



# Academic Support Prioritization Report

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## **Introduction**

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 does not, 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.

## **Prioritization Guiding Principles**

“The process will be fair, honest, forthright, and responsible. It will follow the best examples of development and implementation undertaken by other universities throughout the nation.

The process shall be open and transparent, with no a priori decisions having been made, and with decisions made based on the published criteria.

In order to set realistic priorities, it will be necessary to rank all programs, academic and non-academic, by quintiles.

The process will offer the opportunity for enrichment of programs, as well as the possibility of contraction or elimination.

- We will embrace a culture of evidence, one that ensures that program decisions now and in the future will be data-driven.
- To enable better decisions in the future, the large database established for prioritization will be maintained going forward.
- **Transparent:** The study criteria will be collaboratively developed, approved, and well-publicized in advance of the study.
- **Comprehensive:** The study criteria will be broad in scope so as to encompass all aspects of a program.
- **Consistent:** The same study criteria will be applied to each program; only their measurement may change as appropriate.
- **Inclusive:** All university programs - instructional, student service, and administrative will be analyzed, and all university employees will have the opportunity to participate in the analysis of their programs.
- **Demand-driven:** The study will measure the demand for all programs as determined by students, employers, or internal constituents.
- **Data-based:** The study will be based on both quantitative and qualitative data.

## Decision Making

Both the Academic and Academic Support PPGs will use the following decision making criteria.

Quorum: 7 out of 9 members must be present either in person or via phone or other digital conferencing method to conduct any formal meeting.

Voting:

- Any decision requiring a formal vote requires all (9) PPG member votes.
- All formal votes will require a criteria of consensus - 1 which is equivalent to 8/9ths
- If the group cannot reach the 8/9ths level of support, the decision will be tabled until the next official meeting. At that time, if the group still cannot meet the 8/9ths criteria, a fall back criteria of 7/9ths will be implemented for that particular decision.
- For all decisions about placing programs in quintiles, any department/program that does not receive at least 7/9ths support for placement in the top four quintiles will, by default, be placed into the bottom quintile.”

## Process

Every program report was individually reviewed and scored by the members of the Academic Support Prioritization group. Programs were scored on six criteria: purpose and impact (19 points), internal demand (19 points), external demand (19 points), quality (19 points), financial analysis (19 points) and opportunity analysis (5 points). The maximum possible score for a program was 100 points.

The program scores assigned by individual reviewers were compared, examined, and discussed among the group to develop the initial ranking of each program. Program rankings were confirmed or adjusted by full votes of the prioritization group and each program was voted on multiple times across multiple sessions.

## Quintile Definitions

1: Programs in this quintile appear to be **highly effective and serving the SOU mission especially well** or have the potential to be **key differentiators** for SOU. They are the strongest candidates for enhancement or investment of resources.

2: Programs in this quintile appear to be **very effective and serving the SOU mission**. They should be considered for further investment, but at least maintained at their current levels.

3: Programs in this quintile appear to be **generally effective and connected to the SOU mission**. These programs should be maintained at the current level.

4: Programs in this quintile appear to be **less effective in assessing or benchmarking demand, quality or connection to the SOU mission**, and/or they present fiscal issues. These are programs for which the

university should consider reorganization, streamlining processes, outsourcing some services, or retaining program at a lower level of support.

5: Programs in this quintile appear to be the **least effective at assessing or benchmarking demand, quality or connection to the SOU mission**, and/or they present the most serious fiscal issues. These are candidates for further assessment, consolidation, reduction, restructuring, sunset, or outsourcing.

## **Program Rankings Explained**

**Program rankings are relative to other programs and not a grade. Each quintile contains 32 programs, for a total of 160 academic support programs. The rankings are based primarily on the retrospective information presented in the program reviews. Incomplete or poor responses resulted in lower ratings.**

## **Program Rankings by Department**

### **Academic Advising and Support**

Academic Advising: (Quintile 2) Essential for student success, but limited assessment of quality. Demand is high and additional resources may increase access and availability for students. Developing quality measures and plans for assessment will help.

First Year Mentoring Program (Student Success): (Quintile 3) Strong start to the program, but effectiveness may be impacted as the program transitions to employing students as program coordinators.

Veteran Services and Benefits: (Quintile 3) Serves a high need, but small segment of students. Displays a deep knowledge of the student population it serves and how to effectively assist them.

Accelerated Baccalaureate: (Quintile 1) A potentially distinctive offering for the university. The university should strongly consider the recommendation in the program's opportunity analysis to fold this program into Admissions and the Enrollment Services Center.

### **Admissions**

Operations: (Quintile 4) Measures of quality and effectiveness are sparse. Operations consumes nearly 60% of the total Admissions budget. Additional streamlining of the admissions process could be a significant opportunity to shift resources to outreach.

Outreach: (Quintile 1) An essential function of the university. An efficiently run program, but measures of effectiveness could be clearer for some efforts (e.g. annual trip to Hawaii).

**Amistad Program:** (Quintile 5) Significant past success at fostering connection between SOU and University of Guanajuato, but little ongoing participation. Unclear if this is now a relationship or a program.

**Athletics:** The financial stability of athletics needs to be addressed due to an ongoing structural deficit, a reliance on unstable funding sources (i.e. lottery) transfers from housing, and dependence on student fees.

