes project-based work, building experiences towards future careers. The Houses are designed with the AAC&C "Essential Learning Outcomes" (LEAP) principles at the heart. In the Houses, students will find:

- "focused engagement with big questions, both contemporary and enduring"
- intellectual and practical skills "practiced extensively across the curriculum, in the context of progressively more challenging problems."
- personal and social responsibility "anchored through active involvement with diverse communities and real world challenges."
- integrative and applied learning "demonstrated through the application of knowledge, skills and responsibilities to new settings and complex problems."

This experience can be marketed to attract students to SOU. According to the College Navigator Website, SOU admits a high percentage of students that do not attend our university. Houses can be used as a recruiting tool to help encourage students to attend SOU.

Undergraduate Admissions Fall 2011

	Total	Male	Female
Number of applicants	2,681	1,180	1,501
Percent admitted	75%	68%	80%
Percent admitted who enrolled	37%	38%	37%

(See: <http://nces.ed.gov/collegenavigator/?s=OR&zc=97520&zid=0&of=3&l=93&ct=1&id=210146#admsns>).

It is essential that Southern Oregon University have programs that will maximize student success while in school and after graduation, that we recruit students that will be successful in those programs, and that we retain our students. Currently, we spend roughly \$871 per student on recruiting, nearly double the national average of \$457. Last year, our retention for new students was 67%, and if we apply that same retention rate to our Fall 2013 numbers, we will lose 212 of our 647 new students. That loss equals \$184,652 in recruiting efforts and another \$2.1 million in lost tuition revenue. Surveys have demonstrated that even given the strengths of University Seminar (our current first year General Education program), we lose a large number of students between the end of University Seminar and the point at which they gain traction in their major cohorts.

There is empirical evidence that shows how cohort-based programs have higher retention rates than non-cohort-based programs. For example, a two-year cohort model recently implemented at

San Francisco State has increased persistent rates into the 4th year by 19% and has increased the 5-year graduation rate by almost 30% (www.metroacademies.org). The House Experience, a four-year cohort model employing LEAP's high impact practices, should help our retention efforts by providing connections for students to their peers, faculty and staff, SOU, and our region. The students start an academic journey together, one that continues throughout their experience at SOU. The House Model is conducive to strengthening bonds, friendships, and bridging the academic equity and community implementation. The House Experience is designed to provide a learning community and a home for our students.

General Education and Advising

The House Experience was designed with students at the center. It attempts to break down the traditional academic and academic support silos and foster interdisciplinary and community based approaches to pedagogy, advising, and scholarship. Central to the core of the House Experience are the ideas of continuity and community. The House Experience aims to ease the transitions across students' progress towards graduation. The House Experience places a student within a team of individuals that will enable continuity and connections across academic support services, first year experiences, and academic majors, and provide a consistent framework, community, and support network for the student. In a recent article, Carol Geary Schneider, president of the Association of American Colleges and Universities (AAC&U), notes, "...the students' assumption that, no matter what the subject of their majors, values like striving for deeper understanding, taking social responsibility for the increase of social justice, and learning with and from their myriad differences were key components of their entire educational journey...". Connecting core values that permeate every aspect of the educational journey, not just a subset of the academic curriculum, is key in the 21st Century educational experience. Crucially, as students recognize that the values-based challenges their institution placed before them are standards for both reflection and action in all aspects of their lives, the checklist known as the University Studies requirements will take on meaning.

The House Experience provides a structure and community for faculty and staff to engage with students effectively, efficiently, and meaningfully. Our existing model compels us to compartmentalize teaching, advising (both curricular and mentoring), and research. The House Experience, in contrast, is an attempt to integrate these endeavors. From the very beginning, one of the main goals of the House Experience has been to work smarter, not harder. The House Experience, for example, innovates the way that University Studies curricular objectives are delivered. It adheres to (and is complementary with) the learning goals, skills, and proficiencies outlined in the University Studies curriculum, and will achieve those outcomes through engaging teaching methods, a solid multi-year cohort, and problem-based learning that incorporates career and personal mentoring, community partnerships, and real world application and research. Such a more integrated model is more efficient and is in line with contemporary learning outcomes as outlined in LEAP.

