



OFFICE OF THE BOARD OF TRUSTEES

Public Meeting Notice

June 9, 2022

TO: Southern Oregon University Board of Trustees, Academic and Student Affairs Committee

FROM: Sabrina Prud'homme, University Board Secretary

RE: Notice of Regular Committee Meeting

The Academic and Student Affairs Committee of the Southern Oregon University Board of Trustees will hold a regular committee meeting on the date and at the location set forth below.

Topics of the meeting will include a provost's report consisting of a Provosts Council update and information on Career Ready Oregon. There will be a vice president's report consisting of the enrollment management dashboard including a completions update; an enrollment council update, and other general updates.

Action items for the meeting include a consent agenda consisting of past meeting minutes; a new certificate program in restorative justice; and a new certificate program in sport and recreation management.

Information and discussion items include a curriculum update including a minor in marketing as well as an update on the bachelor's degree program in music industry and production studies. There will be updates on the work of the General Education Task Force, EAB's Navigate and retention. Other items include information on student, faculty, and staff affinity groups, data sharing agreements, and student-centered statewide discussions including meetings with the National Center for Higher Education Management Systems and the Student Voices Task Force.

The meeting will occur as follows:

Thursday, June 16, 2022

12:00 p.m. to 3:30 p.m. (or until business concludes)

To view the proceedings, visit <https://sou.zoom.us/j/87564658711> at the time of the meeting. Visit governance.sou.edu for meeting materials.

Public Comment

Members of the public who wish to provide public comments for the meeting are invited to sign up to speak or submit their comments in writing at least 24 hours in advance of

the meeting to the Board of Trustees email address: trustees@sou.edu. Public comments also may be delivered by hand or mailed to SOU Board of Trustees, 1250 Siskiyou Boulevard, Churchill Hall, Room 107, Ashland, OR 97520.

If special accommodations are required, please contact (541) 552-6060 at least 72 hours in advance.



Board of Trustees
Academic and Student Affairs Committee Meeting
June 16, 2022

Call to Order / Roll / Declaration of a Quorum



**Board of Trustees
Academic and Student Affairs Committee Meeting**

**Thursday, June 16, 2022
12:00 p.m. – 3:30 p.m. (or until business concludes)
Meese Room, Hannon Library, SOU Campus
<https://sou.zoom.us/j/87564658711>**

AGENDA

Persons wishing to provide public comment shall sign up in advance or do so in writing via trustees@sou.edu.
Please note: timings are approximate and items may be taken out of order

Responsiveness to Students: From Access to Success

- | | | | |
|---------|----------|---|--|
| | 1 | Call to Order/Roll/Declaration of a Quorum | Chair Jonathon Bullock |
| | 1.1 | Welcome and Opening Remarks | |
| | 1.2 | Roll and Declaration of a Quorum | Sabrina Prud'homme, SOU,
Board Secretary |
| | 1.3 | Agenda Review | Chair Bullock |
| | 2 | Public Comment | |
| 5 min. | 3 | Consent Agenda | Chair Bullock |
| | 3.1 | April 21, 2022 Minutes | |
| 15 min. | 4 | Provost's Report | Dr. Susan Walsh, SOU,
Provost and Vice President
for Academic Affairs |
| | 4.1 | Provosts Council Update | |
| | 4.2 | Career Ready Oregon | |
| 10 min. | 5 | Vice President's Report | Dr. Neil Woolf, SOU, Vice
President Enrollment
Management and Student
Affairs |
| | 5.1 | Enrollment Management Dashboard and
Completions Update | |

**Board of Trustees
Academic and Student Affairs Committee Meeting
Thursday, June 16, 2022
12:00 p.m. – 3:30 p.m. (or until business concludes)**

AGENDA (Continued)

5.2 Enrollment Council Update

5.3 Other General Updates

6 Action, Information and Discussion Items

35 min.	6.1 Curriculum Update (Actions)	Dr. Susan Walsh
	6.1.1 Certificate in Restorative Justice (Action)	Dr. Brian Fedorek, SOU, Chair and Associate Professor of Criminology and Criminal Justice
	6.1.2 Certificate in Sport and Recreation Management (Action)	Joel Perkins, SOU, Chair of Health and Physical Education and Senior Instructor II
	6.1.3 Minor in Marketing	Dr. Susan Walsh
	6.1.4 Bachelor of Arts/ Bachelor of Science in Music Industry and Production Studies Update	Dr. Susan Walsh
30 min.	6.2 General Education Task Force Update	Andrew Gay, SOU, Associate Professor of Digital Cinema and Chair of Communication, Media, and Cinema
15 min.	6.3 Student, Faculty, and Staff Affinity Groups	Dr. Matt Stillman, SOU, Associate Vice President for Enrollment Management and University Registrar; Dr. Carrie Vath, SOU, Dean of Students
15 min.	6.4 EAB's Navigate: Update on Retention	Dr. Susan Walsh; Dr. Neil Woolf
20 min.	6.5 Data Sharing Agreements	Chair Bullock; Dr. Neil Woolf

**Board of Trustees
Academic and Student Affairs Committee Meeting
Thursday, June 16, 2022
12:00 p.m. – 3:30 p.m. (or until business concludes)**

AGENDA (Continued)

- | | | |
|----------|---|--|
| 15 min. | 6.6 Student-Centered Statewide Discussions | President Rick Bailey;
Jeanne Stallman, SOU,
Associate Vice President for
Government and Corporate
Relations |
| | 6.6.1 National Center for Higher Education
Management Systems Meetings | |
| | 6.6.2 Student Voices Task Force | |
| | 6.7 Future Meetings | Chair Bullock |
| 7 | Adjournment | Chair Bullock |

Public Comment

Consent Agenda

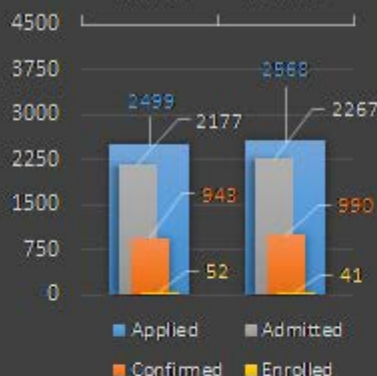
Provost's Report

Vice President's Report

Admission Funnel

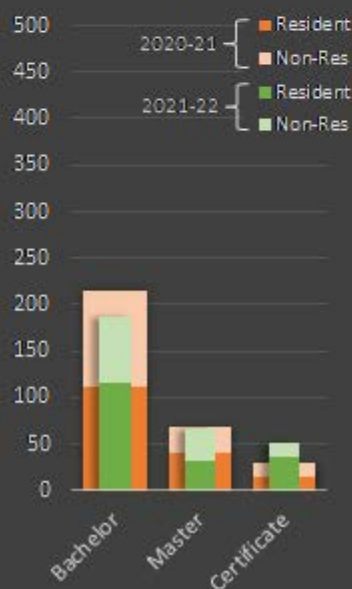
16 weeks before start of term

Fall 21 Fall 22



Degrees Awarded

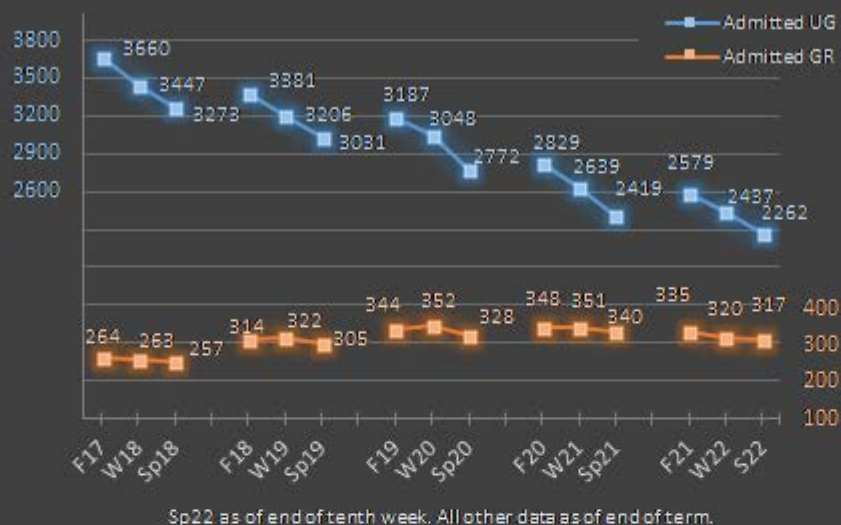
End of May



All charts updated on 6/06/2022.

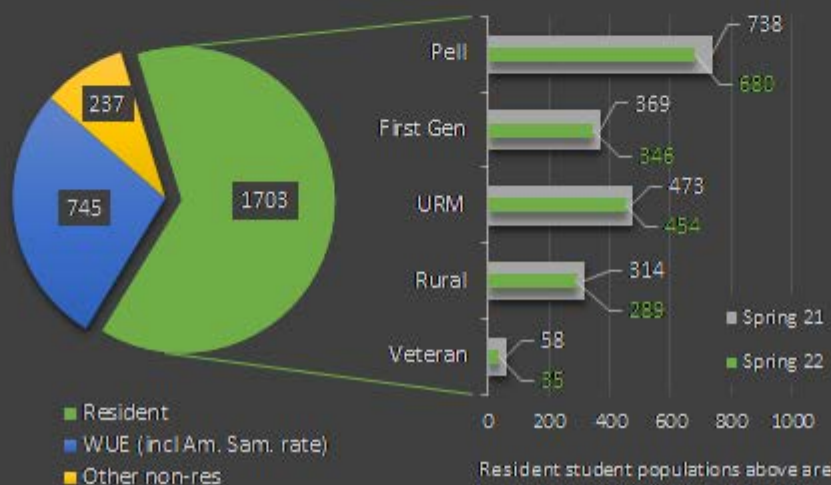
Academic Year FTE

Admitted Students

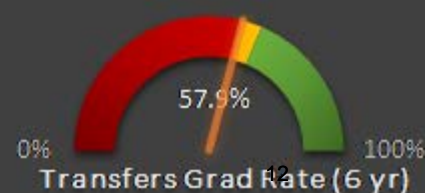
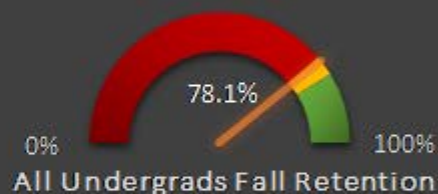
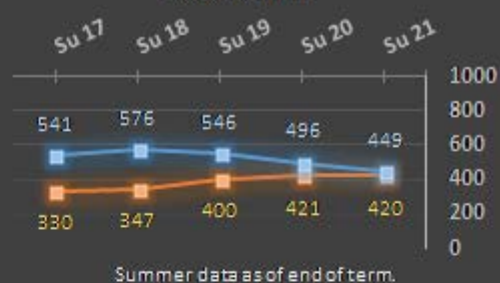