Administration: (Quintile 2) Shows passion for providing meaningful experiences for student athletes. Does not address long term funding stability of athletics programs.

Athletic Trainers: (Quintile 4) Collaboration with Morinomiya College shows entrepreneurship and a novel way to support this program and student athletes. Athletic Training Education Program seems to be an opportunity worth investigating.

Cheerleading: (Quintile 5) Very low cost. Current team members seem highly motivated and pay out of their own pocket to purchase uniforms. No articulated measures of quality or total student participation. Potentially a club sport instead.

Men's and Women's Cross Country: (Quintile 4) Lowest cost per student served of all team sports. Detailed indicators of athletic achievements, but no information regarding academic success or community service involvement. Potential to connect with local community of outdoor and long distance runners.

Women's Basketball: (Quintile 4) High cost relative to the number of students served. Few quality measures reported. Well-articulated vision that would dramatically affect athletic programs and the university, but requires university-wide discussion and support.

Men's Basketball: (Quintile 5) High cost relative to the number of students served. External interest increasing, but fundraising is lower than other less popular activities.

Fitness/Rec Center: (Quintile 4) Provides good example of usage tracking and ongoing evaluation of equipment and facility. Shows stewardship by adjusting current activities to align itself with new recreation center building plans.

Football: (Quintile 4) High cost, but serves the largest number of student athletes. Highly visible program both on and off-campus. Program appears to be on a good trajectory since coaching change.

Softball: (Quintile 5) High cost relative to the number of students served. Many indicators of strong and growing community involvement. Competition limited by travel costs. Strong external fundraising.

Women's Soccer: (Quintile 4) Cost per student served approximately in the middle of all team sports. Strong focus on recruitment and fundraising efforts.

Sport Camps: (Quintile 4) Great opportunity for athletic teams, students, and coaches for fundraising and summer employment. Despite competition with other university-based camps, there may be an opportunity to expand these operations. A centralized Events department or partnership with Youth Programs could help coordinate, market, and handle some of the administrative tasks of running these camps.

Sports Information: (Quintile 5) Primarily serves external stakeholders of athletics. Non-essential program that has not built collaborative relationships with other non-Athletic programs, including Marketing. Raises awareness of athletics in the community and may impact attendance at events.

Men's and Women's Track and Field: (Quintile 4) Cost effective for the number of students served. Competition limited by travel costs. No articulation of how program impacts the university mission and vision, except participation.

Volleyball: (Quintile 3) High cost relative to the number of students served. Initiated many entrepreneurial efforts to support the program, including a summer camp and a local tournament. Opportunity for adding sand volleyball should be examined.

Wrestling: (Quintile 4) Cost effective for the number of students served. Recruitment potential high due to limited number of other collegiate-level competitors in our region. Strong leveraging of external support for financial support.

### **Bookstore**

Brand and logo: (Quintile 2) Important for spirit, identity, and community. A growing part of bookstore sales.

General merchandise: (Quintile 3) Good source for course supplies. Better marketing may increase sales.

Technology: (Quintile 2) Responsible for twenty percent of all bookstore sales, but is unprofitable due to very low margins on technology sales. Relationship with Apple brings SOU some status and opportunities. Consider eliminating the assessment (treat as a service area) or this program.

Textbooks: (Quintile 1) Responsive to broader changes in textbook market through efforts such as textbook rental and e-textbook availability. The campus would benefit from a digital strategy for future course materials.

### **Budget Office**

Planning and Forecasting: (Quintile 4) An important function, but focused on deadlines and reporting requirements instead of effectiveness. Operations of this program have been severely curtailed due to short staffing. This program is in need of reinvention and a shift to more automation.

Position Control: (Quintile 5) A highly complex and manual process that may not be managed by the appropriate office. This program is in need of reinvention. Other programs may need to take on some or all of the responsibilities of position control.

### **Business Services**

Accounting and Reporting: (Quintile 2) Accuracy and audit compliance is high, but few efforts to engage stakeholders and improve accounting practices in departments. Many opportunities for automation and self-service available and should be explored.

Bursar and Accounts Receivable: (Quintile 4) Essential, but overwhelmed department. Quality measures focus on accuracy, but do not evaluate service. Opportunities to simplify student billing and move to electronic bills should be investigated.

Collections: (Quintile 2) Growing need for this program, but limited resources prevent it from being more proactive. According to opportunity analysis, investment in this program to increase outreach and provide more billing options to students could decrease referrals to collection agencies while increasing revenue.

Payroll: (Quintile 2) A critical, but highly manual process. The relationship between the Budget Office regarding position control should be examined. Improved collaboration with the Enrollment Service Center and Human Resources (benefits) could improve service and avoid unnecessary issues. Payroll automation would highly benefit this program and the university.

Printing and Copy Services: (Quintile 5) Self-supporting, but unclear that the program would break even if currently vacant positions are filled. Opportunity to outsource or combine operations with other programs like campus mail services or student publicity center should be examined.

Purchasing/Travel: (Quintile 4) Effective oversight of purchasing cards and measurably quick turnaround for travel reimbursements. Additional outreach could help educate stakeholders about services and discounts available for official travel. Automation could improve both purchasing and travel operations.