3. Accreditation

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

The SOU University Studies learning outcomes are based upon the Association of American Colleges and Universities' "Essential Learning Outcomes" (LEAP). The proposed curriculum within the Houses meets 36 of 64 credits of University Studies requirements.

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

N/A

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

N/A

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

N/A

4. Need

- a. Evidence of market demand.

As stated before, this is not a degree seeking program. The "market demand" is an internal demand to increase student retention. Currently, we spend roughly \$871 per student on recruiting, nearly double the national average of \$457. Last year, our retention for new students was 67%, and if we apply that same retention rate to our Fall 2013 numbers, we will lose 212 of our 647 new students. That loss equals \$184,652 in recruiting efforts and another \$2.1 million in lost tuition revenue. We must retain our students at a higher rate. This program, which incorporates many high impact practices, is designed to engage and connect students in an effort to increase retention rates.

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

N/A

- c. Manner in which the program would serve the need for improved educational attainment in the region and state.

The House Experience is designed to better retain our students, thereby, hopefully increasing our 5-year graduation rate and improving educational attainment in the region and state.

- d. Manner in which the program would address the civic and cultural demands of citizenship.

Southern Oregon University's general education program is designed to provide undergraduates with effective critical thinking, communication, and research skills. These requirements develop in students "an awareness of the connections and relationships among the social, artistic, cultural and scientific traditions of human endeavor. The desired outcome is a person who is capable of resolving complex issues with intelligence, compassion, and understanding" (2012-13 SOU Catalog). The curriculum in the House Experience is designed to meet these goals. Additionally, the House Experience is about community-based and service learning.

5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program align with the University Studies implemented general education currently used at SOU.

FOUNDATION STRANDS

Strand A. Communication Goals — Communicate effectively using writing, speech, and image.

1. Demonstrate ability to use Standard American English.

Proficiencies: Students will be able to—

- a. Use standard conventions of grammar, punctuation, mechanics, and spelling.
- b. Structure sentences in varied and appropriate ways.
- c. Use vocabulary and phrasing appropriate to purpose and audience.

2. Accurately comprehend written, verbal, visual, and/or symbolic communications.

Proficiencies: Students will be able to—

- a. Summarize relevant components and structures in messages.
- b. Interpret communications' purposes and cultural assumptions.
- c. Identify arguments used to justify a position.
- d. Critique and assess meanings.

3. Communicate in ways appropriate to purpose and audience.

Proficiencies: Students will be able to—

- a. Use effective styles, content, and or images.
- b. Adapt messages to facilitate mutual understandings.
- c. Target varied audiences for specific communication purposes.
- d. Develop claims and supporting information.

4. Collaborate with others to achieve a common goal.

Proficiencies: Students will be able to—

- a. Demonstrate accountability to group processes and goals.
- b. Practice norms of effective communication and active listening.
- c. Use a variety of conflict management skills.

Strand B. Thinking Goals — Conceptualize ideas holistically, logically, and creatively.

1. Demonstrate awareness of multiple perspectives.

Proficiencies: Students will be able to—

- a. Understand how thinking relates to historical and cultural contexts.

- b. Articulate the salient points of any idea.
 - c. Identify the questions at issue.
- 2. Identify perceptions, assumptions and biases in any point of view.**
Proficiencies: Students will be able to—
- a. Distinguish between critical thought and subjective reaction.
 - b. Assess claims and conclusions in relation to points of view.
 - c. Evaluate inferences in thought.
- 3. Apply logical thought to theoretical and practical issues.**
Proficiencies: Students will be able to—
- a. Summarize an argument's main claim(s) and conclusion(s).
 - b. Analyze and evaluate an argument's logic, evidence, and efficacy.
 - c. Weigh evidence to determine accuracy, relevance and sufficiency.
 - d. Assess implications and consequences of ideas.
 - e. Produce effective arguments using claims, evidence, and valid inferences.
- 4. Creatively shape ideas, evidence, and experiences.**
Proficiencies: Students will be able to—
- a. Use ideas to structure and solve problems.
 - b. Frame decisions using sound interpretations, findings, and solutions.
 - c. Effectively create a course of action or communicate a point of view.

Strand C. Information Literacy — Access and use information resources effectively and ethically.