Spring 22 Admitted UG Students

End of Tenth Week

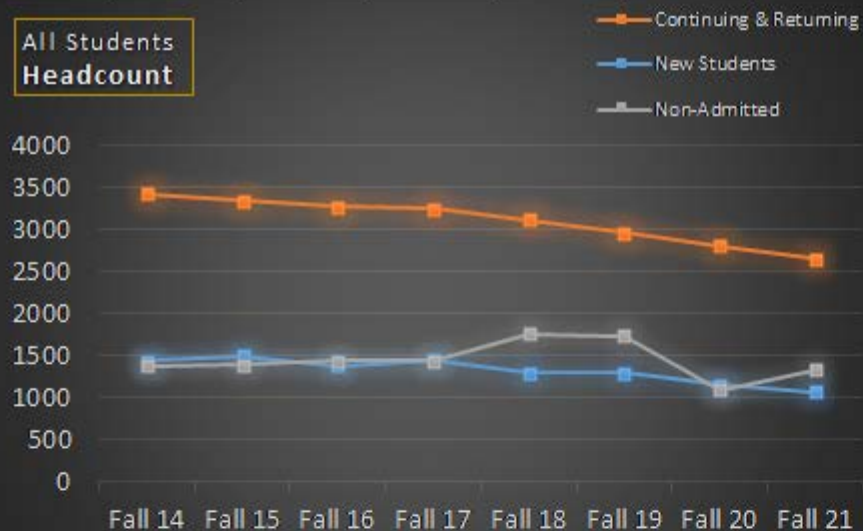


Summer FTE

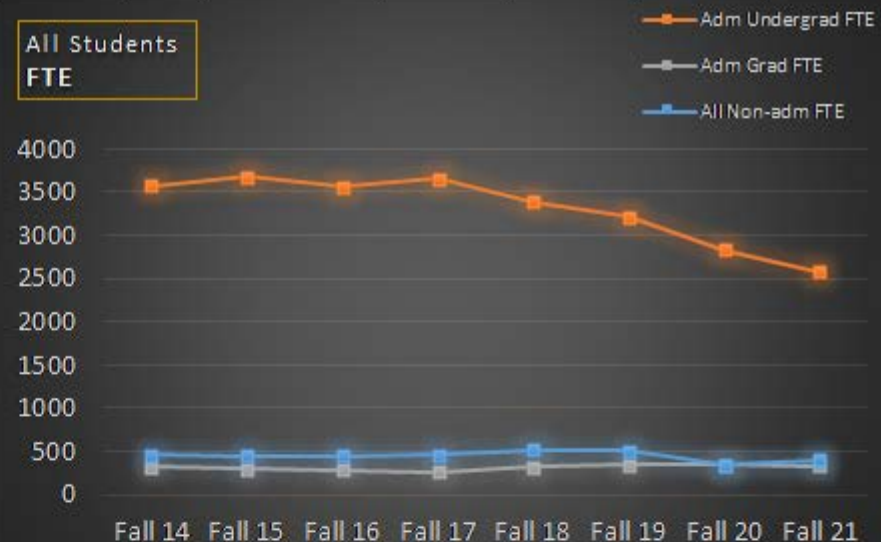


Yellow zones indicate prior year values.

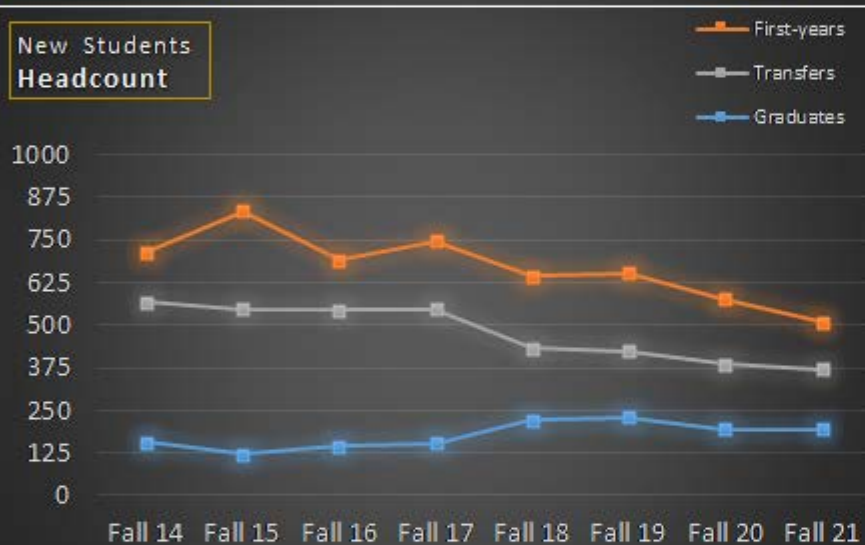
All Students Headcount



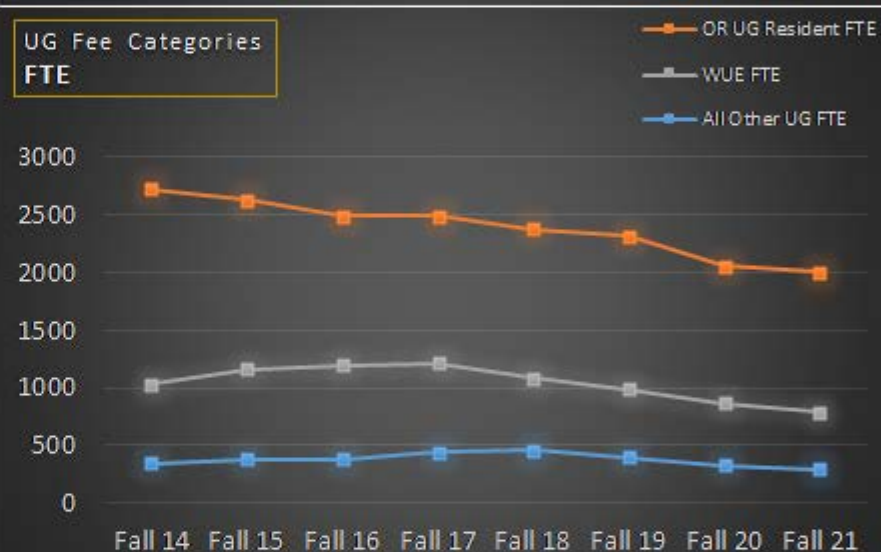
All Students FTE



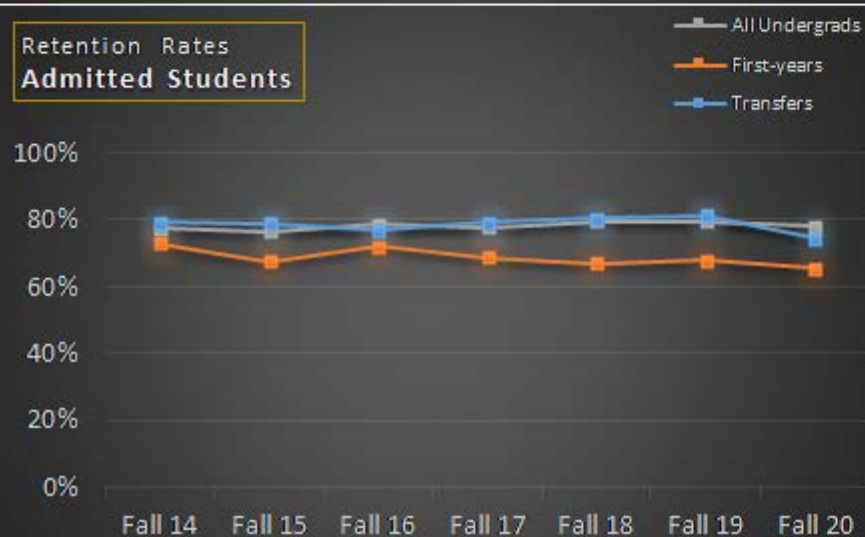
New Students Headcount



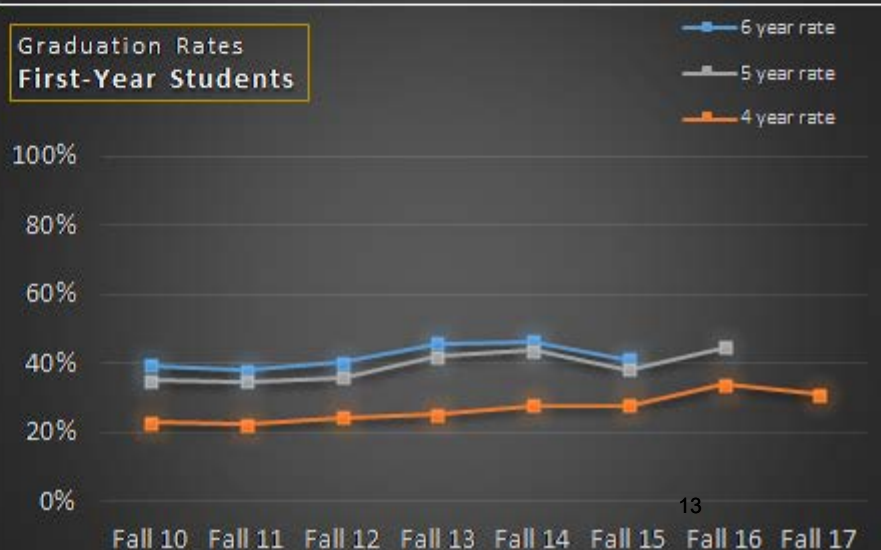
UG Fee Categories FTE



Retention Rates Admitted Students



Graduation Rates First-Year Students



Southern Oregon University

Degree Completions by **Discipline Level** Categories Academic Year 2020-21 vs. Academic Year 2021-22 Applications and Awards - as of the end of May

	Degree Applications				Degree Awards			
	2020-21	2021-22	Change	% Change	2020-21	2021-22	Change	% Change
Bachelor Degrees	845	748	-97	-11.5%	216	188	-28	-13.0%
Resident: Entered as a First Year †	219	199	-20	-9.1%	48	45	-3	-6.3%
Discipline Level 1	67	60	-7	-10.4%	13	13	0	0.0%
Discipline Level 2	102	106	4	3.9%	22	23	1	4.5%
Discipline Level 3	50	33	-17	-34.0%	13	9	-4	-30.8%
Resident: Entered as a Transfer †	287	273	-14	-4.9%	64	70	6	9.4%
Discipline Level 1	83	69	-14	-16.9%	17	19	2	11.8%
Discipline Level 2	141	173	32	22.7%	30	44	14	46.7%
Discipline Level 3	63	31	-32	-50.8%	17	7	-10	-58.8%
Non-Resident (no state funding)	339	276	-63	-18.6%	104	73	-31	-29.8%
Master Degrees	244	234	-10	-4.1%	69	66	-3	-4.3%
Resident †	168	163	-5	-3.0%	41	33	-8	-19.5%
Discipline Level 1	6	3	-3	-50.0%	4	2	-2	-50.0%
Discipline Level 2	145	140	-5	-3.4%	35	25	-10	-28.6%
Discipline Level 3	17	20	3	17.6%	2	6	4	200.0%
Non-Resident (no state funding)	76	71	-5	-6.6%	28	33	5	17.9%
Graduate Certificates/Licensures	85	118	33	38.8%	30	52	22	73.3%
Resident †	45	85	40	88.9%	14	37	23	164.3%
Discipline Level 1	2	9	7	350.0%	1	2	1	100.0%
Discipline Level 2	42	72	30	71.4%	13	34	21	161.5%
Discipline Level 3	1	4	3	300.0%	-	1	1	0.0%
Non-Resident (no state funding)	40	33	-7	-17.5%	16	15	-1	-6.3%
Totals	1,174	1,100	-74	-6.3%	315	306	-9	-2.9%

† Discipline levels define how many points get assigned within the funding model.

Southern Oregon University

Degree Completions by **Sub-population** Categories Academic Year 2020-21 vs. Academic Year 2021-22 Applications and Awards - as of the end of May

	Degree Applications				Degree Awards			
	2020-21	2021-22	Change	% Change	2020-21	2021-22	Change	% Change
Bachelor Degrees	845	748	-97	-11.5%	216	188	-28	-13.0%
Resident: Entered as a First Year ‡	219	199	-20	-9.1%	48	45	-3	-6.3%
Area of Study Premium	31	27	-4	-12.9%	4	4	0	0.0%
Underrepresented Minority	60	48	-12	-20.0%	12	7	-5	-41.7%
Pell Grant Recipient	108	97	-11	-10.2%	21	21	0	0.0%
Veteran Status	3	4	1	33.3%	-	1	1	0.0%
Rural High School Graduate	73	60	-13	-17.8%	19	13	-6	-31.6%
Resident: Entered as a Transfer ‡	287	273	-14	-4.9%	64	70	6	9.4%
Area of Study Premium	41	38	-3	-7.3%	5	5	0	0.0%
Underrepresented Minority	50	56	6	12.0%	9	8	-1	-11.1%
Pell Grant Recipient	181	194	13	7.2%	40	52	12	30.0%
Veteran Status	12	4	-8	-66.7%	1	-	-1	-100.0%
Non-Resident (no state funding)	339	276	-63	-18.6%	104	73	-31	-29.8%
Master Degrees	244	234	-10	-4.1%	69	66	-3	-4.3%
Resident	168	163	-5	-3.0%	41	33	-8	-19.5%
Area of Study Premium	14	13	-1	-7.1%	1	1	0	0.0%
Non-Resident (no state funding)	76	71	-5	-6.6%	28	33	5	17.9%
Graduate Certificates/Licensures	85	118	33	38.8%	30	52	22	73.3%
Resident	45	85	40	88.9%	14	37	23	164.3%
Area of Study Premium	-	23	23	0.0%	1	6	0	0.0%
Non-Resident (no state funding)	40	33	-7	-17.5%	16	15	-1	-6.3%
Totals	1,174	1,100	-74	-6.3%	315	306	-9	-2.9%

‡ Subtotals of sub-populations may amount to more than the total apps/awards since students can be affiliated within multiple categories.