### **Campus Public Safety**

Parking: (Quintile 5) This program, despite being an auxiliary, is not currently self-supporting. There are no benchmarks or measures of effectiveness. Although new software promises to improve operations, significant changes in this program are likely still needed to bring it to self-sufficiency.

Safety: (Quintile 1) A critical function for the campus, it would benefit from additional investment in staffing, technology, and space. Safety helps mitigate significant risks and liabilities for the university.

**Career Development Services: (Quintile 3)** A new program, but early indications suggest it is fulfilling an important role for students.

**Center for Instructional Support: (Quintile 3)** Program undergoing significant change with merger of Distance Education and Center for Teaching and Learning. No quality measures or benchmarks reported. Single-most important accomplishment was migration to Moodle.

### **College of Arts and Sciences**

Administration: (Quintile 2) Many quality measures articulated, but no data provided. Program has successfully centralized and transformed many activities including budgeting and room and equipment upgrades. Provides effective management and oversight of the College.

Chamber Music Concerts: (Quintile 4) Principally serves an external audience with few student participants. Fiscally stable, but must seek ways to strengthen connection with SOU.



Facility Rentals (camps, pool, etc.): (Quintile 5) No report submitted.

Music Department Hosted Festivals: (Quintile 5) Not financially self-sustaining. No quality measures. No measures of recruitment value. Lack of campus visibility. This program could potentially be assigned to a centralized Events department or Youth Programs.

Schneider Museum of Art: (Quintile 5) Growing community support, but not well connected to the mission or vision of the university. Should either become self-supporting, perhaps requiring a seed investment, or should develop a vision to become an integral part of the student experience.

Shakespeare Studies Visiting Groups: (Quintile 5) Self-supporting, but possibility exists to increase outreach and participation. Structure and mandate of the program should be reviewed by current OUS legal staff to determine what, if any, changes can be made.

**Collegiate Recovery (CORE):** (Quintile 1) This program, although currently small, offers a significant opportunity for institutional distinctiveness. SOU would be the only university on the West Coast offering a residential program for students in recovery. The program should either receive investment or alternative funding methods found.

**Community Preschool at SOU:** (Quintile 5) Provides a venue for practicum experience for SOU students, but otherwise does not impact the mission and vision of the university. Serves a small number of families and enrollment has declined due to competition from other preschools.

### **Continuing Education**

Advanced Southern Credit Administration: (Quintile 1) Adds headcount for the university and builds an important relationship between local high schools and SOU. Income from the program directly supports many academic programs and contributes to the university general fund.

OLLI: (Quintile 3) This program serves a growing segment of the population not served by the other programs of the university. Not only self-supporting, it also adds a small amount of headcount and tuition revenue. The challenge for this program is how to foster greater integration with the university (i.e. it is located on the periphery of the campus both physically and psychologically).

Programs for Adults: (Quintile 2) A self-supporting program that operates with minimal staffing. It provides an important service, but has limited connection to the university. With investment, this program could offer more opportunities to connect academic programs with non-degree seeking adults and to expand non-credit offerings to a large untapped market.

Youth Residential Camps, Classes, and Activities: (Quintile 2) A self-supporting program that provides great outreach opportunities and has opportunity for growth. Could strengthen its tie to the core mission. Central Events department could support this area.

## **Development/Foundation**

Alumni Office: (Quintile 4) Low visibility on campus. Alumni seem to be an untapped resource for the university. Recent efforts seem to be increasing outreach and visibility, but it will take years of sustained effort to show significant progress. This program could benefit from having access to a central Events department.

Development Office: (Quintile 1) An essential office for the university, especially as state investment continues to decline. Significant success in scholarship fund-raising, but much less success in other areas of support for the university. More detailed reporting to the campus could alleviate concerns about quality and effectiveness.

Finance and Admin: (Quintile 2) Effectively manages the funds and information systems of the development/foundation office. Efforts to update their processes and systems should continue. No benchmarks comparing itself to similarly-sized universities.

SOU Foundation affiliates: (Quintile 5) No analysis of trade-off between work performed on behalf of affiliates and the work that could be performed instead directly for the university. Benefits to affiliated programs not clearly articulated.

## **Disability Resources**

Disability Services: (Quintile 1) A mandated function, it serves the SOU mission and vision by providing equal access for all students regardless of disability. Multiple and ongoing efforts to not only control costs, but improve services to students.

University Coaching and Academic Mentoring: (Quintile 3) Financially self-supporting, but current staffing model is problematic; need to move toward permanent staffing. Provides important function that demonstrably improves retention and relieves demand on disability services.

## **Enrollment Services Center**

Commencement: (Quintile 2) A required function and an important celebration of the university. Financial information is incomplete and no assessments of quality are made. Many recent efforts to improve event and reduce costs. This program should be given a stable budget and assigned staff. Responsibility for commencement could be assigned to a centralized Events department and/or student employees; could represent an opportunity to connect with the local community and businesses with sponsorships.

Financial Aid Office: (Quintile 1) An essential function with very high and growing demand. Quality measures focused on compliance and accuracy, but no evaluation of student satisfaction. Opportunities to further automate financial aid functions and develop a comprehensive financial literacy education function should be considered.

Front office operations (ESAs): (Quintile 3) Serve important customer interface role for the enrollment service center, but current physical space and layout does not serve students well. Current workload should be examined to determine what could be automated and what processes could be improved across the university to reduce student issues and confusion.

