

**SOUTHERN OREGON UNIVERSITY
MASTER ACADEMIC PLAN 2009-2014
Final Draft 5/27/2009**

INTRODUCTION

The Master Academic Plan articulates four goals for the Academic Affairs Division that will guide unit planning and budget development over the next five years. Although the plan is operational in nature, it is dynamic and will be updated annually to reflect opportunities or challenges that develop within the five year time frame. This plan will focus campus discussion on targeted enrollment growth as well as improving and demonstrating quality in our academic programs including particular areas of the curriculum that can be developed. The plan addresses areas of collaboration with institutions in and out of the Oregon University System and the business and non-profit sectors. Finally recruitment and retention of faculty and staff are addressed.

This plan is consistent with the Southern Oregon University Mission and Commitments adopted by the Oregon State Board of Higher Education in February, 2008. Initial development of the Master Academic Plan resulted from draft plans for units within Academic Affairs written in the 2007-2008 academic year. Other input has been received throughout the campus and has been enriched through open forums and meetings with various committees and councils.

VISION

The Master Academic Plan will support the Mission and Strategic Goals of the campus and serve as a guide for planning at the School/College and Department level. Through planning and assessment, the Academic Affairs division will support development of students of Southern Oregon University who will:

- Contribute current, relevant, and globally aware attributes to their workplace;
- Participate in connected learning through applied research or practice;
- Provide progressive leadership in their area of knowledge resulting from a strong emphasis on liberal learning; and
- Be positioned to adapt to challenges and opportunities throughout their careers.

GOALS

Goal 1 – Create enhanced opportunities for current and prospective students that will grow enrollment to 6,000 students by 2014

- **Determine the distinct nature and delivery of programs located in Ashland, the Higher Education Center in Medford, and through distance education and set goals for each**
 - Identify additional degree completion programs that can be offered at the HEC in Medford; schedule yearly meetings between SOU and RCC Academic departments
 - Identify academic programs that can be offered on-line; provide on-line prerequisites for on-line majors in collaboration with RCC
 - Provide an online track through the University Studies Program
 - Provide a degree completion program that values technical training and can be marketed to area industries including the military

- **Develop plans for recruitment and retention of specific student populations**
 - Set overall goals for enrollment by classification; detail Oregon, out-of state, and international students through coordinated efforts between Enrollment Services and academic programs
 - Consider establishment of an Army National Guard ROTC program in collaboration with the Army Gold program
 - Process an audit of pre-collegiate programs on campus and develop a plan to tie targeted recruiting to these programs
 - Increase offerings for the business and external community that may lead to enrollment in a degree program
 - Consider a one credit career development course that can be taken by high school juniors/seniors and undeclared majors at SOU
 - Consider small retention scholarships for high performing students
 - Consider a First-Year Experience linked to University Seminar for first generation students
 - Review first year courses that have a high failure rates and recommend revised pedagogical and/or intervention strategies
 - Place all tutoring and academic support for students in a Learning Commons housed in the Hannon Library with appropriate support
- **Consider academic calendar modifications**
 - Consider conversion to a Semester Calendar
 - Develop alternative calendars and additional scheduling formats for targeted program delivery
 - Develop short course formats in targeted programs that will attract students from beyond the region and at a distance
 - Consider two week on-line teaser courses to targeted populations
- **Fully develop an honors program track for freshman and transfer students**
 - Develop an Honors program for transfer students that gives attention to recruitment of Phi Theta Kappa students from Community Colleges
 - Develop the Honors Program with appropriate incentives for faculty and departments to participate
 - Develop a scholarship program for Honors Students
- **Consider partnerships and collaborations with OUS institutions**
 - Develop course exchanges between Oregon Institute of Technology (OIT) and SOU for each student population to explore curricular options not available on their home campus
 - Investigate on-line programs that can be offered jointly by SOU and OIT
 - Develop 2 + 2 programs with Oregon State University and University of Oregon for in-state students who wish to have a smaller university experience in their first two years of college
 - Develop at least one joint doctoral program with the University of Oregon
- **Strengthen relationships with external educational partners**
 - Develop regular meetings between academic faculty with area community colleges