Enrolled Student Headcounts
Spring 2021 Week Ending 6/6/21 vs. Spring 2022 Week Ending 6/5/22
10 Weeks After Start of Term

	Spring 2021	Spring 2022	Change	% Change
New Freshmen	18	15	-3	-16.7%
New Transfers	52	55	3	5.8%
New PostBacs/Graduates	58	50	-8	-13.8%
Subtotal - New Students	128	120	-8	-6.3%
Continuing Students	3,189	2,918	-271	-8.5%
Returning Students	213	202	-11	-5.2%
Non-Admitted Students	707	1,073	366	51.8%
Grand Total - Headcount	4,237	4,313	76	1.8%
Grand Total - FTE	2,984	2,873	-111	-3.7%
Resident	2,945	3,156	211	7.2%
Non-resident	1,292	1,157	-135	-10.4%
International	45	56	11	24.4%
American Indian/Alaskan Native	58	55	-3	-5.2%
Asian	106	107	1	0.9%
Black/African American	71	70	-1	-1.4%
Hispanic/Latino	540	471	-69	-12.8%
Pacific Islander	36	32	-4	-11.1%
North African, Middle eastern, Other	23	21	-2	-8.7%
Two or More Races	360	338	-22	-6.1%
Subtotal - Students of Color	1,194	1,094	-100	-8.4%
White	2,497	2,191	-306	-12.3%
Unknown	501	972	471	94.0%
Alaska	36	33	-3	-8.3%
California	850	729	-121	-14.2%
Hawaii	57	38	-19	-33.3%
Idaho	23	30	7	30.4%
Washington	142	119	-23	-16.2%
All Other States	136	150	14	10.3%

Spring 2021 End of Term	Change	% Change
18	-3	-16.7%
53	2	3.8%
58	-8	-13.8%
129	-9	-7.0%
3,188	-270	-8.5%
213	-11	-5.2%
707	366	51.8%
4,237	76	1.8%
2,980	-107	-3.6%
2,940	216	7.3%
1,297	-140	-10.8%
43	13	30.2%
58	-3	-5.2%
107	-	0.0%
71	-1	-1.4%
531	-60	-11.3%
34	-2	-5.9%
23	-2	-8.7%
359	-21	-5.8%
1,183	-89	-7.5%
2,480	-289	-11.7%
531	441	83.1%
36	-3	-8.3%
850	-121	-14.2%
57	-19	-33.3%
23	7	30.4%
144	-25	-17.4%
140	10	7.1%

Funnel Report: New Applicant Headcount by Student Type
Fall 2021 Week Ending 6/06/21 vs. Fall 2022 Week Ending 6/05/22
16 Weeks Before Start of Term

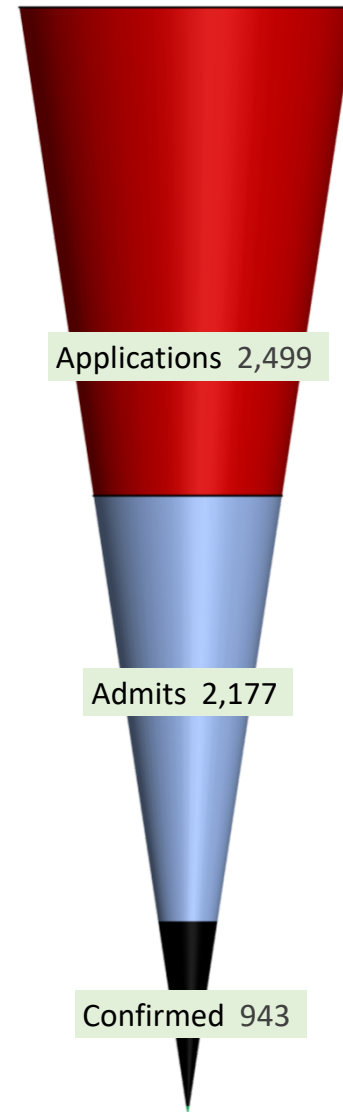
Applications				
Student Type	Fall 2021	Fall 2022	Change	% Change
Freshmen - Resident	854	1,059	205	24.0%
Freshmen - Nonresident	917	951	34	3.7%
Transfer - Resident	223	191	-32	-14.3%
Transfer - Nonresident	208	153	-55	-26.4%
Postbacs/Grads	297	214	-83	-27.9%
Total Apps	2,499	2,568	69	2.8%

Admits				
Student Type	Fall 2021	Fall 2022	Change	% Change
Freshmen - Resident	814	980	166	20.4%
Freshmen - Nonresident	844	866	22	2.6%
Transfer - Resident	196	170	-26	-13.3%
Transfer - Nonresident	175	123	-52	-29.7%
Postbacs/Grads	148	128	-20	-13.5%
Total	2,177	2,267	90	4.1%

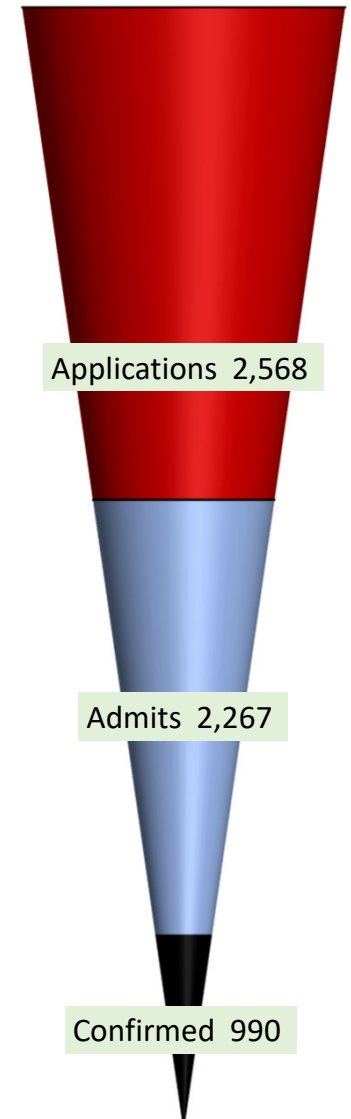
Confirmed				
Student Type	Fall 2021	Fall 2022	Change	% Change
Freshmen - Resident	330	381	51	15.5%
Freshmen - Nonresident	230	283	53	23.0%
Transfer - Resident	127	126	-1	-0.8%
Transfer - Nonresident	108	72	-36	-33.3%
Postbacs/Grads	148	128	-20	-13.5%
Total	943	990	47	5.0%

Enrolled				
Student Type	Fall 2021	Fall 2022	Change	% Change
Freshmen - Resident	4	4	-	0.0%
Freshmen - Nonresident	5	4	-1	-20.0%
Transfer - Resident	8	10	2	25.0%
Transfer - Nonresident	3	2	-1	-33.3%
Postbacs/Grads	32	22	-10	-31.3%
Total	52	42	-10	-19.2%

Fall 2021 Total Apps



Fall 2022 Total Apps



Curriculum Update

Certificate in Restorative Justice (Action)

New Program Proposal

NOTE: This form should be used for new minors, or new concentrations to existing degrees. For new majors/degrees, complete the HECC new program proposal form as well as this form.

New Program name: Restorative Justice Certificate

CIP Code: (Classification of Instructional Program): 43.0199

Impact statement:

1. What is the expected effect of this program on existing courses (both within your department/program or elsewhere in the SOU curriculum)?

CCJ expects no significant burden for the CCJ chair or faculty. COMM 448 will be a requirement for the Restorative Justice certificate; thus, those seeking the certificate will need to take the course.

2. Will any prerequisites or other course requirements affect other departments/programs? **Yes** If so, the relevant chairs or program directors should be notified to determine if those departments/programs have sufficient capacity to meet these requirements. Please document your research into this possible impact.

See attached document

3. Program Resource evaluation:

- a. Faculty: Cite faculty availability or needs and impact on other teaching obligations. If additional faculty teaching hours are needed, how will that need be met?

There will not be any increase in faculty obligations. Most of the foundational courses are already offered frequently. The “new and proposed” courses will be offered like any other CCJ electives.

- b. Facilities: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.

n/a

- c. Library: Are Hannon Library resources sufficient to meet the needs of this program? (Check with the library staff and **attach a copy of their report.**)

See attached document

- d. Other: Are any other resources needed to support this program? If so, please document them and explain how they will be obtained.

n/a

4. Catalog copy for the new program, including requirements and electives.

Restorative Justice is a set of practices that counters societies retributive response to crime. Restorative Justice views crime as not just a harm committed against the state, but against an individual and community. Crime is indicative of a broken relationship and therefore, Restorative Justice seeks to repair the harm caused by crime. It is about rebuilding relationships. A central practice of restorative justice is a collaborative decision-making process that includes harmed parties, people who have caused harm, and others who are seeking active accountability. The three fundamental pillars are:

- Repairing harm**
- Rebuilding trust**
- Restoring communities**

The certificate will be comprised of the following courses: (36 credit hours)

Foundational

CCJ 230: American Criminal Justice System

CCJ 231: Introduction to Criminology

CCJ 241: Police and Society

CCJ 251: Law and Society

CCJ 271: Foundations of Punishment

Specific

CCJ 360: Foundations of Restorative Justice (new course)

CCJ 361: Juvenile Delinquency

CCJ 362: Restorative Justice and Trauma Informed Practices

COMM 448: Mediation

5. Please provide written verification of contact with the Chair of any other departments or programs affected by the new program.

See attached document

4/29/16



Patrick Stubbins <stubbinsp@sou.edu>

Fwd: CCJ Restorative Justice Certificate Proposal

1 message

Brian Fedorek <fedorekb@sou.edu>
To: Patrick Stubbins <stubbinsp@sou.edu>

Tue, Jan 25, 2022 at 11:07 AM

----- Forwarded message -----

From: **Erica Knotts** <knottse@sou.edu>
Date: Tue, Jan 25, 2022 at 10:34 AM
Subject: Re: CCJ Restorative Justice Certificate Proposal
To: Brian Fedorek <fedorekb@sou.edu>
Cc: Andrew Gay <Andrew.Gay@sou.edu>

Hi Brian,

Thanks for checking in. Andrew is correct in that we are fully on board for having COMM 448 be part of the certificate. 448 is typically taught once in-person during the regular year and usually online during the summer so we should have plenty of seats available. Alison and I were already chatting about how great it will be to share students since we are also hoping to incorporate these new courses into one of our tracks in our upcoming conflict management certificate in the near future.

Thanks for checking,

Erica

On Tue, Jan 25, 2022 at 10:27 AM Brian Fedorek <fedorekb@sou.edu> wrote:

Thank you for your (astorishingly) quick reply!

On Tue, Jan 25, 2022 at 10:23 AM Andrew Gay <Andrew.Gay@sou.edu> wrote:

Brian, I believe we're good to go on this, but I'm cc'ing Erica Knotts who teaches the course just to get a final thumbs up from her. I don't anticipate issues with seats for certificate students, but of course, it is always hard to gauge how popular these certificates will be and how much demand they will pose. But I suspect we could add additional sections if the demand justified it.