Production and Support: (Quintile 3) Provides important support for all functions of the enrollment service center and admissions office. Quality measures should include qualitative assessment and measures of overall effectiveness.

Registration and Records: (Quintile 1) Essential program that directly impacts every student and faculty member. Many quality improvement projects underway, but mechanisms to assess impact upon completion should be implemented.

**Facilities Management and Planning:** Current model of Facilities Management and Planning chargebacks should be re-examined; determine what services are charged back and what should be centrally funded.

Building Maintenance: (Quintile 2) Compares favorably with other OUS institutions, but few articulated goals. Ongoing quality improvement and cost reduction efforts include recent merger with housing. Good use of deferred maintenance funds to address long term needs of the campus.

Campus Mail Services: (Quintile 4) Responsive to campus needs and demonstrates a commitment to providing excellent mail service. Actively works to reduce costs for other departments. Opportunity to merge functions with Print and Copy Services should be examined.

Custodial Services: (Quintile 3) Effective for cost and size of staff, but few measures of customer satisfaction. Demonstrates commitment to sustainability with green product purchases and usage. Consideration should be given to adding student cleaning staff. Adding or shifting custodial support to some daytime hours should be also evaluated.

Environmental Health and Safety: (Quintile 3) A reinvented program that is proactively engaging the campus and saving money, directly and indirectly, for the university.

Landscape Services: (Quintile 2) Appearance of the campus has a significant impact on prospective students, campus visitors, and community opinion of the university. Supports a large campus footprint with minimal staffing. Lack of quality assessment information, but program acknowledges not meeting the expectations of the campus. Adding funding to support a student landscape crew could have a significant positive impact and should be considered.

Lock Shop: (Quintile 5) Added responsibility for family housing and residence halls with no addition of staff. Minimal assessment of quality and no goals or benchmarks. No ongoing efforts to audit key or fob access. Suggestion to in-source alarm and building monitored should be investigated.

Motor Pool: (Quintile 5) Non-essential service, although frequently used by select departments. No mention of total number of vehicles currently in motor pool. No internal marketing and little awareness for this service.

Planning (capital repair and improvement projects): (Quintile 3) Demonstrated cost savings on capital projects by providing this service internally, but no goals or benchmarks for the program. Unclear future for position, if or when capital spending slows.

Support Services (admin, accounting, FAMIS): (Quintile 5) Added workload from merger with Housing maintenance without increasing costs or staffing. No current efforts underway to improve quality of services and quality assessment is driven by complaints. Opportunities to automate processes, revise and simplify billing, and reduce duplicative work should be examined.

Sustainability: (Quintile 1) Supports the university's goal of sustainability. New, but active program that shows tracking of its accomplishments and assessment of ongoing work. Tenuous connection to the Medford campus. Should deepen collaboration with ECOS.

Utilities: (Quintile 3) Critical to the operation of the university. Shows effort to improve service, reduce costs, and lower energy consumption. Effective level of staffing.

### **Finance and Administration Office**

Administrative Functions for the Office: (Quintile 5) This office provides effective oversight of institutional budget and support our financial reserves. However, the report provided minimal information, few quality measures, no benchmarking, and does not reflect accomplishments of division.

Contracting: (Quintile 5) Little insight into program provided; no analysis of quality, demand, or functions. Unclear if contract with Portland State University is effectively meeting the needs of the university.

Risk Management: (Quintile 4) Mandated function by Oregon University System, but role seems inappropriate for the Vice President for Finance and Administration. Little insight into how risk management currently functions or should function.

### **Grants and Sponsored Programs**

Grants and Sponsored Programs: (Quintile 3) Important resource that supports faculty research efforts and brings in external funding. Demand has remained relatively constant, but this may be due to lack of additional capacity in this program.

Institutional Animal Care and Use Committee (IACUC): (Quintile 5) Required function to continue performing any research by faculty and students that includes animals. Very low demand. Consider transferring these functions to the departments that conduct animal research.

Institutional Research Board (IRB): (Quintile 3) Required function to continue performing human subject related research by faculty and students. Moderate level of demand and staffing level is effective.

**Higher Education Center:** Long term vision and goals for our Medford campus must be set by the stakeholders of the university.

HEC building administration: (Quintile 2) A significant part of the relationship with Rogue Community College. The building provides an important presence in the region outside of Ashland, but lacks a vision for programming.

Outreach: (Quintile 4) Consistency and sustained effort is necessary to overcome university's reputation of lack of follow-through on community initiatives. Outreach efforts suffer from lack of integration across programs and across the campuses. An important program to build community support for SOU.

Student Services: (Quintile 2) Provides important services for Medford-based students. Suffers from inadequate resources and the need to provide all services to Medford students, which duplicates functions performed on the Ashland campus by multiple departments.

Testing Services: (Quintile 2) A well-managed and cost effective program that provides a useful service for both the university and the broader community. Not only self-supporting, it is a net financial contributor to SOU.

### **Human Resource Services**

Benefits: (Quintile 3) Affects every employee of the university and demand is consistently very high. No measures of quality of satisfaction. Relationship between payroll and benefits programs should be examined. Resource constrained.

Hiring: (Quintile 3) A critical university function, but understaffed for demand. Some functions now left to departments and search committees. Not proactive. Process improvements and automation hampered by lack of resources; might best belong as part of a Business Center.

