Board of Trustees
Academic and Student Affairs Meeting
June 15, 2023

Southern OREGON UNIVERSITY

OFFICE OF THE BOARD OF TRUSTEES

Public Meeting Notice

June 8, 2023

TO: Board of Trustees of Southern Oregon University, 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 report from the provost including updates on the Provost's Council and Faculty Workload efforts. There will be a vice president's report including the enrollment management dashboard and a completions update, as well as organizational updates. The committee also will discuss student retention and success.

Action items include a consent agenda consisting of past meeting minutes and a contract extension for Education Advisory Board software, *Navigate*. The committee also will act on new certificate program proposals in the following subjects: Applied Learning and Essential Skills (General Education); Character and Costume Design; Data Analytics; Directing and Devising for Theatre; English Studies; Environmental Data Science; Ethnic and Racial Studies; Foundations of Teaching English Language Arts; Lighting Design and Technology; Literary Studies; Production Fabrication; Scenic and Environmental Design; Social Justice; Spanish & Latinx Studies; Spanish & Latinx Studies for Educators; Spanish & Latinx Studies for Health Professions; Theatre and Arts Management; Wildlife Ecology and Conservation; and Writing and Rhetoric.

The meeting will occur as follows:

Thursday, June 15, 2023
12:00 p.m. to 3:30 p.m. (or until business concludes)
Visit governance.sou.edu for meeting materials.
To view the proceedings, visit https://sou.zoom.us/j/82075693469 at the time of the meeting.

The Hannon Library is located at 1290 Ashland Street, on the Ashland campus of Southern Oregon University. **If special accommodations are required, please contact Christina Martin at (541) 552-8055 at least 72 hours in advance.**

Public Comment

Members of the public who wish to provide public comments during the meeting are invited to sign up to speak or to 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.

Call to Order / Roll / Declaration of a Quorum

SO|Southern OREGON
U|UNIVERSITY

Board of Trustees
Academic and Student Affairs Committee Meeting

Thursday, June 15, 2023
12:00 p.m. – 3:30 p.m. (or until business concludes)
Meese Room, Hannon Library, SOU Campus
https://sou.zoom.us/j/82075693469

AGENDA
Persons wishing to provide public comment shall sign up in advance or provide written comments to trustees@sou.edu.
Please note: times are approximate and items may be taken out of order.

Theme: Expanding Knowledge, Access, and Success

5 min.	**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 (Action)**		
		3.1	April 20, 2023 Minutes	Chair Bullock
15 min.	**4**	**Provost's Report**		Dr. Susan Walsh, SOU, Provost and Vice President for Academic Affairs
		4.1	Provost's Council Update	
		4.2	Faculty Workload Efforts	
20 min.	**5**	**Vice President's Report**		Dr. Neil Woolf, SOU, Vice President for Enrollment Management and Student Affairs
		5.1	Enrollment Management Dashboard and Completions Update	
		5.2	Organizational Updates	

Southern Oregon University
Board of Trustees
Academic and Student Affairs Committee Meeting
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AGENDA (Continued)

5.3   Other General Updates

6   **Information, Discussion, and Action Items**

20 min.   6.1   New Certificate Program Proposals (Action)   Dr. Susan Walsh; Dr. Dan DeNeui, SOU, Associate Provost and Director of Graduate Studies

6.1.1   Certificate in Applied Learning and Essential Skills (General Education)

6.1.2   Certificate in Character and Costume Design

6.1.3   Certificate in Data Analytics

6.1.4   Certificate in Directing and Devising for Theatre

6.1.5   Certificate in English Studies

6.1.6   Certificate in Environmental Data Science

6.1.7   Certificate in Ethnic and Racial Studies

6.1.8   Certificate in Foundations of Teaching English Language Arts

6.1.9   Certificate in Lighting Design and Technology

6.1.10   Certificate in Literary Studies

6.1.11   Certificate in Production Fabrication

6.1.12   Certificate in Scenic and Environmental Design

AGENDA (Continued)

6.1.13 Certificate in Social Justice

6.1.14 Certificate in Spanish & Latinx Studies

6.1.15 Certificate in Spanish & Latinx Studies for Educators

6.1.16 Certificate in Spanish & Latinx Studies for Health Professions

6.1.17 Certificate in Theatre and Arts Management

6.1.18 Certificate in Wildlife Ecology and Conservation

6.1.19 Certificate in Writing and Rhetoric

35 min.	6.2	Student Retention and Success	Dr. Neil Woolf; Dr. Carrie Vath, SOU, Dean of Students
20 min.	6.3	Continuation of Contract for Education Advisory Board's "Navigate" Software (Action)	Dr. Neil Woolf; Dr. Susan Walsh
5 min.	6.4	Future Meetings	Chair Bullock
	7	**Adjournment**	Chair Bullock

Public Comment

Consent Agenda

Board of Trustees
Academic and Student Affairs Committee Meeting
Thursday, April 20, 2023

MINUTES

Call to Order/Roll/Declaration of a Quorum
Chair Jon Bullock called the meeting to order at 12:04 p.m. and welcomed everyone and thanked Dean of Students, Dr. Carrie Vath, for her invitation to the Career Connections job fair. He thanked presenters Anna D'Amato, Dr. Kylan de Vries, Dr. Larry Gibbs, Dr. Dan DeNeui, Dr. Matt Stillman, and Dr. Carry Vath.

Board Secretary Sabrina Prud'homme called the roll and a quorum was verified.

Committee Members:
Brent Barry	Present	Iris Maria Chavez	Present
Jon Bullock, Chair	Present	Andrew Gay	Present
Debra Lee	Absent	Barry Thalden	Present
Mimi Pieper	Present		

Other Trustees in Attendance: President Rick Bailey, Katherine Cable, and Daniel Santos

Public Comment
No members of the public offered comments.

Consent Agenda (Action)
Trustee Gay moved to approve the consent agenda consisting of meeting minutes from January 19, 2023. Trusted Thalden seconded the motion and it passed unanimously.

Provost's Report
Provost Sue Walsh provided legislative updates on the possible continuation of Strong Start (Bridge Program) funding; the universities' presentation to legislators on the mental health challenges students face; the possible movement of state funding from the Oregon Promise to the Oregon Opportunity Grant; and community colleges offering bachelor degrees and a bill allowing the Higher Education Coordinating Commission (HECC) to approve bachelor of science in nursing degrees. Regarding the nursing degrees, there are many concerns. Much trustee discussion later ensued on these topics.

The provost serves on a subcommittee of the HECC's Transfer Council. House Bill 2998 authorized community colleges and Oregon's public universities (OPU) to identify three majors each year in which students could smoothly go from community college to OPUs with 90 credits. Senate Bill 233, pertaining to common course numbering, also seeks to help students transfer easily from community college to an OPU. The special subcommittee will figure out how to move this work forward.

Provost Walsh noted that work continues on faculty workload issues and Jackie Apodaca is chairing a committee that is examining workload, what faculty can do differently, what they can stop doing, and opportunities for change. The committee will present recommendations to her and the president in June. Department chairs will examine the issue this summer.

The provost outlined the new academic structure articulated in *SOU Forward*, which is the result of work by SOU's division directors. The outcome is that SOU's seven divisions and the library will be reorganized. The new units will be a School of Arts and Communication; a School of Science and Business; a School of Education, Leadership, Health, and Humanities; a School of Social Sciences; and the University Library and Undergraduate Studies. These schools will be co-directed in fall until the retirement of Drs. Lee Ayers and Sherry Ettlich. David Humphrey, Director of Oregon Center for the Arts, also is retiring and SOU will search for his replacement.

Vice President's Report
Dr. Woolf referred to the enrollment dashboard and noted that both fall and winter terms gained headcount and the gap is narrowing on full time equivalency. He mentioned that it was still too early to provide final spring term numbers. For fall 2023, the numbers are trending in the right direction.

Dr. Woolf provided brief updates on a several topics. He acknowledged the Student Health and Wellness Center (SHWC) for their excellent work that led to a three-year reaccreditation by the Accreditation Association for Ambulatory Health Care. Dr. Woolf expressed his excitement with the faculty involvement in recruitment, and that Zac Olson is participating on a HECC workgroup to improve the college-going rate of high school graduates. He also announced that the Office of International Programs has resumed US Passport application process after its recertification.

Dr. Woolf noted that he was in Washington D.C. with Jonathon Chavez Baez and attended the Hispanic Association of Colleges and University (HACU) where they met with other universities and learned about grant opportunities. Woolf was also attending the American Association of State Colleges and Universities meetings and is doing advocacy on capitol hill. He met with Congressman Bentz, the aides of Senators Merkley and Wyden; he expressed gratitude for their federal dollars for solar projects and talked about the congressional directed spending request for the SOU's Workday project. During these meetings there were discussions and stories shared regarding mental health and all were intrigued to learn that the number one reason students drop out of college is due to mental health. Dr. Woolf said he learned that Senator Merkley is looking at creating a bill focused on mental health and was interested in our Behavioral Health Institute.

Information, Discussion, and Action Items
Curriculum Update

Bachelor of Arts/Bachelor of Science, Healthcare Administration
Dr. Larry Gibbs, Associate Professor and Healthcare Administration Chair, provided an overview of the healthcare administration (HCA) program and faculty. The programs

concentrations are: population, public and community health; data analytics; healthcare personnel management; and aging studies. He acknowledged board Vice Chair Sheila Clough and her husband Chris Clough for their generous scholarship to support students. Dr. Gibbs discussed senior internships at healthcare facilities, community partners, enrollment data, program highlights, future goals for the department, a future application for an age-friendly campus designation, the HCA community advisory network, and a standalone degree targeting current healthcare employees. He also spoke of the creation of certificates in public health, healthcare economics, and Spanish and Latinx studies for health professions and new courses.

Bachelor of Arts/Bachelor of Science, Gender, Sexuality, and Women's Studies
Dr. Kylan de Vries provided an overview of the GSWS programs including the BA/BS degrees; a certificate in transgender studies; the minors in GSWS and ethnic and racial studies (ERS); a micro-credential in gender, indigeneity and sexuality; forthcoming certificates in GSWS and ERS; and a trans and queer training program. He discussed enrollment trends and faculty, new and revised courses as well as credit requirements, continued collaboration with affiliated faculty, and a hybrid course delivery modality for in-person and remote students. Speaking of challenges, he acknowledged that the program has not had the enrollment that was expected, which he attributed to the pandemic and Almeda fire.

Dr. De Vries spoke of the nationwide anti-LGBTQ bills and the opportunity to recruit students from other states and universities discontinuing programs. In response to Trustees Gay and Thalden, Dr. de Vries discussed marketing to other regions where even offering such classes is illegal; shared students' struggles with mental well-being and concerns about the future; and that affiliated, interdisciplinary faculty have expressed interest in teaching courses and being connected to the GSWS program.

Bachelor of Arts/Bachelor of Science, Digital Cinema
Trustee Andrew Gay, chair of Communication, Media & Cinema and associate professor of digital cinema, reported on program growth both in enrollment and curriculum since the launching he BA/BS and recent addition of the BFA in Digital Cinema Production Arts, as well as a number of certificates tied to that. Gay stated that even during the pandemic when the university's enrollment was declining, this program held steady and student head count increased. He reviewed enrollment trends, graduates' careers, the higher-than-average national outlook for jobs in media, the difference between the BA/BS and the BFA degrees, and instructional capacity.

Trustee Gay also acknowledge challenges including students' mental health, lack of collaboration skills due to pandemic isolation; lack of sufficient learning spaces; and faculty workload, as much support and supervision are needed outside of class time. He is excited about the possibilities that realignment will bring for collaboration with theatre, creative arts, and music.

AY 2023-24 Tuition & Fees Recommendation
President Bailey introduced the topic noting that the processes for creating the recommendations were inclusive and sophisticated at SOU due to the caliber of students,

faculty, and staff involved. In light of the realignment plan, he asked the Tuition Advisory Council (TAC) to keep tuition increases low. The goal was to have one of the lowest, if not the lowest, tuition increase in the state. He expressed confidence in the work of the TAC and the recommendation.

Provost Walsh reminded the trustees that the TAC advises the president on tuition and fees and the role and process of the TAC, as presented in the meeting materials. Vice President Perkinson summarized the recommendations. The mandatory student incidental fee increased 4.3% or $51 per year, as determined by the students; there is no increase in the green tag fee; and there is a 13.46% increase of $42 per year in the student recreation center fee. He then reviewed the president's tuition recommendation to the board with a chart of current and proposed rates for categories of tuition. The resident undergraduate rate increased 3.01%, $10,155 to $10,461 per year. President Bailey commented this was the lowest tuition increase at SOU in nearly a decade.

Mr. Perkinson reviewed the mandatory enrollment fees and explained the process of recommendations and approvals. The mandatory enrollment fees include student health and wellness fee increase of 6.86% or $36 per year; no increase to the building debt-service fee and technology infrastructure fee; enrollment fees increased 4.8% or $36 per year; and the composite of all the fees and tuition for a resident undergraduate student increased 3.01%. The matriculation fee which is a one-time fee for new undergraduates, was approved to be raised last year from $300 to $350 Since it was maintained at $300 during 2022-23, this year is an implementation of last year's fee.

To demonstrate the total cost of attendance, Mr. Perkinson showed a chart with the rates for an undergraduate resident which totaled a 3.05% overall increase, including housing and dining fees, which do not require approval.

Trustee Thalden explained that with high inflation and only a 3% increase to students, it's a discount off of last year's rate. Trustee Thalden noted that a larger increase in tuition would help meet revenue projections and that cost isn't the main reason students leave SOU. Chair Bullock reminded the committee that the study about reasons why students do not continue only showed part of the picture. President Bailey agreed and explained that students are very conscious of cost. Discussion ensued about the need to keep higher education affordable, especially as the value of a higher education is being questioned. Trustee Santos emphasized that SOU needs to look continually at finances and make decisions that lead to more and better-satisfied students. Trustee Thalden agreed and hope the tuition at SOU would led to higher retention. There was further discussion on the value of higher education and how funding fundamentally needs to change.

New Certificate Proposals (Action)
Provost Walsh stated that there are seventeen certificates to approve. The certificates were: Animation & Motion Design; Art History; Conducting; Creative Writing; Early Childhood Education; Emerging Media and Digital Art; Game Design; Gender, Sexuality, and Women's Studies; Graphic Design; Music Performance; Music Theory & History; Musical Theatre; Popular Music; Shakespeare Studies; Software Development; Studio Art; and Web Programming.

Dr. Walsh explained that the reasoning behind moving minors to certificates. First, the funding model does not reward SOU for minors, certificates are held to a higher standard, and therefore, are rewarded. Second, philosophically, the shift is helpful for a student to present qualifications and skill sets. Certificates and micro-credentials can be stacked and tailored to a student's desire to get more expertise. Lastly, the literature points to preparing students to be more competitive in their prospective job markets.

Dr. DeNeui added there is a national trend to package current offerings differently. Certificates and micro- credentials help students market themselves and articulate to potential employers the skills and knowledge their education provided. Certificates are state approved and therefore, SOU issues a physical and digital credential.

Chair Bullock questioned when and how the funding model changed. Dr. Stillman explained that certificates have always been rewarded; however, SOU was told differently and working under different auspices. There isn't a fixed value associated with a certificate in the Student Success and Completion Model (SSCM) because everything is over an annual period in comparison to other OPUs, which determines SOU's portion of the state funding.

Trustee Gay moved to approve the resolution on the new certificate programs. Trustee Barry seconded the motion and it passed unanimously.

Student Retention: Focusing on Mental Health
Dr. Carrie Vath and Anna D'Amato presented information on SOU's efforts to support student mental health, which is essential for retention. Dr. Vath explained that through the Office of the Dean of Students, these services include drop-in appointments, medical and mental health appointments, and managing the CaresNotes system. Ms. D'Amato explained that the SHWC, offers My SSP which is 24/7 crisis counseling and YOU@SOU which is a 24/7 digital platform that helps normalize help-seeking behavior, along with counseling appointments by mental health therapists.

Ms. D'Amato provided an update on staffing and explained that being short-staffed resulted in lower numbers than anticipated. Since the beginning of fall term through the middle of March, the SHWC served 268 students for 893 appointments, with an average of four appointments per student. She included medical appointments as 20% of medical appointments are mental health related. Mental Health is the number two reason for medical appointments after immunizations. Fifty-nine students receive mental health medications from the SHWC's dispensary. The level of acuity is high, as students present with lifelong trauma and other bad things that have happened.

Dr. Vath explained that between the fall 2022 and winter 2023 terms, there were 784 CaresNotes. Of those notes, SHWC was assigned 57 cases; care coordinators were assigned 455 cases; and the dean's office received 105. There was a total combination of 1,987 concerns. The top concern was mental health with 369 cases; financial concerns with 173 cases; personal illness or injury with 157 cases; family concern with 110 cases; and relationship issues with 41 cases. Overall, 43% of concerns reported were attributed or connected to mental health. In addition, there eleven welfare checks conducted and 14 medical transports to the hospital representing 24 individual students.

Dr. Vath and Ms. D'Amato described more about the intensive nature of the services each of their offices provide along with the various needs of students. Collaboration between SHWC and the SOU Dean of Students Office is continuous; the teams meet every other week; and more faculty and staff will be trained on mental health first aid. Dr. Woolf commended Dr. Vath and Ms. D'Amato for their compassion and competence. He emphasized their work is not just about retention, but it is life-saving work.

Dan DeNeui gave an overview of the proposed Oregon Behavioral Health Institute (OBHI). SOU is one of the few institutions in the state that does not have a state-funded institute. SOU currently has a mental health counseling program with consistent enrollment each year. A goal of the proposal is to double the number of mental health practitioners graduating in southern Oregon who are terminally-prepared with masters-level degrees in mental health counseling or social work, as SOU is in talks with Portland State University about reviving the MSW. The OBHI would address the exploding mental health needs, innovative micro-credentials for working professionals, an immediate pathway for counselors to become education-debt free, and a community need to serve underserved communities.

Jeanne Stallman gave a brief update on the pathway of this proposal to the legislature. She mentioned that President Bailey has been talking with key legislative leaders. Senator Jeff Golden listed as one of his top three priorities, Ms. Stallman contacted the governor explaining that this proposal fits squarely within her priorities as well.

Future Meeting
Chair Bullock announced that the next meeting of the committee is scheduled to take place on June 15, 2023. If any trustee has a specific item to suggest for the agenda, please send those to the board secretary for inclusion in a future meeting.

Adjournment
Chair Bullock adjourned the meeting at 3:03 p.m.

Provost's Report

Faculty Workload

April 2023
- Formed a task force to study the impact of SOU-specific policies and practices on faculty workload
- Final report (with recommendations) due to President and Provost on June 30, 2023
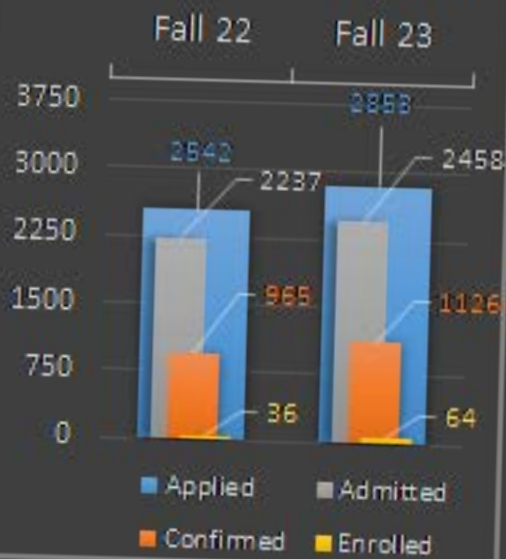
May-August 2023
- Work with Chairs and Directors on faculty workload issues related to:
  1. Equity
  2. COVID Impacts
  3. Faculty Retention
  4. University Policies/Practices
  5. Faculty Reward Systems
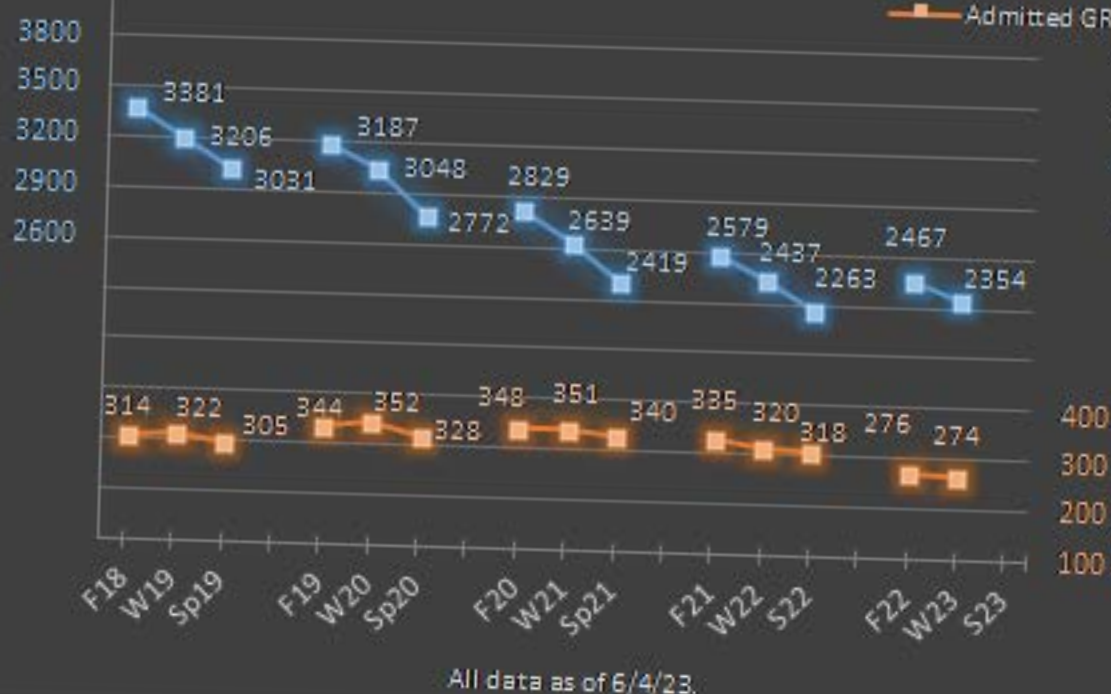 6. Other

September-December 2023
- Develop strategies to implement equity-minded workload reform, reduce redundancy in and efficacy of university policies and practices, and increase faculty satisfaction, productivity, and retention
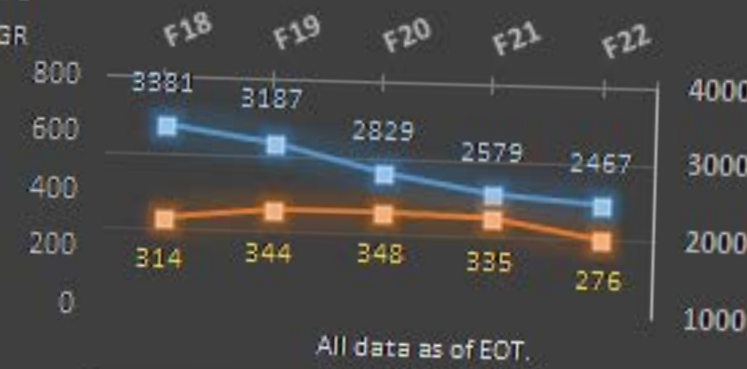
Vice President's Report

Admission Funnel
16 Weeks before start of term

Fall 22   Fall 23

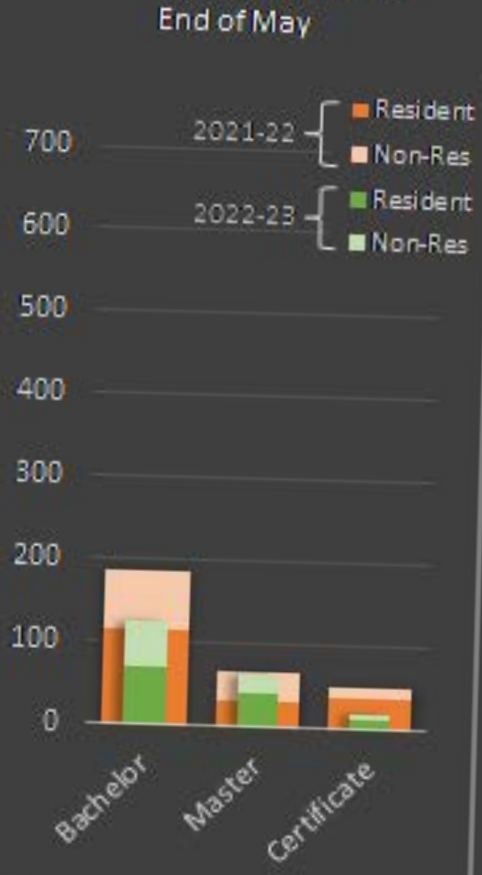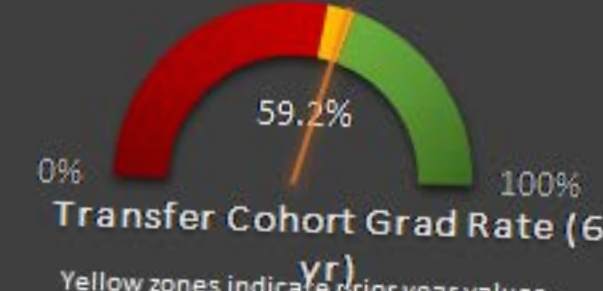|	
2842	2868
2237	2458
965	1126
36	64

- ■ Applied
- ■ Admitted
- ■ Confirmed
- ■ Enrolled

Academic Year FTE
Admitted Students

- ■ Admitted UG
- ■ Admitted GR

3381, 3206, 3031, 3187, 3048, 2772, 2829, 2639, 2419, 2579, 2437, 2263, 2467, 2354

314, 322, 305, 344, 352, 328, 348, 351, 340, 335, 320, 318, 276, 274

F18 W19 Sp19 F19 W20 Sp20 F20 W21 Sp21 F21 W22 S22 F22 W23 S23

All data as of 6/4/23.

Fall FTE

F18 F19 F20 F21 F22

3381, 3187, 2829, 2579, 2467

314, 344, 348, 335, 276

All data as of EOT.