Andrew Kenneth Gay (he/him)

Associate Professor of Digital Cinema
Chair of Communication, Media & Cinema
Chair of General Education Transformation

SOUTHERN OREGON UNIVERSITY | 1250 Siskiyou Blvd | Ashland OR 97520

Britt 140 | 541.552.6669 | Andrew.Gay@sou.edu | [Make an appointment](#)

<https://sou.edu/communication> | <https://sou.edu/digital-cinema>



On Tue, Jan 25, 2022 at 10:18 AM Brian Fedorek <fedorekb@sou.edu> wrote:

Hello Andrew,

CCJ has received "pre-approval" for our Restorative Justice certificate. I understand that you were in contact with Alison Burke about some of the details. We would like to include COMM 448: Mediation. Would COMM have enough seats to accommodate this request, and would there be any other possible issues?

I have attached the pre-proposal document AND the draft for the formal proposal. If you have any questions/comments /concerns, please let me know.

Best,
B

--

Brian Fedorek, Ph.D.

Professor & Department Chair
Criminology and Criminal Justice

Southern University | 1250 Siskiyou Boulevard | Ashland, OR 97520-5801
541.552.6508 | 541.552.6439 (fax) | Taylor Hall 224



To set up an advising appointment through Navigate, please visit https://sou.campus.eab.com/pal/j2dzm5O_07

--
Brian Fedorek, Ph.D.

Professor & Department Chair
Criminology and Criminal Justice

Southern Oregon University | [1250 Siskiyou Boulevard](#) | Ashland, OR 97520-5801
541.552.6508 | 541.552.6439 (fax) | Taylor Hall 224



To set up an advising appointment through Navigate, please visit https://sou.campus.eab.com/pal/j2dzm5O_07

--
Erica Knotts, M.A., MLIS
Southern Oregon University
Department of Communication
ACADEMY Co-Director
Student Ombudsperson student.ombuds@sou.edu Office of the DOS
[She/Her/Hers](#)
Erica.Knotts@sou.edu
541-552-8433
[Schedule A Meeting](#) (With SOU Account)
[Schedule A Meeting](#) (Without an SOU Account)

"You can never leave footprints that last if you are always walking on tiptoe"
~Leymah Gbowee~

--
Brian Fedorek, Ph.D.

Professor & Department Chair
Criminology and Criminal Justice

Southern Oregon University | [1250 Siskiyou Boulevard](#) | Ashland, OR 97520-5801
541.552.6508 | 541.552.6439 (fax) | Taylor Hall 224



To set up an advising appointment through Navigate, please visit https://sou.campus.eab.com/pal/j2dzm5O_07

MEMORANDUM

TO: Brian Fedorek, Criminology and Criminal Justice, Chair; Patrick Stubbins, Academic Affairs
FROM: Emily Miller-Francisco, Criminology and Criminal Justice/Collection Development Librarian
CC: Dale Vidmar, University Librarian
DATE: January 26, 2022
SUBJECT: Hannon Library Resources that Support the Proposed Certificate in Restorative Justice

The review process for new minor, certificate, major, and graduate programs proposed at Southern Oregon University examines adequacy of library resources needed to sustain a quality offering. This includes the two line items in the HECC Budget form (Library/Printed and Library/Electronic).

Overview

As students progress through the proposed certificate in Restorative Justice, Hannon Library's collections will enable students to find articles from core journals in this discipline, books, videos, and other sources of information useful for research. The materials budget is used to efficiently select resources that best support SOU's instructional programs.

As of June 2021, Hannon Library's physical collections include 341,806 volumes, 524 current journal subscriptions, and 7,693 DVDs, among other holdings. Hannon Library also provides access to over 375,000 e-books; 88 licensed databases, and 75,564 streaming videos. We have subscriptions to 8,228 e-journals via publisher packages (Taylor & Francis, Sage, Wiley, etc.) and provide access to content from an additional 27,024 journals in aggregator databases like ProQuest and Ebsco.

Books

Searching through our holdings on the subject term "restorative justice" yields 21 print and 92 e-books. Broadening the search by simply using "restorative justice" as a keyword returns 92 print and 225 e-books. Books with other subject headings such as "reconciliation," "reparations," or "victims of crimes" may also be useful. If this program is approved, we can focus on growing our collection in this area.

Students and faculty also have the opportunity to request print books at no cost from our consortium which includes 37 academic libraries in Oregon, Washington, and Idaho. Summit, the union catalog of the Orbis Cascade Alliance, contains over 10 million titles representing 30 million items. Materials are picked up and delivered daily via a courier system, usually within five business days. Although this access is not as convenient as books housed in our building, students and faculty are still able to get books within a few days for almost any research topic. For example, searching for the subject heading "restorative justice" in Summit yields an additional 341 books. In the rare instance that a title is not available in either our library or from an Orbis Cascade member library, it can be requested via interlibrary loan.

Journals

The Hannon Library subscribes to several online journals that support restorative justice topics. Examples include *Contemporary Justice Review: CJR* (which incorporated *Restorative Justice* in 2018), *Youth Justice*, *Theoretical Criminology*, *Critical Criminology*, *Criminology & Criminal Justice*, and *Conflict Resolution Quarterly*. These are available either through one of our e-journal packages such as Taylor & Francis, Sage, Wiley, or Springer, or through one of our aggregator databases such as ProQuest or Ebsco. Students can search across almost all of our full-text content by searching in the Hannon Library catalog.

Citations for journal articles outside our subscriptions can be found in one of our databases such as *Criminal Justice Abstracts with Full Text*, *ProQuest Central*, or *SocINDEX*. Depending on the topic, an alternative subject database may be appropriate, such as *PsycInfo* for psychology, *ERIC* for education, or *Nexis Uni* for law reviews. Articles beyond our holdings can be requested through interlibrary loan and usually will arrive electronically within just a few days.

Films

In addition to Hannon's Library's extensive collection of DVD film recordings, the library subscribes to *Academic Video Online* which contains over 65,000 streaming videos. Of these, a number of films focus on relevant topics and can be accessed from the library catalog or at the *Academic Video Online* website.

Conclusion

Because the proposed certificate in Restorative Justice will be largely based on existing SOU courses, we are confident that the Hannon Library's resources are adequate to support the program in terms of books and journals. The library's increasing access to electronic books and journals will enable students to do their research from home or campus. If our holdings aren't adequate for a particular topic and they are able to plan ahead, students will be able to order almost any book from our consortium. Articles beyond our holdings can be requested through interlibrary loan.

Please use these amounts on the HECC budget form:

Library – Print	\$0
Library – Electronic	\$0

Certificate in Sport and Recreation Management (Action)

New Program Proposal

NOTE: This form should be used for new minors, or new concentrations to existing degrees. For new majors/degrees, complete the HECC new program proposal form as well as this form.

New Program name: Sport and Recreation Management Certificate

CIP Code: (Classification of Instructional Program):

Impact statement:

1. What is the expected effect of this program on existing courses (both within your department/program or elsewhere in the SOU curriculum)?
Provide a brief description of the program

The Certificate in Sport and Recreation Management will package existing classes that are in the catalog and 1 additional course - Coaching and Officiating Youth Sports. The program is composed of 43 credits. 35 credits will come from the Health and Exercise Department and 8 credits from the Business Department: BA 313 Accounting for managers and BA 410 Event Management. In addition, the SOU Athletics Department, Medford Parks and Recreation and the SOU Student Recreation will provide opportunities for practicum assignments in game management and recreational oversight.

2. Will any prerequisites or other course requirements affect other departments/programs? **No** If so, the relevant chairs or program directors should be notified to determine if those departments/programs have sufficient capacity to meet these requirements. Please document your research into this possible impact. **Emails**
3. Program Resource evaluation:
 - a. Faculty: Cite faculty availability or needs and impact on other teaching obligations. If additional faculty teaching hours are needed, how will that need be met? **The one additional course will be taught by Joel Perkins and the coaching classes will be taught by current coaches at SOU.**
 - b. Facilities: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.
No additional facilities are needed. These courses are taught in collaboration with Athletics and their field facilities as well as the SRC and their court facilities. We also already own all of the play, game and sport equipment for the courses and have storage in LMP.
 - c. Library: Are Hannon Library resources sufficient to meet the needs of this program? (Check with the library staff and **attach a copy of their report.**)

Document is attached.

- d. Other: Are any other resources needed to support this program? If so, please document them and explain how they will be obtained.

No

4. Catalog copy for the new program, including requirements and electives.

Certificate in Sport and Recreation Management

This Certificate is intended for those students who have interest in sport and or recreation and plan to pursue a career in Sport and Recreation Management.

Students must meet all applicable requirements listed in the Certificate section of this catalog.

Students must achieve a 2.5 GPA in credits of Health and/or Physical

Education coursework listed below to earn a Certificate in Sport and Recreation Management.

All courses must be taken for a letter grade unless instructor permission is obtained.

Required Courses (43 Credits)

Complete the following courses:

Management and Foundations classes: 20 credits

PE 270 Foundations of Physical Education, 3 credits

PE 409 Field Experience, 3 credits

PE 365 Sport and Exercise Psychology, 3 credits

BA 313 Accounting for managers, 4 credits

BA 410 Event Management, 4 credits

PE 398 Coaching and Officiating Youth Sports, 3 credits

Sport and Coaching: 9 Credits

PEA 366 Coaching and Officiating Basketball 3 credits

PEA 370 Coaching and Officiating Volleyball, 3 credits

PEA 365 Coaching and Officiating Football, 3 credits

Wellness and Exercise Science: 6 credits

HE 325 Nutrition, 3 credits;

HE 252 First Aid & Safety, 3 credits.

Recreation and Lifetime Activities: 8 Credits

PE 194A Outdoor Rec and Rhythm, 2 credits

PE 194B ProAct Racquet Sports, 2 credits

PE 294A Team Sports and Gym Games, 2 credits

PE 394A Lifetime Leisure and Recreation, 2 credits

5. Please provide written verification of contact with the Chair of any other departments or programs affected by the new program.

See attached emails

4/29/16

Sport and Recreation Management Cert

Joel Perkins <perkinsj@sou.edu>
To: Patrick Stubbins <stubbinsp@sou.edu>

Mon, Apr 11, 2022 at 8:49 AM

Hi Patrick,
I'm not sure if this was ever sent your way but here's a message from Matt Sayre.

*Joel Perkins
Senior Instructor II
Health & Exercise Science Chair
Southern Oregon University
Office - 541-552-6866
Cell - 541-217-9057*

----- Forwarded message -----

From: **Matt Sayre** <sayrem@sou.edu>
Date: Wed, Mar 16, 2022 at 3:02 PM
Subject: Re: Sport and Recreation Management Cert
To: John King <kingjo@sou.edu>
Cc: Joel Perkins <perkinsj@sou.edu>

Thanks, John.

Yes we approve the use of PEA 365, 366 and 370 for inclusion in the coaching certificate program and will be offering these courses in the 22-23 academic year.

Thanks

Matt

On Wed, Mar 16, 2022 at 12:05 PM John King <kingjo@sou.edu> wrote:

Matt,

To get this across the finish line with the Curriculum Committee, could you please just write a quick email to Joel saying you approve including the three PEA courses (365, 366 and 370) in the certificate program and do plan on offering them again starting next year.
Thanks,

John

John T. King, Ph.D.
Director, Division of Education, Health and Leadership
Southern Oregon University
541-552-6261



On Mon, Mar 7, 2022 at 9:23 AM Joel Perkins <perkinsj@sou.edu> wrote:
[Quoted text hidden]

--
Matt Sayre
Southern Oregon University
Athletic Director
541-552-6273
www.souraiders.com

MEMORANDUM

TO: Joel Perkins, Chair, Health & Exercise Science
Melissa Anderson, Campus Engagement & Research Services Librarian

FROM: Holly Gabriel, Open Access & Government Information Librarian
Emily Miller-Francisco, Collection Development Librarian

DATE: October 21, 2021

SUBJECT: Resources to support proposed Sport & Recreation Management Certificate and Minor in Coaching & Officiating

The HECC review and approval processes for new programs and certificates examines adequacy of resources needed to sustain a quality offering. Statement of adequacy of library resources is requested in the New Program Proposal form (3.c) and as two line items in the required Budget Outline Form (Library/Printed and Library/Electronic).