Labor Relations: (Quintile 3) Demand exceeds ability to provide service and program is consequently mostly reactive. Few quality measures and benchmarks. Resource constrained.

Training and Development: (Quintile 2) Resource constrained and may be unsustainable with current staffing level. Demand for employee training is very high.

### **Information Technology**

Classroom and Media Services: (Quintile 1) Directly supports faculty and students. Examine usage of computer labs and classrooms.

Information Services: (Quintile 1) High demand and highly productive, but Banner can be frustrating to use.

Network Services: (Quintile 1) Efficient and effective program. Maintains essential services for running the university (network, wireless, telephones, and Internet access).

Switchboard operations: (Quintile 5) A well-managed, but non-essential service. Strong consideration should be given to either eliminating the switchboard or combining it with functions in another department.

Technology purchasing: (Quintile 1) Successfully demonstrated that aggregating technology purchasing leads to savings and efficiency. Centralizing printer and copier management should be considered not only for cost savings reasons, but sustainability reasons as well.

User Support and Help Desk: (Quintile 1) This program has undergone significant changes over the past two years. High satisfaction and a model for benchmarking and quality analysis. Explore creating internship opportunities.

**Institutional Research:** (Quintile 1) Fulfills important university need for better reporting to both internal and external stakeholders. Opportunity to align program with grants and research or institutional assessment should be considered.

### **Interactive Marketing and Communications**

Branding and marketing: (Quintile 5) Little information about marketing efforts provided, no direct measures of quality, and no vision or plan for improvement.

Electronic communications: (Quintile 5) Highly important function, but quality measures are few. Program is not responsive to the current or anticipated needs of the university.

Graphics and publications: (Quintile 5) Important, but no articulation of goals, benchmarking or importance of gatekeeping graphic standards. Consider collaboration with Student Publicity Center.

Media Relations: (Quintile 5) No goals or benchmarks other than a vague assessment of positive or negative coverage. An important function for the university, but the current program needs significant attention.

### **International Programs**

Education Abroad: (Quintile 2) Moderate level of demand and the number of SOU students studying abroad shows a slow but steady increase. Expansion of study abroad opportunities, the shift to direct exchanges, and the reinstatement of short term programs are significant accomplishments. Program could benefit from marketing help to increase internal campus awareness.

Intensive English Program: (Quintile 4) Contributes to the financial support of International Programs. Provides important opportunity for international students without requisite English skills to directly enter a degree-seeking program. Would benefit from marketing assistance.

International Student Services: (Quintile 1) Broadens the mission of the university by recruiting and support international students. Demonstrates effectiveness in operations and cost control. Growing body of international students is indicative of program's success. Needs marketing assistance.

**National Student Exchange Program:** (Quintile 5) A tiny, virtually unknown program in process of being reinvented after absorption by the Office of International Programs. Opportunity to leverage exchanges to improve student retention and attract students to SOU should be considered. Needs marketing assistance to increase program awareness.

**Jefferson Public Radio:** (Quintile 2) A well-known and well-regarded program, but disconnected from the university. New efforts underway to create deeper ties between JPR operations and our mission, but outcome remains uncertain.

**Learning Commons/Writing Center:** (Quintile 4) Fulfills an important need for tutoring and demand continues to grow. Program could benefit from dedicated management and oversight.

**Library:** Although the library has embraced new technologies and new approaches of reaching out to students and faculty, the operations of the library continue to be organized traditionally. Like the broader university, the library should examine and prioritize its own operations.

**Access Services:** (Quintile 2) Seems focused on managing access to the building and to physical media, even as demand shifts to electronic and online resources. The lack of an electronic reserves program seems to be a missed opportunity.

**Administration:** (Quintile 4) Event functions and room scheduling could be handled by a centralized Events department for the campus. Consideration should be given to allowing the DeBoer room to be scheduled centrally.

**Collection Development:** (Quintile 4) Demand for external electronic and online resources continues to grow significantly and there is unmet need from faculty and staff. The impact or importance of in-house electronic collections is unclear. Additional investment earmarked for expanding access to external electronic and online resources should be considered.

**Government Publications:** (Quintile 5) The emphasis for this program on creating additional dedicated physical space seems misplaced, since government publications have migrated almost exclusively online. Instructional material is important and relevant, but consideration should be given to whether this work could continue outside of a dedicated government publications program.

**Instruction:** (Quintile 2) Effective program that reaches many students and directly impacts the mission of the university. Expanded quality measures could help shape the program by surveying current deficiencies in student information literacy. Expanded course offerings should be considered.

**Library Systems:** (Quintile 5) Some functions seem redundant given other similar operations at the university, providing possible ways to collaborate and reduce costs.

**Reference Services:** (Quintile 2) Reference services has a vital role of providing research assistance to faculty and students, but may be distracted by other ancillary activities. Responsibility for laptop and iPad checkouts seems misplaced since other library programs, including access services and library systems, already manage similar work.

Technical Services: (Quintile 4) Unclear future for this program as physical cataloging and maintenance work has and will continue to decline.

**McNair Program:** (Quintile 1) Excellent quality and planning. Exemplifies the mission and vision of the university by serving traditionally under-represented students. Opportunity to establish parallel undergraduate research office for students not in McNair program should be investigated.