Degrees Awarded
End of May

- ■ Resident   } 2021-22
- ■ Non-Res
- ■ Resident   } 2022-23
- ■ Non-Res

Bachelor, Master, Certificate

All charts updated on 6/4/2023.
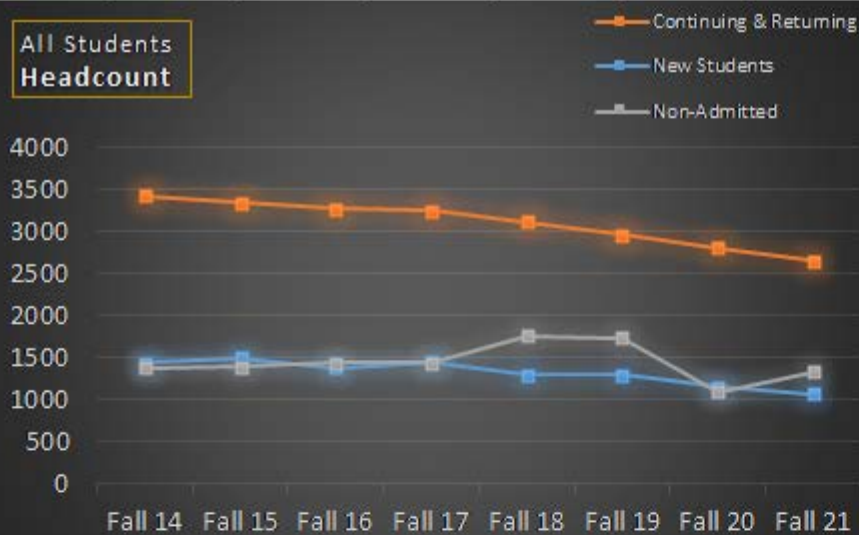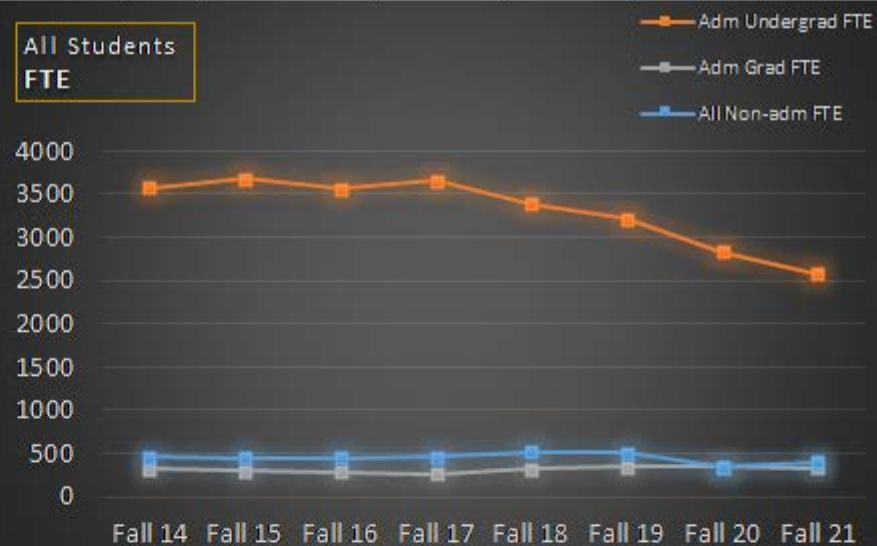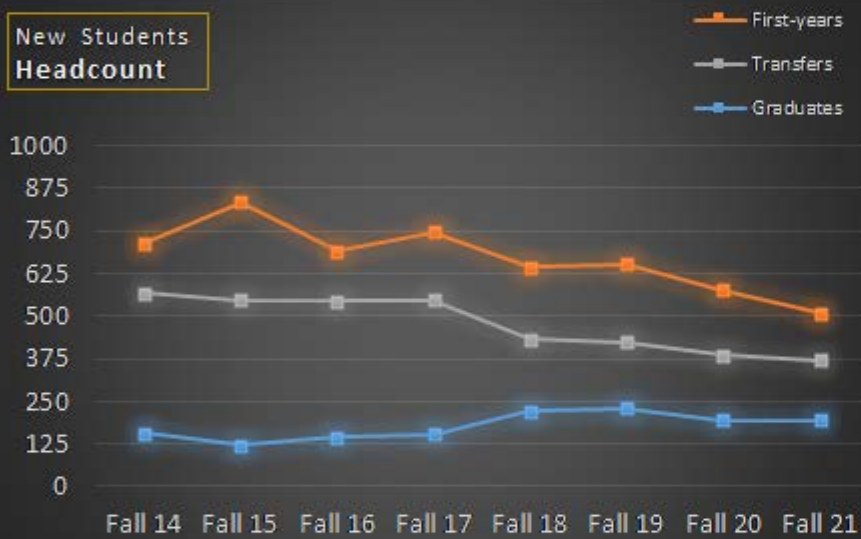
Spring 23 Admitted UG Students
Week -8

270
678
1663

- ■ Resident
- ■ WUE (incl Am. Sam. rate)
- ■ Other non-res

Pell
First Gen — 347 / 389
URM
Rural — 289
Veteran — 35 / 42

- ■ Spring 22
- ■ Spring 23

0 100 200 300 400

Resident student populations above are bonus areas within the funding model.

19

65.6%
0%   100%
Full-Time Freshman Cohort Fall Retention

76.1%
0%   100%
All Undergrads Fall Retention

46.5%
0%   100%
Freshman Cohort Grad Rate (6 yr)

59.2%
0%   100%
Transfer Cohort Grad Rate (6 yr)
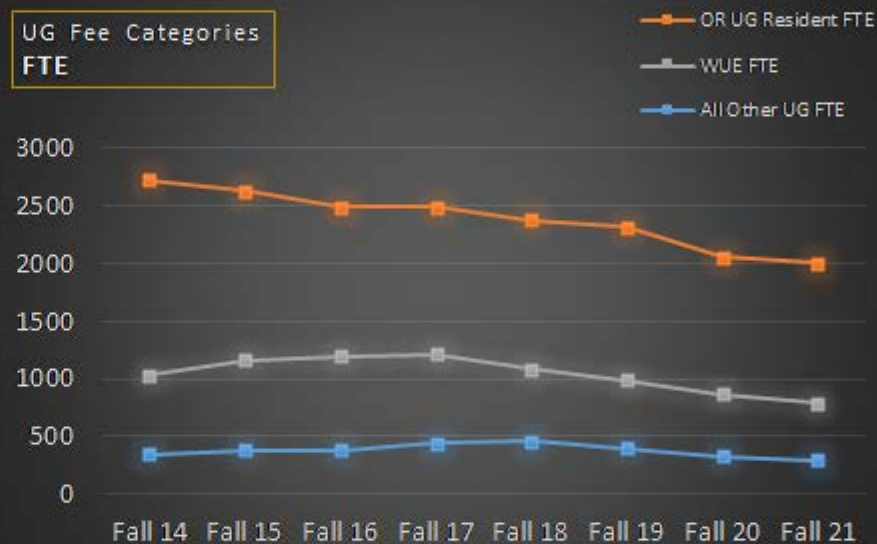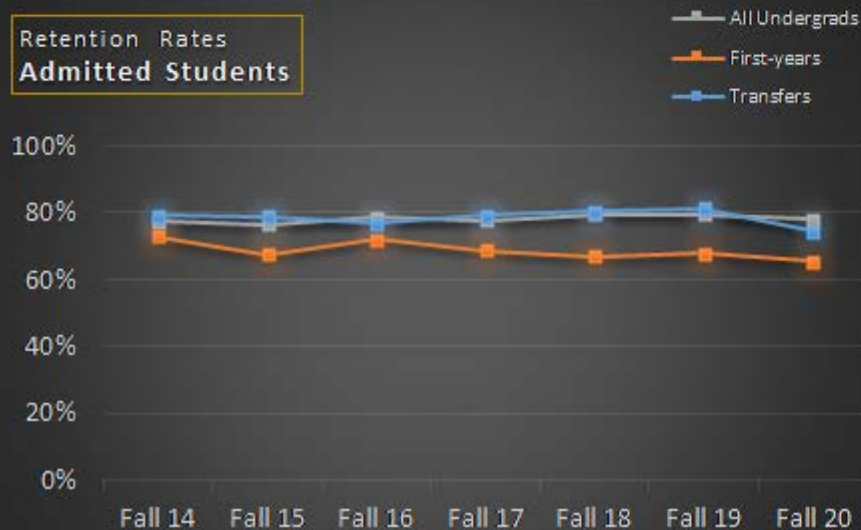
Yellow zones indicate prior year values.
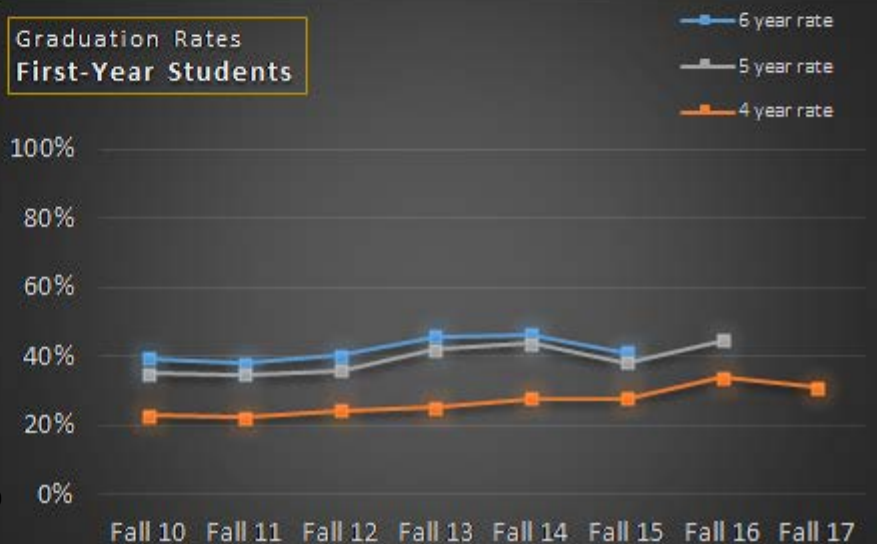
Enrollment Update

June 2023

Spring 2023

	Spring 2022	Spring 2023	Change	% Change
New Freshmen	14	25	11	78.6%
New Transfers	55	50	-5	-9.1%
New PostBacs/Graduates	50	50	-	0.0%
Subtotal - New Students	**119**	**125**	**6**	**5.0%**
Continuing Students	2,996	2,883	-113	-3.8%
Returning Students	125	98	-27	-21.6%
Non-Admitted Students	1,070	1,333	263	24.6%
Grand Total - Headcount	**4,310**	**4,439**	**129**	**3.0%**
Grand Total - FTE	**2,865**	**2,887**	**22**	**0.8%**
Resident	3,156	3,286	130	4.1%
Non-resident	1,154	1,153	-1	-0.1%
International	54	57	3	5.6%

Fall 2023 New Freshmen Funnel

	FALL 23 YTD	FALL 22 YTD	FALL 23 YTD VS. FALL 22 YTD RAW CHANGE	FALL 23 YTD VS. FALL 22 YTD % CHANGE
APPLICATIONS TOTAL	**2,198**	**2,013**	**185**	**9.2%**
IN-STATE APPS	1,089	1,063	26	2.4%
WUE APPS	874	744	130	17.5%
OTHER NON-RES APPS	215	192	23	12.0%
INTERNATIONAL APPS	20	14	6	42.9%
COMPLETE APPS TOTAL	**2,046**	**1,865**	**181**	**9.7%**
IN-STATE COMPLETE APPS	1,018	997	21	2.1%
WUE COMPLETE APPS	830	692	138	19.9%
OTHER NON-RES COMPLETE APPS	183	169	14	8.3%
INTERNATIONAL COMPLETE APPS	15	7	8	114.3%
ADMITS TOTAL	**2,015**	**1,843**	**172**	**9.3%**
IN-STATE ADMITS	999	981	18	1.8%
WUE ADMITS	819	688	131	19.0%
OTHER NON-RES ADMITS	182	167	15	9.0%
INTERNATIONAL ADMITS	15	7	8	114.3%
CONFIRMED TOTAL	**812**	**673**	**139**	**20.7%**
IN-STATE CONFIRMED	438	389	49	12.6%
WUE CONFIRMED	281	231	50	21.6%
OTHER NON-RES CONFIRMED	78	46	32	69.6%
INTERNATIONAL CONFIRMED	15	7	8	114.3%
ENROLLED TOTAL	**28**	**12**	**16**	**133.3%**
IN-STATE ENROLLED	5	6	-1	-16.7%
WUE ENROLLED	2	5	-3	-60.0%
OTHER NON-RES ENROLLED	20	1	19	1900.0%
INTERNATIONAL ENROLLED	1	0	1	#DIV/0!

Fall 2023 New Transfers Funnel

	FALL 23 YTD	FALL 22 YTD	FALL 23 YTD VS. FALL 22 YTD RAW CHANGE	FALL 23 YTD VS. FALL 22 YTD % CHANGE
APPLICATIONS TOTAL	**448**	**358**	**90**	**25.1%**
IN-STATE APPS	238	204	34	16.7%
WUE APPS	157	135	22	16.3%
OTHER NON-RES APPS	45	15	30	200.0%
INTERNATIONAL APPS	8	4	4	100.0%
COMPLETE APPS TOTAL	**358**	**308**	**50**	**16.2%**
IN-STATE COMPLETE APPS	193	187	6	3.2%
WUE COMPLETE APPS	126	110	16	14.5%
OTHER NON-RES COMPLETE APPS	31	9	22	244.4%
INTERNATIONAL COMPLETE APPS	8	2	6	300.0%
ADMITS TOTAL	**357**	**307**	**50**	**16.3%**
IN-STATE ADMITS	192	187	5	2.7%
WUE ADMITS	126	109	17	15.6%
OTHER NON-RES ADMITS	31	9	22	244.4%
INTERNATIONAL ADMITS	8	2	6	300.0%
CONFIRMED TOTAL	**236**	**216**	**20**	**9.3%**
IN-STATE CONFIRMED	134	143	-9	-6.3%
WUE CONFIRMED	77	65	12	18.5%
OTHER NON-RES CONFIRMED	17	6	11	183.3%
INTERNATIONAL CONFIRMED	8	2	6	300.0%
ENROLLED TOTAL	**12**	**13**	**-1**	**-7.7%**
IN-STATE ENROLLED	6	10	-4	-40.0%
WUE ENROLLED	3	1	2	200.0%
OTHER NON-RES ENROLLED	3	2	1	50.0%
INTERNATIONAL ENROLLED	0	0	0	#DIV/0!

Fall 2023 New Students Funnel

	FALL 23 YTD	FALL 22 YTD	FALL 23 YTD VS. FALL 22 YTD RAW CHANGE	FALL 23 YTD VS. FALL 22 YTD % CHANGE
APPLICATIONS TOTAL	**2,646**	**2,371**	**275**	**11.6%**
IN-STATE APPS	1,327	1,267	60	4.7%
WUE APPS	1,031	879	152	17.3%
OTHER NON-RES APPS	260	207	53	25.6%
INTERNATIONAL APPS	28	18	10	55.6%
COMPLETE APPS TOTAL	**2,404**	**2,173**	**231**	**10.6%**
IN-STATE COMPLETE APPS	1,211	1,184	27	2.3%
WUE COMPLETE APPS	956	802	154	19.2%
OTHER NON-RES COMPLETE APPS	214	178	36	20.2%
INTERNATIONAL COMPLETE APPS	23	9	14	155.6%
ADMITS TOTAL	**2,372**	**2,150**	**222**	**10.3%**
IN-STATE ADMITS	1,191	1,168	23	2.0%
WUE ADMITS	945	797	148	18.6%
OTHER NON-RES ADMITS	213	176	37	21.0%
INTERNATIONAL ADMITS	23	9	14	155.6%
CONFIRMED TOTAL	**1,048**	**889**	**159**	**17.9%**
IN-STATE CONFIRMED	572	532	40	7.5%
WUE CONFIRMED	358	296	62	20.9%
OTHER NON-RES CONFIRMED	95	52	43	82.7%
INTERNATIONAL CONFIRMED	23	9	14	155.6%
ENROLLED TOTAL	**40**	**25**	**15**	**60.0%**
IN-STATE ENROLLED	11	16	-5	-31.3%
WUE ENROLLED	5	6	-1	-16.7%
OTHER NON-RES ENROLLED	23	3	20	666.7%

New Partnerships: K-12 Data Sharing

District Data Exchange	Resident	Non-Resident	Total
Prospect	1809	5	1814
Inquiry	721	4	725
Applicant	212	4	216
Admit	196	4	200
Confirmed	99	2	101
Enrolled	0	0	0

New Partnerships: Demand Builder

RNL Leads	Resident	Non-Resident	Total
Prospect	15304	64951	80255
Inquiry	1778	1578	3356
Applicant	416	100	516
Admit	394	95	489
Confirmed	149	27	176
Enrolled	1	0	1

New Certificate Program Proposals (Action)

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 <u>as well as this form</u>.

New Program name: Certificate in Applied Learning and Essential Skills
CIP Code: (Classification of Instructional Program): 309999

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)?

    There is no anticipated impact of this Certificate on any existing courses.

2. Will any prerequisites or other course requirements affect other departments/programs? 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.

    The prerequisites and other course requirements associated to this Certificate will not affect any other programs in any way.

3. Program Resource evaluation:

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

        Not applicable. This Certificate will be delivered entirely using existing faculty resources and will not require additional faculty resources.

    b. <u>Facilitie</u>s: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.

        Not applicable. This Certificate will be delivered entirely using existing physical/space resources and will not require additional physical/space resources.

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

1

Not applicable. This Certificate will be delivered entirely using existing Library resources and will not require additional Library resources.

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

Unlike other Certificates, the Certificate in Applied Learning and Essential Skills will be "auto-awarded" upon completion (as a standalone Certificate entirely separated from a student's other academic pursuits). As such, it will not incur the typical Certificate Application Fee (currently $10 per Certificate). There is a direct cost to the Office of the University Registrar issuing a Certificate which will need to be backfilled institutionally, as this expense will otherwise not be budgeted.

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

The Certificate in Applied Learning and Essential Skills is an interdisciplinary Certificate designed to help students demonstrate their developed core capacities in Communication & Expression, Inquiry & Analysis, Creativity & Innovation, Numerical Literacy, and Equity, Diversity, and Inclusion. In applying the Purposeful Learning capacity/lens to their university experience, students make meta-cognitive connections between their education and their broader, individually-defined goals. This Certificate helps learners gain and demonstrate a practical approach to self-reflection, connection with others, and adaptation of cross-disciplinary skills to an ever-changing world.

Unlike other Certificates, the Certificate in Applied Learning and Essential Skills will be automatically awarded to students upon completion of the associated requirements. There is no application or application fee required for this Certificate. This Certificate is not designed to be standalone and will not receive federal financial aid funding on its own – unless specifically approved by the University Registrar, it must be pursued alongside a Bachelor's Degree (although it will be awarded separately from the degree, upon completion of the Certificate requirements). The typical policies and guidelines regarding residency requirements, transfer limitations, and upper division credit count are waived for this Certificate.

Certificate Requirements (39-44 total credits):

Writing and Oral Communication (C- or better in each):
WR 121Z, 122Z, 123 (or equivalent)

Lower Division Core Coursework (D- or better in each):

2

1 designated lower division Communication and Expression course
1 designated lower division Creativity and Innovation course
1 designated lower division Inquiry and Analysis course
1 designated lower division Numerical Literacy course
1 designated lower division Equity, Diversity, and Inclusion course

Upper Division Core Coursework (D- or better in each):
1 designated upper division Equity, Diversity, and Inclusion course
8 credits in designated Upper Division Capacity Courses. Maximum 4 credits in any one capacity, and maximum 4 credits from any course prefix.

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

Not applicable.

<p style="text-align: center;">M E M O R A N D U M</p>

TO: Lee Ayers, Director of Undergraduate Studies

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

DATE: March 6, 2023

SUBJECT: Resources to support proposed Certificate in Applied Learning and Essential Skills

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).

This Certificate in Applied Learning and Essential Skills is earned by the completion of the general education courses required for graduation from Southern Oregon University. Since the courses that count towards this certificate are all offered by programs already supported by Hannon Library, there should not be additional information resources needed to support the certificate.

ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED CERTIFICATE IN CRITICAL SKILLS
Hannon Library's holdings of books and journals relating to the courses that count towards this certificate are adequate to support a certificate-level program in applied learning and essential Skills. 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.

New Program Proposal

New Program name: Certificate in Character and Costume Design

CIP Code: 50.0510

Impact statement:

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

This Program will update existing courses and align them with new directions that the Theatre program is taking. The traditional costume design classes will become Character and Costume Design classes in order to accommodate the new program. The Program will prepare students for careers in traditional theatre, film and television as well as the expanding world of graphic novels, animation and digital design, including game design. The program will be more accessible and valuable to students in Art, Digital Cinema and EMDA.

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.

Andrew Gay, Chair, Digital Cinema and David Bithell, Chair of Creative Arts: Art and EMDA have been contacted and both have responded favorably to the proposed Program.

Other course requirements will affect any Art History, Art and EMDA. The Chairs of those programs have been contacted.

Program Resource evaluation:

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

   This Program will be comprised of courses that already exist and are staffed with current faculty. No new faculty or teaching hours will be required.

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

No new facilities, equipment or space will be needed for this program.

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

All Hannon Library resources are ample for the needs of this program. The Library has been contacted and it is favorable to the proposal.

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

No other resources are needed to support this program.

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

In completing this certificate students will imagine worlds and then populate them with humans, animals and creatures. Students will learn the elements of design, project and character analysis along with research techniques. They will generate project-specific organizational paperwork and develop figure-drawing and painting skills using traditional techniques as well as digital drawing methods. These designs will translate into costumes, makeup and character design for traditional theater and live performance as well as film, television and digital media. Upon completion students will be able to present unique portfolios of their work.

Certificate in Character and Costume Design
36 Credits

Prerequisites (3-4 credits)
TA 169 Elements of Design (3) *or*
EMDA 201 Foundations Image and Animation Design (4) *or*
DCIN 203 Digital Cinema Production (4)

Core Curriculum   24 Credits

TA 252 Stage Makeup (4)
TA 256 Character and Costume Design I (4)
TA 356 Character and Costume Design II (4)
TA 456 Character and Costume Design III (4)
Art 133 Introduction to Drawing (4)
TA 349 Fashion in Western Culture (4)

Electives, Choose 12 credits from the following:

Arth 204 History of Art: Prehist-Medieval (4)
Arth 205 History of Art: Early Mod. (4)
Arth 206 History of Art: 19th C.-Contemp. (4)
Art 290 Introduction to Painting (4)
TA 236 Costume Construction 1 (4)
TA 237 Costume Construction 2 (4)
TA 238 Costume Construction 3 (4)
TA 346 Costume Crafts (4)
TA 348 US Burlesque History (4)
TA 440 Rendering and Digital Design (4)
TA 441 Design Communication and Collaboration (4)
TA 455 Theatre Practice (2-4)
EMDA 343 Graphic Design Methods (4)
ART 327 Figure Painting & Drawing methods (4)
ART 380 Contemporary Drawing & Painting Methods (4)

5. Please provide written verification of contact with the Chair of any other departments or programs affected by the new program.
The Character and Costume Design Certificate will complement several other new Certificates, specifically, the Certificate in Costume Technologies, a Certificate in Environmental and Scenic Design and a Certificate in Animation as well as coursework in Art, Digital Cinema and EMDA.

From **Andrew Gay**, Digital Cinema: Got it. Sounds great! Thumbs up from us.

From **David Bithell**, Creative Arts: Hi Deborah,

My apologies for the delay. I'm supportive of including appropriate art / EMDA courses in the certificate.

Some that you might consider include:

ART 133 - Intro to Drawing
ART 290 - Intro to Painting
ART 327 - Figure Drawing and Painting

EMDA 201 / 201R - Image and Animation Design
EMDA 440 - Rendering and Digital Design Skills

All of these are 4 credit courses.

Let me know if I can help further.

From **Emily Miller Francisco**, Hannon Library: Okay, that sounds good, thanks.

Emily

On Thu, Mar 23, 2023 at 3:10 PM Deborah Rosenberg <rosenbergd@sou.edu> wrote:
Thanks, Emily.

We plan to get several Certificate Proposals to Patrick in the week of April 10 and on to Curriculum the following week.

Deborah

On Thu, Mar 23, 2023 at 3:00 PM Emily Miller-Francisco <millere@sou.edu> wrote:
Ah, okay, glad I asked :-)

Do you know when this will be coming to the Curriculum Committee? Do you have a date set up with Patrick?

It sounds like a great certificate!

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 *Art Full Index* and *Art Index Retrospective*, which indexes a range of publications from 1929 to 1984. Those conducting research related to costuming and costume construction will find resources in Gale's *Fine Arts & Music Collection*, which provides more than 150 full-text magazines and journals in fine arts and music including drama and filmmaking.

AnthropologyPlus is an index to articles in international anthropology journals from the 19th Century to today, covering all subfields of anthropology. This is a good database for students interested in social and cultural implications of clothing and dress.

ProQuest Central and the *Taylor & Francis Social Science & Humanities Library* are big databases with articles from lots of different disciplines. They contain some relevant journals, *ProQuest,* for example, has *The International Journal of Clothing Science & Technology* and *Taylor & Francis* contains a number of performing arts journals.

The *MLA International Bibliography* encompasses a wide range of subjects, including folklore, literary theory, teaching of literature and language, and dramatic arts such as film, radio, television, and theatre. Researchers specializing in theatre can use the *MLA Bibliography* to search for analyses and critical interpretations of dramatic works by utilizing various search criteria, such as play, playwright, character, and theme. A recent search on the database, shows that there are around 1,200 articles devoted to theatre and costuming, with the majority utilizing critical media studies, cultural studies, discourse studies, or other humanities-based approaches.

In addition to these more focused resources, the Library also offers interdisciplinary databases such as: *ProQuest Social Science Premium Collection*; *JSTOR: Art and Sciences I, II, & III*; and *Project MUSE*.

JOURNALS

At present, Hannon Library has subscriptions to ten theatre-related periodicals, out of which three are academic journals that are peer-reviewed (*Modern Drama*, *Theatre*, and *Theatre*

Journal). When it comes to reviews of theatrical productions, the *New York Times* archive is an extremely valuable resource. Furthermore, we have subscribed to two publications of the Shakespeare Oxford Society: *The Shakespeare Oxford Newsletter* and the peer-reviewed *Oxfordian*.

Various theatre periodicals can be accessed in their entirety via full-text databases and e-journal packages. For instance, ProQuest Central offers complete access to almost fifty academic journals, trade publications, and magazines that focus on theatre-related topics, such as Theatre Topics and Theatre Survey. Additionally, our Taylor & Francis Social Sciences & Humanities Library subscription enables researchers to fully access twenty-three journals that cover theatre and performance studies, including Performance Research, Studies in Theatre and Performance, Women & Theatre, Contemporary Theatre Review, Journal of American Drama and Theatre, and the International Journal of Performance Arts and Digital Media.

Other databases offer access to specific essential publications such as *TDR: The Drama Review*, *PAJ: A Journal of Performance and Art*, and the *Journal of Dramatic Theory and Criticism*.

Journals of interest to researchers to which we do not have immediate access can be requested via interlibrary loan (typically delivered within 2–5 days).

BOOKS
Currently, Hannon Library owns over 300 print books and eBooks that share theatre and costuming as their primary subjects. With resource sharing, the number of available books is over 3,000.

The library is also home to the Bailey Shakespeare Collection, which includes scripts, folios, broadsides, and maps. The circulating portion of the Bailey Collection contains reproductions of historical sources that Shakespeare may have consulted for his history plays and his character creation for many of his plays. On the Special Collections side, the Bailey Collection contains a range of rare and valuable books published from the 16th century and later that document England and Europe in Shakespeare's time, as well as his contemporaries, his own life, and Shakespearean criticism. The Bailey Collection's holdings also include materials from a number of Shakespeare festivals, including the Oregon Shakespeare Festival, the Stratford Shakespeare Festival, and the Utah Shakespeare Festival.

Researchers in the field of performance can also take advantage of the vastness of the library's collection in other disciplines by utilizing books on a wide range of subjects, including literature, history, art history, art techniques, architecture, biography, music, and various others.

Allocations for Theatre books this fiscal year is $425 with temporary budget reductions. The allocation last year was $800.

ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED EMDA UNDERGRADUATE PROGRAM
Hannon Library's holdings of books and journals relating to performing arts and costuming are adequate to support a Certificate in Character and Costume Design.

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.

From **Andrew Gay**, Digital Cinema: Got it. Sounds great! Thumbs up from us.

From **David Bithell**, Creative Arts: Hi Deborah,

My apologies for the delay. I'm supportive of including appropriate art / EMDA courses in the certificate.

Some that you might consider include:

ART 133 - Intro to Drawing
ART 290 - Intro to Painting
ART 327 - Figure Drawing and Painting

EMDA 201 / 201R - Image and Animation Design
EMDA 440 - Rendering and Digital Design Skills

All of these are 4 credit courses.

Let me know if I can help further.

From **Emily Miller Francisco**, Hannon Library: Okay, that sounds good, thanks.

Emily

On Thu, Mar 23, 2023 at 3:10 PM Deborah Rosenberg <rosenbergd@sou.edu> wrote:
Thanks, Emily.

We plan to get several Certificate Proposals to Patrick in the week of April 10 and on to Curriculum the following week.

Deborah

On Thu, Mar 23, 2023 at 3:00 PM Emily Miller-Francisco <millere@sou.edu> wrote:
Ah, okay, glad I asked :-)

Do you know when this will be coming to the Curriculum Committee? Do you have a date set up with Patrick?

It sounds like a great certificate!

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 <u>as well as this form</u>.

New Program name: **Data Analytics Certificate**
CIP Code: (Classification of Instructional Program): 11.070

<u>Impact statement:</u>

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

   This certificate will increase demands in class across many disciplines, including computer science, math, business, environmental science and economics.

2. Will any prerequisites or other course requirements affect other departments/programs? 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.

   One of the required CS courses, CS 256, requires Math 111, and one of the required math courses, Math 251, requires Math 112. Thus, it may impact the demand for Math 111 and Math 112, but because students can place into courses above Math 112 we do not expect the change in demand to be significant. Additionally, one of the elective courses, BA 386, requires a prerequisite course of BA 131, so there may be some increased demand in BA 131.

3. Program Resource evaluation:

   a. <u>Faculty</u>: 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 required courses as well as the various electives are offered regularly. If the certificate is successful at attracting additional students we may eventually need to offer multiple sections of some classes.

   b. <u>Facilitie</u>s: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.

1

At this time, we don't think there will be any additional classroom, equipment or laboratory space needed.

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

Yes. See Appendix B below.

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

Not at this time.