DATABASES

Hannon Library provides online access to many databases to support the proposed programs including: *ProQuest Central*, *ProQuest Public Health*, *PsycInfo*, *Gale OneFile: Health and Medicine*, *Educational Resources Information Center (ERIC)* and *Education FullText*. Hannon Library also subscribes to several relevant business databases, including *ABI/Inform*, *Business Insights: Global*, *BizMiner*, *Gale Business: Entrepreneurship*, *IBISWorld*, *Nexis Uni*, *Statista*, and *Wall Street Journal* to support these programs.

JOURNALS

Hannon Library has several journals in our library related to sports and recreation including *Journal of Applied Sport Psychology*, *Research Quarterly for Exercise and Sport*, and *Journal of Sport & Exercise Psychology*. We also have recent copies of popular magazines related to recreation including *Climbing*, *Outside*, *Ski*, and *Runner's World*. Hannon Library has the *Journal of Accountancy*, as well as popular magazines such as *Bloomberg Businessweek* and *Harvard Business Review* as general resources on the topic of business management. Students and faculty also have the ability to request more journal articles through our interlibrary loan (ILL) system.

BOOKS

Hannon Library print and electronic books are available to students and faculty. These patrons also have the opportunity to request materials from our consortium, the Orbis Cascade Alliance, which includes 37 academic libraries in Oregon, Washington and Idaho. Summit is the library catalog of the 37-member Orbis Cascade Alliance. Students and faculty may request materials using Summit at no cost, with a delivery turnaround time of generally 3-5 business days. Hannon Library's collections include 87 print books and 98 ebooks relating to coaching or officiating sports. Hannon Library's collections also includes over 600 print books and over 700 ebooks relating to sports management or recreation management. Hannon Library allocation for health and physical education books is \$750 for the 2021-2022 AY. Allocation for business books is \$1500 for 2021-2022 AY.

ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED PROGRAMS

Hannon Library's holdings of books and journals relating to Sport and Recreation Management, as well as Coaching and Officiating are adequate to support a certificate and a minor. Please use these amounts in the HECC Budget Outline Form:

Library/Printed	\$0
Library/Electronic	\$0

Thank you for the opportunity to review and respond to the proposal.

Minor in Marketing

New Program Proposal

NOTE: This form should be used for new certificates, new minors, or new concentrations to existing degrees. For new majors/degrees, complete the HECC new program proposal form as well as this form.

New Program name: Minor in Marketing

CIP Code: (Classification of Instructional Program): 52.1401

Impact statement:

1. What is the expected effect of this program on existing courses (both within your department/program or elsewhere in the SOU curriculum)?
This will be the second minor in the School of Business after Business Administration. The program will likely serve to increase enrollment in several of the existing business courses.
2. Will any prerequisites or other course requirements affect other departments/programs? **No** If so, the relevant chairs or program directors should be notified to determine if those departments/programs have sufficient capacity to meet these requirements. Please document your research into this possible impact.
3. Program Resource evaluation:
 - a. Faculty: Cite faculty availability or needs and impact on other teaching obligations. If additional faculty teaching hours are needed, how will that need be met?
All courses in the proposed minor are offered at least once per year. All courses still have capacity and we do not expect any issues.
 - b. Facilities: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.
Considering that all courses in the minor are existing courses, the minor will not substantially impact general facilities at SOU.
 - c. Library: Are Hannon Library resources sufficient to meet the needs of this program? (Check with the library staff and ***attach a copy of their report.***)
The courses in the minor will not generate much, if any, additional resources need.

Hannon Library's collections contain over 900 print and e-books on marketing alone, including 40 specifically on the subjects of marketing and marketing communication since 2010.

- d. Other: Are any other resources needed to support this program? If so, please document them and explain how they will be obtained.

No

4. Catalog copy for the new program, including requirements and electives.
The minor in Marketing is intended to provide liberal arts students a further specialization in marketing. This program will provide students from a diverse range of majors a marketable skill set that will complement their major programs. In particular, students from Communication and Psychology who find themselves working in the creative side of both for profit and not for profit organizations need preparation in terms of reaching stakeholders to further the goals of their respective organizations.

The curriculum is in line with other minors at SOU with a total of 28 credits

Required Courses (24 credits)

- BA 211 - Financial Accounting 4 credits
- BA 213 - Managerial Accounting 4 credits
- BA 330 - Principles of Marketing 4 credits
- BA 441- Marketing Channels Mgt and Pricing Strategy 4 credits
- BA 432- Promotion Policy 4 credits
- BA 444- Product Policy 4 credits

Approved Marketing Elective (4 credits)

Choose one from the following

- BA 384 – Adv. Business Applications Database (4)
- BA 431 – Consumer Motivation & Behavior (4)
- BA 434 – Sales Management (4)
- BA 435 – Direct Marketing (4)
- BA 436 – Internet Marketing & E-Commerce (4)
- BA 445 – Business Marketing (4)
- BA 446 – Retail Management (4)
- BA 447 – International Marketing (4)
- BA 450 – Using GIS in Business (4)
- BA 476 – Business Ethics (4)

To be awarded the Minor in Marketing, students must complete the course requirements listed above and the SOU requirements for a BA or BS degree or the transfer equivalent. A majority of the credits must be taken at SOU. All courses taken

for the minor must be completed for a letter grade. Students must maintain a minimum GPA of 2.5 or higher in all Business Courses. This minor program is open to undergraduate students only.

5. Please provide written verification of contact with the Chair of any other departments or programs affected by the new program.

No courses outside of Business impacted.

4/29/16

MEMORANDUM

TO: Jeremy Carlton, Business Program

FROM: Melissa Anderson, Subject Librarian for Business & Emily Miller-Francisco, Collection Development Librarian

DATE: April 25, 2022

SUBJECT: Resources to support proposed Minor in Marketing

The HECC review and approval processes for new programs and certificates examines adequacy of resources needed to sustain a quality offering. Statement of adequacy of library resources is requested in the New Program Proposal form (3.c) and as two line items in the required Budget Outline Form (Library/Printed and Library/Electronic).

DATABASES

Hannon Library provides access to several databases that could be used by students researching topics in Marketing. Included in the library's collection of relevant databases are *ABI/Inform*, *Business Insights: Global*, *IBISWorld*, *LexisNexis Academic*, *Mintel*, and *Statista*. *ProQuest Central* is a very large, multi-disciplinary, academic full-text database that will likely also prove useful. We do not have access to marketing-specific databases such as *AdForum Creative network*, *Euromonitor*, or *eMarketer*. We are currently trying out a subscription to Business Source Elite which provides access to *Harvard Business Review* digital content which may also be useful to students researching marketing topics.

JOURNALS

Through various library subscription packages, SOU students have electronic access to articles in a number of marketing and marketing-related journals, including *Journal of Marketing*, *Journal of Interactive Marketing*, *Marketing News*, *Journal of Marketing Research*, *Journal of Marketing Theory and Practice*, *Journal of Marketing Management*, *Journal of International Marketing*, and more. Our print journal subscriptions have decreased greatly in the past several years, and we do not currently subscribe to any print journals in this area. We do, however, have subscriptions to a number of print magazines on business and marketing related topics such as *AdAge*, *Bloomberg Businessweek*, *Forbes*, *Fortune*, *Inc.*, *Harvard Business Review*, and *Oregon Business*. Through electronic access to articles through database subscriptions and use of our interlibrary loan service, the library has been able to meet student needs for academic journal articles and should be able to continue to do so.

BOOKS

Currently Hannon Library's collections include over 3000 books and ebooks books relating broadly to marketing published in the past ten years. The library's budget for print books supporting the business program (\$1100 this year) has proved adequate in recent years, although if demand continues to shift to more expensive ebooks, the library may need additional funding to further develop this area of the collection. SOU students also have access to print books from other libraries in our consortium, which raises the number of recent books and ebooks on marketing topics available to students to over 8500.

ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED MARKETING MINOR

Hannon Library holdings are currently adequate to support the proposed Marketing Minor, since it will utilize holdings currently maintained to support the Business program generally. The library is not requesting additional funding for print or electronic materials to support this proposed minor. Therefore, these are the amounts to use in the HECC Budget Outline Form:

Library/Printed	\$0
Library/Electronic	\$0

Thank you for the opportunity to review and respond to the proposal.

Bachelor of Arts/Bachelor of Science in Music Industry and Production Studies - Update

General Education Task Force



PROGRESS UPDATE

TRANSFORMING GENERAL
EDUCATION

Report to the SOU Board of Trustees
JUNE 2022

Goals of GenEd Transformation

1. Apply Strategic Directions 1 & 4 (and HB 2864 Cultural Competency) to SOU GenEd.
2. Reduce GenEd credit requirements.
3. Make GenEd learning goals & requirements more transparent & purposeful for students.
4. Make GenEd model more attractive to prospective students.
5. Accomplish all of the above while ensuring maximum transferability of credits.



**How will these changes
impact the student
experience?**

From Disciplinary Strands to Skill-Based Capacities

Current University Studies Model	New Core Capacity Model
<p>64 credits based on 10 disciplinary “strands”</p> <ul style="list-style-type: none">A. <i>Communication</i>B. <i>Thinking</i>C. <i>Information Literacy</i>D. <i>Quantitative Reasoning</i>E. <i>Humanities</i>F. <i>Social Sciences</i>G. <i>Sciences</i>H. <i>Science, Technology, and Society</i>I. <i>Citizenship & Social Responsibility</i>J. <i>Diversity & Global Awareness</i>	<p>39-44 credits in 6 skill-based “capacities”</p> <ul style="list-style-type: none">• <i>Purposeful Learning</i>• <i>Communication & Expression</i>• <i>Numerical Literacy</i>• <i>Inquiry & Analysis</i>• <i>Creativity & Innovation</i>• <i>Equity, Diversity, and Inclusion</i>

Final Core Capacity Model

No more than 4 credits may be taken in any one disciplinary course prefix.

TOTAL CREDITS: 39-44

PURPOSEFUL LEARNING: FIRST YEAR EXPERIENCE	USEM 101 4 credits required	USEM 102 4 credits required	USEM 103 4 credits required	12
COMMUNICATION & EXPRESSION	One 3-4 credit Lower-Division Course required			3-4
CREATIVITY & INNOVATION	One 3-4 credit Lower-Division Course required			3-4
INQUIRY & ANALYSIS	One 3-4 credit Lower-Division Course required			3-4
NUMERICAL LITERACY	One 3-4 credit Lower-Division Course required			3-4
EQUITY, DIVERSITY, AND INCLUSION	One 3-4 credit Lower-Division Course required 4 Upper-Division Credits required			7-8
UPPER DIVISION CAPACITY EXPLORATION				
COMMUNICATION & EXPRESSION	8 Upper-Division Credits required No more than 4 in any one capacity			8
CREATIVITY & INNOVATION				
INQUIRY & ANALYSIS				
NUMERICAL LITERACY				

From Disciplinary Strands to Skill-Based Capacities

Example University Studies Outcome:	Example Core Capacity Outcome:
<p>Humanities (E Strand)</p> <p><i>Students will recognize human accomplishments in the arts and humanities and understand their role in clarifying individual and social values.</i></p> <p>Outcome is discipline-focused.</p>	<p>Creativity & Innovation</p> <p><i>A student's capacity for Creativity & Innovation prepares them to understand and engage in the creative process and to discover and implement original and useful approaches to projects and/or complex problems within any context or discipline. This capacity fosters the self-confidence and imagination necessary to innovate boldly and to bring a product or solution to fruition. Creativity that leads to innovation is an ongoing and iterative process, whereby students learn to improve their work through experimentation, ongoing practice, and by considering and incorporating feedback.</i></p> <p>Outcome is student focused.</p>

**How will these changes
enhance equity &
access?**

Equity & Access benefits of GE transformation

- Reduced costs for students entering with excessive credits.
- Requirements are more meaningful and transparent.
- Increased opportunity for students who wish to pursue the skills and credentials that interest them most (Certificates, Badges, etc.).
- Enhanced curricular focus on Equity, Diversity, and Inclusion with 8 credits required in this capacity.

**What has been
accomplished in 21-22
academic year?**

Highlights from 21-22 GE Transformation Activities

- More than 70 faculty participated in six professional development workshops hosted by CATL.
- 92 courses proposed and approved for new GE model.
- Another 25 courses currently in development.