### **Office of Student Affairs**

Administrative oversight: (Quintile 4) Significant changes in program activities and reduction in staffing levels after merger with Academic Affairs. Little historical detail regarding audience or number of students served. Program developing assessment criteria to gauge effectiveness.

Student conduct and community standards: (Quintile 1) Important resource for faculty and students. Adequately staffed and use of student conduct software shows positive impact of automation to improve effectiveness.

Student intervention and case management: (Quintile 1) High impact on student success and retention. Reorganization and re-engineering has induced a significant increase in demand and SOU Cares reporting. The most serious cases are referred to the student support network.

Student Support Network: (Quintile 1) Underwent significant changes as a response to a quality improvement survey. New practices and use of technology have allowed the program to handle more cases and intervene in every case presented this past year.

### **President's Office**

Administration: (Quintile 2) Overseen significant changes and reorganization in administrative offices across the university. Ongoing attempts to improve campus communication. No mention of external or internal evaluation results themselves. Staffing is very lean compared to other universities.

Campus policies: (Quintile 4) Changes improved policy development and centralization, but little ongoing visibility or reporting to campus.

Community/external relations: (Quintile 1) A primary function of the office of the president. Few benchmarks and quality difficult to assess. An articulated strategic plan could help focus outreach efforts outside of the president's office. Very lean operation.

Government relations: (Quintile 2) Important program, but largely reactive. No goals or benchmarks stated. Minimally, but effectively staffed.

Leadership and strategic planning: (Quintile 1) Numerous strategic planning efforts underway. Little reporting on past successes and failures. Rotating special assistants to the president drawn from current staff and faculty could help address staffing issues.



## **Provost Office**

Accreditation and assessment: (Quintile 1) A critical function, but this program is not effective in its current state of reduced staffing. Ongoing assessment is fundamental to achieving academic excellence.

Administration: (Quintile 3) Significant and ongoing change occurring with absorption of student affairs division. Few benchmarks on the quality or effectiveness of administrative staff, other than broad measures of overall institutional effectiveness. Options to streamline administrative functions and automate processes should be considered.

Campus Theme: (Quintile 4) Well-regarded, but volunteer staffing is unlikely to be sustainable. Besides attendance, additional quality measures and benchmarks are needed to evaluate effectiveness and engagement. Could be an opportunity to increase external awareness of the university and connect to the local community.

Curriculum and academic catalog: (Quintile 4) Essential function, although recent achievements and quality measures relate only to the actual production of the catalog. Curriculum change process should be reviewed and potentially revised.

Faculty Development: (Quintile 3) Ongoing faculty development is fundamental to the mission of the university, but this program lacks assessment and quality measures. Establishing clear accountability may create a more effective program. Additional investment could help differentiate the university.

Graduate Studies: (Quintile 3) Minimal cost and currently effective, but low graduate enrollment seems to be a missed opportunity for the university. Should consider creating new oversight for graduate programs.

Resource management: (Quintile 5) Lacks assessment of quality or effectiveness. As suggested by the program's opportunity analysis, shifting these functions to a business center may have "an enormous positive impact in quality of services."

**ROAR - Raider Orientation and Registration:** (Quintile 4) Constantly changing, but effectiveness suffers from neither being a program of Student Life nor Admissions. Current search for new Coordinator should provide much needed ownership of this program.

## **Rogue Valley Community Television/Digital Media Center**

Academic Support: (Quintile 3) Has undergone significant changes to align itself with mission and vision. Few quality measures or benchmarks. Growing demand depends on maintaining access to current technology and software.

Community Access: (Quintile 4) Mandated program as a part of government access contracts. Few quality measurements or benchmarks. Demand for community access and viewership not measured. Opportunity to recover costs of community access programming operations and increase outreach should be explored. Support for broadcasting and streaming on-campus events should be considered.

Government Access: (Quintile 3) Provides financial support for other operations of the Digital Media Center/RVTV. Few quality measurements or benchmarks. Creates practical work and learning opportunities for students. Strong opportunity analysis, but financial dependence on government community access contracts could be a significant vulnerability.

**Schneider's Children Center:** (Quintile 5) Great quality, but no impact on the mission and vision of the university. Not cost effective when considering the number of student families served.

**Small Business Development Center:** (Quintile 2) Fits regional mission of the university and fosters ties to the community, but lacks student involvement. Expands usage of Higher Education Center and good fit for vision of Medford campus.

**SOU Laboratory of Anthropology (SOULA):** (Quintile 2) Embodies vision of SOU as an university that provides real world experiences to our students, but operational relationship with the rest of the university should be addressed (e.g. merge with SOURCE?)

**Southern Oregon Arts and Research:** (Quintile 2) Showcase for student work, but academic quality of event should be evaluated. Growing use of SOAR to raise external awareness and bring community to campus. Current staffing model unsustainable. Program coordination could potentially be assigned to a centralized Events department.

**Southern Oregon Research Center (SOURCE):** (Quintile 3) Financially self-sustaining. Promotes research activities at SOU and provides opportunities to students for practical work experience. Opportunities to support program growth and integration into the house experience should be considered.

### **Student Health and Wellness Center**

Healthy Campus Initiative: (Quintile 5) Unclear why program exists outside of outreach and education. No measurable impact and no staffing to support program.