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

Data Analytics Certificate

Data analysis is an essential skill in today's world. This certificate will signify expertise in process, analyzing and presenting data. It is an interdisciplinary certificate that includes a cross section of classes from computer science, math, business, environment science and economics. It provides students with a solid foundation in problem solving, computational thinking, programming, statistics and data analysis, and requires a course covering legal and ethical issues.

The Data Analytics Certificate will be a great addition to any degree that involves working with data, especially, all science, math, business, economics degrees. But, it can also be awarded as an interdisciplinary standalone certificate. It will help your resume stand out to job recruiters and it will open many new areas of industry to you (e.g., in healthcare, finance, marketing, energy, economics).

The certificate requires completion of 48 credits. All courses taken for the certificate must be completed with a grade of C or better.

Students should have the equivalent of the following prerequisite knowledge:

- *MATH 111 - Precalculus I (prereq for CS 256)*
- *MATH 112 - Precalculus II (prereq for CS 257 and Math 252)*

Computer Science - *required courses* - 20 credits
- CS 256 - Computer Science I (prereq Math 112)
- CS 266 - Applied Data Structures (or CS 257 Computer Science II)
- CS 360 - Databases
- CS 310 - Information Technology: Legal and Ethical Issues
- CS 356 - Programming Topics (e.g., Introduction to data science)

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Math - *required courses* - 16 credits
  - STAT 243Z - Elementary Statistics I
  - Math 251 - Calc I (prereq Math 112)
  - Math 252 - Calc II
  - Math 361 - Statistical Methods I (prereq Math 252)

Electives Courses - choose 3 of the following courses - 12 Credits
  - EC 232 - Exploratory Data Analysis
  - ES 386 - Environmental Data Analysis (prereq Math 243)
  - BA 382 - Management Information Systems
  - BA 386 - Advanced Excel Applications (prereq BA 131)
  - BA 497 - Business Analytics (prereq Math 243)
  - BA 450 - Using GIS in Business

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

    Please see Appendix A.

<u>Appendix A:</u> Evidence of communication between CS, Math, Business and Economics.

Jeremy Carlton - SOU	Tue, Apr 25, 7:27 AM (3 days ago)

to me, Curtis ▾

Hi Maggie,

The four BA business electives look fine to me and we offer them readily enough, annually speaking (1-3x [F2F or WWW] depending on the class).

All the best here as y'all move forward here. :)

Kindest,

Jeremy Carlton

Division of Business, Communication, and the Environment

Chair, School of Business

Southern Oregon University | 1250 Siskiyou Blvd | Ashland OR 97520

Office: Britt Hall #133

Office Phone: 541-552-6499 -- Cell: 541-625-3349 (texts welcome)

Email: carltonj@sou.edu

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Curtis Feist
to me, Carlton ▾

Looks good from my end.

Maggie, can you add the titles to the CS courses on the first page? I never remember those.

Cheers,

Curtis

● ● ●

Bret Anderson
to me ▾

⊜ 3:28 PM (15 minutes ago)   ☆   ↩   ⋮

Maggie,

 Thanks for including the Economics program on this, Maggie. We have long felt like we have a lot to contribute to data analytics from the social sciences point of view. Also, I've often wondered if a certificate like this should be called "Data Science" rather than "Data Analytics". In fact, I think there is space for each of those at SOU. I'm sure you've thought through that more than me though.

I recommend including EC 232: Exploratory Data Analysis. We expect to offer one to two sections per year beginning in AY 24-25. We are inputting catalogue changes for next year that require all econ students to take EC 232 as a core course. (In the recent past, EC 232 had been dormant as we were effectively using EC 332 for the same purpose.) That is all to say that EC 232 will become the primary methods course offered for Econ majors.

On your proposal:

- on question 1 of the impact statement...would you please consider adding that it will increase demand in Econ
- on question 2 of other dept. impacts... if it serves you, you can state something to the effect that the economics program expressed appreciation that this needed certificate is being offered at SOU.

RE: EC 232...I'm attaching the syllabus and the course description is pasted below.

Thanks for connecting with econ on this.
~Bret

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Appendix B: Library Assessment

M E M O R A N D U M

TO: Maggie Vanderberg, Chair, Computer Science Department

CC: Carrie Forbes, University Librarian; Patrick Stubbins, Executive Assistant to the
                  Provost

FROM: Thomas Dodson, Web & Discovery Librarian, Computer Science Librarian;
                  Emily Miller-Francisco, Collection Development Librarian

DATE: May 2, 2023

SUBJECT: Resources to Support Proposed Certificate in Data Analytics

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 two databases concerned with information technology: *Computing Database* and *Computer Database*. Mathematics is supported by *ProQuest Central, Wiley Online Library*, and *SpringerLink*. Statistical data can be obtained through *Statista*, a user-friendly statistics portal that includes market research reports, consumer studies, trade publications, scientific journals, and government databases.

Environmental science perspectives on data analytics can be researched using *Agriculture & Environmental Science Collection*, *Environmental Studies & Policy Collection*, and *GreenFILE*. Research into economic approaches is supported by *EconLit* and *Business Economics and Theory.* The research guide for economics, authored and maintained by Dr. Melissa Anderson, also provides links to a variety of publicly available data sources such as *Data.gov*, *U.S. Bureau of Labor Statistics*, *IMF Data*, and *World Bank DataBank*.

Business perspectives are represented by databases such as *ABI/Inform*, which provides access to full-text business journals as well as trade publications, dissertations, conference proceedings, and market reports. *Philosopher's Index* contains articles dealing with business and data ethics. Laws related to data analytics can be researched using *Nexis Uni* (formerly *Lexis Nexis Academic*), *LegalTrac*, and *Fastcase.* In addition to these more focused resources, the Library also offers interdisciplinary databases such as: *ProQuest Central*, *ProQuest Social Science Premium Collection*, *JSTOR,* and *Project MUSE*.

JOURNALS

Full-text access to a number of data science periodicals is made available through full-text databases and e-journal packages. *ProQuest Central,* for example, provides full-text access to such journals as *Advances in Data Analysis & Classification, Data Mining & Knowledge Discovery,* and *Lifetime Data*

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Analysis (most recent year not available). Our subscription to *Wiley Online Library* includes access to *Applied Stochastic Models in Business and Industry* and *Statistical Analysis & Data Mining*, and *Science Direct* makes available both *Computational Statistics & Data Analysis* and *Data & Knowledge Engineering*.

Journals of interest to data analytics researchers to which we do not have immediate access can be requested via interlibrary loan (typically delivered within 24 hours).

BOOKS

Data analytics books in our catalog were distributed among a number of Library of Congress Classification subject terms. The most capacious of these appeared to be "Big Data," with around 41 print books and 419 ebooks that take big data as their primary subject. With resource sharing, the number of available print books is approximately 500.

Researchers in data analytics benefit not only from the print and ebooks held by the Library in the broader field of computer science, but also our collections in fields such as mathematics, environmental science, economics, and business.

Allocations for computer science books this fiscal year was $325 (due to budget cuts; last year was $750, which is more typical).

ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED COMPUTER SCIENCE CERTIFICATE

Hannon Library's holdings of books and journals relating to data analytics and computer science are adequate to support a certificate in data analytics.

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.

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 <u>as well as this form</u>.

New Program name: **Certificate in Directing and Devising for Theatre**
CIP Code: (Classification of Instructional Program): 50.0507

<u>Impact statement:</u>

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

   Creating a certificate in directing and devising will primarily utilize existing courses both in theater, along with a few in digital cinema. It will also provide clarity for how existing courses in other areas (EMDA, ART) relate to the craft. Theatre currently has a BFA track in directing, but we are moving our BFA tracks into certificates. The BFA track was largely vague in the catalog. This certificate will codify that track while bringing in recommended further study for student directors and devisers and open up these courses beyond our program.

2. Will any prerequisites or other course requirements affect other departments/programs? 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.

   Other than elective options, of which there are many, DCIN is the only program with required courses for this certificate. Andrew Gay has seen this plan. No concerns were raised. In fact, the plan is to add theatre directing as required to the DCIN directing certificate, so that students can see even more clearly the synergies between programs and approaches. Both certificates require study in the other program area, and this is intentional.

3. Program Resource evaluation:

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

1

The certificate program entails creating two new classes in devising, taught by Professor of Theatre Performance, Brendan McMahon. These courses have been taught as electives (under TA 370 number) but this is a codification of that curriculum. Certificate courses will be scheduled so that students can complete this certificate within 2 years (every course will not be offered annually) and this schedule will not adversely affect faculty's schedules.

   b. <u>Facilitie</u>s: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.

   We do not anticipate that our certificate program will tax existing resources.

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

   Yes– unequivocally! We are already teaching these topics intensely. The certificate is a codification.

   d.

   e. <u>Other:</u> Are any other resources needed to support this program? If so, please document them and explain how they will be obtained.

   No new resources are required.

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

   Directing and Devising are two vital, though diverse, approaches to the leadership of a theatre project. The Certificate in Directing and Devising for Theatre provides students with a focused curriculum in these two contemporary methodologies. The role of the theatre director requires the ability to lead collaborators in the performance, design, and production areas towards a unified vision. Devising, or collaborative creation, is an ensemble-based method of creating a performance, requiring intensive teamwork and communication. Students will learn to work both collaboratively and as leaders in the theatre creation process.

   To be awarded the Certificate in Directing and Devising for Theatre, students must be in one of the following categories: a) current SOU students who are meeting the

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requirements for a BA or BFA degree, b) students who already have a BA or BS or BFA degree (post-baccalaureate), or c) students who have completed approximately two years of college coursework or have at least three years of significant professional work experience and meet the prerequisite for admission to certificate program. To be awarded this certificate, students must complete the course requirements listed below. All courses taken for the certificate must be completed with a grade of C- or better. Students must maintain a minimum GPA of 2.5 or higher in all certificate courses.

Certificate in Directing and Devising for Theatre

Certificate Requirements 36 Credits

Core Curriculum   24 Credits
TA 246: Introduction to Acting (4)
TA 354: Fundamentals of Directing (4)
TA 371: Playwriting (4)
TA 335: Devising I (4)
DCIN 334: Directing for the Screen (4)

AND
TA 355: Intermediate Directing (4)
OR
TA 435 Devising II (4)

Electives, Choose 12 credits from:
TA 167 Script Analysis (4)
TA 169 Elements of Design (4)
TA 182 Introduction to Modern Dance (4)
TA 182 Dance Improvisation (4)
TA 255 Theater Practice (2-4)
TA 311 Acting 1 (4)
TA 314 Movement 1 (4)
TA 317 Voice and Speech 1 (4)
TA 334 Stage Management (4)
TA 355 Intermediate Directing (4)
TA 370 Topics in Performance (4)
TA 415 Advanced Stage Management (4)
TA 430 The Art of Storytelling (4)
TA 454 Advanced Directing (4)
TA 455 Theater Practice (2-4)
TA 435 Devising II   (4)

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CW 220 Introduction to Creative Writing (4)

CW 281 Introductory Fiction Writing (4)

CW 282 Introductory Poetry Writing (4)

DCIN 200 Storytelling Foundations (4)

DCIN 331 Screenwriting 1 (4)

ART 133 Introduction to Drawing (4)

ART 240 Introduction to Photography (4)

ART 290 Introduction to Painting (4)

ART 291 Introduction to Sculpture (4)

MUS 121 Audio and Music Production I (4)

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

---------- Forwarded message ---------
From: **Andrew Gay** <Andrew.Gay@sou.edu>
Date: Wed, Apr 12, 2023 at 11:03 AM
Subject: Re: Certificate in Directing and Devising
To: Jackie Apodaca <apodacaj@sou.edu>

This looks great to me, Jackie. And yes, our hope is that UCC will approve our certificate title revision to "Directing Scripted Narrative for the Screen."
Andrew Kenneth Gay (he/him)
Associate Professor of Digital Cinema
Chair of Communication, Media & Cinema

From: **Craig Wright** <cwright@sou.edu>
Date: Wed, Apr 12, 2023 at 9:51 AM
Subject: Re: Certificate in Directing and Devising
To: Jackie Apodaca <apodacaj@sou.edu>

This looks wonderful!

On Wed, Apr 12, 2023 at 9:39 AM Jackie Apodaca <apodacaj@sou.edu> wrote:
 Hello colleagues,

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We are going to be putting forward a certificate in live performance directing and devising. Could you please take a look at the proposal, attached, and let me know if there are any elective options you would like us to add or remove?

FYI Devised theatre – frequently called collective creation – is a method of theatre-making in which the script or (if it is a predominantly physical work) performance score originates from collaborative, often improvisatory work by a performing ensemble.

Also, Andrew, we can add "Theatre" to Directing and Devising if you are adding "Screen" or something like that to your Directing cert--I want to make sure we match styles so let me know what you decide.

Many thanks!
Jackie
--
Jackie Apodaca (she, her)
Professor of Acting and Head of Performance, Theatre

---------- Forwarded message ---------
From: **Vicki Purslow** <purslowv@sou.edu>
Date: Thu, Apr 13, 2023 at 7:07 PM
Subject: Re: Certificate in Directing and Devising

I support this 100%!

> On Apr 13, 2023, at 7:04 PM, David Bithell <bithelld@sou.edu> wrote:
>
> Hi Jackie,
>
> Thank you. This looks fine and I have no concerns with the included courses from Creative Arts (all elective options).
>
> Best,
> David
>
>
> ——————————
>
> David Bithell (he/him)
> Chair, Creative Arts

4/29/16

TO: Deborah Rosenberg, Theatre

FROM: Jan Juliani, Theatre Librarian and Emily Miller-Francisco, Collection Development
            Librarian

DATE: May 5, 2023

SUBJECT: Resources to support proposed Certificate in Directing and Devising for Theatre

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 *Art Full Index* and *Art Index Retrospective*, which, taken together, index a range of publications from 1929 to present. Those conducting research related to directing and devising for theatre will find resources in Gale's *Fine Arts & Music Collection*, which provides more than 150 full-text magazines and journals in fine arts and music including drama and filmmaking.

ProQuest Central and the *Taylor & Francis Social Science & Humanities Library* are vast databases that encompass articles from various disciplines, including numerous performing arts journals. Researchers specializing in directing and devising for theatre can use the *MLA Bibliography* to search for analyses and critical interpretations of dramatic works by utilizing various search criteria, such as play, playwright, character, and theme.

In addition to these more focused resources, the Library also offers interdisciplinary databases such as: *ProQuest Social Science Premium Collection*; JSTOR; and *Project MUSE*.

JOURNALS

At present, Hannon Library has subscriptions to ten theatre-related periodicals, out of which three are academic journals that are peer-reviewed (*Modern Drama*, *Theatre*, and *Theatre Journal*). When it comes to reviews of theatrical productions, the *New York Times* archive is a valuable resource. Furthermore, we have subscribed to two publications of the Shakespeare Oxford Society: *The Shakespeare Oxford Newsletter* and the peer-reviewed *Oxfordian*.

Various theatre periodicals can be accessed in their entirety via full-text databases and e-journal packages. For instance, *ProQuest Central* offers complete access to academic journals, trade publications, and magazines that focus on theatre-related topics, such as *Theatre Topics* and *Theatre Survey*. Additionally, our *Taylor & Francis Social Sciences & Humanities Library* subscription enables researchers to fully access twenty-four journals that cover theatre and performance studies, including *Performance Research*, *Studies in Theatre Production*, *Women & Performance: a journal of feminist theory*, *Contemporary Theatre Review*, *Theatre and Performance Design*, and the *International Journal of Performance Arts and Digital Media*.

Other databases offer access to specific essential publications such as *TDR: The Drama Review*, *PAJ: A Journal of Performance and Art*, and the *Journal of Dramatic Theory and Criticism*.

Researchers can obtain journals of interest that are not readily available in the library through interlibrary loan, with a usual delivery time of 1-2 days.

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Besides providing access to journal articles, we also offer access to a variety of DVDs in the library stacks and streaming videos via platforms such as *Theatre in Video*, *BBC Shakespeare Plays*, and *Kanopy*.

BOOKS

The library's collection contains more than 500 print books and eBooks that chiefly center on theatre production and direction. Through resource sharing, the number of available books surpasses 2,000.

Hannon library is also home to the Bailey Shakespeare Collection, which includes scripts, folios, broadsides, and maps. The circulating portion of the Bailey Collection contains reproductions of historical sources that Shakespeare may have consulted for his history plays and his character creation for many of his plays. On the Special Collections side, the Bailey Collection contains a range of rare and valuable books published from the 16th century and later that document England and Europe in Shakespeare's time, as well as his contemporaries, his own life, and Shakespearean criticism. The Bailey Collection's holdings also include materials from a number of Shakespeare festivals, including the Oregon Shakespeare Festival, the Stratford Shakespeare Festival, and the Utah Shakespeare Festival.

Researchers in the field of directing and devising for theatre can also take advantage of the library's extensive collection by accessing resources from a broad range of disciplines. These resources include books on diverse subjects such as literature, history, art history, art techniques, architecture, biography, music, and many others.

Allocations for Theatre books this fiscal year is $425 with temporary budget reductions. The allocation last year was $800.

ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED CERTIFICATE IN DIRECTING AND DEVISING FOR THEATRE

Hannon Library's holdings of books and journals relating to theatre and directing are adequate to support a certificate-level program in Theatre. 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.

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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 <u>as well as this form</u>.

New Program name: Certificate in English Studies
CIP Code: (Classification of Instructional Program): 23.01

<u>Impact statement:</u>

1. What is the expected effect of this program on existing courses (both within your department/program or elsewhere in the SOU curriculum)?
   This certificate will eventually replace the English minor. On paper, it adds 8 additional lower-division English credits to the current minor program, for a total of 32 credits. (The English minor as it is described in the catalog does not include two lower-division ENG classes that we expect students to complete before taking ENG 301. This conflicts with the catalog copy in the "major" section, specifying that "Before enrolling in 300-level English courses, English majors must complete two lower division ENG courses." We are requesting alignment of the minor with this requirement in the 2023-24 catalog copy, formally adding 8 lower-division English credits to the minor Course Requirements, so the certificate and the minor will require the same total number of credits: 32.)

   All credits for this certificate come from existing ENG courses. The certificate will not change the frequency with which we offer particular courses, nor will it require the creation of any new courses. We anticipate that the addition of this certificate, along with good marketing campus-wide about the value of certificates, will raise enrollments in existing English classes, as the certificate in English Studies will be an appealing option for students from any other major interested in adding a credential that works well with their major and gives them an advantage when applying for jobs in any field that require clear communication and analytical thinking skills.

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.
   This certificate requires 32 credits, including 8 credits from lower-division English classes, and has no prerequisites other than sophomore standing for ENG 301 (and ENG 301 for 400-level literature classes). Students from majors other than English can complete the certificate over a period of three years, allowing them to complete their course requirements in other programs.

1

3. Program Resource evaluation:

    a. <u>Faculty</u>: Cite faculty availability or needs and impact on other teaching obligations. If additional faculty teaching hours are needed, how will that need be met?
        None. See #1 above.

    b. <u>Facilities</u>: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.
        None. See #1 above.

    c. <u>Library:</u> Are Hannon Library resources sufficient to meet the needs of this program? (Check with the library staff and **attach a copy of their report**.)
        Library faculty currently provide support in the form of "Lib Guides" and research support for students in upper-division ENG classes. Because we do not anticipate adding classes or sections, current library resources are sufficient.

    d. <u>Other:</u> Are any other resources needed to support this program? If so, please document them and explain how they will be obtained.
        We expect students will need some help from SSCs, Enrollment Services, Admissions, etc. to understand the value of the new certificate, and the edge it gives them over a minor. We hope that this process of educating students and parents about certificates will take place campus-wide.

4. Catalog copy for the new program, including requirements and electives.
    The Certificate in English Studies helps prepare students from any major for careers that require analytical thinking and clear communication. The certificate is flexible—in consultation with an English advisor, choose any upper division (300- and 400-level) English courses that meet your interests and needs.

    Lower-division courses:
    8 credits from lower-division classes in literature, grammar, writing, or rhetoric
    *   At least 4 credits must be from lower-division literature courses (ENG 104, 105, 201, 202, 208, 209, 239, 240, 245, 280, 295)
    *   4 credits may be from any of the following creative writing courses: CW 220, CW 230, CW 281, CW 282

    Core course:
    ENG 301 (4 credits, must earn C- or better)

    Upper-division electives
    20 credits of upper-division (300- or 400-level) ENG courses

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

4/29/16

MEMORANDUM

TO: Margaret Perrow, English

FROM: Melissa Anderson, Subject Librarian for English, and Emily-Miller Francisco,
                Collection Development Librarian

DATE: February 10, 2023

SUBJECT: Resources to support proposed Certificate in English Studies

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 indexing and online access to English studies-related journals through our MLA International Bibliography database as well as through ProQuest Central, Project Muse, and JSTOR: Arts & Sciences I, II, and III. Another option for students is to use our general Hannon Library Search of the online catalog that provides access to all of our full text.

JOURNALS

We currently subscribe to print journals that are appropriate to this area of study in addition to the many journals that we provide access to through our electronic databases. Some of the relevant print journals include, but are not limited to:

- *Contemporary Literature*
- *Journal of Modern Literature*
- *Poetry*
- *Ariel*
- *Language Arts*
- *Journal of Teaching Writing*
- *English Journal*
- *Oregon English Journal*
- *College English*

BOOKS

A search for *English literature* in our online catalog yields over 40,000 print books and ebooks. A search for *American literature* yields over 20,000 titles. Limiting results to the last twenty years, which speaks to our ability to support the newest fields of inquiry, yields over 11,000 title for American literature in print books and ebooks and over 28,000 titles of print books and ebooks on English literature. A search for books and ebooks on the subject of linguistics written in English yields over 4,000 results, almost 3,000 of which were published in the past 20 years. Students also have access to print book holdings in other libraries within our consortium through interlibrary loan.

ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED CERTIFICATE IN ENGLISH STUDIES

4

Hannon Library's holdings of books and journals relating to English studies are sufficient to support this new certificate. Please use these amounts in the HECC Budget Outline Form:

Library/Printed   **$0.00**
Library/Electronic   **$0.00**

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

New Program Proposal

New Program name: Certificate in Environmental Data Science
CIP Code: (Classification of Instructional Program): 11.04

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)?
   We expect to see marginal increases in the number of CS students who take ES classes, and ES students who take CS courses. We do, however, see this as a great advertising tool for non-traditional students who are in the workforce now, but need to refresh their skills.

2. Will any prerequisites or other course requirements affect other departments/programs? **CS department could be impacted.** 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.
   Please see email correspondence with Chair of Computer Science, Maggie Vanderburg, for her support of this program.

3. Program Resource evaluation:

   - <u>Faculty</u>: Cite faculty availability or needs and impact on other teaching obligations. If additional faculty teaching hours are needed, how will that need be met?
     No additional faculty time is required for this certificate program. It is based on courses that already exist and are offered regularly, or are being developed by the CS department using existing faculty resources.

   - <u>Facilitie</u>s: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.
     Nothing additional is required

   - <u>Library:</u> 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

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

1

No other resources are required

4. Catalog copy for the new program, including requirements and electives.
   - Prerequisites (21 credits)
     - ES 101/L (4 credits)
     - ES 249/L (5 credits)
     - MTH 111 (4 credits)
     - MTH 112 (4 credits)
     - MTH 243 (4 credits)
   - Required Courses (35 credits)
     - ES 486 – Env. Data Analysis (5 credits) [renumbered from ES 386]
     - ES 451 – Intro to GIS (5 credits)
     - ES 453 – Intro to Remote Sensing (5 credits)
     - ES 475 – Env. Modeling (4 credits)
     - CS 256 – Computer Science I (4 credits)
     - CS 266 – Applied Data Structures or CS 257 – Computer Science II (4 credits)
     - CS 320 – AI Engineering (4 credits)
     - CS 360 – Introduction to Databases (4 credits)

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

4/29/16

2

<div align="center">M E M O R A N D U M</div>

TO: Vincent Smith, Environmental Science & Policy

FROM: Emily Miller-Francisco, Environmental Science and Collection Development Librarian

DATE: January 30, 2023

SUBJECT: Resources to support proposed Certificate in Environmental Data Science

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 indexing and online access to environmental data science journals through our Agriculture and Environmental Science Collection and through ProQuest Central. Another option for students is to search our general Hannon Library Search catalog that provides access to all of our full text.

JOURNALS

We have a few journals that would be appropriate to this area of study. We provide immediate online access to:

- Environmental Monitoring and Assessment All (1997 to current through Springer)
- Environmental Modelling & Software (1997 to current through ScienceDirect)
- Environmental Earth Sciences (2009 to current through Springer)
- Earth System Science Data (2009 to current through ProQuest, also available open access)

For a certificate program, our journal resources are more than adequate. Students can also request articles from journals we don't hold through our Interlibrary Loan program.

BOOKS

A search for environment* and "data science" finds 40 books. Of these, 37 were published in the last 10 years. Expanding the search to our shared book system only finds 10 additional books. Searches for more general topics such as Python programming or GIS retrieve additional materials. We will continue to purchase books in this area, although it doesn't appear there will be a strong need for the book format to support this curriculum.

ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED ENVIRONMENTAL DATA SCIENCE PROGRAM

Hannon Library's holdings of books and journals relating to environmental data science are adequate to support a certificate-level program. Please use these amounts in the HECC Budget Outline Form:

      Library/Printed   **$0.00**
      Library/Electronic   **$0.00**

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

<div align="right">3</div>

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 <u>as well as this form</u>.

New Program name: Ethnic & Racial Studies Certificate
CIP Code: <u>05.0299 Ethnic, Cultural Minority, and Gender Studies, Other.</u>

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)?

    The Ethnic & Racial Studies (ERS) Certificate will replace the ERS Minor that began in Fall 2021. The certificate builds upon existing courses from programs such as NAS, Art & Art History, Communication, CCJ, Economics, Education, English, GSWS, International Studies, Music, Psychology, Sociology & Anthropology, and others. An ERS Council, composed of faculty from multiple disciplines and divisions as well as staff and students, guides this program, providing institutionalized structure for the connections between ERS and other programs on campus.

2. Will any prerequisites or other course requirements affect other departments/programs? 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.

    The ERS Certificate, like the ERS Minor, will have a minimal effect on the NAS program. Like the ERS Minor, NAS 410 will be required as the "in action" capstone for the ERS Certificate. This will positively affect enrollment and not be a burden on the program. Dr. Brook Colley is the Chair of NAS and part of this ERS proposal.

3. Program Resource evaluation:

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

    ERS 201: Introduction to Ethnic & Racial Studies will continue to be offered once a year, and is required for the Certificate. This 4 credit course will be cycled through ERS Affiliated faculty, often in conjunction with loading for Coordinating the program.

    NAS 410 was renamed to 'NAS and ERS in Action'. It will continue to be regularly offered and will not require additional hours for NAS faculty.

1

ERS electives draw from courses already taught within other programs. Outreach to new faculty with courses that might be eligible is undertaken by the ERS Coordinator.

b. Facilities: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.
ERS pedagogy utilizes circle seating for more engaged interactions. So far, the program has utilized a dedicated room available to NAS (TA 020), and we would like this to continue.

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.

d. Other: Are any other resources needed to support this program? If so, please document them and explain how they will be obtained.
Continued institutional support for an ERS Coordinator.

4. Catalog copy for the new program, including requirements and electives.
See Catalog copy on next page.
See Course Eligibility Requirements attached.

5. Please provide written verification of contact with the Chair of any other departments or programs affected by the new program.
The Chairs of NAS (Dr. Brook Colley) and GSWS (Dr. Kylan de Vries), who are part of the faculty submitting this proposal, have approved the housing of this ERS Certificate under the GSWS program.

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**Ethnic & Racial Studies (ERS) New Certificate Curriculum Mapping
beginning AY 2023/24**
submitted by Kylan de Vries (GSWS chair) and Brook Colley (NAS chair)

(28 credits)

The Ethnic & Racial Studies program is an interdisciplinary, comparative, and critical study of race, Indigeneity, and ethnicity with a primary focus on the lived experiences, perspectives, theories, and scholarship of and on Black, Indigenous, and People of Color (BIPOC), Jewish, and Muslim communities within the United States. Some courses will focus on one ethnic or racialized group and geographic area while other courses will work comparatively and internationally.

Students working toward a Certificate in Ethnic & Racial Studies are required to meet with the ERS Coordinator to declare the Certificate. Students must meet all applicable requirements listed in the Certificate section of this catalog, including the Certificate residence requirement.