CAPACITY	CE	CI	EDI	IA	NL	ALL
LD	11	6	9	13	6	45
UD	11	8	12	11	5	47
SUM	22	14	21	24	11	92

**What are the next steps
toward Fall 2023 launch?**

Next Steps

- Summer Work:
 - Shoring up transfer model.
 - Team participating in AAC&U Institute on ePortfolios, developing an ePortfolio pilot project for Fall 2022
- AY 22-23 Work:
 - USEM transition to Purposeful Learning Seminar
 - Reconfiguration of University Studies Committee
 - Development of Student-Facing Resources (web page, advising materials, etc.)
 - Continued development of new courses

Questions?

Student, Faculty, and Staff Affinity Groups

Affinity Groups Program

June 16, 2022
Academic & Student Affairs Committee
SOU Board of Trustees

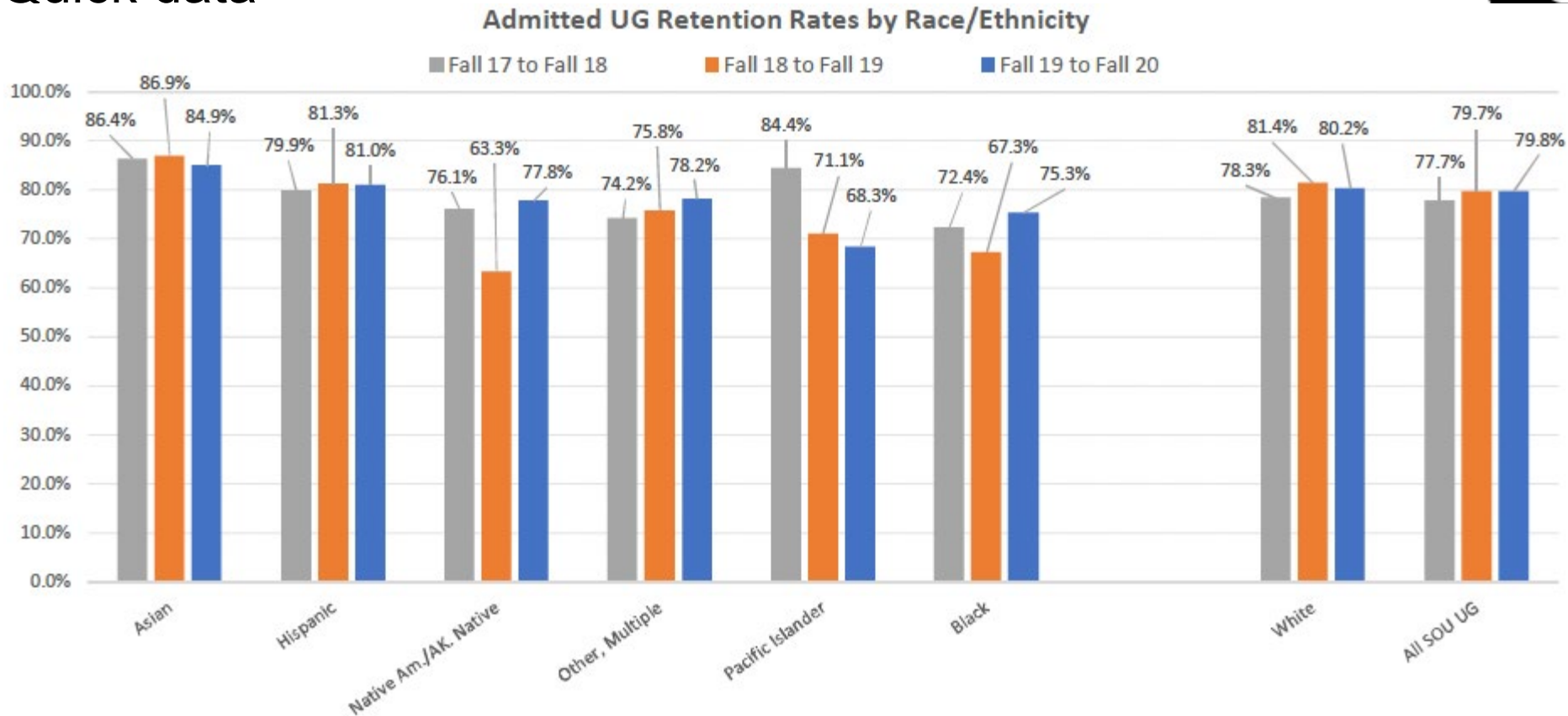
Dr. Neil Woolf
Vice President of Enrollment Management and Student Affairs

Dr. Carrie Vath
Dean of Students

Dr. Matt Stillman
University Registrar
Assistant Vice President for Enrollment Management

Introduction (Neil):

- Summary and intent
- Quick data





American Samoan Affinity Group:

Soteria Galo, Admissions (Chair)

Dr. Neil Woolf, Vice President of Enrollment Management and Student Affairs

Dr. Cherstin Lyon, Director of Honors College

Zac Olson, Director of Admissions

Jason Piazza, Financial Aid

Dr. Lee Ayers, Division Director of Undergraduate Studies

Major Mark Timmons, ROTC

Focus

- Group monitors students progress and intervenes when support (academic, financial, emotional) is needed.

Latinx Affinity Group:

Dr. Trish Styer, Faculty (Chair)
Jackie Apodaca, Faculty
Robert Arellano, Faculty
Dr. Anne Connor, Faculty
Samantha Eaton, Trio/SSS advisor
Dr. Alma Rosa Alvarez, Faculty

Focus:

- Advocating for Administration to reach out and foster a better relationship with LSU
- Support the development of training related to micro-aggressions
- Support the development of a mentorship program
- Develop programming for 2nd year students that will help them with scholarship applications, “how to’s” on soliciting letters of recommendation, and academic life skills



Black/African American Affinity Group:

Marvin Woodward, Equity Coord. for Racial Justice (Chair)

Staci Buchwald, Dir. of University Housing

Edward Derr, Student Success Coord.

Matt Sayre, Dir. of Athletics

Luana Stevens, Trio/SSS office specialist

Focus

“The Push”- want to work with Sophomores through Seniors who have a GPA below 2.70 and are trending downward.

Goal is to provide a mentor program/support system to help these students graduate



Native American/Indigenous Affinity Group:

Dennis Slattery, Faculty (Chair)

Dr. Terry Longshore, Faculty

Danielle Mancuso, Dir. of Student Activities & Stevenson Union

Focus

Group members have joined the Native American Advisory council and will support the initiatives (Log house, gardens, etc.) of this pre-existing group





Asian/Pacific Islander Affinity Group:

Cristina Sanz, Dir. of Development Foundation (Chair)
Karen Bolda, Student Success Coordinator
Julie Lau, New Student Programs Coordinator
Dr. Danielle Hammer, Adjunct Faculty
Patricia Syquia, Contract and Risk Administrator

Focus

- Become the “Aunties”- attend events, create opportunities for social connection
- Plan to connect with API Bridge Students in Fall 2022

Themes So Far & Potential Next Steps:

- Mentorship
- Strategize Institutional Support for Affinity Group Initiatives
- Inventory of all current institutional retention efforts (Summer 2022 project for Carrie and Matt)
- Identify and determine how to integrate affinity group efforts with other key campus stakeholder groups (EDI, Trio, SJEC, DR, etc.)

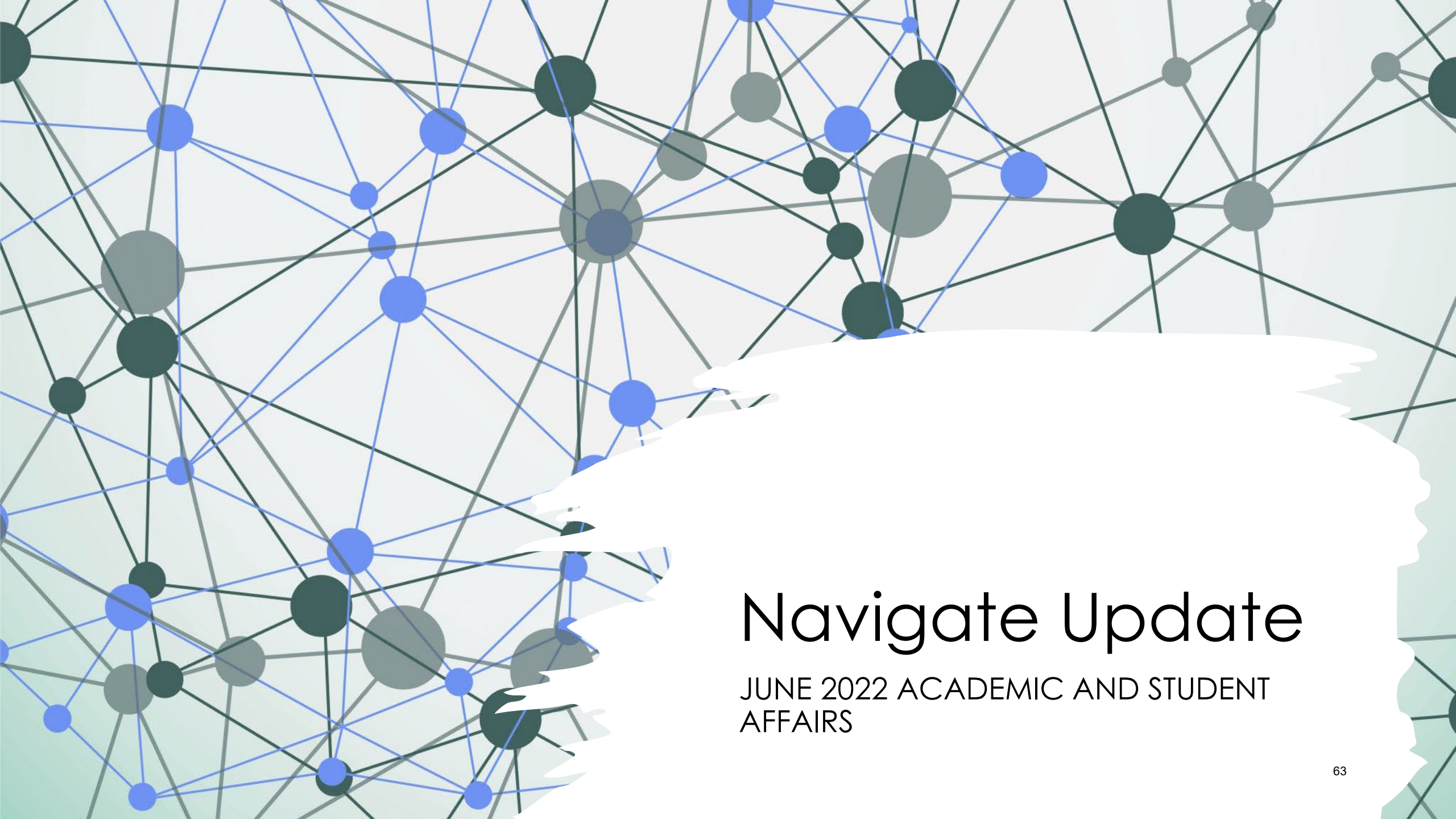
How the Board can help us?

Keep us accountable (regular updates on progress)



Questions/Discussion

EAB's Navigate: Update on Retention



Navigate Update

JUNE 2022 ACADEMIC AND STUDENT
AFFAIRS

Navigate is...



A student success management system that unites students, administrators, advisors, faculty, and other staff in a collaborative network to improve student support.