Medical Clinic: (Quintile 2) Financially self-sustaining through student fees and billable charges. Demand remains steady and the Medical Clinic continues to serve a large number of students for a range of medical issues. Effectively staffed and use of new electronic medical record system is streamlining operations.

Mental Health: (Quintile 1) Serves a significant and growing segment of the student body. Impacts student success and retention. Effectively staffed and use of new electronic medical record system is streamlining operations.

Outreach/Education: (Quintile 3) Growing audience and demand but limited quality measures. No assessment of outcomes.

### **Student Life**

Civic Engagement and Sustainability: (Quintile 1) Broad range of programming that engages students both internally and externally.

Clubs and Organizations: (Quintile 3) Can have a significant impact on student experience. Quality standard appears to be highly accountable, but little data to suggest its use in practice.

Commuter Resource Center: (Quintile 3) Heavily used resource by specific groups of students. Unclear if students are attracted by programming or space. Opportunity for collaboration with Stevenson Union should be examined.

Diversity and Inclusion: (Quintile 2) Inclusivity is a core element of the SOU vision. Oversight and coordination of the resource centers is unclear. As explained in the opportunity analysis, some structural changes could have a positive impact on this program and the university.

Inter-Club Council: (Quintile 5) Strong assessment criteria established for clubs, but no data presented to indicate whether these assessments are used in practice. Functions could be assumed by other programs, such as student government or student life.

Multicultural Resource Center: (Quintile 4) Important to mission and vision, but unclear if meeting the needs of our students. Just beginning to establish benchmarks and goals. Relationship to diversity and inclusion program undefined.

Outdoor programs: (Quintile 4) Program review incomplete and represents a missed opportunity, but many original ideas presented. Oversight appears incomplete and should be reconsidered.

Queer Resource Center: (Quintile 2) Visible and highly active. More accurate assessments of students served may bolster arguments for more resources. Relationship to diversity and inclusion program undefined.

Recreation- intramurals, club sports: (Quintile 3) Successful at student engagement, but facilities are inadequate. Better facilities could allow this program to be self-supporting.

Student Government Support and Student Fee Admin: (Quintile 4) A formal role for a staff advisor may improve the relationship between ASSOU and university administration. Such a role may also ease the annual transition between student administrations.

Student Publicity Center: (Quintile 3) Few quality measures, but many notable accomplishments. Serves need that would otherwise be unmet for student organizations.

SU building administration: (Quintile 1) Effective administration; demonstrated response to benchmarks and quality feedback. SU Event staff could form the core of broader Events department for the campus.

Women's Resource Center: (Quintile 3) Important resource available to students, but current focus appears narrow and may represent an opportunity for increased programming. Relationship to diversity and inclusion program undefined.

**Success at Southern:** (Quintile 3) Provides important opportunity for traditionally underrepresented students. Financially supported by federal TRIO grant. Strong mandated benchmarks and quality measures. Ongoing changes that began with Student Affairs reorganization last year.

## **University Housing**

Conferences: (Quintile 1) Important for financial and outreach reasons. Significant opportunities for growth, but needs programming and promotional support.

Dining and vending: (Quintile 2) Vendor change has vastly improved quality. Current cost structure needs to be addressed; the university cannot subsidize financial losses in food service.

Family Housing: (Quintile 1) Fulfills an important need for students with families. Very high maintenance costs could affect the future viability of this program.

Residence Halls: (Quintile 1) Significant changes and improvements over the last few years. This program provides significant financial support to the university, especially athletics. Overall cost is a concern for students. Deferred maintenance is a concern for the ongoing viability of this program.

Residential Life: (Quintile 1) Provides community and builds spirit in the residence halls and helps improve the on-campus living experience. Significant cost savings measures adopted, with no reduction in program quality. On-campus living helps improve retention and student success.

## Program Rankings by Quintile

Quintile 1	
Department Name	Program Name
Accelerated Baccalaureate	Accelerated Baccalaureate
Admissions	Outreach
Bookstore	Textbooks
Campus Public Safety	Safety
Collegiate Recovery (CORE)	Collegiate Recovery
Continuing Education	Advanced Southern Credit Administration
Development/Foundation	Development Office
Disability Resources	Disability Services
Enrollment Services Center	Financial Aid Office
Enrollment Services Center	Registration & Records
Facilities Management and Planning	Sustainability
Information Technology	Classroom and Media Services
Information Technology	Information Services
Information Technology	Network Services
Information Technology	Technology purchasing
Information Technology	User Support and Help Desk
Institutional Research	Institutional Research
International Programs	International Student Services
McNair Program	McNair Program
Office of Student Affairs	Student conduct and community standards
Office of Student Affairs	Student intervention and case management
Office of Student Affairs	Student Support Network
President's Office	Community/external relations
President's Office	Leadership and strategic planning
Provost Office	Accreditation and assessment
Student Health & Wellness Center	Mental Health
Student Life	Civic Engagement and Sustainability
Student Life	SU building administration
University Housing	Conferences
University Housing	Family Housing
University Housing	Residence Halls
University Housing	Residential Life