REQUIRED COURSES (8 credits)
  I.   ERS 201   Introduction to Ethnic & Racial Studies (4 credits)
  II.   NAS 410   NAS and ERS in Action (4 credits)

ELECTIVES (20 credits)
Take at least 20 credits from the list below, up to 8 of which may be lower-division. No more than three electives can be from the same prefix.

   ARTH 450 / ARTH 550 - Race, Gender, and Ethnicity in Art 4 credits
   CCJ 388 - Race and Crime 4 credits
   COMM 200 - Communication Across Cultures 4 credits
   COMM 460F - International Fashion, Textiles, and Communication 4 credits
   ED 460 - Multicultural Education 3 credits
   ENG 381A - Narratives of Captivity 4 credits
   ENG 381B - Slave Narratives 4 credits
   ENG 405 - Reading/Writing and Conference 1 to 12 credits (when the topic is Critical
        Race Theory and Teaching)
   ENG 443 - Chicanx Literature 4 credits
   ENG 447B - Race in Britain: Literature after 1945 4 credits
   ENG 447E - The Harlem Renaissance 4 credits
   ENG 447F - African American Literature: Urban Realism 4 credits
   ENG 447G - African American Women and Unknowability 4 credits

3

ENG 448A - James Baldwin 4 credits

ENG 454 - U.S. Ethnic Literature 4 credits

ERS 199 - Special Studies 1-4 credits

ERS 299 - Special Studies 1-4 credits

ERS 309 - Practicum 1-8 credits

ERS 399 - Special Studies 1-4 credits

ERS 401 - Research 1-4 credits

ERS 405 - Reading and Conference 1-4 credits

ERS 407 - Seminar 1-4 credits

ERS 409 - Practicum 1-8 credits

ERS 501 - Graduate Research 1-4 credits

ERS 505 - Reading and Conference 1-4 credits

ERS 507 - Seminar 1-4 credits

GSWS 302 - Contemporary U.S. Women's Movements 4 credits

GSWS 343 / SOAN 343 - Gender, Race, and the Body 4 credits

MUS 203 - American Jazz 4 credits

MUS 205 - Rockin' in the Free World: Rock History from 1900-1959 4 credits

MUS 206 - Hey, Hey, My, My, Rock and Roll Will Never Die: Rock Music of the 1960s-1970s 4 credits

MUS 207 - On the Cover of the Rolling Stone: Rock Music from the 1970s-Present 4 credits

MUS 208 - Hip Hop Revolution: Rap Music and Culture in Contemporary America 4 credits

NAS 301 - Tribal Critical Race Theory 4 credits

NAS 368 - Native American Topics 4 credits

NAS 368A - Queer Indigenous Studies 4 credits

NAS 368B - Indigenous Masculinities 4 credits

NAS 368C - Decolonizing Transgender 4 credits

NAS 368D - Indigenous Solidarities 4 credits

NAS 440 / NAS 540 - American Indian Identities 4 credits

PSY 472 - Sustainable Compassion 4 credits

SOAN 213 - Cultural Anthropology: Perspectives on Humanity 4 credits

SOAN 310A - Latinx in Oregon

SOAN 315 - Health Issues in the Rural United States 4 credits

SOAN 323 - Sociology of Sports 4 credits

SOAN 337 - Racial and Ethnic Relations

SOAN 338 - Sociology of Health, Illness, and Health Care

SOAN 455 - USA Migration Studies

UGS 325 – Diversity Dialogues

4

Notes:

Other courses may be approved to count for the Ethnic & Racial Studies certificate upon petition to the program coordinator.

Students are strongly advised to plan their course of study with the program coordinator.

Program Catalog page

Taylor 125A

541-552-6750

Kylan Mattias de Vries, Interim Coordinator

Affiliated Faculty
Alma Rosa Alvarez
Robert Arellano
Brook Colley
Travis Cambell
Brook Colley
Paul Condon
Sean Corrigan
Amanda Casto
Kylan Mattias de Vries
Edward Derr
Larry Gibbs
Jennifer Longshore
Diana Maltz
Vaun Monroe
Jessica Piekielek
Vicki Purslow
Alena Ruggerio
Shanell Sanchez
Carey Jean Sojka
Kelly Szott
Chance White Eyes
Precious Yamaguchi

MEMORANDUM

TO: Kylan de Vries, Ethnic and Racial Studies

FROM: Emily Miller-Francisco, Ethnic and Racial Studies Librarian and Collection Development
Librarian

DATE: May 8, 2023

SUBJECT: Resources to support proposed Ethnic and Racial Studies Certificate

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).

This Ethnic and Racial Studies program existed as a minor before it was proposed as a certificate program. A library collections assessment was performed at the time the minor was proposed. Due to the similarity of the two programs, there should be minimal changes in information resource needs.

Note that there had been a request for increased funding for book resources at the time of the minor's collection assessment. Although it has only been a few years, we have been successful in strengthening our book holdings in this area using gift funds. We also added the back files of the Chicago Defender, a prominent historical black newspaper, using a combination of a vendor credit and gift money. The library was also able to add the core collection of Kanopy, which has a number of titles that are relevant to ethnic or racial studies topics. Therefore, additional initial funding to strengthen the library collection in this area is no longer necessary.

The assessment also mentioned Ethnic News Watch, which would be an excellent additional resource focused on these topics. However, due to its expense, we recommend waiting for the program to grow significantly or to offer a major before pursuing funding for this resource. Fortunately, we can still offer support through our ProQuest Central and SocINDEX databases and a number of e-journal packages such as JSTOR, Taylor & Francis, and Project Muse.

ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED CERTIFICATE IN ETHNIC AND RACIAL STUDIES
Hannon Library's holdings of books and journals relating to ethnic and racial studies are adequate to support a certificate-level program in ethnic and racial studies. 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.

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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: Certificate in Foundations of Teaching English Language Arts
CIP Code: (Classification of Instructional Program): 13.1305

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 32-credit certificate consists of existing English courses. We intend this "stackable" certificate as an appealing option mainly for English majors who plan to go into a teaching field, formal or informal. However, the certificate is easily attainable for students from any major, so may well result in increased enrollments in upper-division English electives. One expected impact of this certificate is it will simplify prerequisites for admission to the MAT program at SOU, as applicants will simply be required to have completed this certificate or the equivalent (rather than a set of 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.
    This certificate requires 32 credits in ENG courses, and has no prerequisites other than sophomore standing for ENG 301. Students from majors other than English can complete the certificate over a period of three years, allowing them to complete their course requirements in other programs.

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?
        No. See #1 above.

    b. Facilities: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.
        No. See #1 above.

    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**.)

1

Library faculty currently provide support in the form of "Lib Guides" and research support for students in upper-division ENG classes.Because we do not anticipate adding classes or sections, current library resources are sufficient.

    d. <u>Other:</u> Are any other resources needed to support this program? If so, please document them and explain how they will be obtained.
We expect that students will need some help from SSCs, Enrollment Services, Admissions, etc. to understand the value of the new certificate, and its "stackability." We hope that this process of educating students and parents about certificates will take place campus-wide.

   4.   Catalog copy for the new program, including requirements and electives.
This certificate will provide a foundation in teaching English Language Arts for students who are interested in teaching careers in formal and informal settings. It is recommended for students who plan to apply to licensure or MAT programs. This certificate pairs easily with the TESOL Certificate (Teaching English to Speakers of Other Languages).

Required classes
4-credits lower-division literature (ENG 104, 105, 201, 202, 208, 209, 239, 240, or 245)
4 credits English grammar (ENG 295, 395, or 492)
4 credits literary analysis (ENG 301)
4 credits reading pedagogy (ENG 488 or 489)
4 credits writing pedagogy (ENG 312 or 472)

Electives
12 credits of 300- or 400-level ENG courses; ENG 409 when topic is Teaching Practicum.

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

4/29/16

M E M O R A N D U M

TO: Margaret Perrow, English

FROM: Melissa Anderson, Subject Librarian for English, and Emily-Miller Francisco,
            Collection Development Librarian

DATE: February 10, 2023

SUBJECT: Resources to support proposed Certificate in Foundations of Teaching
            English Language Arts

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 indexing and online access to English Language Arts-related journals through our ERIC and Education databases as well as the MLA International Bibliography database, ProQuest Central, Project Muse, and JSTOR: Arts & Sciences I, II, and III. Another option for students is to use our general Hannon Library Search of the online catalog that provides access to all of our full text.

JOURNALS

We currently subscribe to print journals that are appropriate to this area of study in addition to the many journals that we provide access to through our electronic databases. Some of the relevant print journals include, but are not limited to:

- *Language Arts*
- *Journal of Teaching Writing*
- *English Journal*
- *Oregon English Journal*
- *Harvard Educational Review*
- *American Journal of Education*

BOOKS

A search for *English Language Arts* in our online catalog yields over 2300 print books and ebooks. A similar search for *pedagogy OR teaching AND English* yields over 1800 results. Students also have access to print book holdings in other libraries within our consortium through interlibrary loan.

ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED CERTIFICATE IN FOUNDATIONS OF TEACHING ENGLISH LANGUAGE ARTS

Hannon Library's holdings of books and journals relating to the teaching of English language arts are sufficient to support this new certificate. Please use these amounts in the HECC Budget Outline Form:

Library/Printed   **$0.00**
Library/Electronic   **$0.00**

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

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: **Certificate in Lighting Design and Technology**
CIP Code: (Classification of Instructional Program): 50.0502

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 certificate outlines the curriculum path for students wishing to pursue careers in Lighting Design for live performance, film, and emerging media. It will combine offerings from Theater, EMDA, and Digital Cinema to provide a foundation for students interested in lighting for traditional theater, film and television, virtual media, architectural visualization, video game level design and other spatial-design creative industries.

   SOU currently has three programs in three departments and two divisions with courses covering similar topics. This certificate would allow for greater efficiency and clarity, as well as cross-departmental participation and opportunities for students and faculty.

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.*

   The relevant faculty, chairs, and program directors are informed and supportive of this initiative. The intention of the certificate is to create an interdisciplinary course of study between Theater, EMDA and Digital Cinema. Students will need to have met the existing foundational prerequisite courses in their area of study. The certificate will not require additional prerequisites beyond those already in place for the three programs. It is expected the majority of students pursuing this certificate will come from these majors, but it will be available to any student that meets the University requirements for certificates. Those students would be required to take one of the four prerequisite courses or undergo a portfolio review.

1

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?*

   A new Theatre faculty member with experience in both live performance and film lighting will be required for the full implementation of this certificate in future. As most coursework required for the certificate already exists (although adjustments to courses to better serve the certificate are expected) there will be little impact on faculty teaching hours.

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

   Initially, existing facilities will suffice for the certificate. However, some investment in upgrades to the existing computing and video equipment along with minor remodeling of the labs in Marion Ady, DMC, and the Theater building will eventually be required in order to stay competitive.

   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**.)*

   There will be little to no impact on library resources.

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

   Initially, there will be no additional resources for this program outside of the existing facilities of SOU. Of course, a successful and growing program will require additional equipment upgrades over time.

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

   All forms of media, traditional and emerging, depend on lighting. Lighting designers are in demand in photography and film, live performance, architectural and event installation and digital media. The Certificate in Lighting Design and Technology provides students with a focused curriculum in design theory and practice for the entertainment industry. Students will gain experience in optics and design theory, technical visualization and presentation skills and have the opportunity to work on practical applications for a variety of media and performance.

2

To be awarded the Certificate in Lighting Design and Technology, students must be in one of the following categories: a) current SOU students who are meeting the requirements for a BA or BFA degree, b) students who already have a BA or BS or BFA degree (post-baccalaureate), or c) students who have completed approximately two years of college coursework or have at least three years of significant professional work experience and meet the prerequisite for admission to certificate program. To be awarded this certificate, students must complete the course requirements listed below. All courses taken for the certificate must be completed with a grade of C- or better. Students must maintain a minimum GPA of 2.0 or higher in all certificate courses.

Certificate Requirements 36 Credits

Prerequisites
TA 169 Elements of Design (3) *or*
EMDA 201 Foundations Image and Animation Design (4) *or*
DCIN 203 Digital Cinema Production (4)

Core Curriculum   16 Credits
TA 245 Stage Lighting (4)
TA 445 Lighting Design 1 (4)
TA 446 Lighting Design 2 (4)
SC 120 Concepts in Science: Light and Sound (4)

Electives, Choose 20 credits from:
PH 324 Light, Vision, and Optical Phenomenon (3)
TA 255 Theater Practice (2-4)
TA 354 Fundamentals of Directing (4)
TA 220 Scene Design I (4)
TA 262 Character and Costume Design I (4)
TA 350 Topics in Design (1-4)
TA 455 Theater Practice (2-4)
TA 484 Digital Design for the Arts (CAD for Theater) (4)
ART 240 Introduction to Photography (4)
ART 340 Photography Methods (1-4)
DCIN 102 Production Tools 2 DSLR Video (4)
DCIN 203 Digital Cinema Production (4)
DCIN 216 Studio Production for Film and Television (4)
DCIN 313 Design Problems in Sound & Light (4)
DCIN 472D Advanced Short Film Production (4)
EMDA 355 Introduction to Unreal (4)

3

EMDA 447 Animation and Production Environments (4)
EMDA/TA 440 Rendering and Digital Design (4)
EMDA/TA 441 Design Communication and Collaboration (4)
EMDA 447 Animation and Production Environments (4)

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

On Fri, Apr 7, 2023 at 7:05 PM Andrew Gay <Andrew.Gay@sou.edu> wrote:
 This is great, Sean. Adding Chris Lucas as an FYI.

Yes, the lighting design certificate looks good to me from an ART / EMDA perspective. Looks great.

David Bithell (he/him/his)

On Sun, Apr 9, 2023 at 11:18 AM Ellen Siem <sieme@sou.edu> wrote:
Hi, Sean,
PH 314 is not offered regularly --- Panos Photinos used to teach it, and we have not offered it for several years.
SC 120/120L is held regularly, generally about 2 times per year (one of those times nearly always includes the summer).I hope this helps!
Ellen

 Ellen Siem, PhD
 SOU Physics Program Coordinator
 pronouns: she/her

4

M E M O R A N D U M

TO: Deborah Rosenberg, Theatre

FROM: Jan Juliani, Theatre Librarian & Emily Miller-Francisco, Collection Development Librarian

DATE: May 4, 2023

SUBJECT: Resources to support proposed Lighting Design and Technology Certificate

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).

The certificate proposal for Lighting Design and Technology formalizes an unofficial advising track that has existed for years within the Theatre major, and is well supported by the library's collections. In terms of databases, Theatre students are supported by journal databases such as ProQuest Central and MLA International Bibliography. These indexes provide access to a wealth of full-text including articles from our e-journal packages such as Project Muse, JSTOR, and Taylor and Francis. In addition to journal article support, we also provide access to a range of DVDs and streaming videos through Theatre in Video, BBC Shakespeare Plays, and Kanopy. Finally, in terms of books on the particular topic of lighting design and technology, we have 62 books with the subject heading "stage lighting" that are immediately available in our holdings, including e-books. Students who are able to wait a few days can also access another 206 books through our book-sharing consortium.

ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED CERTIFICATE IN LIGHTING DESIGN AND TECHNOLOGY
Hannon Library's holdings of books and journals relating to lighting design and lighting technology are adequate to support a certificate-level program in Theatre. 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.

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 <u>as well as this form</u>.

New Program name: Certificate in Literary Studies
CIP Code: (Classification of Instructional Program): 23.14

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 32-credit certificate consists of existing English courses. We intend this "stackable" certificate as an appealing option mainly for English majors who want to focus on literary studies. However, the certificate is attainable for students from any major, so may well result in increased enrollments in upper-division English electives.

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.
   This certificate requires 32 credits (all in ENG classes), and has no prerequisites other than sophomore standing for ENG 301 (and ENG 301 for 400-level literature classes). Students from majors other than English can complete the certificate over a period of three years, allowing them to complete their course requirements in other programs.

3. Program Resource evaluation:

   a. <u>Faculty</u>: Cite faculty availability or needs and impact on other teaching obligations. If additional faculty teaching hours are needed, how will that need be met?
      None. See #1 above.

   b. <u>Facilitie</u>s: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.
      None. See #1 above.

   c. <u>Library:</u> Are Hannon Library resources sufficient to meet the needs of this program? (Check with the library staff and **attach a copy of their report**.)
      Library faculty currently provide support in the form of "Lib Guides" and research support for students in upper-division ENG classes. Because we

1

do not anticipate adding classes or sections, current library resources are sufficient.

    d. <u>Other:</u> Are any other resources needed to support this program? If so, please document them and explain how they will be obtained.
We expect that students will need some help from SSCs, Enrollment Services, Admissions, etc. to understand the value of the new certificate, and its "stackability." We hope that this process of educating students and parents about certificates will take place campus-wide.

4. Catalog copy for the new program, including requirements and electives.
The Certificate in Literary Studies provides a thorough grounding in literary analysis across a range of genres, time periods, and theoretical lenses.

Lower-division courses
8 credits of lower-division English classes in literature, grammar, or rhetoric (ENG 104, 105, 201, 202, 208, 209, 239, 240, 245, 280, 295)

Core course
ENG 301 (4 credits; must earn C- or better)

Electives
20 credits of upper-division (300- or 400-level) literature electives (ENG 315, 341, 367, 368, 381, 382, 417, 418, 436, 443, 447, 448, 454, 457, 470, 481, 482, 489, 498)

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

4/29/16

M E M O R A N D U M

TO: Margaret Perrow, English

FROM: Melissa Anderson, Subject Librarian for English, and Emily-Miller Francisco,
                 Collection Development Librarian

DATE: February 10, 2023

SUBJECT: Resources to support proposed Certificate in Literary Studies

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 indexing and online access to literary studies-related journals through our MLA International Bibliography database as well as through ProQuest Central, Project Muse, and JSTOR: Arts & Sciences I, II, and III. Another option for students is to use our general Hannon Library Search of the online catalog that provides access to all of our full text.

JOURNALS

We currently subscribe to print journals that are appropriate to this area of study in addition to the many journals that we provide access to through our electronic databases. Some of the relevant print journals include, but are not limited to:

- *Contemporary Literature*
- *Journal of Modern Literature*
- *Studies in Romanticism*
- *Chaucer Review*
- *Studies in the Novel*
- *Modern Fiction Studies*
- *Victorian Studies*
- *James Joyce Quarterly*
- *Shakespeare Quarterly*
- *Poetry*
- *Western American Literature*

BOOKS

A search for *English literature* in our online catalog yields over 40,000 print books and ebooks. A search for *American literature* yields over 20,000 titles. Limiting results to the last twenty years, which speaks to our ability to support the newest fields of inquiry, yields over 11,000 title for American literature in print books and ebooks and over 28,000 titles of print books and ebooks on English literature. Students also have access to print book holdings in other libraries within our consortium through interlibrary loan.

3

ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED CERTIFICATE IN LITERARY STUDIES

Hannon Library's holdings of books and journals relating to English studies are sufficient to support this new certificate. Please use these amounts in the HECC Budget Outline Form:

> **Library/Printed** $0.00
> **Library/Electronic** $0.00

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

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 <u>as well as this form</u>.

New Program name: **Certificate in Production Fabrication**
CIP Code: (Classification of Instructional Program): 50.0599

<u>Impact statement:</u>

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

   This certificate offers a curriculum path for students wishing to pursue careers in technology and fabrication for live performance, cinema, and emerging media. It will provide a foundation for students interested in costume construction, stagecraft, properties, scenic art, and computer-aided fabrication.

2. *Will any prerequisites or other course requirements affect other departments/programs?* No

   This certificate will open stronger collaboration with Theater, Emerging Media and Digital Art, and Digital Cinema in production related activities.

   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.

   The relevant faculty, chairs, and program directors are informed and supportive of this initiative.

3. Program Resource evaluation:

   a. *<u>Faculty</u>: Cite faculty availability or needs and impact on other teaching obligations. If additional faculty teaching hours are needed, how will that need be met?*
      For the foreseeable future, current SOU faculty will meet the needs of this certificate. As most coursework required for the certificate already exists (although adjustments to courses to better serve the certificate are expected) there will be little impact on faculty teaching hours.

   b. *<u>Facilitie</u>s: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.*

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Initially, existing facilities will suffice for the certificate. Some future investment in upgrades to equipment may be necessary as technology advances.

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**_.)_

There will be little to no impact on Hannon Library resources.

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

Initially, there will be no additional resources for this program outside of the existing facilities of SOU. Of course, a successful and growing program will require additional equipment upgrades over time.

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

The Certificate in Production Fabrication provides students with a focused curriculum in practical construction methods and techniques to create scenery, garments, properties, or scenic art for live performance, cinema, and emerging media. Students will gain experience in translating conceptual visualization into realized objects and garments.

To be awarded the Certificate in Production Fabrication, students must be in one of the following categories: a) current SOU students who are meeting the requirements for a BA or BFA degree, b) students who already have a BA or BS or BFA degree (post-baccalaureate), or c) students who have completed approximately two years of college coursework or have at least three years of significant professional work experience and meet the prerequisite for admission to certificate program. To be awarded this certificate, students must complete the course requirements listed below. All courses taken for the certificate must be completed with a grade of C- or better. Students must maintain a minimum GPA of 2.0 or higher in all certificate courses.

Certificate in Production Fabrication 36 Credits

Prerequisites
TA 169 Elements of Design (3) _or_
EMDA 201 Foundations Image and Animation Design (4) _or_
DCIN 203 Digital Cinema Production (4)

2

Core Curriculum   16 Credits, choose one four-course grouping

TA 240 Stagecraft (4)
TA 333 Stage Properties (4)
TA 444 Advanced Stagecraft (4)
TA 484 Digital Design for the Arts (CAD) (4)
OR
TA 249 Costume Fundamentals (4)
TA 236 Costume Construction 1 (4)
TA 237 Costume Construction 2 (4)
TA 238 Costume Construction 3 (4)

Electives, Choose 20 credits *(may include courses in the core curriculum from the 4 courses outside of the 16 credit grouping selected by the student)*
TA 255 Theatre Practice (2-4)
TA 343 Scene Painting (4)
TA 349 Fashion in Western Culture (4)
TA 252 Stage Makeup (4)
TA 262 Character and Costume Design 1 (4)
TA 263 Character and Costume Design 2 (4)
TA 264 Character and Costume Design 3 (4)
TA 333 Stage Properties (4)
TA 344 Technical Drawing for the Arts (Drafting) (4)
TA 346 Costume Crafts (4)
TA 366 Costume Construction 4 (4)
TA 367 Costume Construction 5 (4)
TA 368 Corset Making (4)
TA 399 Welding (4)
TA 455 Theatre Practice (2-4)
EMDA 447 Animation and Production Environments (4)
DCIN 203 Digital Cinema Production (4)
DCIN 216 Studio Production for Film and Television (4)
ART 290 Introduction to Painting (4)
ART 291 Introduction to Sculpture (4)
ART 358 Spatial Studies Methods (4)
ART 364 Robotic Art Methods (4)
ART 395 Installation and Site-Specific Art Methods (4)

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

3

On Fri, Apr 7, 2023 at 7:10 PM Andrew Gay <Andrew.Gay@sou.edu> wrote:
No real feedback on this one,

Yes, the lighting design certificate looks good to me from an ART / EMDA perspective. Same with the Production Fabrication certificate. Looks great.

David Bithell (he/him/his)

4/29/16

M E M O R A N D U M

TO: Deborah Rosenberg, Theatre

FROM: Jan Juliani, Theatre Librarian & Emily Miller-Francisco, Collection Development Librarian

DATE: May 4, 2023

SUBJECT: Resources to support proposed Production Fabrication Certificate

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).

The certificate proposal for Production Fabrication formalizes an unofficial advising track that has existed for years within the Theatre major, and is well supported by the library's collections. In terms of databases, Theatre students are supported by journal databases such as ProQuest Central and MLA International Bibliography. These indexes provide access to a wealth of full-text including articles from our e-journal packages such as Project Muse, JSTOR, and Taylor and Francis. In addition to journal article support, we also provide access to a range of DVDs and streaming videos through Theatre in Video, BBC Shakespeare Plays, and Kanopy. Finally, in terms of books on the particular topic of scenic art creation, we have 313 books with the subject heading "theaters stage setting and scenery" that are immediately available in our holdings, including e-books. Students who are able to wait a few days can also access another 936 books through our book-sharing consortium. Additionally, for the topic of costume construction, we have 750 books with a subject heading including the term "costume," and another 5053 available through our consortium.

ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED CERTIFICATE IN PRODUCTION FABRICATION
Hannon Library's holdings of books and journals relating to production fabrication are adequate to support a certificate-level program in Theatre. 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.

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: Certificate in Scenic and Environment Design
CIP Code: 50.0401

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 certificate clarifies the curriculum path for students wishing to pursue careers in scenic or environment design for live performance, cinema, and emerging media. It will combine forces with Theater, EMDA, and Digital Cinema to provide a foundation for students interested in scenery for traditional theater, film and television but also for virtual media, architectural visualization, video game level design and other spatial-design creative industries.

   SOU currently has three programs in three departments and two divisions with courses covering similar topics. This certificate would allow for greater efficiency and clarity, as well as cross-departmental participation and opportunities for students and faculty.

2. *Will any prerequisites or other course requirements affect other departments/programs? 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.*
   The relevant faculty, chairs, and program directors are informed and supportive of this initiative. The intention of the certificate is to create an interdisciplinary course of study between Theater, EMDA and Digital Cinema. Students will need to have met the existing foundational prerequisite courses in their area of study. The certificate will not require additional prerequisites beyond those already in place for the three programs. It is expected the vast majority of students pursuing this certificate will come from these majors, but it will be available to any student that meets the University requirements for certificates. Those students would be required to take one of the four prerequisite courses or undergo a portfolio review.

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?*

For the foreseeable future, current SOU faculty will meet the needs of this certificate. As most coursework required for the certificate already exists (although adjustments to courses to better serve the certificate are expected) there will be little impact on faculty teaching hours.

b. *Facilities: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.*
Initially, existing facilities will suffice for the certificate. However, some investment in upgrades to the existing computing and video equipment along with minor remodeling of the labs in Marion Ady, DMC, and the Theater building will eventually be required in order to stay competitive.

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**.)*
There will be little to no impact on library resources.

d. *Other: Are any other resources needed to support this program? If so, please document them and explain how they will be obtained.*
Initially, there will be no additional resources for this program outside of the existing facilities of SOU. Of course, a successful and growing program will require additional equipment upgrades over time.

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

Cultural and technological changes have radically altered design for the entertainment and pre-visualization industries, blurring the lines between traditional stagecraft and emerging media as never before. The Certificate in Scenic and Environment Design provides students with a focused curriculum in design theory and practice for the entertainment industry. These may include traditional stagecraft and fabrication or techniques in emerging digital virtual environment design. Students will gain experience in art and design theory, technical visualization and presentation skills and have the opportunity to work on design and fabrication projects for a variety of media.

To be awarded the Certificate in Scenic and Environment Design, students must be in one of the following categories: a) current SOU students who are meeting the requirements for a BA or BFA degree, b) students who already have a BA or BS or BFA degree (post-baccalaureate), or c) students who have completed approximately two years of college coursework or have at least three years of significant professional work experience and meet the prerequisite for admission to certificate program. To be awarded this certificate, students must complete the course requirements listed below.

All courses taken for the certificate must be completed with a grade of C- or better. Students must maintain a minimum GPA of 2.5 or higher in all certificate courses.