Provides a student interface (phone app) where communication and student success collaboration can occur



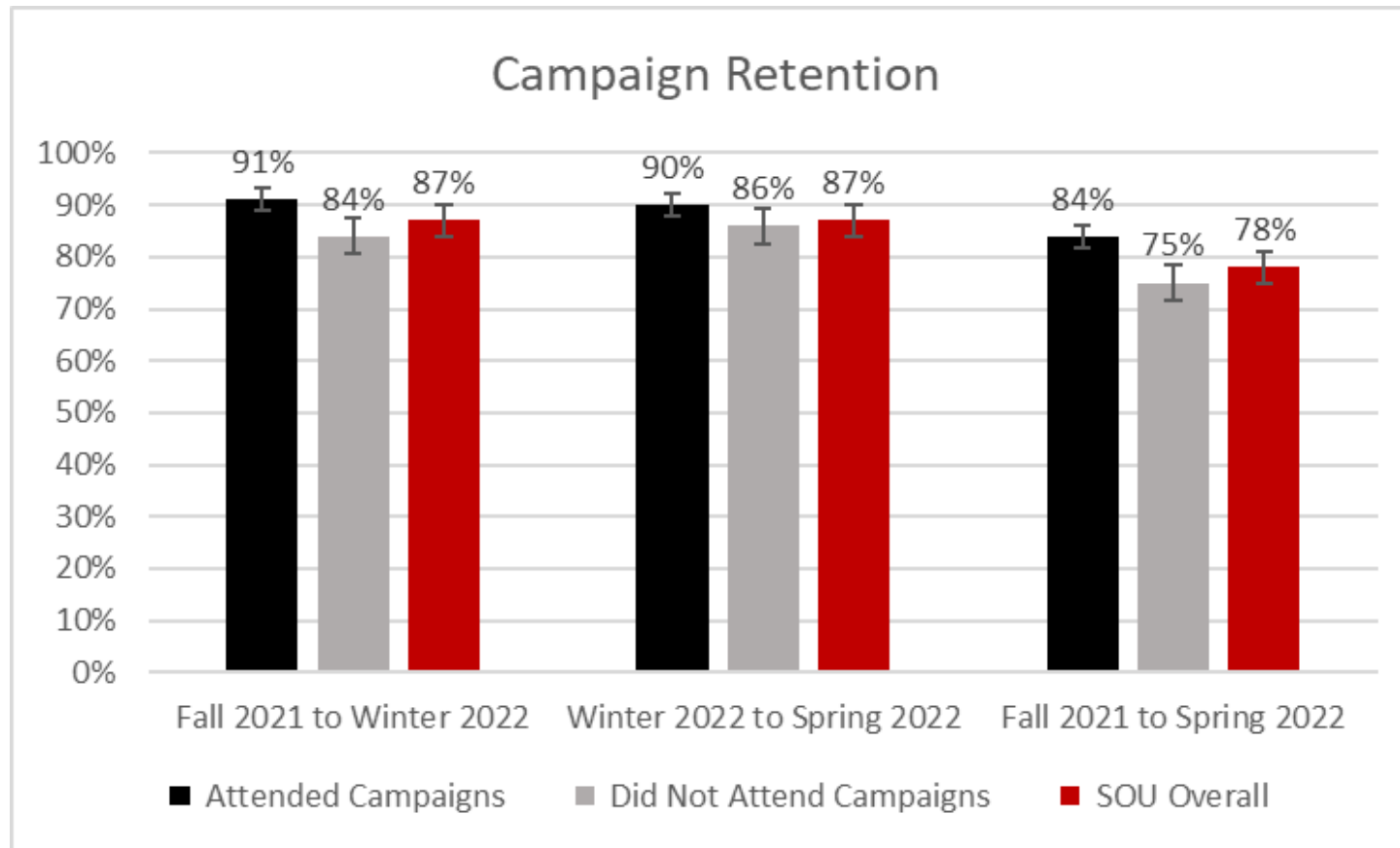
Navigate's workflow solutions help academic advisors, faculty, and other staff scale interventions, streamline day-to-day work and create a truly coordinated network for student success

Current Usage

Students:
78%

Faculty:
82%

Navigate Campaigns Improve Retention



Data Sharing Agreements

What are they?

Agreement to share directory level information (name, email, address, phone number, expected year of HS graduation, etc.) from an Oregon School District with SOU

FERPA compliant

Intergovernmental Agreement signed by SOU's President and the respective superintendent

With established relationship, new opportunity to grow in new ways

Benefits for the School District

For School District

- Guaranteed pathway to admissions with HS graduation
- Expand recruitment to students not traditionally included
- Improve Oregon and the school district's college participation rate
- Improved collaboration and relationship



Benefits for SOU

Increased prospective student pool

Reduce costs of name purchases from third parties

Expanded SOU brand awareness and recognition

Include adult messaging to parents

Messaging ability to 9-12 grades

Signed Agreements

Medford School District

Ashland School District

Grants Pass School District

Redmond Proficiency Academy*

*Copy of agreement provided in your Board packet

In
Discussion/Invitation
Extended

Active Discussions

- Portland Public Schools
- Central Point School District
- Roseburg Public Schools

Invitation Extended

- Phoenix-Talent
- Eagle Point

Many more to come this summer

Intergovernmental Agreement Between
Redmond Proficiency Academy and
Southern Oregon University
For Sharing of Student Directory Information

This Agreement is entered into effective as of the date last set forth below by and between Redmond Proficiency Academy, hereafter referred to as "School" and Southern Oregon University, hereafter referred to as "SOU."

RECITALS:

WHEREAS, School and SOU have authority to enter into this Agreement pursuant to the provisions of ORS Chapter 190; and

WHEREAS, School and SOU have an interest in facilitating the communication of certain student educational information between the parties consistent with the requirements as specified in the Family Educational Rights and Privacy Act (FERPA) (34 CFR S Part 99); and

WHEREAS, School and SOU are each committed to improving the options for K-12 students to succeed in college and be career-ready, as well as to better inform parents of K-12 students on the same topic; and

WHEREAS, School and SOU seek to improve the college participation rate of Oregon high school graduates, and

WHEREAS, School and SOU recognize the importance of seamless transitions from secondary to postsecondary institutions and the sharing of relevant student information, in compliance with FERPA, will facilitate shared strategies and communication platforms to inform students and their families of the benefits of a college education and help students and families understand and take advantage of the guaranteed pathway to career-ready and college education.

THEREFORE, School and SOU mutually agree to the following:

AGREEMENT:

1. Incorporation of Recitals. The Recitals set forth above are hereby incorporated as if fully set forth herein.
2. Guaranteed Admissions Pathway: SOU grants automatic admissions for the academic year immediately following high school graduation for those students who meet the graduation, credit, and grade point average requirements in Attachment A.
3. Sharing of Information. The parties agree to share certain personally identifiable educational information related to students, namely "directory information" as that term is defined in FERPA, only as may be necessary to accomplish the purposes set forth in this Agreement and only as may be permitted by FERPA. Each party agrees to maintain

the same protections for personally identifiable educational information obtained from the other party as the party would use to protect its own confidential information in accordance with FERPA.

4. Information That May Be Shared. The following directory information may be shared between the parties' representatives pursuant to this Agreement and to the extent permitted by FERPA; provided, however, that in the event that a parent or student that is 18 years of age or older has specifically notified the School that the student's information not be disclosed, that student's information shall not be disclosed to SOU. Students and/or parents may opt out from SOU communications at any time. The parties may amend the items shared if mutually agreed upon.
5. Student Information
 - Last, first, and middle names (including legal and preferred)
 - School attending
 - Mailing address
 - School email address
 - Home phone
 - Cell Phone
 - Grade Level or Expected Year of Graduation
6. Information Ownership. Information shared between the entities pursuant to this agreement shall remain the property of the originating institution. The entities agree that any information owned by the other party may not be shared without the express agreement in writing from the owner.
7. Termination. This agreement may be terminated by either party for convenience with a minimum of 30 days written notice delivered by e-mail, US mail, or in person. This agreement may also be terminated immediately after receipt of a written notice of a party's breach of this agreement and a failure to correct within a 10-day period or longer as authorized in writing if either party fails to perform services consistent with this agreement, the prescribed requirements of FERPA 34 CFR S Part 99, and/or applicable state or federal law.
8. Notices. All notices required under this Agreement must be in writing and delivered to the parties at the address set forth below:

To School: Redmond Proficiency Academy
 639 SW Forest Ave, Suite F
 Redmond, OR 9775

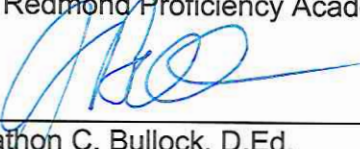
To SOU: Southern Oregon University
 Attention: Neil Woolf
 1250 Siskiyou Blvd
 Ashland, OR 97520
9. Right To Audit and Examine. Each party shall have the right to audit and/or examine data that is shared to ensure appropriate use and security as dictated by this agreement, including but not limited to the security validation mechanisms as appropriate for all security compliance requirements. Each party further agrees to comply with all

applicable federal and state confidentiality requirements and shall abide by all requirements as specified in FERPA. Each party shall ensure that all staff associated with this agreement shall be appropriately apprised of all responsibilities to be compliant. Upon request of either party, the other may be required to produce proof of compliance.

10. Governing Law. This agreement shall be governed by applicable federal law, including but not limited to FERPA, and the laws of the State of Oregon.
11. Force Majeure. Neither School nor SOU shall be held responsible for delay or default caused by fire, riot, war, inclement weather, and other acts of God, which are beyond the reasonable control of either party.
12. Indemnification. Subject to the conditions and limitations of Article XI, Section 7 of the Oregon Constitution and other laws regulating liabilities or monetary obligations of public bodies, including the Oregon Tort Claims Act, ORS 30.260 through ORS 30.300, each party (the Indemnifying Party) shall be responsible for and shall indemnify, defend and hold the other (the Indemnified Party) free and harmless from any and all costs, claims, losses, expenses (including but not limited to attorneys' fees), actions or causes of action, and liability of any nature suffered by the Indemnified Party directly or from a third-party claim arising out of or relating to the actions of the Indemnifying Party under this agreement.
13. Entire Agreement; Modifications. This agreement constitutes the entire agreement between the parties with respect to the subject matter hereof and there are no understandings, agreements, or representations, whether written or oral, not specified herein regarding this agreement. No waiver, consent, modification, or change of terms of this agreement shall bind either party unless in writing and signed by all parties. Such waiver, consent, modification, or change shall be effective only in the specific instance and for the specific purpose given.

WHEREFORE, the parties have caused this agreement to be executed and agree to be bound by the terms of this agreement by signature below.

For: Redmond Proficiency Academy




Jonathon C. Bullock, D.Ed.
Executive Director

6/2/22

Date:

For: Southern Oregon University



Richard J. Bailey, Jr. Ph.D.
President

6/2/2022

Date

Attachment A

Graduation, Credit, and Grade Point Average Requirements

To Receive Guaranteed Admission

Per Item 2: Guaranteed Admission Pathway of the Intergovernmental Agreement Between Redmond Proficiency Academy and Southern Oregon University For Sharing of Student Directory Information, SOU grants automatic admissions for the academic year immediately following high school graduation for those students who meet all of the following requirements:

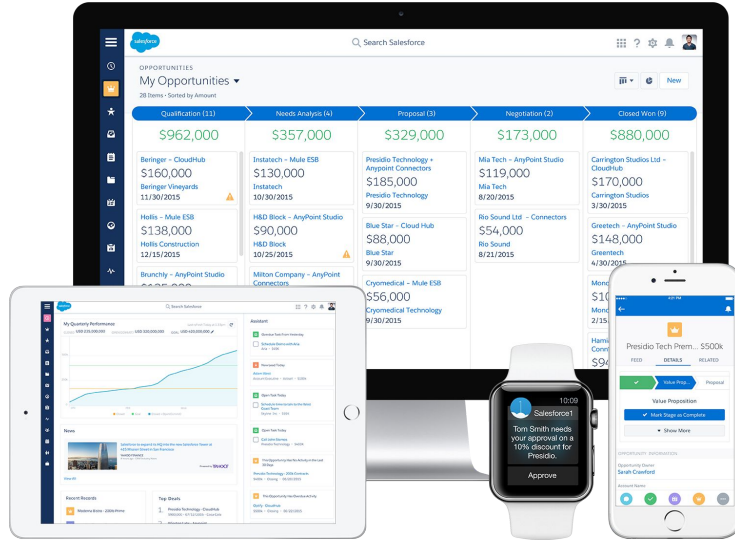
- 1) Graduation: RPA students seeking Guaranteed Admission to SOU must successfully attain graduation status by earning an AP Capstone Diploma or a Standard Diploma;
- 2) Credits: RPA students seeking Guaranteed Admission to SOU must successfully a minimum of 24 credits, which must include a minimum of the following credits:
 - a. English/Language Arts/Humanities: 4.0 credits
 - b. Mathematics: 3.0 credits, including Algebra, Geometry, and Algebra II or higher
 - c. Science: 3.0 credits, including 2.0 in lab sciences
 - d. Social Sciences/Social Studies: 3.0 credits
 - e. Second Language: 2.0 credits in the same language
- 3) Grade Point Average: RPA students seeking Guaranteed Admission to SOU must successfully earn a minimum grade point average of 2.5.