- 1. Determine the nature and extent of information needed.**
Proficiencies: Students will be able to—
- a. Develop and refine research questions.
 - b. Identify key concepts and terms required to locate information.
 - c. Examine and assess potential resources specific to research purpose.
- 2. Access information effectively and efficiently.**
Proficiencies: Students will be able to—
- a. Differentiate among keywords, subject headings and descriptors.
 - b. Differentiate between primary and secondary sources.
 - c. Implement a variety of information search strategies.
 - d. Use full array of library services to retrieve information.
- 3. Evaluate information and resources.**
Proficiencies: Students will be able to—
- a. Determine accuracy of information by questioning source of data.
 - b. Analyze limitations of information gathering tools or strategies.
 - c. Investigate differing viewpoints in the information.
- 4. Integrate information ethically and legally.**
Proficiencies: Students will be able to—
- a. Retrieve and manipulate information across contexts and in multiple formats.
 - b. Understand intellectual property, copyright, and fair use of information.
 - c. Cite sources using appropriate documentation style, without plagiarism or misrepresentation.

EXPLORATION STRANDS (*lower division*)

Strand E. Humanities — Recognize human accomplishments in the arts and humanities and understand their role in clarifying individual and social values.

- 1. Understand basic formal elements, principles, and composition structures in written, oral, visual, or performed texts, works, and/or artifacts.**
Proficiencies: Students will be able to—

- a. Describe how technical, organizational, and aesthetic elements in human expression reflect ideas and emotions.
 - b. Classify and compare intellectual and artistic endeavors according to recognized criteria and genres.
 - c. Understand how differences in form affect meaning.
- 2. Understand how cultural and historical factors impact the creation of written, oral, visual, or performed texts, works, and/or artifacts.**
Proficiencies: Students will be able to—
- a. Compare works from different time periods and cultures.
 - b. Demonstrate how cultural and historical forces influence a creative process.
 - c. Analyze individuals' creative processes within a specific art and/or discipline.
- 3. Understand how the reception of texts, works, and/or artifacts influences individuals, cultures, and societies.**
Proficiencies: Students will be able to—
- a. Explain how individuals respond differently to intellectual and artistic endeavors.
 - b. Recognize and explain how intellectual and artistic endeavors influence cultural and societal assumptions and values.
 - c. Recognize and explain how intellectual and artistic endeavors change culture and society.

Strand F. Social Science — Understand fundamental concepts of social science and the interconnections among social institutions, values, individuals, and groups.

- 1. Understand connections between individuals and social, economic, and/or political institutions.**
Proficiencies: Students will be able to—
- a. Identify impact of social, economic, and/or political institutions on individuals.
 - b. Analyze social, economic, and/or political institutions, using discipline-based contexts or approaches.
- 2. Understand the interactions of and the relationships between natural and social environments and resources.**
Proficiencies: Students will be able to—
- a. Analyze reciprocal influences among political, economic, and/or social developments.
 - b. Identify and evaluate the impact of one's own actions in a societal context.
- 3. Apply social science perspectives to past and contemporary issues.**
Proficiencies: Students will be able to—
- a. Analyze and evaluate past episodes using discipline-based methodologies.
 - b. Analyze and evaluate contemporary issues and problems from social, economic, and/or political perspectives.

Strand G. Sciences (Physical, Biological, and Computer) — Understand the fundamental concepts, methods, and applications of the sciences and their impacts on human experience.

- 1. Understand major concepts, principles, and theories of the sciences.**
Proficiencies: Students will be able to—
- a. Apply critical thinking, quantitative reasoning, and/or problem-solving skills to evaluate scientific evidence, theories, and hypotheses.
 - b. Use language and concepts of a science discipline.
 - c. Understand the broad historical outline of the development of the scientific worldview and important theories.
- 2. Understand science as a means of learning about and understanding the natural world.**
Proficiencies: Students will be able to generate and test scientific hypotheses by—
- a. Designing and carrying out experiments and systematic observational studies. In some cases this may include a laboratory or field setting.

- b. Using appropriate tools to analyze results.
- c. Communicating results orally and in writing according to established standards of scientific communication, including appropriate use of tables, figures, and graphs.