## Quintile 2

Department Name	Program Name
Academic Advising and Support	Academic Advising
Athletics	Administration
Bookstore	Brand and logo
Bookstore	Technology
Business Services	Accounting & Reporting
Business Services	Collections
Business Services	Payroll
College of Arts & Sciences	Administration
Continuing Education	Programs for Adults
Continuing Education	Youth Residential Camps, Classes, & Activities
Development/Foundation	Finance and Admin
Enrollment Services Center	Commencement
Facilities Management and Planning	Building Maintenance
Facilities Management and Planning	Landscape Services
Higher Education Center	HEC building administration
Higher Education Center	Student Services
Higher Education Center	Testing Services
Human Resource Services	Training & Development
International Programs	Education Abroad
Jefferson Public Radio	Jefferson Public Radio
Library	Access Services
Library	Instruction
Library	Reference Services
President's Office	Administration
President's Office	Government relations
Small Business Development Center	Small Business Development Center
SOU Laboratory of Anthropology (SOULA)	SOU Laboratory of Anthropology
Southern Oregon Arts and Research	Southern Oregon Arts and Research
Student Health & Wellness Center	Medical Clinic
Student Life	Diversity and Inclusion
Student Life	Queer Resource Center
University Housing	Dining and vending

### Quintile 3

Department Name	Program Name
Academic Advising and Support	First Year Mentoring Program (Student Success)
Academic Advising and Support	Veteran Services and Benefits
Athletics	Volleyball
Bookstore	General merchandise
Career Development Services	Career Development Services
Center for Instructional Support	Center for Instructional Support
Continuing Education	OLLI
Disability Resources	University Coaching and Academic Mentoring
Enrollment Services Center	Front office operations (ESAs)
Enrollment Services Center	Production & Support
Facilities Management and Planning	Custodial Services
Facilities Management and Planning	Environmental Health & Safety
Facilities Management and Planning	Planning (capital repair and improvement projects)
Facilities Management and Planning	Utilities
Grants & Sponsored Programs	Grants & Sponsored Programs
Grants & Sponsored Programs	Institutional Research Board (IRB)
Human Resource Services	Benefits
Human Resource Services	Hiring
Human Resource Services	Labor Relations
Provost Office	Administration
Provost Office	Faculty Development
Provost Office	Graduate Studies
Rogue Valley Community Television	Academic Support
Rogue Valley Community Television	Government Access
Southern Oregon Research Center (SOURCE)	Southern Oregon Research Center
Student Health & Wellness Center	Outreach/Education
Student Life	Clubs and Organizations
Student Life	Commuter Resource Center
Student Life	Recreation- intramurals, club sports
Student Life	Student Publicity Center
Student Life	Women's Resource Center
Success at Southern	Success at Southern

## Quintile 4

Department Name	Program Name
Admissions	Operations
Athletics	Athletic Trainers
Athletics	Fitness/Rec Center
Athletics	Football
Athletics	Men's & Women's Cross Country
Athletics	Men's & Women's Track & Field
Athletics	Sport Camps
Athletics	Women's Basketball
Athletics	Women's Soccer
Athletics	Wrestling
Budget Office	Planning & Forecasting
Business Services	Bursar & Accounts Receivable
Business Services	Purchasing/Travel
College of Arts & Sciences	Chamber Music Concerts
Development/Foundation	Alumni Office
Facilities Management and Planning	Campus Mail Services
Finance and Administration Office	Risk Management
Higher Education Center	Outreach
International Programs	Intensive English Program
Learning Commons/Writing Center	Learning Commons/Writing Center
Library	Administration
Library	Collection Development
Library	Technical Services
Office of Student Affairs	Administrative oversight
President's Office	Campus policies
Provost Office	Campus Theme
Provost Office	Curriculum and academic catalog
ROAR - Raider Orientation and Registration	ROAR - Raider Orientation and Registration
Rogue Valley Community Television	Community Access
Student Life	Multicultural Resource Center
Student Life	Outdoor programs
Student Life	Student Government Support and Student Fee Admin



## Quintile 5

Department Name	Program Name
Amistad Program	Amistad Program
Athletics	Cheerleading
Athletics	Men's Basketball
Athletics	Softball
Athletics	Sports Information
Budget Office	Position Control
Business Services	Printing & Copy Services
Campus Public Safety	Parking
College of Arts & Sciences	Facility Rentals (camps, pool, etc.)
College of Arts & Sciences	Music Department Hosted Festivals
College of Arts & Sciences	Schneider Museum of Art
College of Arts & Sciences	Shakespeare Studies Visiting Groups
Community Preschool at SOU	Community Preschool
Development/Foundation	SOU Foundation affiliates
Facilities Management and Planning	Lock Shop
Facilities Management and Planning	Motor Pool
Facilities Management and Planning	Support Services (admin, accounting, FAMIS)
Finance and Administration Office	Administrative Functions for the Office
Finance and Administration Office	Contracting
Grants & Sponsored Programs	Institutional Animal Care and Use Committee (IACUC)
Information Technology	Switchboard operations
Interactive Marketing & Communication	Branding and marketing
Interactive Marketing & Communication	Electronic communications
Interactive Marketing & Communication	Graphics and publications
Interactive Marketing & Communication	Media Relations
International Programs	National Student Exchange Program
Library	Government Publications
Library	Library Systems
Provost Office	Resource management
Schneider's Children Center	Schneider's Children Center
Student Health & Wellness Center	Healthy Campus Initiative
Student Life	Inter-Club Council