Certificate in Scenic and Environment Design

Certificate Requirements 36 Credits

Prerequisites
TA 169 Elements of Design (3)
or
EMDA 201 Foundations Image and Animation Design (4)
or
DCIN 203 Digital Cinema Production (4)

Core Curriculum   24 Credits
TA 220 Scenic Design (4)
TA 484 Digital Design for the Arts (CAD for Theater) (4)
EMDA/TA 440* Rendering and Digital Design (4)
EMDA/TA 441* Design Communication and Collaboration (4)
EMDA 353 Digital 3D Modeling Methods (4)
EMDA 355 Introduction to Unreal (4)

Electives, Choose 8 credits from:
TA 240 Stagecraft (4)
TA 262 Character and Costume Design I (4)
TA 245 Stage Lighting (4)
TA 343 Scene Painting (4)
TA 344 Technical Drawing for the Arts (Drafting) (4)
TA 333 Stage Properties (4)
TA 444 Advanced Stagecraft (4)
TA 455 Theater Practice (1-4)
ART 240 Introduction to Photography (4)
EMDA 348 Concept Design and Pre-Production Methods (4)
EMDA 352 Animation (1-4 variable)
EMDA 354 3D Animation (4)
EMDA 410 Cultures of Video Gaming (4)
EMDA 399 Storyboarding (4)

EMDA 447 Animation and Production Environments (4)
DCIN 102 Production Tools 2 DSLR Video (4)
DCIN 203 Digital Cinema Production (4)
DCIN 216 Studio Production for Film and Television (4)
DCIN 472D Advanced Short Film Production (4)

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

Hi Sean,
I think your Scenic and Environmental Design Certificate idea is excellent and I support it entirely. Now we just have to generate all the others!
Deborah

Thanks, Sean. This is looking good from my perspective - and eager to hear more about the DCIN connection Andrew mentioned.   Best, David
------------------------------- David Bithell (he/him/his)

On Wed, Oct 19, 2022 at 9:14 AM Vincent Smith <smithv3@sou.edu> wrote:
Thanks Sean! I responded to the larger group thread, but let me just reiterate that I'm thrilled to see this moving forward.   Vincent M. Smith, PhD

Yeah, I'm honestly really excited about this approach because it is so modular and customizable. The certificates are all open to anyone, so it creates lots of room for students across all the creative fields to dabble in different disciplines, so it serves a lot more than just our BFA students. I'm excited to see how this opens up new collaborative paths.   Andrew Kenneth Gay (he/him)

TO: Deborah Rosenberg, Theatre

FROM: Jan Juliani, Theatre Librarian and Emily Miller-Francisco, Collection Development Librarian

DATE: May 5, 2023

SUBJECT: Resources to support proposed Certificate in Scenic and Environment Design

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 *Art Full Index* and *Art Index Retrospective*, which, taken together, index a range of publications from 1929 to present. Those conducting research related to scenic and environment design will find resources in Gale's *Fine Arts & Music Collection*, which provides more than 150 full-text magazines and journals in fine arts and music including drama and filmmaking.

ProQuest Central and the *Taylor & Francis Social Science & Humanities Library* are vast databases that encompass articles from various disciplines, including numerous performing arts journals. Researchers specializing in theatre and arts management can use the *MLA Bibliography* to search for analyses and critical interpretations of dramatic works by utilizing various search criteria, such as play, playwright, character, and theme.

In addition to these more focused resources, the Library also offers interdisciplinary databases such as: *ProQuest Social Science Premium Collection*; JSTOR; and *Project MUSE*.

JOURNALS

At present, Hannon Library has subscriptions to ten theatre-related periodicals, out of which three are academic journals that are peer-reviewed (*Modern Drama*, *Theatre*, and *Theatre Journal*). When it comes to reviews of theatrical productions, the *New York Times* archive is a valuable resource. Furthermore, we have subscribed to two publications of the Shakespeare Oxford Society: *The Shakespeare Oxford Newsletter* and the peer-reviewed *Oxfordian*.

Various theatre periodicals can be accessed in their entirety via full-text databases and e-journal packages. For instance, *ProQuest Central* offers complete access to academic journals, trade publications, and magazines that focus on theatre-related topics, such as *Theatre Topics* and *Theatre Survey*. Additionally, our *Taylor & Francis Social Sciences & Humanities Library* subscription enables researchers to fully access twenty-four journals that cover theatre and performance studies, including *Performance Research*, *Studies in Theatre Production*, *Women & Performance: a journal of feminist theory*, *Contemporary Theatre Review*, *Theatre and Performance Design*, and the *International Journal of Performance Arts and Digital Media*.

Other databases offer access to specific essential publications such as *TDR: The Drama Review*, *PAJ: A Journal of Performance and Art*, and the *Journal of Dramatic Theory and Criticism*.

Researchers can obtain journals of interest that are not readily available in the library through interlibrary loan, with a usual delivery time of 1-2 days.

Besides providing access to journal articles, we also offer access to a variety of DVDs in the library stacks and streaming videos via platforms such as *Theatre in Video*, *BBC Shakespeare Plays*, and *Kanopy*.

BOOKS

Hannon Library currently possesses a collection of approximately 200 print books and eBooks that mainly focus on performing arts and design. By utilizing resource sharing, the available number of books is doubled.

The library is also home to the Bailey Shakespeare Collection, which includes scripts, folios, broadsides, and maps. The circulating portion of the Bailey Collection contains reproductions of historical sources that Shakespeare may have consulted for his history plays and his character creation for many of his plays. On the Special Collections side, the Bailey Collection contains a range of rare and valuable books published from the 16th century and later that document England and Europe in Shakespeare's time, as well as his contemporaries, his own life, and Shakespearean criticism. The Bailey Collection's holdings also include materials from a number of Shakespeare festivals, including the Oregon Shakespeare Festival, the Stratford Shakespeare Festival, and the Utah Shakespeare Festival.

Researchers in the field of scenic and environment design can also take advantage of the library's extensive collection by accessing resources from a broad range of disciplines. These resources include books on diverse subjects such as literature, history, art history, art techniques, architecture, biography, music, and many others.

Allocations for Theatre books this fiscal year is $425 with temporary budget reductions. The allocation last year was $800.

ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED CERTIFICATE IN SCENIC AND ENVIRONMENT DESIGN

Hannon Library's holdings of books and journals relating to scenic and environment design are adequate to support a certificate-level program in Theatre. 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.

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 <u>as well as this form</u>.

New Program name: Certificate in Social Justice
CIP Code: (Classification of Instructional Program): 45.1301

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 certificate converts the Social Justice minor to a certificate by adding 4 additional credits (and updating requirements). We do not anticipate that this will impact existing courses.

2. Will any prerequisites or other course requirements affect other departments/programs? See below. 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.

This certificate converts the Social Justice minor to a certificate by adding 4 additional credits and updating requirements. Correspondence with programs regarding new electives is included with outline of new certificate.

3. Program Resource evaluation:

   a. <u>Faculty</u>: Cite faculty availability or needs and impact on other teaching obligations. If additional faculty teaching hours are needed, how will that need be met?
   None.

   b. <u>Facilitie</u>s: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.
   None.

   c. <u>Library:</u> Are Hannon Library resources sufficient to meet the needs of this program? (Check with the library staff and ***attach a copy of their report***.)
   Yes. See report from library included.

   d. <u>Other:</u> Are any other resources needed to support this program? If so, please document them and explain how they will be obtained.
   N/A

1

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

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

4/29/16

Following is a proposal to replace the Social Justice minor offered by Sociology and Anthropology program with a Social Justice certificate. The certificate includes 4 more credits and updates the list of offerings. For courses not previously included in Social Justice minor, support from programs offering these courses are attached. One new course (currently under review by curriculum committee for inclusion in new general education) is included in the update.

Social Justice Certificate

The Social Justice certificate helps students understand relationships of vulnerability, power inequity and institutions of change, and provides tools needed for informed and effective participation at all levels of community. This certificate complements most majors offered at SOU and provides a powerful vehicle for developing the constructive critical perspective on which a liberal arts education is grounded. The Social Justice certificate is designed to serve students interested in social justice, approached from an interdisciplinary perspective.

Students working toward a certificate in Social Justice are required to register with a Social Justice advisor. To be awarded the Certificate in Social Justice, students must be in one of the following categories: a) current SOU students who are meeting the requirements for the BA or BS degree, b) students who already have a BA or BS degree (post-baccalaureate), or c) students who have completed approximately two years of college coursework or have at least three years of significant professional work experience and meet the prerequisite for admission to certificate program.

The Social Justice certificate consists of four core courses (4 credits each) and three elective courses (4 credits each) for a total of 28 credits. Students must complete 20 of the final credits of the certificate at SOU. Students must maintain a minimum GPA of 2.7 or higher in certificate courses and earn a C- or better in all certificate courses.

Required Courses: 20 credits

Core Courses

- SOAN 213 - Cultural Anthropology: Perspectives on Humanity 4 credits
- IS 375 - Human Rights in the Global Age 4 credits

Social Justice Praxis

- SOAN 409 - Practicum 1 to 8 credits (minimum of 4 credits required) or practicum in another complementary program; practicum must have a social justice focus.

Select two from the following:

- ARTH 345 - Activist Artists and Work in the Community 4 credits
  or
- CCJ 362 - Restorative Justice Practices 4 credits
  or
- GSWS 410 - Feminist and Queer Theory in Action 4 credits
  or
- NAS 410 - Native, Ethnic, and Racial Studies in Action 4 credits
  or
- another social justice praxis course as approved by advisor

Electives: 12 credits

Select three upper division topical courses related to social justice. No more than 4 credits from the student's major program. Possible courses include:

- ARTH 345 - Activist Artists and Work in the Community 4 credits
- CCJ 386 - Hate Crimes 4 credits
- CCJ 388 - Race, Crime, & Justice 4 credits
- EC 325 - Labor Economics 4 credits
- EC 340 - Gender Issues in Economics 4 credits
- ENG 347 - Slumming in the Nineteenth Century 4 credits
- ENG 381A - Narratives of Captivity 4 credits
- ENG 381B - Slave Narratives 4 credits
- ENG 383C - Peacebuilding Rhetorics 4 credits
- GSWS 302 - Contemporary U.S. Women's Movements 4 credits
- GSWS 301 - Global Gender Movements 4 credits
- HE 361 - Health Equity, Diversity, and Inclusion 4 credits
- NAS 301 - Tribal Critical Race Theory 4 credits
- NAS 368 – Native American Topics 4 credits
- NAS 440 - American Indian Identities 4 credits
- PHL 349 - Healthcare and Justice 4 credits
- PS 317 - American Collective Action 4 credits
- SOAN 304 - Poverty, Family, and Policy 4 credits
- SOAN 310 - Topics in American Culture and Society 4 credits (select topics)
- SOAN 325 - Topics in Creative and Public Social Science 4 credits
- SOAN 337 - Racial and Ethnic Relations 4 credits

- SOAN 372 - Social Inequality 4 credits
- SOAN 452 - Global Environmental Movements 4 credits

- UGS 325 - Diversity Dialogues 4 credits

   Other courses as approved by Social Justice certificate advisor

Southern OREGON UNIVERSITY

Jessica Piekielek <piekielj@sou.edu>

CCJ 362 - Restorative Justice Practices
2 messages

Jessica Piekielek <piekielj@sou.edu>   Tue, Oct 18, 2022 at 10:05 AM
To: alison burke <burkea@sou.edu>

Hi Alison,

I'm re-working the Social Justice minor into a certificate, which will include a practicum requirement as well as praxis-type classes. Would CCJ 362 - Restorative Justice Practices be open to, and appropriate for, students completing a Social Justice certificate? Would you mind sharing a syllabus?

Jessica

Jessica Piekielek
Professor of Anthropology
Chair, Sociology and Anthropology
Make an appointment with me by email or in Navigate
541-552-6599
Southern Oregon University | 1250 Siskiyou Blvd | Ashland OR 97520

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alison burke <burkea@sou.edu>   Tue, Oct 18, 2022 at 10:49 AM
To: Jessica Piekielek <piekielj@sou.edu>

Hi Jessica,

I'm happy to help! I've included the syllabus for both the CCJ 360- Foundations of RJ and CCJ 361- RJ Practices. I think either would be a good fit but you can take a look :)

Be Well,
Alison
Alison S. Burke, Ph.D.
Professor & Fulbright Alum
SOU Distinguished Scholar 2021-22
ACJS Region V Trustee
Criminology and Criminal Justice
Southern Oregon University I 1250 Siskiyou Boulevard I Ashland, OR 97520-5801
541.552.8288 I 541.552.6439 (fax) I Taylor Hall 223

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2 attachments

CCJ 362- Restorative Justice Practices Syllabus.docx
17K

CCJ 360- Foundations of RJ Syllabus.docx
17K

96

Jessica Piekielek <piekielj@sou.edu>

UGS class for social justice certificate

3 messages

Jessica Piekielek <piekielj@sou.edu>　　　　　　　　　　Wed, Oct 19, 2022 at 10:05 AM
To: Lee Ayers <ayersl@sou.edu>

Hi Lee,

I'd like to add UGS 325 - Diversity Dialogues as an elective to a social justice certificate we're proposing. I realize that the class is offered inconsistently, but that still works for the certificate since it would be one of many options. What do you think?

Jessica

Jessica Piekielek
Professor of Anthropology
Chair, Sociology and Anthropology
Make an appointment with me by email or in Navigate
541-552-6599
Southern Oregon University | 1250 Siskiyou Blvd | Ashland OR 97520

Lee Ayers <ayersl@sou.edu>　　　　　　　　　　Wed, Oct 19, 2022 at 10:49 AM
To: Jessica Piekielek <piekielj@sou.edu>

I support this! The course may be taught by other faculty. The current faculty of record is Edward Derr. His USEM schedule doesn't always support teaching it; however, UGS would be open to other faculty interested in teaching the class to offer it more regularly.

Thanks for asking,
Lee

Lee Ayers Preboski, EdD, PhD
Division Director, Undergraduate Studies
Associate Professor, Criminology & Criminal Justice
Southern Oregon University
1250 Siskiyou Blvd
Ashland, OR 97520
541-552-6505 office
ayersL@sou.edu

**Students may use EAB Navigate to schedule an appointment with me.

[Quoted text hidden]

Jessica Piekielek <piekielj@sou.edu>　　　　　　　　　　Wed, Oct 19, 2022 at 10:54 AM

To: Lee Ayers <ayersl@sou.edu>

Thanks, Lee!

Jessica Piekielek
Professor of Anthropology
Chair, Sociology and Anthropology
Make an appointment with me by email or in Navigate
541-552-6599
Southern Oregon University | 1250 Siskiyou Blvd | Ashland OR 97520

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Southern OREGON UNIVERSITY   Jessica Piekielek <piekielj@sou.edu>

English classes for Social Justice certificate?
2 messages

Jessica Piekielek <piekielj@sou.edu>   Wed, Oct 19, 2022 at 9:15 AM
To: Margaret Perrow <perrowm@sou.edu>

Hi Margaret,

We're revising our social justice minor into a certificate and also updating the list of elective classes. I'd like to add
- ENG 381A - Narratives of Captivity 4 credits
- ENG 381B - Slave Narratives 4 credits
- ENG 383C - Peacebuilding Rhetorics 4 credits

as possible electives for the social justice certificate. The topics are relevant and since they don't have upper division prerequisites, they would work for a range of students. What do you think?

Jessica

Jessica Piekielek
Professor of Anthropology
Chair, Sociology and Anthropology
Make an appointment with me by email or in Navigate
541-552-6599
Southern Oregon University | 1250 Siskiyou Blvd | Ashland OR 97520

Margaret Perrow <perrowm@sou.edu>   Wed, Oct 19, 2022 at 11:01 AM
To: Jessica Piekielek <piekielj@sou.edu>

Jessica, thanks for asking. This sounds fine to me; feel free to add these to your electives list, with the understanding that all these courses are not offered every year.

I am working on how to create an English certificate, so I might have some questions for you about the process you're using to develop yours...

Margaret

———————————
Margaret Perrow
Professor, English Education, Southern Oregon University
Chair, English Program
Director, Oregon Writing Project at SOU and Advanced Southern Credit English
(541) 552-6632
Students: Use this link to schedule an appointment during my office hours

My book *A Hidden History of Youth Development in South Africa* (2021) is now available in paperback for pre-order from Routledge.

[Quoted text hidden]

TO: Jessica Piekielek, Sociology and Anthropology

FROM: Emily Miller-Francisco, Sociology and Anthropology Librarian, Collection Development Librarian

DATE: May 1, 2023

SUBJECT: Resources to support proposed Social Justice Certificate

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).

This Social Justice program existed as a minor before it was proposed as a certificate program. A library collections assessment was performed at the time the minor was proposed. There is only a small alteration in the current proposal (the addition of a class). Since that change represents a small percentage of the total required courses, there should be minimal changes in information resource needs.

ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED CERTIFICATE IN [NAME]
Hannon Library's holdings of books and journals relating to Social Justice are adequate to support a certificate-level program in Social Justice. 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.

New Program Proposal
Certificate in Spanish & Latinx Studies

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: Certificate in Spanish & Latinx Studies

CIP Code: (Classification of Instructional Program): 05.0299

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)?

   There is no expected impact as, with the exception of one additional class, this is a conversion of an existing Minor to a new Certificate

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.

   No change from previous requirements of the Spanish Minor

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?

      As this is a conversion of a Minor to a Certificate, no additional faculty teaching hours are required.

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

      No additional need.

   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*.)

1

Yes, see attached report.

    d. <u>Other:</u> Are any other resources needed to support this program? If so, please document them and explain how they will be obtained.
None.

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

Certificate in Spanish & Latinx Studies
Prerequisites: SOU Spanish Placement Level 5 or SPAN 203 with a C- or better

<u>*28 Overall Credits*</u>

<u>Core Classes </u>(16 credits):
SPAN 310 – Introduction to Society and Culture in the Spanish Speaking World *<u>AND</u>*
SPAN 311/411 – Latino/Latina/Latinx Roots and Identity *<u>AND</u>*
SPAN 312 – Hispanic Culture through Artistic Expressions *<u>AND</u>*
SPAN 315 – Spanish Grammar Review

<u>Electives</u> (12 credits)
    Choose 12 credits from the following:

        SPAN 319 - Creative Writing in Spanish <u>OR</u>

        SPAN 320 - Topics in Hispanic Film <u>OR</u>

        SPAN 321/421-Introduction to Reading Hispanic Literature <u>OR</u>
        SPAN 322/422 - Influential Writers in Hispanic Literature <u>OR</u>
        SPAN 325/425 - Topics in Contemporary Hispanic Lit and Society <u>OR</u>
        SPAN 331 – The Sounds of Spanish <u>OR</u>
        SPAN 341/441 - Topics in Hispanic Cultural Studies <u>OR</u>
        SPAN 381/481 - Topics in Theoretical and Applied Spanish Linguistics <u>OR</u>
        SPAN 382/482 - Topics in Writing and Translation
Or 8 credits from above *and* 4 credits from the following:
        FL 205 – Introduction to Latinx Perspectives <u>OR</u>
        SPAN 313A - Medical Spanish for Front Office Personnel *<u>OR</u>*
        SPAN 313B - Medical Spanish for Clinical Staff *<u>OR</u>*
        SPAN 313C - Spanish Medical Terminology for Healthcare Providers *<u>OR</u>*
        ENG 443 - Chicanx Literature *<u>OR</u>*
        SOAN 310A - Latinx in Oregon *<u>OR</u>*
        EMDA 401 - Somos oregonenses-DigiResearch <u>OR</u>

2

HST 345 - Atlantic World I: Spain, Portugal, Africa and the Caribbean,
700-1500 *OR*

HST 346 - Atlantic World II: Colonial Latin America 1500-1750 *OR*

HST 347 - Atlantic World III: Republicanism, Independence &
Abolition, 1750-1900 *OR*

HST 348 - Marx and Jesus in Latin America *OR*

HST 352 - Modern Latin America *OR*

HST 454 / PS 454 - U.S.-Latin American Relations *OR*

HST 464 - Mexico

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

N/A.

4/29/16

<div align="center">M E M O R A N D U M</div>

TO: Anne Connor, World Languages & Culture

FROM: Melissa Anderson, Librarian for World Languages, and Emily Miller-Francisco, Collection Development Librarian

DATE: April 24, 2023

SUBJECT: Resources to support proposed Certificate in Spanish and Latinx Studies

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 indexing and online access many journals treating subjects that are included in the curriculum for this certificate through the MLA database, the Anthropology Plus database, the SocINDEX database, and others. Another option for students is to search our general Hannon Library Search catalog that provides access to all of our full-text journals.

Periodicals
In addition to the numerous journals to which we provide access through our database subscriptions, we also have a small collection of relevant print periodicals in our collection, including:
- *La Opinión*
- *Aztlan*
- *Hispanic Journal*
- *People en Español*
- And others on the topics of history, culture, politics, and literature

BOOKS
In addition to numerous dictionaries, encyclopedias, and other reference books relating to the Spanish language, Hannon Library holds many titles on subjects relevant to Latinx studies. A search for books that fit under a broad category of Hispanic or Latinx studies yields several hundred titles published in the past 10 years, as well as many Spanish-language novels, films, and other materials. Students would also have access to thousands of books on these topics belonging to our partner libraries that can be easily requested by students for their research purposes. The library has also been increasing its collection of Spanish-language fiction titles recently.

ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED SUSTAINABLE AGRICULTURE PROGRAM
Hannon Library's holdings of books and journals relating to Spanish and Latinx studies are adequate to support a certificate. Please use these amounts in the HECC Budget Outline Form:

Library/Printed	**$0.00**
Library/Electronic	**$0.00**

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

<div align="right">4</div>

New Program Proposal
Certificate in Spanish & Latinx Studies for Educators

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 <u>as well as this form</u>.

New Program name: Certificate in Spanish & Latinx Studies for Educators

CIP Code: (Classification of Instructional Program): 13.1399

<u>Impact statement:</u>

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

    This certificate will support enrollments in current Spanish courses as well as Education and Latinx Studies course options.

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.

    We have consulted with Vance Durrington and Jesse Longhurst. They agree that this certificate works toward filling the great need for Bilingual educators.

3. Program Resource evaluation:

    a. <u>Faculty</u>: Cite faculty availability or needs and impact on other teaching obligations. If additional faculty teaching hours are needed, how will that need be met?
    None needed.

    b. <u>Facilitie</u>s: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.
    None.

    c. <u>Library:</u> Are Hannon Library resources sufficient to meet the needs of this program? (Check with the library staff and ***attach a copy of their report***.)
    Yes, see attached report.

    d. <u>Other</u>: Are any other resources needed to support this program? If so, please document them and explain how they will be obtained
    N/A

1

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

Spanish & Latinx Studies for Educators
Prerequisites: SOU Spanish Placement Level 5 or SPAN 203 with a C- or better

28 Overall Credits
Core Classes (16 credits):
SPAN 310 - Introduction to Society and Culture in the Spanish Speaking World *AND*
SPAN 311 - Latino/Latina/Latinx Roots and Identity *AND*
SPAN 315 - Spanish Grammar Review *AND*
SPAN 381/481 - Teaching and Learning Spanish in the United States

Electives (12 credits)
Choose 12 credits from the following:
SPAN 312 – Hispanic Culture through Artistic Expressions OR
SPAN 319 – Creative Writing in Spanish OR
SPAN 320 - Topics in Hispanic Film OR
SPAN 321/421 Introduction to Reading Hispanic Literature OR
SPAN 322/422 - Influential Writers in Hispanic Literature OR
SPAN 325/425 - Topics in Contemporary Hispanic Lit and Society OR
SPAN 331 – The Sounds of Spanish OR
SPAN 341/441 - Topics in Hispanic Cultural Studies OR
SPAN 382/482 - Topics in Writing and Translation

Or 8 credits from above and 4 credits from the following:
ED 431 - Teaching English Learners OR
ED 438 - Children Around the World OR
ED 460 - Multicultural Education OR
FL 205 – Introduction to Latinx Perspectives OR
SOAN 310A - Latinx in Oregon OR
EMDA 401 - Somos oregonenses-DigiResearch OR
ENG 443 - Chicanx Literature

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

    See signed support from Vance Durrington

4/29/16

2

MEMORANDUM

TO: Anne Connor, World Languages & Culture

FROM: Melissa Anderson, Librarian for World Languages, and Emily Miller-Francisco, Collection
　　　　　Development Librarian

DATE: April 24, 2023

SUBJECT: Resources to support proposed Certificate in Spanish and Latinx Studies for Educators

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 indexing and online access many journals treating subjects that are included in the curriculum for this certificate through the ERIC database, the MLA database, Teacher's Reference Center, and others. Another option for students is to search our general Hannon Library Search catalog that provides access to all of our full-text journals.

Periodicals
In addition to the numerous journals to which we provide online access through our database subscriptions, we also have a collection of relevant print periodicals relating to Education.
- *American Journal of Education*
- *Today's OEA*
- *Principal*
- *Equity and Excellence in Education*
- *Multicultural Counseling and Development*

BOOKS
In addition to numerous dictionaries, encyclopedias, and other reference books relating to the Spanish language, Hannon Library holds many titles on subjects relevant to Education—over 25,000 published in the last ten years. Although we have fewer titles specifically devoted to Latinx studies for educators, many more general education books include chapters on these topics and our students do also have access to print books in the collections of our partner libraries. A search for books that fit under a broad category of Hispanic or Latinx studies yields several hundred titles published in the past 10 years, as well as many Spanish-language novels, films, and other materials. The library has also been increasing its collection of Spanish-language fiction titles recently.

ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED SUSTAINABLE AGRICULTURE PROGRAM
Hannon Library's holdings of books and journals relating to Latinx studies for Educators are adequate to support a certificate. Please use these amounts in the HECC Budget Outline Form:

Library/Printed　　　　**$0.00**
Library/Electronic　　　**$0.00**

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

New Program Proposal
Spanish & Latinx Studies for Health Professions Certificate

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 <u>as well as this form</u>.

New Program name: Certificate in Spanish & Latinx Studies for Health Professions
CIP Code: (Classification of Instructional Program): 05.0299

<u>Impact statement:</u>

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

   This certificate will support enrollments in Spanish courses as well as Healthcare Administration course options.

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.

   We developed this Certificate in conjunction with Dr. Larry Gibbs, Healthcare Administration Program Coordinator

3. Program Resource evaluation:

   a. <u>Faculty</u>: Cite faculty availability or needs and impact on other teaching obligations. If additional faculty teaching hours are needed, how will that need be met?
   None needed.

   b. <u>Facilitie</u>s: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.
   None

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

1

d. <u>Other:</u> 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.

Certificate in Spanish & Latinx Studies for Health Professions
Prerequisites: SOU Spanish Placement Level 5 or SPAN 203 with a C- or better

28 Overall Credits
Core Classes (16 credits):
SPAN 313A - Medical Spanish for Front Office Personnel <u>AND</u>
SPAN 313B - Medical Spanish for Clinical Staff <u>AND</u>
SPAN 313C - Spanish Medical Terminology for Healthcare Providers <u>AND</u>

COMM 346 – Health Communication <u>OR</u>
SOAN 338 – Sociology of Health, Illness and Healthcare

Electives (12 credits)
    Choose 12 credits from the following:
        SPAN 310 - Intro to Society and Culture in the Span Speaking World <u>OR</u>
        SPAN 311/411 - Latino/Latina/Latinx Roots and Identity <u>OR</u>
        SPAN 312 – Hispanic Culture through Artistic Expressions <u>OR</u>
        SPAN 315 - Spanish Grammar Review <u>OR</u>
        SPAN 319 – Creative Writing in Spanish <u>OR</u>
        SPAN 320 - Topics in Hispanic Film <u>OR</u>
        SPAN 321/421 Introduction to Reading Hispanic Literature <u>OR</u>
        SPAN 322/422 - Influential Writers in Hispanic Literature <u>OR</u>
        SPAN 325/425 - Topics in Contemporary Hispanic Lit and Society <u>OR</u>
        SPAN 331 - The Sounds of Spanish <u>OR</u>
        SPAN 341/441 - Topics in Hispanic Cultural Studies <u>OR</u>
        SPAN 381/481 - Topics in Theoretical and Applied Spanish Linguistics <u>OR</u>
        SPAN 382/482 - Topics in Writing and Translation
    Or 8 credits from above <u>and</u> 4 credits from the following (not to be repeated from Core Classes):
        FL 205 - Introduction to Latinx Perspectives <u>OR</u>
        COMM 346 – Health Communication <u>OR</u>
        SOAN 338 – Sociology of Health, Illness and Healthcare <u>OR</u>
        SOAN 335 – Medical Anthropology
        SOAN 310A - Latinx in Oregon <u>OR</u>
        EMDA 401 - Somos oregonenses-DigiResearch

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

    This Certificate was developed in conjunction with Dr. Larry Gibbs, Coordinator of Healthcare Administration

4/29/16

TO: Anne Connor, World Languages & Culture

FROM: Melissa Anderson, Librarian for World Languages, and Emily Miller-Francisco, Collection Development Librarian

DATE: April 24, 2023

SUBJECT: Resources to support proposed Certificate in Spanish for Healthcare workers

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 indexing and online access many journals treating subjects that are included in the curriculum for this certificate through the MLA database, the Communication Source database, and the SocINDEX database, among others. Another option for students is to search our general Hannon Library Search catalog that provides access to all of our full-text journals.

JOURNALS
We have a number of journals that would be appropriate to this area of study. We provide immediate online access to:
- *Healthcare*
- *Healthcare Design*
- *Hispanic Healthcare International*
- And many others related to cultural studies, Latin American studies, and more.