3. Apply scientific knowledge and methods to societal issues.

Proficiencies: Students will be able to—

- a. Inform decision-making on social, political, and/or economic issues.
- b. Explain interrelationships between society and the sciences.
- c. Investigate impacts of technologies on segments of society and investigate plausible solutions to adverse impacts.

INTEGRATION STRANDS (*upper division*)

Strand H. Science, Technology, and Society — Understand the interactions of science, technology, and human affairs.

1. Understand how science as a way of knowing compares with non-scientific ways of knowing.

Proficiencies: Students will be able to—

- a. Distinguish between scientific and pseudoscientific explanations for phenomena.
- b. Compare and contrast methodologies used to compile evidence for constructing arguments and drawing conclusions.

2. Make connections within the various fields of science and among science and technology and other disciplines, including mathematics, social sciences, and humanities. ,

Proficiencies: Students will be able to—

- a. Explain how scientific knowledge and new technology relate.
- b. Identify the role of science in the development of literature, art, and/or music.
- c. Recognize role of mathematics in the scientific process.

3. Recognize ethical dilemmas in scientific processes, methods, and technological advancement.

Proficiencies: Students will be able to—

- a. Analyze consequences of technological and scientific change on the individual, society, and environment.
- b. Understand how scientific and technological solutions to societal problems conflict with belief systems and world views.
- c. Understand how science, technology, and non-scientific perspectives contribute to solutions of societal problems.

Strand I. Citizenship and Social Responsibility — Understand and apply moral standards to individual conduct and citizenship through ethical inquiry, social awareness, and civic engagement.

1. Understand and apply the tools necessary for responsible participation in communities.

Proficiencies: Students will be able to—

- a. Demonstrate knowledge of community issues, community assets, and community needs.
- b. Identify how individuals affect communities.
- c. Identify how communities affect individuals.
- d. Apply knowledge, information, and skills to community issues.

2. Understand how ethical issues are embedded in citizenship and social responsibility.

Proficiencies: Students will be able to—

- a. Identify and analyze ethical problems or dilemmas.
- b. Articulate and acknowledge beliefs and assumptions as part of value system.
- c. Describe own and others' perceptions and ethical frameworks in decision making.
- d. Consider diverse choices, beliefs, and ethical frameworks in responding to ethical dilemmas.

Strand J. Diversity and Global Awareness — Understand institutions, assumptions, and values from national and global perspectives.

1. Understand how one's society is complex, contested, and dynamic.

Proficiencies: Students will be able to—

- a. Show how categories, ideologies, assumptions and roles are culturally constructed and maintained.
- b. Identify power structures and explain their relationship to social class, race, gender and other systems of privilege and inequality.
- c. Explain contributions of marginalized groups and how differences (e.g., race, ethnicity, gender, sexual orientation, physical ability, class, religious affiliation) shape people's lives.

2. Understand world views and cultural practices different from one's own.

Proficiencies: Students will be able to—

- a. Analyze cultural meanings, beliefs, institutions and cultural practices in other societies according to one's point of view.
- b. Identify patterns of cultural diversity in a particular region or country and understand how they developed.
- c. Assess attitudes and cultural practices inhibiting tolerance and cultural understanding.

3. Understand how historical, economic, social, and political conditions affect cultural values and beliefs.

Proficiencies: Students will be able to—

- a. Analyze how relations between values and conditions differ in various societies or groups.
- b. Explain limits and potential of individuals in a particular setting.
- c. Describe how life experiences and situations influence perception of self and others.

4. Understand dynamics of power in the world situation from global perspectives.

Proficiencies: Students will be able to—

- a. Analyze effects of power differences on specific peoples, societies, and cultural groups.
- b. Describe the development and impact of global institutions that transcend national economic, political, social and cultural jurisdiction.
- c. Explain how and why the term globalization is interpreted differently in different contexts.

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

Much like in University Seminar, embedded institutional assessment assignments will be established within HSE courses that align with regional accreditation standards. Assessment of these learning goals is grounded in the Association of American Colleges and Universities' (AAC&U) LEAP (Liberal Education and America's Promise) initiative, which offers a strong set of rubrics to assist universities with assessment of learning outcomes for general education.

- c. Program performance indicators, including prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate.