- Renew and expand partnership with Universidad de Guanajuato (UG) to increase diversity at SOU and increase international opportunities for SOU students.
- Reinvigorate partnership programs with the University of Winchester in England
- Develop additional agreements with international partner institutions with a particular focus on South and East Asia
- **Develop a seamless student advising system from application to graduation**
 - Institute mandatory annual plans for undergraduate students in cooperation with professional and faculty advisors including librarians
 - Develop an appropriate on-line advising tracking system linked to the campus portal that travels with the student and can be accessed by any advisor who works with the student during his/her program of study
 - Create 2-year and preferably 3-4 year course rotation schedules for every academic program to assist students to better plan course selections
 - Provide an orientation program for winter, spring, and summer admits
 - Create on-line registration and orientation modules
 - Ensure that faculty advising is equitably distributed and rewarded for all faculty groups
- **Support On-line pedagogy**
 - Create a faculty development program focused on teaching skills in the best practice design of online courses and use of e-learning tools
 - Establish and ensure course design and teaching quality standards for online courses
 - Employ instructional designer(s) to assist faculty in developing online courses
 - Evaluate, select and implement library related e-learning software such as Refworks and Turnitin.
- **Consider New Programming**
 - Develop a major in Musical Theatre in the new Performing Arts Department
 - Develop a Film major that can be marketed nationally and internationally
 - Consolidate all digital media arts courses under one program and market the program aggressively; consider adding gaming courses as well
 - Develop an undergraduate arts management concentration and/or major
 - Develop a Masters degree in Shakespeare Studies; consider a joint Ph.D. program in Shakespeare Studies with the University of Oregon
 - Develop one or two Professional Science Masters programs
 - Develop additional Graduate Language Programs for High School Teachers

Goal 2 – Demonstrate Quality of Academic Programs

- **Institute periodic review of student learning**
 - Support the Collegiate Learning Assessment (CLA) for a sample of freshmen and senior students

- Establish easy access for faculty to student achievement data such as that from the Scholastic Aptitude Test (SAT), National Survey of Student Engagement (NSSE), CLA, etc. and use this data to improve teaching practices
- Provide support for course level assessments
- Develop a periodic review of University Studies courses
- Implement a common electronic template to be used for all course submissions and revisions, program submissions and revisions
- **Create institutional benchmarks for student learning across the curriculum**
 - Establish academic proficiency benchmarks in the foundational goals across the curriculum
 - Integrate the University Studies goals and proficiencies on the syllabi of all courses in the curriculum
- **Implement program level assessments**
 - Develop annual academic program-based action research projects that identify a question, collect and analyze evidence, and create recommendations
 - Institute an Academic Program Review in a five year format that folds annual program assessments into a comprehensive document
- **Develop discipline or program specific national accreditations**
 - Develop discipline or program specific national accreditations in Art, Business, Computer Science, and Theatre
- **Create an Institutional Research Office to support assessment, data collection and analysis, and financial analysis**

Goal 3 - Develop curricular themes and scholarship as hallmarks of an SOU degree program

- **Encourage development of curricular themes in the University studies curriculum and appropriate majors around our creative environment, civic engagement, and the bioregion**
 - Develop academic themes consistent with the mission and positioning statement that distinguishes SOU from other schools in its peer group and can be used as a tool in student recruitment and marketing
- **Encourage a greater focus on undergraduate scholarship and creative work with appropriate support for these endeavors**
 - Expand the engagement of undergraduates in research, scholarship, and creative activities and provide support for these endeavors
 - Create summer learning and research opportunities with students
 - Create challenge grants between each College/School and department to fund students for undergraduate research, scholarship, or creative work stipends
 - Expand the activities of Southern Oregon Arts and Research (SOAR)
- **Support partnerships with other educational and regional businesses partners for collaborative research, scholarship, and creative efforts**

- Seek partnerships with other institutions and businesses across our region for collaborative research opportunities and/or appointments
- Develop a research partnership with the Universidad de Guanajuato and encourage current ties between SOU and UG faculty to explore new opportunities; seek funding to support research from CONACYT (Mexican funding source) and other sources.
- Increase student and faculty involvement with programs at Deer Creek and Crater Lake

Goal 4 – Develop a faculty/staff recruitment and retention plan

- **Develop goals and processes to increase the diversity of faculty/staff**
 - Develop a plan to increase the diversity of faculty/staff hires
 - Provide mentoring after the hire to acquaint new diverse hires with representatives of their particular community in this area
- **Develop mentoring programs for new faculty hires**
 - Develop a mentoring plan for new faculty hires that links them with an experienced faculty member outside their department
 - Through the Center for Teaching and Learning, develop a mentoring plan for all new faculty members
 - Create an assessment symposium
- **Develop a retention program for faculty and staff**
 - Provide professional development opportunities on an on-going basis both on and off campus
 - Work to develop campus housing opportunities for faculty and staff
 - Align professional development to MAP
- **Develop a faculty and staff recognition program**
 - Develop a process to recognize outstanding faculty achievement in the areas of teaching, scholarship, and service
 - In cooperation with other divisions, develop criteria and awards for outstanding performance and achievement by staff members
 - Create a structure to recognize and reward those who engage in assessment

Goal 5 – Prioritize the objectives of this plan, create a timetable for implementation, and develop an annual assessment report of progress

- **Continue a MAP Steering Committee to prioritize objectives with an implementation timeline in consultation with campus councils and committees**
- **Develop an annual reporting format that can be submitted to the University Planning Council for review and comment**