BOOKS
In addition to numerous dictionaries, encyclopedias, and other reference books relating to the Spanish language, Hannon Library holds many titles on the subject of healthcare. A simple search for "healthcare" finds over 7,000 books published in the past 10 years. A search for books that fit under a broad category of "Hispanic culture" or "Latinx culture" yields several hundred titles published in the past 10 years, as well as many Spanish-language novels, films, and other materials. Students would also have access to thousands of books on these topics belonging to our partner libraries that can be easily requested by students for their research purposes. The library has also been increasing its collection of books on healthcare administration-related topics in recent years.

ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED SUSTAINABLE AGRICULTURE PROGRAM
Hannon Library's holdings of books and journals relating to Latinx studies for Healthcare Workers are adequate to support a certificate. Please use these amounts in the HECC Budget Outline Form:

Library/Printed	**$0.00**
Library/Electronic	**$0.00**

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

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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 <u>as well as this form</u>.

New Program name: **Certificate in Theatre and Arts Management**
CIP Code: (Classification of Instructional Program):   50.1004

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 certificate offers a curriculum path for students wishing to pursue careers in Stage and Event Management.

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.*

    The relevant faculty, chairs, and program directors are informed and supportive of this initiative.

3. Program Resource evaluation:

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

    We do not yet have full-time SOU theatre faculty to teach all these courses. We do however have excellent Adjunct professors who will be able to teach in-person and/or remote classes as well as SOU faculty in our partner divisions.   As most coursework required for the certificate already exists (although adjustments to courses to better serve the certificate are expected) there will be little impact on faculty teaching hours.

    b. <u>*Facilities*</u>*: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.*

    No new facilities or equipment are required

1

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**.)_

There will be little to no impact on Hannon Library resources.

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

Initially, there will be no additional resources for this program outside of the existing facilities of SOU. Of course, a successful and growing program will require additional equipment upgrades over time.

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

The Certificate in Theater and Arts Management provides training and practical application in the areas of stage and production management for the arts.

_4/29/16_

Certificate in Theater and Arts Management
36 Credits

Core Curriculum   12 Credits
TA 334 Stage Management (4)
TA 355 Intermediate Directing (4)
TA 434 Theatre Business Management (4)

Electives, Choose 24 credits
TA 169 Elements of Design (3) _C&I Capacity_
TA 220 Scene Design (4) _C&I Capacity_
TA 240 Stagecraft (4)
TA 242 Fundamentals of Sound (4)
TA 245 Stage Lighting (4)
TA 246 Intro to Acting (4) _C&I Capacity_
TA 249 Costume Fundamentals (4)
TA 262 Character and Costume Design 1 (4)
TA 333 Stage Properties (4)
TA 342 Sound Engineering (4)
TA 344 Technical Drawing for the Arts (Drafting) (4)
TA 354 Fundamentals of Directing (4)

TA 415 Advanced Stage Management (4)

TA 484 Digital Design for the Arts (CAD) (4)

TA/ EMDA 441 Design Communication and Collaboration (4) *C&I Capacity*

EMDA 447 Animation and Production Environments (4)

DCIN 203 Digital Cinema Production (4)

DCIN 216 Studio Production for Film and Television (4)

DCIN 340 Entrepreneurial Producing (4)

DCIN 342 Assistant Directing & Production Management (4)

DCIN 444 Film Festival Programming & Promotion (4)

BA 131 Business Computer Applications (4)

BA 324 Business Communications (4) *Com & Expression Capacity*

BA 480 Intro to Nonprofit Organizations (4)

BA 430B Board Governance and Volunteer Management (4)

MUS 115 Audio and Music Production 1 (3)

PSY 438 Group Dynamics (438)

PSY 445 Organizational Psychology (4)

PSY 448 Mediation and Conflict Management (4)

COMM 200 Communication Across Cultures (4) *EDI Capacity*

COMM 225 Small Group Communication (4)

COMM 323 Strategic Social Media (4)

COMM 455 Conflict Management (4)

COMM 456 Negotiation (4)

COMM 475 Organizational Communication (4)

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

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Stage Management Certificate correspondence

1 message

Sean O'Skea <oskeas@sou.edu>   Sun, Apr 16, 2023 at 3:02 PM
To: Patrick Stubbins <stubbinsp@sou.edu>
Cc: Jackie Apodaca <apodacaj@sou.edu>, "Rosenberg, Deborah" <rosenbergd@sou.edu>

   Hi Patrick,   Sorry this wasn't attached to the document.

↩   **SOU Dee Fretwell** <fretweld1@sou.edu>   Tue, Apr 11, 1:31 PM (5 days ago)
to Jeremy, Vincent, me, Andrew, David, Deborah, Jackie, Derek, Vicki, John ▾

Hey Sean!

All look good to me, and I'd agree with Jeremy that BA 110 (soon to be BA 101 I believe) would be quite useful. Not to confuse the issue, but BA 462, Nonprofit Program Development and Evaluation, would also be wise. This class focuses on the building of Nonprofit programs to create strong funding opportunities and a sustainable organizational objective.

PS - I'm a big fan of your clan! Doreen is a gem!

_____

Dee Fretwell
Instructor
School of Business

Southern Oregon University
1250 Siskiyou Blvd
Ashland OR 97520

Derek Keller   Tue, Apr 11, 1:43 PM (5 days ago)
to SOU, Jeremy, Vincent, me, Andrew, David, Deborah, Jackie, Vicki, John ▾

HI Sean,

This is looking good!

Regarding MUS 115, that is Audio & Music Production I - Foundations, which is a basic introduction to Digital Audio Workstations. Our Music Industry (business) Courses are:

MUS 415 - Music Industry Studies
MUS 415 - Copyright, Publishing, and Copyright.

You can certainly include these as choices for upper division electives.

All best,

D

↩ **Jeremy Carlton - SOU** <carltonj@sou.edu>   Tue, Apr 11, 11:11 AM (5 days ago)
to Vincent, me, Andrew, David, Deborah, Jackie, Derek, Vicki, John, Dee ▾

Hi Sean,

The elective courses from Business look good. I'd also mention that we do have a BA110 'Introduction to Business' course that we offer regularly (1-2x per term) that may be of interest here as it does serve as an introduction to business practices in general. Unless Dee suggests otherwise, I am also fine with the idea of y'all sporting BA131 as part of your core given that we do offer that course regularly (roughly 2x each term [one online & one F2F]) each AY as well. Hope this helps and all the best here.

Kindest,

Jeremy Carlton

Division of Business, Communication, and the Environment

Chair, School of Business

Southern Oregon University | 1250 Siskiyou Blvd | Ashland OR 97520

Office: Britt Hall #133

Office Phone: 541-552-6499 -- Cell: 541-625-3349 (texts welcome)

Email: carltonj@sou.edu

Vincent Smith   Tue, Apr 11, 11:00 AM (5 days ago)
to me, Andrew, David, Deborah, Jackie, Derek, Vicki, John, Carlton, Dee ▾

Thanks Sean, I've cc'd Jeremy Carlton and Dee Fretwell here (current and incoming Business chairs). They will have a better sense of the correct courses than I do.

Vincent M. Smith, PhD

Director, Division of Business, Communication and the Environment

Director, Institute for Applied Sustainability

Director, The Farm at SOU: A Center for Sustainability

Professor, Environmental Science, Policy, and Sustainability

Southern Oregon University | 1250 Siskiyou Blvd | Ashland OR 97520

541-552-6802 | Britt Hall 134

                                                                                                    Tue, Apr 11, 10:40 AM (5 days ago)
Andrew Gay

I think they're all fine. You might add COMM 456 Negotiation, which would probably be pretty beneficial to anyone wanting to do management.

Andrew Kenneth Gay (he/him)
Associate Professor of Digital Cinema
Chair of Communication, Media & Cinema
Chair of General Education Transformation
Faculty Trustee on the SOU Board of Trustees

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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

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Sean O'Skea
Professor of Design
Oregon Center for the Arts @SOU
Southern Oregon University
(541) 552-6688

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TO:	Deborah Rosenberg, Theatre
FROM:	Jan Juliani, Theatre Librarian and Emily Miller-Francisco, Collection Development Librarian
DATE:	May 5, 2023
SUBJECT:	Resources to support proposed Certificate in Theatre and Arts Management

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 *Art Full Index* and *Art Index Retrospective*, which, taken together, index a range of publications from 1929 to present. Those conducting research related to theatre and arts management will find resources in Gale's *Fine Arts & Music Collection*, which provides more than 150 full-text magazines and journals in fine arts and music including drama and filmmaking.

ProQuest Central and the *Taylor & Francis Social Science & Humanities Library* are vast databases that encompass articles from various disciplines, including numerous performing arts journals. Researchers specializing in theatre and arts management can use the *MLA Bibliography* to search for analyses and critical interpretations of dramatic works by utilizing various search criteria, such as play, playwright, character, and theme.

In addition to these more focused resources, the Library also offers interdisciplinary databases such as: *ProQuest Social Science Premium Collection*; JSTOR; and *Project MUSE*.

JOURNALS

At present, Hannon Library has subscriptions to ten theatre-related periodicals, out of which three are academic journals that are peer-reviewed (*Modern Drama*, *Theatre*, and *Theatre Journal*). When it comes to reviews of theatrical productions, the *New York Times* archive is a valuable resource. Furthermore, we have subscribed to two publications of the Shakespeare Oxford Society: *The Shakespeare Oxford Newsletter* and the peer-reviewed *Oxfordian*.

Various theatre periodicals can be accessed in their entirety via full-text databases and e-journal packages. For instance, *ProQuest Central* offers complete access to academic journals, trade publications, and magazines that focus on theatre-related topics, such as *Theatre Topics* and *Theatre Survey*. Additionally, our *Taylor & Francis Social Sciences & Humanities Library* subscription enables researchers to fully access twenty-four journals that cover theatre and performance studies, including *Performance Research*, *Studies in Theatre Production*, *Women & Performance: a journal of feminist theory*, *Contemporary Theatre Review*, *Theatre and Performance Design*, and the *International Journal of Performance Arts and Digital Media*.

Other databases offer access to specific essential publications such as *TDR: The Drama Review*, *PAJ: A Journal of Performance and Art*, and the *Journal of Dramatic Theory and Criticism*.

Researchers can obtain journals of interest that are not readily available in the library through interlibrary loan, with a usual delivery time of 1-2 days.

Besides providing access to journal articles, we also offer access to a variety of DVDs in the library stacks and streaming videos via platforms such as *Theatre in Video*, *BBC Shakespeare Plays*, and *Kanopy*.

BOOKS

At present, Hannon Library has a collection of more than 300 print books and eBooks that primarily cover theatre and arts management. Through resource sharing, the number of available books exceeds 800.

The library is also home to the Bailey Shakespeare Collection, which includes scripts, folios, broadsides, and maps. The circulating portion of the Bailey Collection contains reproductions of historical sources that Shakespeare may have consulted

for his history plays and his character creation for many of his plays. On the Special Collections side, the Bailey Collection contains a range of rare and valuable books published from the 16th century and later that document England and Europe in Shakespeare's time, as well as his contemporaries, his own life, and Shakespearean criticism. The Bailey Collection's holdings also include materials from a number of Shakespeare festivals, including the Oregon Shakespeare Festival, the Stratford Shakespeare Festival, and the Utah Shakespeare Festival.

Researchers in the field of theatre and arts management can also take advantage of the library's extensive collection by accessing resources from a broad range of disciplines. These resources include books on diverse subjects such as literature, history, art history, art techniques, architecture, biography, music, and many others.

Allocations for Theatre books this fiscal year is $425 with temporary budget reductions. The allocation last year was $800.

ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED CERTIFICATE IN THEATRE AND ARTS MANAGEMENT
Hannon Library's holdings of books and journals relating to theatre and arts management are adequate to support a certificate-level program in Theatre. 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.

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 <u>as well as this form</u>.

New Program name: **Certificate in Wildlife Ecology and Conservation**

CIP Code: 26.1301

<u>Impact statement:</u>

1. What is the expected effect of this program on existing courses (both within your department/program or elsewhere in the SOU curriculum)?
    Our hope is that this certificate will serve as an advising pathway for current students with wildlife interests, as well as a way to attract new B.S. students and some post-bacc certificate students.
    We expect this certificate to stabilize or increase enrollments in the wildlife-specific upper-level elective courses. However, because most certificate students will be either ES or Biology majors, we don't expect it to have a major impact on the core required courses in these majors.

2. Will any prerequisites or other course requirements affect other departments/programs?
    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.
    Prerequisites for these courses are all in ESPS or Biology. We have consulted with Biology in developing this certificate.

3. Program Resource evaluation:

    a. <u>Faculty:</u> Cite faculty availability or needs and impact on other teaching obligations. If additional faculty teaching hours are needed, how will that need be met?
        We do not expect this to require additional faculty teaching hours. This certificate makes use of courses that are already offered, and provides several "choose 1" options that allow students to meet learning objectives of the certificate from a choice of multiple courses.

1

b. <u>Facilitie</u>s: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.

N/A. In fact, this certificate will promote continued use of our wonderful museum collections.

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

Yes.

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

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

The certificate in Wildlife Ecology and Conservation is an undergraduate program designed to prepare individuals to work with wildlife. The program is designed to give students the scientific knowledge and skills, as well as the applied conservation and policy know-how, to effectively manage wildlife in field ecology, biological research, zoo/sanctuary, policy, advocacy, or educational settings. As a result, students with this certificate will be more prepared for government and nonprofit careers in the wildlife sector as well as for graduate school.

Required Courses: 33-34 credits

Wildlife management (4 credits):
  · **ES 448 Wildlife Management and Conservation**
  Substitution of one of the courses below may be approved by petition:
    § BI 438 Conservation Biology*
    § ES 354 Marine Conservation: Science, Policy, and Management*

Vertebrate biology (4 credits) – choose 1
  · BI 415/515 Mammalogy
  · Or approved 300- or 400-level BI course

Ecology (4 credits)
  · **BI 340 Ecology (4 credits)**

Geospatial Science (5 credits)
  · **ES 249 Maps and Cartography**

2

Wildlife Policy (4 credits) – choose 1
- · **ES 220 Environmental Justice**
- · **ES 351 Environmental Policy and Impact Analysis**
- · **ES 354 Marine Conservation: Science, Policy, and Management***
- · **ES 423 Sustainability and Natural Resources**
- · **ES 437 Conservation in the United States**
- · **BI 438 Conservation Biology***
- · **ES 439 Land Use Planning**

Zoology (4 credits) – choose 1
- · **BI 480 Animal Behavior**
- · **BI 314 Comparative Animal Physiology**
- · **An additional course from the Vertebrate Biology category above***

Botany and Plant Ecology (4 credits) – choose 1
- · **BI 444 Vascular Plant Identification and Field Botany**
- · **BI 454 Plant Ecology**
- · **ES 483 Restoration Ecology**
- · **BI 468 Ethnobotany**
- · **BI 433 Plant Systematics**

Quantitative Science (4-5 credits) – choose 1
- · **ES 386 Environmental Data Analysis**
- · **ES 330 Environmental Field Methods**
- · **ES 475 Environmental Modeling**
- · **ES 451 Introduction to GIS**
- · **ES 453 Introduction to Remote Sensing**
- · **ES 482 Climatology**

*The same course cannot be used to fulfill the requirements of two categories. Students must take unique courses to fulfill the requirements of each category.

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

Michael Parker, Biology chair, has seen and provided input on various drafts of this proposal. He is supportive of the certificate.

4/29/16

M E M O R A N D U M

TO: Vincent Smith, Environmental Science & Policy

FROM: Emily Miller-Francisco, Biology and Collection Development Librarian

DATE: January 30, 2023

SUBJECT: Resources to support proposed Certificate in Wildlife Ecology and Conservation

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 indexing and online access to wildlife ecology and conservation journals through ProQuest Central and our Agriculture and Environmental Science Collection. Another option for students is to search our general Hannon Library Search catalog that provides access to all of our full-text journals.

JOURNALS

We have several journals that would be appropriate to this area of study. We provide immediate online access to:

- Ecology (1997 to current through Wiley, older issues available through JSTOR)
- Journal of Wildlife Management (2004 to current through Wiley)
- Conservation Biology (1997 to current through Wiley)
- Biological Conservation (1995 to current through ScienceDirect)
- Journal of Animal Ecology (1998 to current through Wiley, older issues available through JSTOR)
- Wildlife Biology (1997 to current through Wiley (now also open access))

Additional articles are provided through open access titles such as Ecology and Evolution, Ecosphere, PLoS One, and Sustainability. We have very good support for this subject area, but any additional articles that we don't have can be requested through our Interlibrary Loan program.

BOOKS

A search in the Hannon Library book collection for wildlife and either ecology or conservation finds well over 4000 books. Of these, 800 have the subject heading "wildlife conservation" and 290 have the subject heading "ecology." Of the initial search, 1220 books were published in the past 10 years. Note that this search does include many government documents (about half). Expanding the search to our wider shared book system finds 1441 books published in the past 10 years with these search terms. We have a strong collection in this area.

ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED WILDLIFE ECOLOGY AND CONSERVATION PROGRAM

4

Hannon Library's holdings of books and journals relating to wildlife ecology and conservation are more than adequate to support a certificate-level program in Wildlife Ecology and Conservation. Please use these amounts in the HECC Budget Outline Form:

Library/Printed   **$0.00**
Library/Electronic   **$0.00**

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

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 <u>as well as this form</u>.

New Program name: Certificate in Writing and Rhetoric
CIP Code: (Classification of Instructional Program): 23.13

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 32-credit certificate consists of existing English courses. We intend this "stackable" certificate as an appealing option mainly for English majors who want to focus on professional writing and rhetoric. However, the certificate is easily attainable for students from any major, so may well result in increased enrollments in upper-division English electives.

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.
   This certificate requires 32 credits, and has no prerequisites other than sophomore standing for ENG 301. Students from majors other than English can complete the certificate over a period of three years, allowing them to complete their course requirements in other programs. This certificate requires 8 credits of lower-division English courses with a focus on rhetoric or grammar; alternately, students may apply 8 credits from writing-focused lower-division CW or COMM courses with English faculty approval. This should make the certificate especially appealing to students from those majors, without adding any capacity to those programs.

3. Program Resource evaluation:

   a. <u>Faculty</u>: Cite faculty availability or needs and impact on other teaching obligations. If additional faculty teaching hours are needed, how will that need be met?
      None. See #1 above.

   b. <u>Facilitie</u>s: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.
      None. See #1 above.

1

    c. <u>Library:</u> Are Hannon Library resources sufficient to meet the needs of this program? (Check with the library staff and **attach a copy of their report**.) *Library faculty currently provide support in the form of "Lib Guides" and research support for students in upper-division ENG classes.Because we do not anticipate adding classes or sections, current library resources are sufficient.*

    d. <u>Other:</u> Are any other resources needed to support this program? If so, please document them and explain how they will be obtained. *We expect that students will need some help from SSCs, Enrollment Services, Admissions, etc. to understand the value of the new certificate, and its "stackability." We hope that this process of educating students and parents about certificates will take place campus-wide.*

4. Catalog copy for the new program, including requirements and electives.
The Certificate in Writing and Rhetoric deepens students' appreciation for written texts as a form of action. You'll build skills to help you read critically—and write powerfully and with impact in a range of literary and professional genres.

- *Lower-division courses (8 credits)*
8 credits from lower-division classes, any combination of:
ENG classes with a focus on rhetoric or grammar (ENG 280, 295)
CW classes (CW 220, 230, 281, 282)
COMM classes *with English faculty approval*

- *ENG 414 (4 credits)*

- *Upper-division electives (20 credits)*
20 credits of writing-focused upper-division English electives: ENG 312, 315, 327, 329, 383a-c, 395, 409 (with instructor approval when topic is Professional Writing Practicum), 472, 480, 492.
Up to 8 credits may come from DCIN 362, EMDA 302, or EMDA 320

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

On Mon, Oct 31, 2022 at 4:54 PM Margaret Perrow <perrowm@sou.edu> wrote:

Hi Bobby,

I'm putting together certificate proposals, and wondering if if it's OK for us to include EMDA 302 and 320 as options for electives in the certificate in rhetoric

and writing? (They don't have to be on a regular schedule rotation, but it would be nice to have them listed as options!)

Thanks,
Margaret

Sure, that sounds like a great plan!
Best,
Bobby

On Mon, Oct 31, 2022 at 4:52 PM Margaret Perrow <perrowm@sou.edu> wrote:

Hi Andrew,
I'm putting together certificate proposals for English. Is it all right if I include DCIN 362 as an elective option for the certificate in rhetoric and writing? (Doesn't matter if it's not offered every year -- we have a strong selection of ENG electives -- but we thought it would make a nice option.)
Thanks,
Margaret

Andrew Gay   4:54 PM (1 minute ago)

to me

Certainly! Thanks for offering.
Andrew Kenneth Gay (he/him)
Associate Professor of Digital Cinema
Chair of Communication, Media & Cinema
Chair of General Education Transformation
Faculty Trustee on the SOU Board of Trustees
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

_____
Margaret Perrow

4/29/16

<center>M E M O R A N D U M</center>

TO: Margaret Perrow, English

FROM: Melissa Anderson, Subject Librarian for English, and Emily-Miller Francisco, Collection Development Librarian

DATE: February 10, 2023

SUBJECT: Resources to support proposed Certificate in Writing and Rhetoric

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 indexing and online access to writing and rhetoric-related journals through our MLA International Bibliography database, ProQuest Central, Project Muse, and JSTOR: Arts & Sciences I, II, and III. Another option for students is to use our general Hannon Library Search of the online catalog that provides access to all of our full text.

JOURNALS

We currently subscribe to print journals that are appropriate to this area of study in addition to the many journals that we provide access to through our electronic databases. Some of the relevant print journals include, but are not limited to:

- *Writer's Digest*
- *The Writer*
- *The Sun*
- *The Paris Review*

BOOKS

A search for *rhetoric* in our online catalog yields over almost 9,000 print books and ebooks. A search for *professional writing* yields over 2,000 results, almost 900 of which were published in the past ten years. Students also have access to print book holdings in other libraries within our consortium through interlibrary loan.

ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED CERTIFICATE IN RHETORIC AND WRITING

Hannon Library's holdings of books and journals relating to the rhetoric and writing are sufficient to support this new certificate. Please use these amounts in the HECC Budget Outline Form:

        Library/Printed   **$0.00**
        Library/Electronic   **$0.00**

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

4

<div align="center">

Southern Oregon University
Board of Trustees
Academic and Student Affairs Committee

RESOLUTION
New Certificate Programs

</div>

Whereas, the Southern Oregon University benefits from a cross-section of high-quality, well-designed curricular programs;

Whereas, the university wishes to offer the following certificate programs:

1. Certificate in Applied Learning and Essential Skills (General Education);
2. Certificate in Character and Costume Design;
3. Certificate in Data Analytics;
4. Certificate in Directing and Devising for Theatre;
5. Certificate in English Studies;
6. Certificate in Environmental Data Science;
7. Certificate in Ethnic and Racial Studies;
8. Certificate in Foundations of Teaching English Language Arts;
9. Certificate in Lighting Design and Technology;
10. Certificate in Literary Studies;
11. Certificate in Production Fabrication;
12. Certificate in Scenic and Environmental Design;
13. Certificate in Social Justice;
14. Certificate in Spanish & Latinx Studies;
15. Certificate in Spanish & Latinx Studies for Educators;
16. Certificate in Spanish & Latinx Studies for Health Professions;
17. Certificate in Theatre and Arts Management;
18. Certificate in Wildlife Ecology and Conservation; and
19. Certificate in Writing and Rhetoric

Whereas, these proposed programs leverage existing institutional strengths and create expanded opportunities for undergraduate students;

Whereas, these programs have been approved by the relevant institutional units and committees, and the SOU Faculty Senate; and

Whereas, the Academic and Student Affairs Committee is authorized by the Board of Trustees to approve new programs on behalf of the Board. Now, therefore,

Be it resolved, the Academic and Student Affairs Committee of the Board of Trustees of the Southern Oregon University hereby approves the aforementioned new certificate programs, as provided in the Committee's June 15, 2023 documentation.

Student Retention and Success

Student Retention and Success

Board of Trustees

June 2023

Retention: Global to Individual?

- Treatment program has to fit the diagnosis
  - Industry best practices
  - Local knowledge

- Aggregate Data and Information
  - Navigate
  - Student Satisfaction Surveys
  - NSSE

- Individual Service
  - Wrap around services
    - E.g. mental health, student clubs, athletics, social justice engagement, tutoring, academic advising, financial, etc.)
- Every student interaction is an opportunity to retain a student

How it is Measured

- Common Measures
  - Retention Rate: 65.6% (National Mean: 67.5)
    - % of First time, Full time who start in a fall term who return the following fall term
    - Reported to the federal government in our common data set
  - All Undergraduate retention: 76.1%
    - % of all eligible undergraduates who begin a fall term and return the following fall
  - Freshmen Cohort Graduation Rate: 46.5% (National Mean IPEDS Cohort: 47%)
    - % of first time, full time freshmen who completed a degree within 6 years
  - Transfer Cohort Graduation Rate: 59.2%
    - % of students who started at another college who receive a SOU degree within 6 years of first enrolling at SOU)
- [SOU's Executive Enrollment Data Website](#)

Best Practices

2021 Effective Practices for Student Success, Retention, and Completions,

Ruffalo Noel Levitz

Retention = Belonging and Engagement

FOUR-YEAR PUBLIC INSTITUTIONS

STRATEGY/TACTIC	USING	Strategy is very effective or effective. (only out of those institutions using the strategy)		
		ONLINE	TRADITIONAL/ ON CAMPUS	HYBRID
Advising specifically for students approaching graduation to ensure they are on track	100%	100%	100%	100%
Academic support (e.g., learning center, math lab, tutoring)	98%	84%	100%	94%
Congratulating, alerting, and nudging system (early alert system)	98%	98%	92%	94%
Advising by professional staff, one-on-one	93%	93%	100%	93%
Providing each student with an academic plan/ roadmap of courses	93%	93%	100%	94%
Use of social media to engage students post enrollment	89%	89%	81%	85%
Providing guided pathways with fewer course options to keep students moving to graduation	88%	88%	89%	77%
Student success coaching (internal)	85%	82%	98%	93%
Providing career services during students' second year to help students see the connection between coursework and careers	83%	83%	90%	80%
Providing career services during students' first year to help students see the connection between coursework and careers	82%	82%	93%	80%
Student life program supporting student success	81%	64%	96%	79%
Faculty advising, one-on-one	77%	77%	98%	97%
Giving students practical work experiences in their intended major (e.g., internships, volunteer work, experiential learning, service learning)	77%	77%	96%	91%
Using on-campus student employment as a strategy to engage/retain students	74%	74%	100%	87%
Individualized academic recovery plan for students on probation or suspension	73%	70%	92%	88%
Communication plan for recruit-back purposes for students who have left	73%	73%	72%	65%
Intentional post-enrollment communications at key intervals to impact student retention	70%	91%	88%	89%
Financial aid and scholarships aimed at retention for specific populations	68%	87%	97%	96%
Mandatory first-year experience or orientation course	68%	80%	98%	97%
Peer mentoring	68%	83%	100%	91%

FOUR-YEAR PUBLIC INSTITUTIONS				
STRATEGY/TACTIC		Strategy is very effective or effective. (only out of those institutions using the strategy)		
	USING	ONLINE	TRADITIONAL/ ON CAMPUS	HYBRID
Learning communities	68%	53%	89%	77%
Supplemental Instruction	67%	82%	89%	89%
Please list any other effective practice not mentioned above.	67%	67%	100%	100%
Explicit diversity, equity, and inclusion strategies	64%	63%	95%	84%
Orientation program targeted to transfer students	62%	87%	90%	93%
Required developmental education courses	61%	58%	83%	71%
Digital badging	60%	60%	67%	67%
Co-requisite courses designed to accelerate the developmental completion pathway	57%	74%	97%	89%
Financial literacy programs to assist students and parents with managing their personal finances	56%	70%	89%	75%
Training residence hall staff to recognize at-risk students	56%	56%	97%	85%
Summer bridge program	48%	65%	93%	91%
Interviews or surveys with students who are withdrawing, before they leave	46%	69%	79%	71%
Orientation program targeted to adult students	26%	70%	77%	67%
Student success coaching (outsourced)	10%	60%	60%	60%
Digital diaries	6%	50%	67%	67%

Most Widely Used Strategies

FOUR-YEAR PUBLIC INSTITUTIONS	
STRATEGY/TACTIC	**USING**
Programs designed specifically for first-year students (e.g., orientation for first-year students, a first-year experience program)	90%
Programs designed specifically for students who are at risk academically	75%
Honors programs for academically advanced students	74%
Programs designed specifically for international students	64%
Programs designed specifically for veterans	61%

1. Seamless Student Experience

- Transactional experiences
  - Admissions, registration, billing, Degree Audit, Learning Management System
    - Systems need to be intuitive and user friendly (Workday)
- Student Centric Service
- Accessible Points of Contact
- Student Friendly Policies
- Institutional communication (Multi-channel)
- Early Warning and Coordinated Care Network (Navigate)

2. Mental Health and Wellbeing

- Institutional Culture of wellbeing and prevention
  - Student Health and Wellness Center
  - MySSP (Free 24/7 confidential mental health and wellbeing support)
  - YOU@SOu (24/7 24/7 digital tool that normalizes help-seeking behavior for students by increasing awareness, skill-building, and connection to campus resources)
  - Dean's Office
  - Faculty and staff
  - Cares Notes
- Evidence based activities to develop resilience
  - Student support network, individual counseling, peer and group mentoring, faculty advising
- Help for students facing food/housing insecurity
  - SOU Food Pantry, Raiders Helping Raiders Program
  - Benefits Navigator

3. Active and Engaged Learning

- Active learning pedagogy and classroom design

- Opportunities for small group learning

- National Survey of Student Engagement
  - High level summary of active/engaged learning in the classroom

NSSE 2021 Engagement Indicators
Overview
Southern Oregon University

NSSE national survey of student engagement

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

Use the following key:

▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

△ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

— No significant difference.

▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Pub4YrFT TranInclAdm	Your first-year students compared with PubBal A&S wSomeGrad	Your first-year students compared with Pub4YrPrim UG<10000
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	▽	--	▽
Learning with Peers	Collaborative Learning	▼	▼	▼
	Discussions with Diverse Others	▽	▽	▽
Experiences with Faculty	Student-Faculty Interaction	▽	--	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	▼	▼	▼

Seniors

Theme	Engagement Indicator	Your seniors compared with Pub4YrFT TranInclAdm	Your seniors compared with PubBal A&S wSomeGrad	Your seniors compared with Pub4YrPrim UG<10000
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	▼	▽	▽
	Quantitative Reasoning	▽	--	▽
Learning with Peers	Collaborative Learning	▽	▽	▽
	Discussions with Diverse Others	▽	▽	▽
Experiences with Faculty	Student-Faculty Interaction	▽	--	--
	Effective Teaching Practices	▽	▽	▽
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	▼	▼	▼

4. Co-curricular and Social Engagement

- Engagement Options
  - Clubs/org; athletics; performance; student government; student activities; campus recreation; etc…
- Skill-building opportunities
  - Student employment
- Virtual community building for distance learners

5. Faculty Mentoring and Support

- Structured faculty-student mentoring
    - Bridge; UCAM; Tutoring; Faculty advisors
- Events fostering connections with faculty
- Resources for faculty to support student well being
    - DoS Training for faculty
- Student Success Coordinators

What do we know about SOU?

Campus Climate Survey

SOU performs about average with respect to retention

- Not comparable to UO's, OSU's of the world, they have different student types

Student Satisfaction Surveys

- National Survey of Student Engagement (NSSE)
- Institutional Student Satisfaction Survey
- Withdrawal Intervention
- Simpson Scarborough Report (2018)
  - Academic Program Offerings
  - Cost of Housing

Student Risk Stratification Concept

Adapting Population Health Management to Higher Education
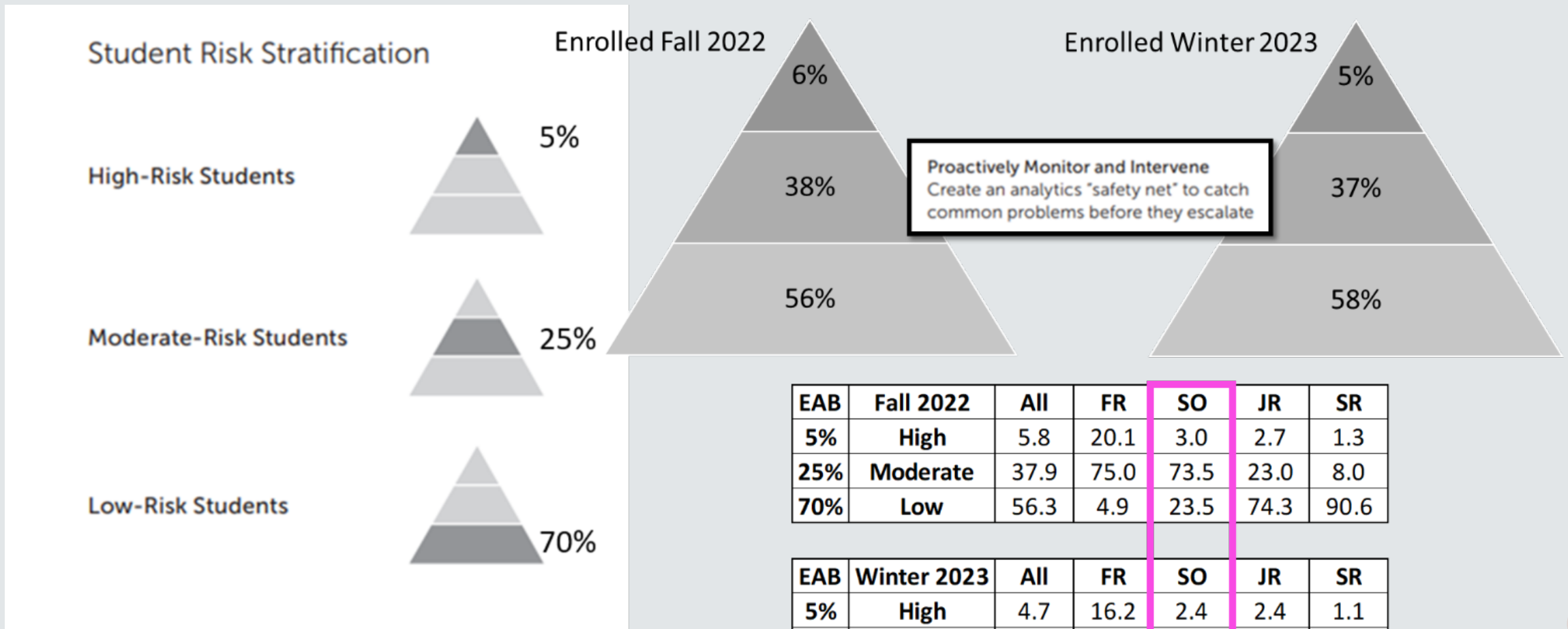
Student Risk Stratification
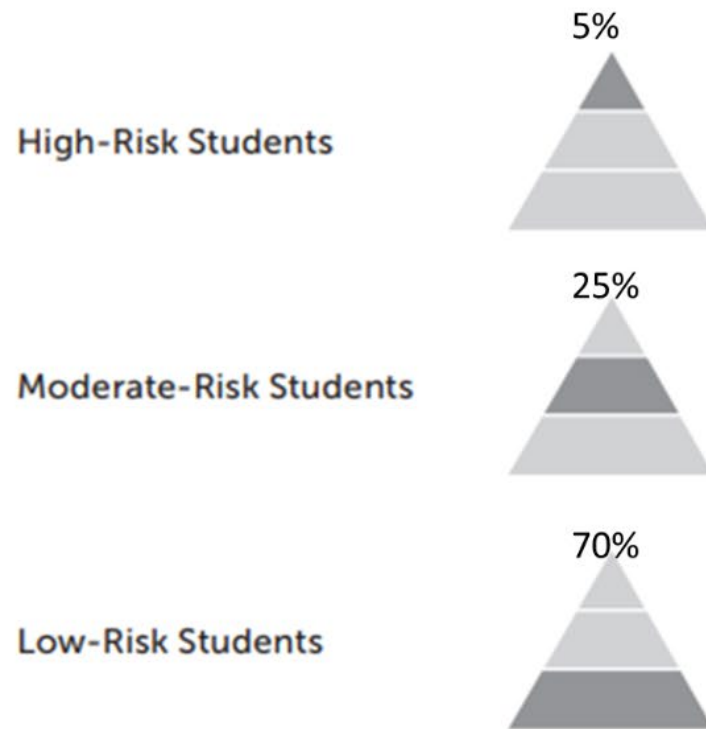
Differentiated Care Strategy

5%

High-Risk Students

Coordinate Efficient High-Touch Care
Work closely with students and manage their interaction with support offices

25%

Moderate-Risk Students

Proactively Monitor and Intervene
Create an analytics "safety net" to catch common problems before they escalate

70%

Low-Risk Students

Enable Effective Self-Direction
Use nudges and scalable e-advising to allow staff to direct attention elsewhere

Student Risk Stratification: SOU UG Data

Proactively Monitor and Intervene
Create an analytics "safety net" to catch common problems before they escalate

EAB	Fall 2022	All	FR	SO	JR	SR
5%	High	5.8	20.1	3.0	2.7	1.3
25%	Moderate	37.9	75.0	73.5	23.0	8.0
70%	Low	56.3	4.9	23.5	74.3	90.6

EAB	Winter 2023	All	FR	SO	JR	SR
5%	High	4.7	16.2	2.4	2.4	1.1
25%	Moderate	37.0	73.5	72.1	21.8	8.2
70%	Low	58.3	10.3	25.5	75.8	90.7

The Murky Middle

Profiling campus segments based on early academic performance to determine which students succeed, which fail, and **where schools should focus their efforts**

Most student success initiatives target freshman students, but 52% of attrition occurs after the first year. And of these late stage departures, over half are within the "Murky Middle."

Where are you focusing your student success efforts?

Murky Middle 33%

(20% Graduate, 13% Depart)

Large numbers of students finish their first year with a GPA between 2.0 and 3.0. Even though they aren't on probation, nearly two-fifths of these students won't complete. Yet these students are traditionally overlooked at most schools—in part because it is difficult to distinguish those who ultimately graduate from those who eventually depart.

The fate of the murky middle student is just that—murky. This population demands attention, but with limited resources it isn't possible to target the entire group.

Emerging research from the Student Success Collaborative suggests that rigorous analyses of academic data can separate the hidden population of struggling students from the likely graduates, enabling targeted intervention efforts and ultimately improved outcomes.

Students by First-Year GPA
Student Success Collaborative National Data Set
(approx. 740,000 students)

Students

First-Year GPA

- Graduates (Within 6 Years)
- Departures (2nd–6th Year)
- Departures (1st Year)

0.0 — 1.0 — 2.0 — 3.0 — 4.0

2%

Phoenixes

Despite facing early challenges, these students are able to course correct and ultimately graduate. Unfortunately, fewer than one in ten students who finish their first year below a 2.0 GPA will eventually right the ship, despite considerable investment from their institutions.

11%

Failed to Launch

These students fail to hit the ground running and struggle in the initial phase of college. More than three-fifths of the students who finish their first year with a GPA below 2.0 don't make it back as sophomores despite extensive investments and efforts on their behalf. Schools may want to consider re-allocating energy toward a group of students more likely to complete, like the Murky Middle.

5%
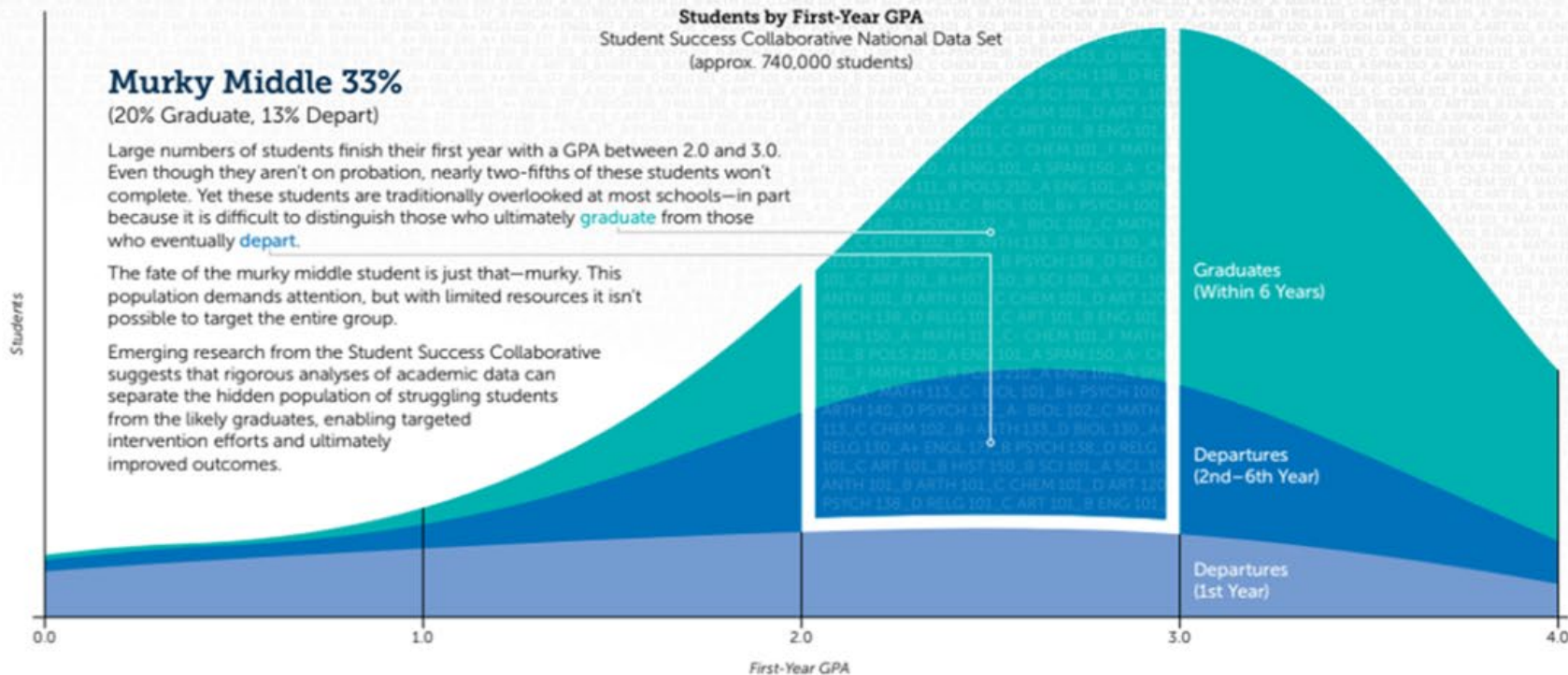
The Ones That Got Away

Anecdotal evidence suggests that the vast majority of these students are transferring to and graduating from other institutions after the first year. Most institutions would love to retain these high-performing students and don't want to see them enroll with a competitor. Though many in this group leave due to fit, the question remains whether more customized support could help retain a portion of these strong students.

7%

Unsolved Mysteries

Sometimes even the best students won't complete. It can be hard to isolate the cause of attrition for this group of delayed departures. Perhaps they decide to transfer, encounter personal hardship, or are unable to persist due to finances. Whatever the reason, it isn't showing up in their academics, leaving many institutions wondering how they can be reached and whether this group's attrition is ultimately outside of their control.

27%

All-Stars

Three-fourths of students who make it to their second year with above a 3.0 GPA go on to graduate. While anecdotally we know these students aren't at risk, they tend to consume considerable advising resources through voluntary self-improvement efforts. This has prompted a national dialogue about understanding student self-direction.

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The Murky Middle SOU UG Data

SOU Murky Middle

	0-1.99	2.0-2.99	3.00-4.0
■ Fall 2022	178	662	1857
■ Winter 2023	123	597	1765

Distribution of Undergraduate Student Population by GPA
*(Illustrative)*

Students on Academic Probation
- Registration hold forces meetings with academic advisor
- Required to attend tutoring sessions and utilize campus academic support resources

Large Middle Population: May or may not be at risk of graduation delays, not graduating at all
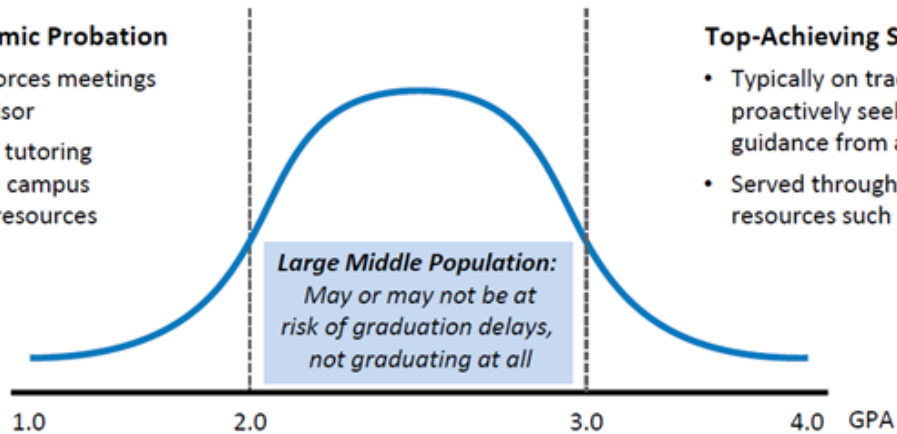
Top-Achieving Students
- Typically on track to graduate; proactively seek information and guidance from advisors if needed
- Served through dedicated resources such as honors program

GPA axis: 1.0, 2.0, 3.0, 4.0 GPA
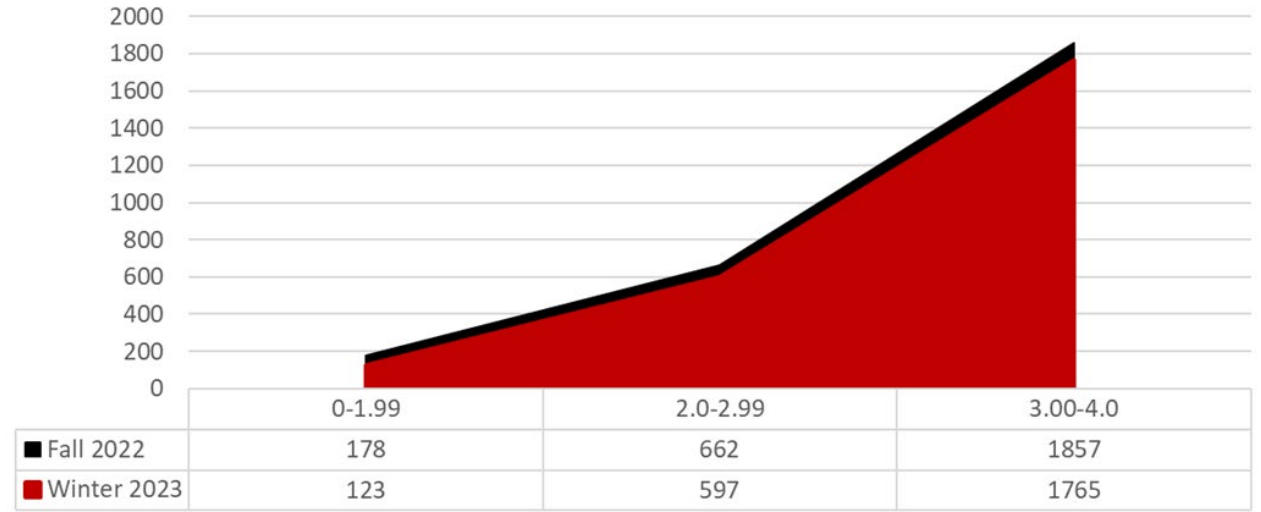
Withdrawal Data AY21-22

Late Withdrawals:

10% Academic Probation (Term and CUM GPA < 2.0)

18% Academic Warning (Term GPA ≥ 2.0, CUM < 2.0)

72% Good Standing (Term and CUM GPA ≥ 2.0)

Average CUM GPA

Spring 2022	Fall 2022	Winter 2023	Spring 2023
3.23	3.20	3.25	3.29
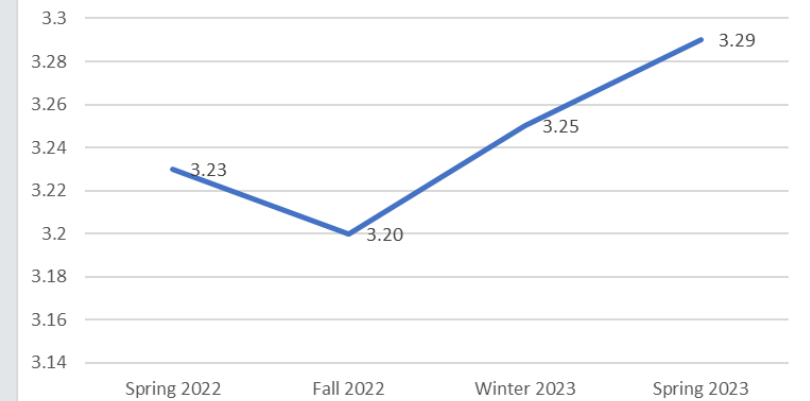
What Students Want

Professor actions students say would help them academically:

Being more flexible about deadlines: 57%

Being open to experimenting with different teaching styles: 51%

Being more flexible about attendance and/or participation: 44%

Setting expectations more clearly: 42%

Taking more of an interest in getting to know students: 34%

Offering some class sessions online during in-person courses: 26%

Being more accessible outside of class hours: 22%

Including wellness resources in syllabi or discussing resources in class: 18%

Including academic support resources in syllabi: 17%

Setting higher expectations for me and my peers: 8%

None of the above: 6%

What stands out:

67%
Students, among those who have struggled in a class due to mental health issues, who want more flexible deadlines, compared to 57% of students over all who want more flexibility.

55%
Arts and humanities students who want professors to be more flexible with attendance and/or participation, compared to 44% of students over all.

57%
Students with learning disabilities or related diagnoses who want professors to experiment with different teaching styles, compared to 51% of students over all.

47%
4-year college students who want professors to be more flexible about attendance and/or participation, compared to 32% of 2-year college students.

25%
LGBTQIA students who want professors to include wellness resources in syllabi or discuss them, compared to 15% of straight students.

Source: Inside Higher Ed/College Pulse Survey of 3,004 college students.

STUDENT VOICE INSIDE HIGHER ED COLLEGE PULSE

Student Voice is an Inside Higher Ed and College Pulse collaboration.

SOU's Mission

Southern Oregon University is a regionally-engaged learning community committed to being the educational provider of choice for learners throughout their lives.

We inspire curiosity and creativity, compel critical thinking, foster discovery, and cultivate bold ideas and actions.

We achieve student success, professional preparation, and civic engagement through service excellence, evolving technologies, and innovative curriculum.

We foster access, equity, inclusion and diversity in thought and practice.

We prepare our learners to be responsible, engaged citizens in our democracy.

We promote economic vitality, sustainability, cultural enrichment, and social well-being in our region, the state, the nation, and the world.

SOU's Vision

Southern Oregon University will become an inclusive, sustainable university for the future that guides all learners to develop the knowledge, capacities, and audacity to innovate boldly and create lives of purpose.

SOU Values

- The well-being and success of all learners;

- Critical thinking, discovery, and engaged learning;

- Equity, diversity, and inclusion;

- Creativity and collaboration;

- Excellence, continuous improvement, and accountability;

- A healthy, safe, and civil campus;

- Economic vitality and environmental sustainability; and

- Improving our community, region, and world.

Continuation of Contract for EAB Navigate Software (Action)

Navigate Extension

Prepared for Trustees,
May 2023

Indicators of Success

- Summary:
  - Higher persistence and retention for users
  - Improved attempted and completed credits
  - Improved registration (shorter time for registration holds to resolve)
  - Mixed results on GPA
    - Some terms where average GPA improves, some where it doesn't
    - No significant difference between average GPA for non-users compared to users
  - Improved communication between students and advisors
  - Early warnings when off track; personal outreach

Navigate, What is it?

- Navigate is higher education's leading student CRM, built based on a decade of research to improve recruitment, student success, and the student experience.
  - 850 colleges and universities
  - serving more than 10 million students

- Navigate unites administrators, faculty, staff, and students in a collaborative network to measurably improve outcomes across the entire student journey.

- Membership in the Student Success Collaborative, gaining access to decades of research, an EAB expert dedicated to their success, events designed to share best practices, and a close-knit community of peers.

- Navigate helps academic advisors, faculty, and other staff scale interventions, streamline day-to-day work and create a truly coordinated network for student success
  - 360-degree student profiles
  - multimodal student communications
  - in-app appointment scheduling.

- Actionable student data
  - See personal information, academic performance, app activity, credit trends, and more-all in one place.

- Appointment scheduling and Communication
  - Email, text, and call individual students or groups from within the app to schedule and manage appointments.

- Campaign Management
  - Segment data by a range of criteria to generate and deliver custom campaigns for effective outreach to students.

Navigate, What is it?

- Student Empowerment Tools
  - Navigate's student interface helps you connect with students on their terms, building belonging and a deeper sense of purpose at your institution. The Navigate mobile app provides structure for the college journey and proactive guidance at students' pivotal moments. Navigate also enables virtual student onboarding, peer support communities, and more.

- Integrated Analytics
  - Navigate's student success analytics and predictive modeling help you understand which interventions are working and how to best adjust your strategy. Standardized reports offer insight into ongoing advising activities and staff dashboards continuously monitor student progress to identify opportunities for better student support.