Our current freshmen-to-freshmen retention and 6-year graduation rates are 67% and 33%, respectively. We have set a goal that in 5 years, students participating in the House Experience will have a freshmen-to-freshmen retention rate of 80%, and in 8 years, students finishing the House Experience have a 6-year graduation rate of 50%.

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

Faculty will participate in the research required for promotion and tenure for their programs.

6. Program Integration and Collaboration

- a. Closely related programs in other OUS universities and Oregon private institutions.

Portland State University's University Studies program has some parallels to the proposed House Experience (<http://www.pdx.edu/unst/university-studies-program-overview>).

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

The proposed program does not complement other programs in OUS; however, we are working on the transcription of courses to accommodate students transferring out.

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

N/A

- d. Potential impacts on other programs in the areas of budget, enrollment, faculty workload, and facilities use.

The House Experience would satisfy 36 of 64 credits of University Studies requirements. As we move students into Houses, current departments and programs would teach fewer University Studies courses. This would shift SCH from departments/programs to the Houses.

7. Financial Sustainability (attach the completed *Budget Outline*)

- a. Business plan for the program that anticipates.

Our new academic reorganization includes a Division of Undergraduate Studies led by a director, Dr. Lee Ayers. This Division will include Houses, Honors College, Accelerated Baccalaureate and University Seminar. The Division will also include an office coordinator, and this program will be supported by our Service Center. Additionally, the Division will have an S&S budget, and Houses would have access to student course fees assessed for HSE courses.

Projected student credit hours (SCH) generated through the House Experience:

	2014-5	2015-6	2016-7	2017-8	2018-9
Projected SCH	540	1448	2516	2944	3372

Grant funding to further develop this program is possible with the Lumina Foundation being a likely potential source.

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

No unique resources are required.

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

The following faculty loading is proposed:

Year 1 (HSE 101-3) – 18 ELU for 1 section of 27 students per term x 3 terms

Year 2 (HSE 201-3) – 18 ELU for 1 section of 40 students per term x 3 terms

Year 3 (HSE 301-3) – 18 ELU for 1 section of 40 students per term x 3 terms

Given projected enrollments and proposed faculty loading, student/faculty ratios would be 16:1 for HSE 101-3 and 24:1 for HSE 201-3 and 301-3.

- d. Resources to be devoted to student recruitment.

Recruitment largely happens through recruitment for the university by Admissions and Marketing. House instructors and builders participate in this effort. The Director of Undergraduate Studies will be an important position for recruitment as we move forward. Academic Advising Center and Enrollment Services Center will be key units to provide additional information and assistance with both new freshmen and transfer students.

8. Budget

The budget was based upon:

- enrollments of 27 students in HSE 101-3 and 40 students in HSE 201-3 and 301-3,
- an average salary plus OPE of \$95,000 for instructor cost, and
- faculty loading of 6 ELU per course.

The net revenue for the proposed program is compared to our current general education program. Mean class size was determined for ABC strand courses, EFG strand courses and HIJ strand courses for AY 2012-3 (Table 1). Loading for these courses was assumed to be 5 ELU for ABC courses, and 4 ELU for EFGHIJ courses. Net revenue was calculated per course using an average salary plus OPE of \$95,000 for instructor cost, and compared to net revenue per House course (Table 2). In summary, net revenue per course for our current general education program and proposed House program are comparable. See attached budget spreadsheet for details.

Table 1. Mean class sizes for general education courses during AY 2012-3 and proposed class sizes for House courses.

Strand	N	Mean class size of current University Studies courses	House courses	Proposed class size
ABC	99	19.8		
USEM	99	19.8	HSE 101-3	27
E	76	35.4		
F	118	33.2		
G	44	64.2		
Explorations	238	39.6	HSE 201-3	40
H	38	29.0		
I	55	29.2		
J	68	29.1		
Integrations	161	29.1	HSE 301-3	40

Table 2. Comparison of net revenue or projected net revenue for general education courses taught during AY 2012-3 and proposed House courses.

Course	Net revenue per course
ABC course for AY 2012-3	\$5,386
Proposed HSE 101-3	\$7,488 (projected)
EFG course for AY 2012-3	\$22,383
Proposed HSE 201-3	\$17,955 (projected)
HIJ course for AY 2012-3	\$13,929
Proposed HSE 301-3	\$17,995 (projected)