Data Sharing Agreements

Next Steps

Data Exchange

TargetX



- ❑ Bi-yearly secure import to CRM (Constituent Relationship Management)
- ❑ Created as new (or) merged as existing
- ❑ Tracked with unique source code for reporting and analysis



RNL Demand Builder

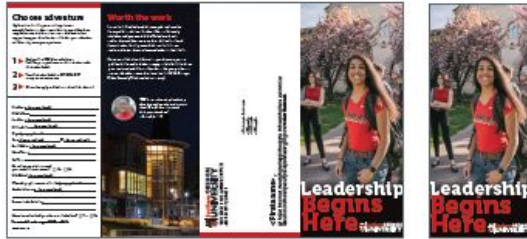
Lead Generation

Direct Mail Package Guides

4 Panel Self-Mailer

10" x 16.875" fla

Outside



Inside

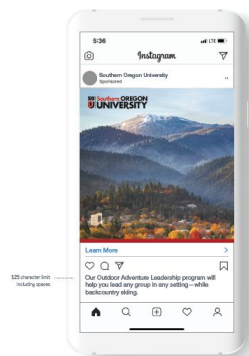


10" x 4.375" folded

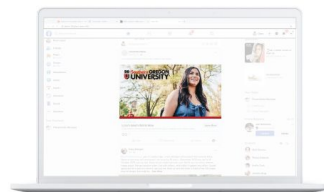
- ☐ Leverage partnership to include data share names
- ☐ Target So thru Sr
- ☐ 4-6 launches
- ☐ 8-10 emails w/dynamic content
- ☐ 2-piece direct mail
- ☐ Digital Boost Outreach
- ☐ Affordability Predictor Scoring to target lower EFC students
- ☐ Calls to Action - Visit, Apply, Learn more!



1080 x 1080 Instagram Ad



1200 x 628 Facebook Ad



3Zac,

The reason **Southern Oregon University** is ranked one of the 30 most affordable colleges in the Pacific Northwest by College Values Online and is listed on Great Value Colleges as one of the 50 great affordable colleges for outdoor enthusiasts is because of the value you'll receive here.

- **Our dedication to academic excellence**
- **Our commitment to equity, diversity and inclusion**
- **Our leadership in sustainability**

We also provide generous **merit-based scholarships** and **financial aid**. If you're a resident of a WUE state, you automatically save over \$13,000 per year through the **Western Undergraduate Exchange (WUE)**. Or learn more about our **North State Promise** (For students from selected California counties).

Did you know? You can get your parents connected with our community, so we can provide them with information they need about SOU, financial aid, academics and more. **Connect your parents.**



While it's true that **Southern Oregon University** has **30+ majors** to choose from, it's also important to know that each one is focused on your personal and professional success.

Through advising, mentoring and advocacy, our **Success at Southern/TRiO Student Support Services** help you make and achieve your goals.

Plus, our **Accelerated Baccalaureate Degree Program (a bachelor's degree in three years)**, **Honors College** and **McNair Achievement Program** are designed to enhance your academic experience.

Respond today.

Invitation Code: C123865354B7C0



Get information on our challenging but supportive approach to learning, the value of a SOU education and the unique campus experience.

RESPOND TODAY



Communication Architecture

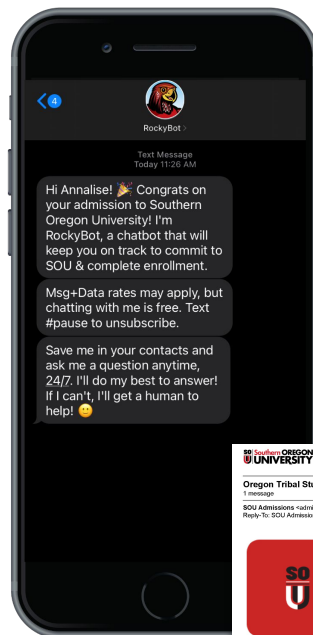
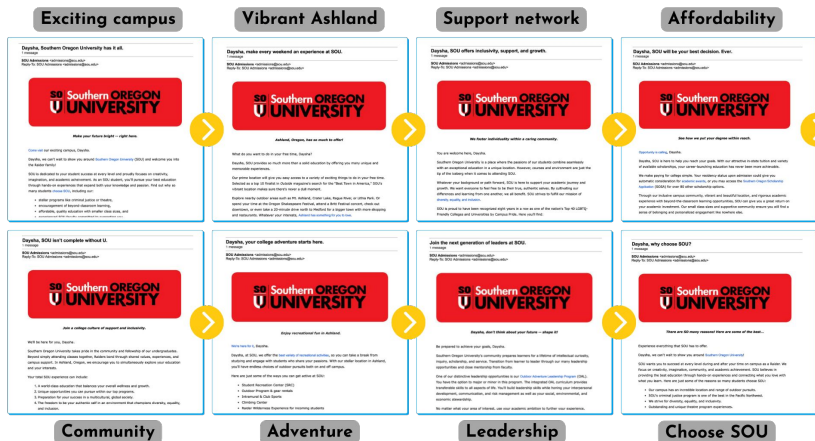
Right Student, Right Message, Right Time



- ❑ 125 mapped out communications
- ❑ Print, Email, Text, Phone, Social, Website
- ❑ Fr, So, Jr, Sr, Parents, Counselors
- ❑ Messaging includes:
 - ❑ Why College? & Preparation
 - ❑ Academics, Location, Value
 - ❑ Financial Aid & Scholarships
 - ❑ Community & Culture
 - ❑ Leadership & Careers
 - ❑ Diversity, Equity, and Inclusion
 - ❑ And more!



JUNIOR INQUIRY EMAILS



Dear Cody,

Congratulations! You have been admitted to Southern Oregon University for Fall 2022 as a student in **Biology**. My name is Sherry Ettlich, and I am the director of the Science, Technology, Engineering, & Mathematics (STEM) division. On behalf of the faculty and staff, I'm pleased to welcome you to our division and the SOU community.

The STEM division provides invaluable hands-on experiences, fosters critical thinking and creativity, and offers personalized learning with engaged faculty who know you by name. We're committed to student success and look forward to supporting your academic and professional goals.

At this time, please pay close attention to your email inbox for information from the Office of Admissions. To complete your enrollment, you will need to make an **enrollment deposit** (if you haven't already) and participate in our **Raider Ready** programs. During Raider Ready, an advisor will guide you through the process of scheduling and signing up for classes.

Once again, congratulations on becoming an SOU Raider! We're excited to meet you on campus soon!



Oregon Tribal Student Grant now available at SOU!

1 message

SOU Admissions <admissions@sou.edu>
Reply-To: SOU Admissions <admissions@sou.edu>



Dear Chantel,

Southern Oregon University is pleased to offer a new grant opportunity for 2022-2023. Eligible Oregon tribal students can apply for the **Oregon Tribal Student Grant**, which can offset the cost of attendance (after other federal and state grants/scholarships have been applied.)

To apply for this grant, students should:

1. Meet the grant eligibility requirements as outlined [here](#).
2. Submit the 2022-2023 FAFSA or ORSAA.
3. Complete the Oregon Tribal Student Grant [application](#) by August 1, 2022.

To review the details for the Oregon Tribal Student Grant, click the button below.

FIND OUT MORE

If you have questions about grants or affordability, email us at finaid@sou.edu. We're happy to help!

Sincerely,

The SOU Financial Aid Team



Our faculty is our biggest resource. The majority of SOU's faculty have a PhD, the culmination of many years developing scholarly and applied **expertise** in their field. It doesn't stop there: faculty members like chemistry professor, Hala Schepmann, continue their own academic growth while guiding yours. Schepmann recently became co-director of a \$1 million National Science Foundation grant to advance women in STEM. On top of the knowledge they'll share with you in classes, SOU professors will take time to learn about you and your goals, mentor you through research projects or internships, and challenge you to expand your thinking.

SOU LEADERSHIP LESSONS
Ask great questions. Be a good listener.



Opportunities for Engagement

Making Connections



Congratulations on graduating high school! This is an important achievement and all of us want to take this moment to celebrate with you and your family - we are all very proud of you!

Southern Oregon University is a proud educational partner with Ashland High School and I'm pleased to let you know that as a high school graduate you have a guaranteed admissions pathway to SOU. You may have already been admitted to SOU and plan on attending this fall; we are very excited to see you in our upcoming orientation program! In the meantime, please view our alumni stories at news.sou.edu/alumni to learn more about our graduates' accomplishments.

As a high school graduate you may be eligible for one of our automatic merit based scholarships ranging from \$1,000 to \$5,000. The merit award can be added to other scholarships that SOU provides through our exceptional financial aid program. To learn more about eligibility visit sou.edu/scholarships.

Our Admissions Counselors can be reached through email at admissions@sou.edu and by phone at 541.552.6411. Our staff are also available for virtual meetings on sou.edu/admissionsteam. We also invite you and your family to visit our university and learn more about our opportunities. You can sign up today for a guided campus tour at sou.edu/visits. SOU offers nationally ranked academic programs at competitive prices, making us an affordable option for students like you.

You may also take advantage of the guaranteed admission pathway to SOU by starting your college journey at Rogue Community College. You can earn an associates degree at RCC, then transfer to SOU to complete your bachelor's degree. Our strong partnership with RCC provides for a streamlined transfer process. To learn more visit sou.edu/raidertransferprogram.

We remain steadfast in our commitment to creating opportunities for students here in the region and are confident that you will succeed with us at SOU. As you walk across the graduation stage today, the SOU community is here to support you on the next step in your educational journey. From all of us here, CONGRATULATIONS and we hope to see you soon!

Very Respectfully,

RICHARD J. BAILEY, JR., Ph.D.
President

Office of the President • 1250 Siskiyou Boulevard • Ashland, Oregon 97520
541.552.6111 • sou.edu/president • presidentsoffice@sou.edu

Meet with an SOU Admission Counselor

SOU Admission Counselors are here to help new and returning students navigate admissions, financial aid, and more! Find your Admission Counselor based on your state or territory of residence. If you don't see your location, contact anyone on our team.



Pamela Chapin

she/her/hers
Admission Counselor

[SCHEDULE VIDEO CHAT WITH PAMELA](#)

Territories: Benton, Lane, and Linn counties (OR), Alabama, Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nebraska, New Hampshire, New Jersey, New York, North Carolina, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Vermont, Virginia, Washington, West Virginia, Puerto Rico
Office: Stevenson
Phone: 541.552.6697
E-Mail: chapin@ssou.edu



On-Campus – Office Visits, Campus Tours, Preview Days, Raider Receptions, Meet with faculty; Sit in on a class; Attend an event



Off-Campus – High School Visits, College Fairs, Application Workshops, SOU2You, Faculty Share Programs



Virtual – YouCanBookMe, Information Sessions, Recruitment Events



Brent Florendo with Yurok Tribe students after a campus tour



Seniors celebrate Decision Day at Eagle Point and South Medford HS



Dr. Siem discussing SOU's STEM academic options at North Medford HS



Dr. Carlton highlighting our Business + eSports programs at South Medford HS, while Dr. Oliveri demonstrates a chemistry experiment



Future Messaging for Local Market

Sharing our Story



- ❑ Make Connections via Events, Activities, Opportunities
- ❑ High-Quality Education close to home
- ❑ SOU courses that are innovative, engaging, and in the field
- ❑ Testimonials from students, parents, and alumni that choose local



Student-Centered Statewide Discussions

National Center for Higher Education Management Systems
and
Legislative Student Voices Task Force

Future Meetings

Adjournment