Student Usage

Percent of Whole
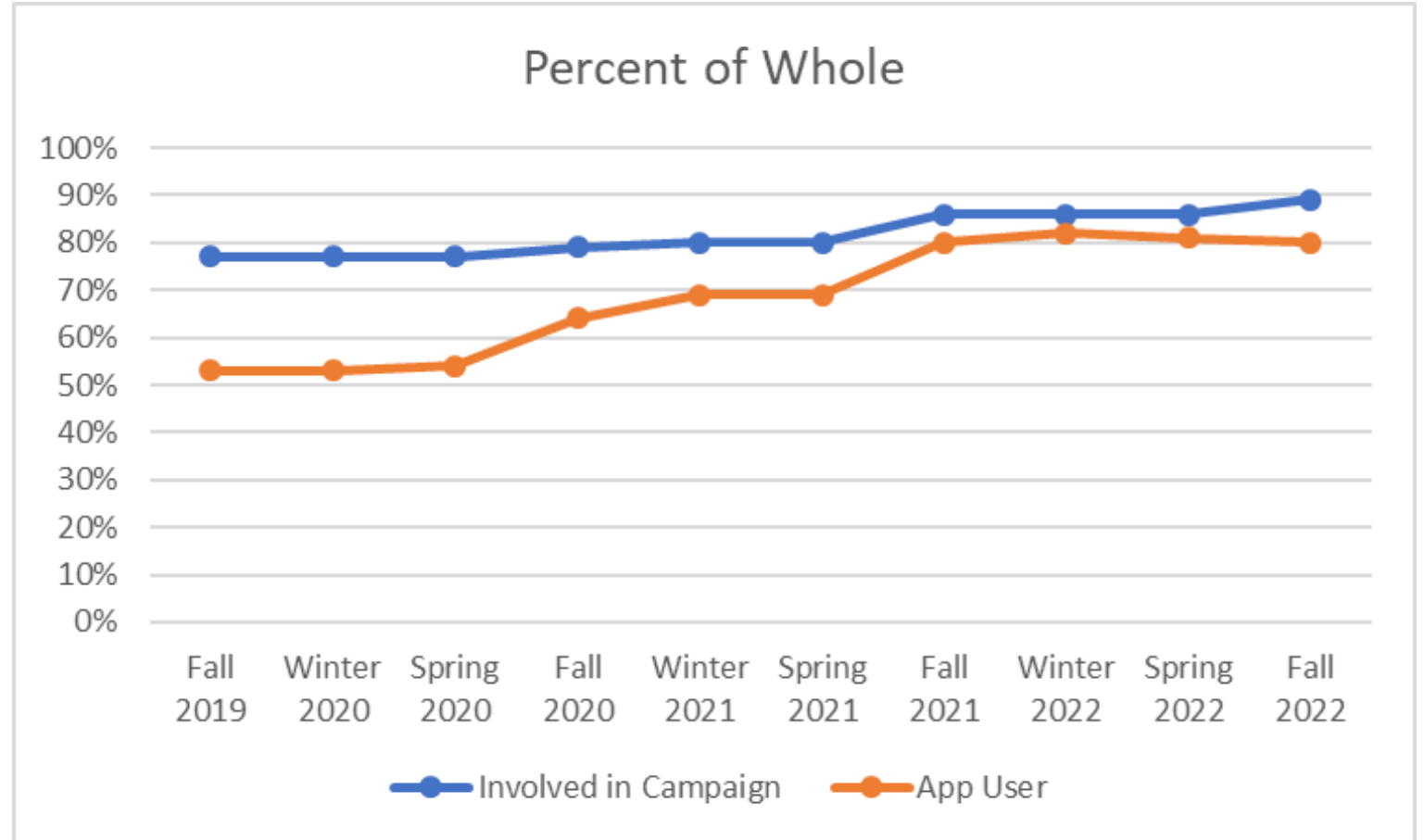
Retention Data Comparison
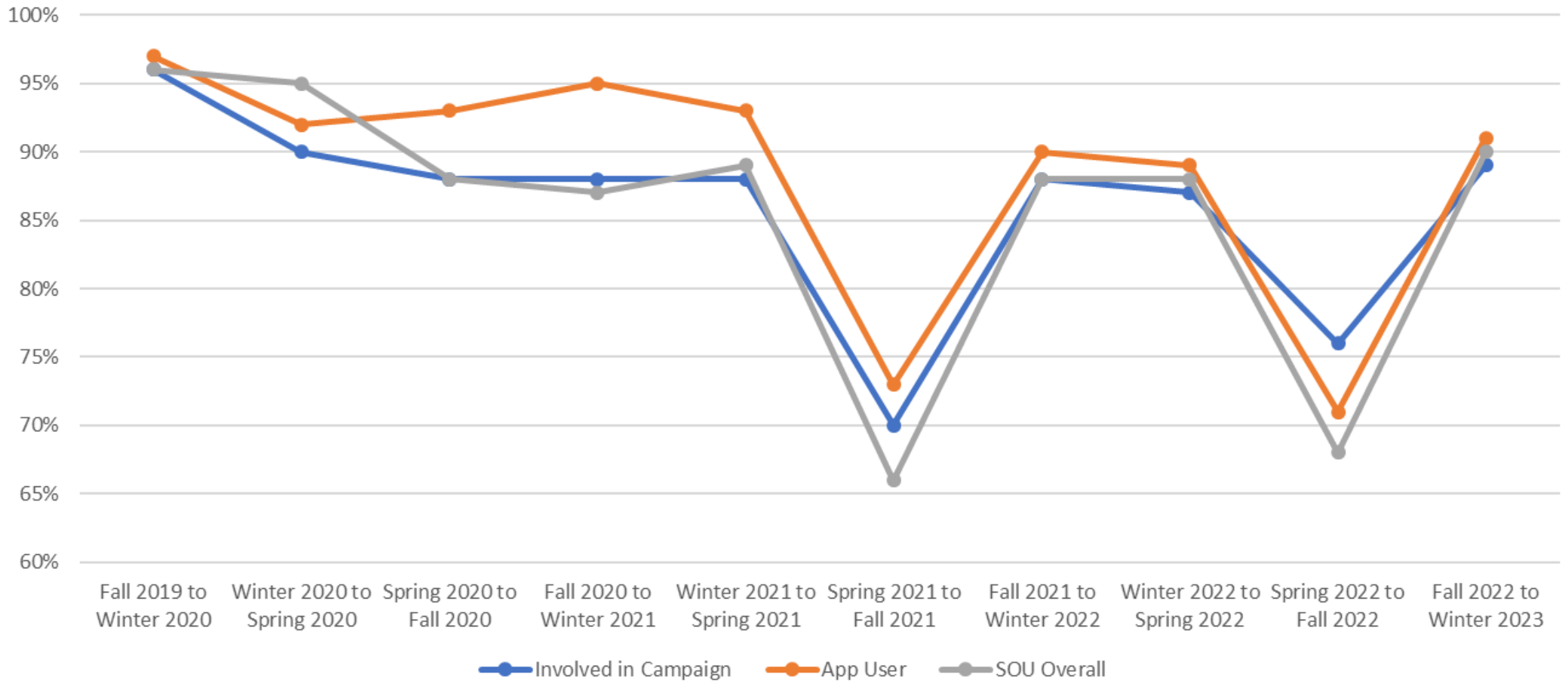
Return on Investment Estimates

- 8 of the past 10 terms retention to next term is higher for app users than non app users

- Return on Investment: are we saving more by virtue of the app that outweighs the annual cost?

Academic Year	Ave. Headcount	Annual Ave Retention Difference (users v non-users)	Headcount Retained	Ave Annual Tuition and Fee Revenue Per Student	Annual Price of Navigate	Approx ROI (Headcount retained x Ave Revenue Per Student - Cost of Contract)
Fall 19- Spring 20	3,002	0.50%	15.01	$ 24,000	$ 177,065	$ 183,175
Fall 20 - Spring 21	2629	6.50%	170.885	$ 25,800	$ 181,816	$ 4,227,017
Fall 21 - Spring 22	2426	2%	48.52	$ 27,600	$ 187,269	$ 1,151,883
Fall 22 - Winter 23	2410	2%	48.2	$ 30,300	$ 192,888	$ 1,267,572

Contract Proposal

	Navigate	Student Success Collaborative	Strategic Care	Total
Sept 2024 - 25	$204,365	$7,500	Included	$212,135
Sept 25 - 26	$210,774	$7,500	Included	$218,274
Sept 26 - 27	$217,097	$7,500	Included	$224,597

Student Success Coordinators

Support Program Review 2021-2022

Section I. Alignment of Program Outcomes

A. *Describe how the program's outcomes align with the program's mission and the university's mission.*

Mission Statement: Student Success Coordinators (SSCs) provide student-centered support to empower all learners to be self-advocates and to reach their goals. SSCs are a consistent presence at the center of collaborative relationships that facilitate communication and build bridges across campus in order to foster our students' academic, career, and personal success.

- **Academic Advising & Student Persistence** -Promote coursework towards graduation that fosters professional preparation as well as expands thought and creativity; maintain active support and outreach to help students reach their personal definition of success

- **Career Counseling** - Connecting students to local and regional employers to support business and organizational pipelines to promote economic vitality and citizen retention

- **Division Support & Communication** – Regularly consult with Division and other campus offices to collaboratively monitor and track expected progress and create programs to aid in retention and support student success

- **New Student Recruitment & Enrollment** – Provide wrap-around care from first contact with the university through graduation to serve as the center of collaborative relationships resulting in university being first choice of education for the community

B. *Briefly describe the extent to which outcomes are measurable and well-defined.*

The report covers four different outcomes that are measurable with the use of counts and training and development reports. Each outcome has at least one form of assessment.

C. *Program Outcomes align with related Strategic Direction Goals. Briefly describe how your program's outcomes align with SOUs goals within the strategic directions located in "Related Themes" in Improve.*

The following is a list of goals that are in alignment with those of Southern Oregon University and Student Success Coordinators:

SD 1 Goal 1: SOU will develop curriculum and provide learning experiences that prepare all learners for life and work in an evolving future.
   a. Strategic Direction 1, Goal 1 is related to the Academic Advising & Student Persistence outcome. Providing career advising in addition to academic advising offers students a partnership where they can explore interests and values and plan experiential learning opportunities.

b. Strategic Direction 1, Goal 1 is related to Division Support & Communication. SSCs collaborate with faculty and alumni to interview current faculty, recent graduates and alumni, allowing individuals to share their professional insights with students.

c. Strategic Direction 1, Goal 1 is related to New Student Recruitment & Enrollment. SSCs collaborate with faculty during the Week of Welcome and during the various Raider Registrations to provide opportunities to "meet the major" where students are offered learning opportunities with faculty.

SD 1 Goal 3: SOU will develop and utilize resources to ensure affordability of and access to student learning opportunities.

a. Strategic Direction 1, Goal 3 is related to the Academic Advising & Student Persistence outcome. SSCs use intrusive advising to prepare students in planning their years at SOU to prevent unnecessary additional time in college due to mis sequencing of courses.

b. Strategic Direction 1, Goal 3 is related to Division Support & Communication. SSCs work with Division faculty in promoting classes that may help a student maintain financial aid eligibility status and affordability for students.

c. Strategic Direction 1, Goal 3 is related to New Student Recruitment & Enrollment. SSCs work with students to plan "degree in 3" plans to ensure affordability of a degree by maximizing high school transfer credits.

SD 1 Goal 4: Engage in ongoing assessment of academic and academic support programs to further process of continuous improvement.

a. Strategic Direction 1, Goal 4 is related to the Academic Advising & Student Persistence outcome. SSCs continue to provide remote options for both new student and current student advising as well as more traditional in-person appointments. Continuing to provide virtual options, which were initiated due to the COVID-19 pandemic, has allowed us to provide more accessibility and equity to our advising processes.

b. Strategic Direction 1, Goal 4 is related to Division Support & Communication. As with student advising, virtual options and flexibility with the format of divisional support and training efforts have provided greater flexibility for the division even as in-person events have also resumed.

SD 2 Goal 2: SOU will improve its customer experience by streamlining business processes.

a. Strategic Direction 2, Goal 2 is related to the Academic Advising & Student Persistence outcome. SSCs streamline administrative processes by having email or Google chat conversations with Student Services, Financial Aid, and Admissions to resolve student issues on the spot.

b. Strategic Direction 2, Goal 2 is related to the Career Counseling outcome. In addition to the Office of Career Connections, SSCs review career preparation materials with students and discuss experiential learning opportunities.

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    c.   Strategic Direction 2, Goal 2 is related to Division Support & Communication. SSCs consolidate training resources for faculty by submitting videos and in PDF form to a shared Advising Moodle site.

SD 2 Goal 3: Align internal & external communications to foster collaboration & enhance credibility.

    a.   Strategic Direction 2, Goal 3 is related to the Academic Advising & Student Persistence outcome. SSCs regularly meet with Admissions and Orientation to ensure messaging to students is aligned and accurate, especially during periods of registration

    b.   Strategic Direction 2, Goal 3 is related to Division Support & Communication. Changes to internal administrative processes are relayed to Division faculty and staff.

    c.   Strategic Direction 2, Goal 3 is related to New Student Recruitment & Enrollment Various divisions have the SSC as point person for recruiting new students to bachelor completion programs

SD 4 Goal 1: Replace barriers with processes & practices to promote belonging & ensure success of the "new majority."

    d.   Strategic Direction 4, Goal 1 is related to the Academic Advising & Student Persistence outcome. For example, SSCs are continuing to provide virtual advising appointments for all students in order to accommodate student needs and preferences.

    e.   Strategic Direction 4, Goal 1 is related to Division Support & Communication. SSCs support their Division faculty by supplementing faculty time offerings.

SD 4 Goal 2: Establish supportive pathways to increase access, retention, & success of learners from underrepresented backgrounds.

    f.   Strategic Direction 4, Goal 2 is related to the Academic Advising & Student Persistent outcome. SSCs work closely with priority registration students (e.g. Bridge program participants) to ensure connection and to ensure early registration to support retention.

    g.   Strategic Direction 4, Goal 2 is related to Division Support & Communication. SSCs consult with the World Languages staff regarding students who may be able to complete native language assessments to potentially waive the language requirement for a bachelor's degree.

SD 4 Goal 3: Prepare learners to work, live, & communicate effectively in order to thrive in a diverse world.

    c.   Strategic Direction 4, Goal 3 is related to Career Counseling outcome. SSCs discuss classroom to work connections and brainstorm ways with students to articulate how their learning in and out of the classroom relates to the world of work.

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SD 6 Goal 2: Provide for all learners to be effective users of immersive, accessible, & virtual technologies & spaces.

 d. Strategic Direction 6, Goal 2 is related to the Academic Advising & Student Persistent outcome. SSCs have been integral in the use of virtual meeting spaces for student meetings and have trained students on using Zoom as well as academic platforms to access records.

 e. Strategic Direction 6, Goal 2 is related to Division Support & Communication. SSCs regularly provide training and training materials for faculty when there are updates to university academic platforms.

SD 7 Goal 2: Collaborate with partners to provide civic engagement, service learning, & community-based learning experiences.

 f. Strategic Direction 7, Goal 2 is related to Division Support & Communication.SSCs work with faculty contacts to create new opportunities with community organizations and encourage students to partake in experiences with or without course credit.

D. *Program Outcomes Match Related Core Themes. Briefly describe how your program's outcomes align with "Related Themes" in Improve.*

Student Learning and Success: Professional Preparation

 a. Career Counseling: SSCs review career preparation materials with students and discuss experiential learning opportunities.

Student Learning and Success: Civic Engagement

 a. Academic Advising: (All) SSCs work with faculty contacts to create new opportunities with community organizations and encourage students to partake in experiences with or without course credit.

 b. Career Counseling: Encourage students to partner with local organizations such as Local Innovation Lab where internships are created in partnership with businesses to support local needs.

Institutional Practices: Efficiency and Sustainability

 a. Academic Advising & Student Persistence: SSCs use intrusive advising to prepare students in planning their years at SOU to prevent unnecessary additional time in college due to mis-sequencing of courses. Electronic academic plans support sustainability efforts.

 b. Division Support & Communication: To facilitate faculty advising, registrations are organized in a way to maximize faculty availability. Rather than continuous retraining on academic processes, training materials have been consolidated to an Advising Moodle site.

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Institutional Practices: Service Excellence

a. Academic Advising & Student Persistence: (All) SSCs provide wrap-around care for students and faculty through proactive outreach, follow-up to support retention, and training on processes to educate.

b. Career Counseling: Alumni panels were created to introduce students to new fields that relate to a variety of majors.

c. Division Support & Communication: In addition to important date notifications coming from the Registrar's office, notifications were sent to students through the Navigate app to prompt quick advising action. SSCs utilized reports to see which students had holds and which students would receive holds during the term. This review gave advisors a clearer sense of which students would be blocked from registration and would require an advising appointment before being able to register.

d. New Student Recruitment & Enrollment: Unofficial transcripts are often evaluated for prospective students to offer them an option for degree completion. In addition to offering group advising, we also scheduled one on one advising to accommodate the needs and availability of each student. SSCs are also able to answer most questions students may have about attending SOU, general financial aid/FAFSA, housing, transcript, etc., which provides a supportive and welcoming experience for students and their families.

Institutional Practices: Institutional Improvement

a. Academic Advising & Student Persistence: SSCs consistently work with Raider Student Services and Student Health and Wellness to remove barriers to registration (e.g. changing Hold activation timeline, discussion of measles hold timing, etc.) During the year in review, SSCs also worked extensively with these groups to implement and facilitate the COVID-19 Vaccine Attestation process and compliance.

b. Career Counseling: SSCs work on promoting and advising new certificate programs, major programs, microcredentials, etc., offering more robust education and practicum opportunities for students.

c. Division Support & Communication: SSCs consistently work with Division Directors to find ways to best support faculty in their advising efforts, identifying high fail rate courses that could use additional scaffolding support to ensure greater student success. SSCs provide workshops and trainings for skill development and regular reminders for faculty highlighting the available advising tools and catalog requirements to ensure accurate advising is provided to students.

d. New Student Recruitment & Enrollment: SSCs exercise excellent customer service skills when working with new and transfer students and their families, identifying transfer courses that are equivalent to SOU courses, furthering students' confidence in an SOU experience and resulting in student matriculation.

Institutional Beliefs and Values: Economic Vitality

a. Career Counseling: SSCs help students identify in-demand jobs and support students in identifying internships where they can contribute to the local community.

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Institutional Beliefs and Values: Wellbeing

a. Academic Advising & Student Persistence: SSCs have regular conversations with students concerning academic and mental and emotional well-being. Students are also identified through Maxient SOU Cares reports where SSCs are many times the primary outreach person.

b. Division Support & Communication: SSCs attend chair and division meetings to stay abreast of projects, news, issues needing to be addressed within departments and/or the entire Division - contributes to a team atmosphere and sense of community.

c. New Student Recruitment & Enrollment: SSCs create and participate in division events to create a sense of belonging for new students.

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Section II. Assessment of Outcomes

A. *Describe how each program outcome has appropriate assessments with appropriate targets.*

Academic Advising and Student Persistence:
This outcome will be measured with a counts assessment of appointments using EAB Navigate for all SSCs across divisions. There are other resources for tracking prospective student appointments outside of EAB Navigate, so the data shared in 21-22 regarding appointments is slightly underreported. Limitations of the dataset are outlined in Section II.B.

Career Counseling:
This outcome will be measured with an assessment of students served and collaboration across divisions for career/professional development events for targeted major-focused populations.

Division Support & Communication:
This outcome will be measured with 1 training/professional development event or task completed per SSC. Each division and SSC have different expectations in terms of training/professional development or faculty support. These differences will be discussed below in Section II.B.

New Student Recruitment & Orientation:
This outcome will be measured with a count of the group advising appointments organized by different SSCs, with a count of Virtual Advising & Registration appointments for new students via Navigate, and with evidence of other orientation events organized by SSCs.

B. *Describe data collected to analyze your outcomes. Do you have results for all of your program outcomes? Is the data current? How could you improve the nature of the data you collect for assessment purposes?*

Academic Advising and Student Persistence| Career Counseling |Division Support & Communication |New Student Recruitment & Orientation

OUTCOME 1: Academic Advising and Student Persistence:

The data collected for Academic Advising and Student Persistence will be used to assess how often students are meeting with advisors throughout the year and to assess the portion of time dedicated by Student Success Coordinators strictly to Academic Advising and retention efforts done through regular advising.

The data is based on EAB Navigate reports. If a student makes an appointment using the

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Navigate app, their appointment is calculated as part of the report.

All Appointments 21-22					
SSC Name	**Total Appts**	**Total Students**	**Total Hours**	**Canceled**	**No Shows**
Karen Bolda	733	451	833	117	32
Edward Derr	1157	474	985	158	1
Lea Griess	762	501	803	133	8
Mary Patridge	723	430	700	62	2
Alison Rutledge	921	476	944	136	85
Josh Tinney	255	110	242	7	5
Robin Williams	587	376	658	45	8
TOTAL	**5138**	**2818**	**5165**	**658**	**186**

SPECIAL NOTES for All Appointments Table:

There are other resources for tracking student appointments outside of EAB Navigate, so the data shared in 21-22 regarding appointments is slightly underreported:

- Throughout the academic divisions, prospective student appointments are scheduled and not tracked in Navigate. Our estimate is that each SSC meets between 10 - 15 prospective students a year.
- Group academic advising appointments during priority registration are generally not tracked in Navigate, including ROTC and Student Athlete advising drop-in sessions. On average, 25-30 current/continuing students participated in each session as a part of winter, spring and fall 2022 registration cycles.
- Group advising workshops on special topics, like scholarships, are not tracked in Navigate. The Scholarship Workshop hosted by DEHL and supported by all divisions on Jan. 26, 2022, included 82 student RSVPs.
- Josh Tinney was hired in October 2021 and therefore did not participate in the full year cited in this table.
- Lea Griess and Robin Williams both left their SSC positions in early August 2022 and therefore did not take appointments for the full year cited in the table.
- Edward Derr's appointments included those in his role as the SSC for the division formerly known as Humanities & Culture and Business Administration majors as well as his USEM 103 students.

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Attendances by Month and Day of Week

Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sum
Day	Attendances	Attendances	Attendances	Attendances	Attendances	Attendances	Attendances	Attendances	Attendances
Mon	78	93	80	71	89	66	60	62	945
Tue	83	117	93	54	83	279	144	83	1,286
Wed	66	107	95	61	73	182	113	67	1,088
Thu	63	83	90	60	64	121	64	71	961
Fri	85	106	66	78	66	47	44	37	860
Sat	0	1	1	1	0	1	0	0	10
Sun	0	0	0	0	0	0	0	0	8
Sum	375	507	425	325	375	696	425	320	5,158

Attendances by Month and Hour

Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sum
Start Hour	Attendances	Attendances	Attendances	Attendances	Attendances	Attendances	Attendances	Attendan	Attendances
03	0	0	0	0	0	1	0		2
04	0	0	0	0	0	0	0		1
05	0	0	0	0	0	0	0		1
07	0	1	0	0	0	0	0		2
08	12	32	17	14	12	11	12		220
09	44	62	55	47	44	148	88		672
10	39	69	43	34	51	83	46		608
11	28	42	32	27	33	101	40		490
12	49	43	52	39	51	34	23		532
13	69	75	63	56	63	126	80		849
14	50	72	72	47	57	113	69		782
15	43	58	44	35	40	48	40		530
16	26	35	22	16	15	16	15		270
17	9	10	17	8	5	14	10		133
18	5	5	6	2	4	1	2		52
19	1	3	2	0	0	0	0		13
20	0	0	0	0	0	0	0		1
Sum	375	507	425	325	375	696	425		5,158

Notes on the appointments by month, day, and time
- The data above show that SSCs see students consistently throughout the academic year, Monday through Friday, 8am-5pm, with no demonstrable "down time."
- The data also shows that we experience a large surge in student appointments during June and July as we make the push to register new students planning to start in the fall.

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What percentage of the undergraduate student body do SSCs advise?
As shown in the table of total appointments included above, SSCs met with 2,818 individual students during the 2021-2022 year. To determine the percentage of total undergraduate students seen by SSCs, we consulted the quarterly enrollment reports made available through InsideSOU. By averaging the total number of enrolled undergraduate students in Fall 2021, Winter 2022, and Spring 2022, we came to an average enrollment of 3,373 students for 2021-2022. (Note: Summer term enrollment was not included since many students skip this term but return in the fall) By dividing the number of individual students seen in SSC appointments by the average number of enrolled undergraduate students from Fall 2021-Spring 2022, we see that SSCs have met with roughly 83% of the total undergraduate student body. While this percentage is a rough metric, it does indicate that SSCs are advising and meeting with the vast majority of undergraduate students at SOU throughout the year.

What levels of students do SSCs meet with?
We see large numbers of students as evidenced by the All Appointments spreadsheet in the Improve submission for 21-22. Based on this data, it's clear that SSCs see students from all class levels. We frequently provide collaborative support for concerns such as:
- Graduation application irregularities
- Changes in major, minor, or certificates for sophomores, juniors, and seniors
- Exploration of interdisciplinary studies degree for interested students
- Satisfactory Academic Progress and Maximum Time Frame appeals for Financial Aid
- Overall support and navigation of resources for students experiencing academic difficulty (through Cares Notes or otherwise)

It is clear that some individual students make many appointments. The ease of Navigate allows them to make an appointment whenever they need, which does address retaining students. Students can easily make an appointment to discuss next steps, next classes, help with an appeal, or help with reconfiguring a more successful plan. Repeat appointments then show that SSCs are accomplishing the retention aspect of their positions.

Across divisions, SSCs noticed an increase in appointments regarding Interdisciplinary Studies major applications. This creative solution appeared to be increasingly appealing to students who were seeking an online/distance learning major as well as those who were taking stock of their educational/career pathways during the pandemic and looking for a more cost effective/better match.

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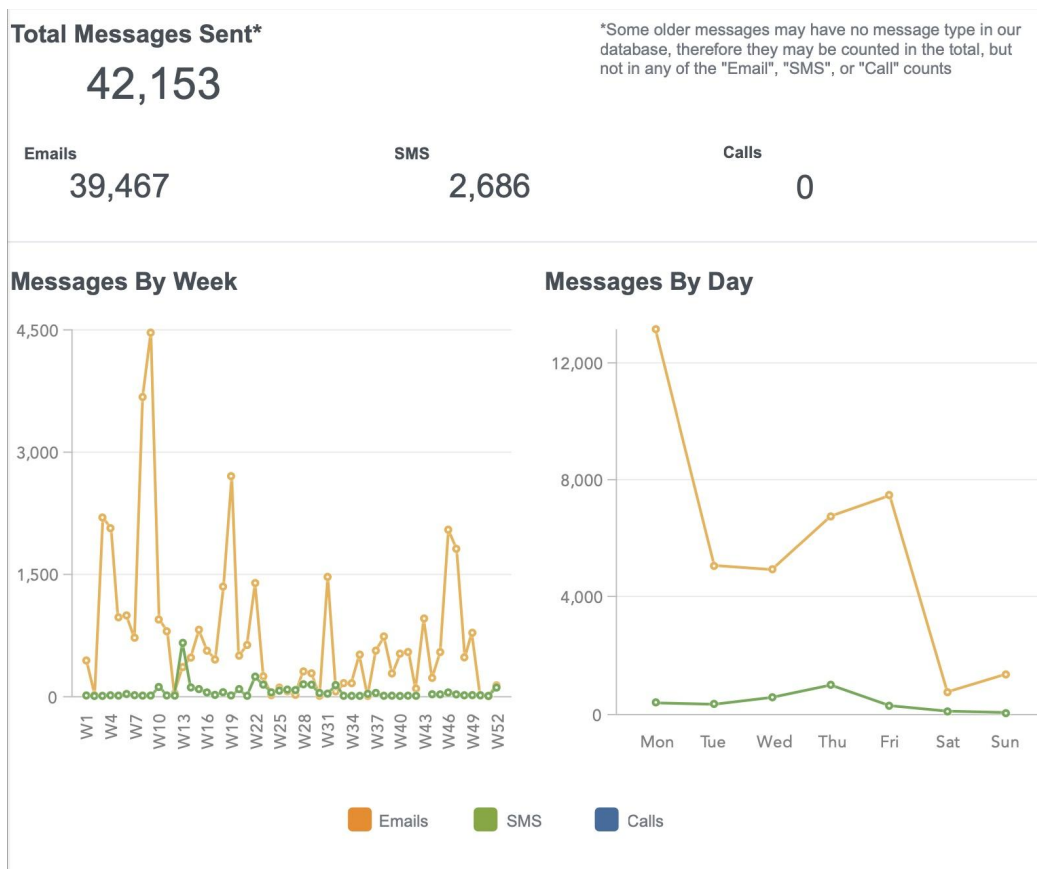
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Email Advising

As Navigate tracks emails and texts, we can get a clearer picture of how much advising is happening via email vs. students needing an actual appointment. In many cases it is more efficient and effective to provide timely assistance to a student via email. SSCs have limited capacity for appointments, as they have many more assigned students than they can meet with for every question, so email is a critical piece for advising.

Typical inquiries addressed through email advising include:

- how and when to drop a class
- lifting advising holds for students w/plans
- how to switch to a P/NP grade
- what a letter from financial aid means
- what class an advisor recommends
- what to do when a class is canceled

Email is a very efficient way to get information to students quickly, with links and attachments that help guide them, so this is a positive trend. Texting was used by SSCs primarily for appt. reminders, and was anecdotally very useful in improving attendance.

Total Messages sent via Navigate:

Total Messages Sent*

42,153

*Some older messages may have no message type in our database, therefore they may be counted in the total, but not in any of the "Email", "SMS", or "Call" counts

Emails	SMS	Calls
39,467	2,686	0

Top 10 Staff Communication Users

Staff Name	Email Sent Count	SMS Sent Count	Phone Call Count	Total Messages Sent ⬍
Griess, Lea	21,196	1,348	0	22,544
Patridge, Mary	8,580	108	0	8,688
Bolda, Karen	4,721	230	0	4,951
Rutledge, Alison	1,975	216	0	2,191
Williams, Robin	1,435	576	0	2,011
Derr, Edward	1,017	0	0	1,017
Tinney, Josh	543	208	0	751

Special Notes for Navigate Total Messages Sent:
- This report counts not only from individual emails sent through Navigate, but also counts group email outreach, so certain SSCs who sent large email message blasts to their divisions using Navigate would have exponentially larger numbers.
- This table only includes the emails sent via Navigate and does not show the emails originating from Google Mail, still the main source of a majority of email traffic between SSCs and students. In effect, the number of emails for all SSCs, especially those who didn't send group email blasts in Navigate, are significantly underreported in this table.

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OUTCOME 2: Career Counseling

This outcome will be measured with a counts assessment of career/professional development events for targeted major-focused populations.

Career programming in 21-22 included annual (in one case semi-annual) events with collaboration among faculty, SSCs and community partners.

- The Healthcare Pathways Graduate School Event, the 2nd annual virtual education/career-related event in November, 2021 was hosted by DEHL with assistance from STEM, and gave health-related majors at SOU an opportunity to meet with Graduate/Professional Health Program reps. The virtual environment made access for both students and grad school reps easier. Graduate school reps from 5 different grad programs were able to share PowerPoint presentations and provide breakout room meet & greet sessions. Both students and grad school reps reported having a good experience with an interest in participating again the following year. 63 students RSVP'd for the event in addition to SSCs and Health & Exercise Science faculty.
- The Healthcare Pathway Career Event was presented with a similar format in May, 2022 (also in its 2nd year) and included 6 clinical and administrative healthcare leaders (some of whom were alumni of SOU). The presenters shared their advice and background in a Zoom session with breakout rooms for students to meet them and ask questions afterwards. The event included 30 student RSVPs and as well as SSCs and Health & Exercise Science faculty.
- The semi-annual Teaching Pathways Zoom Event (held in November 2021 and May 2022 and hosted by DEHL) has been well received by students who have attended and School of Education faculty who have participated year over year. The event has been viewed as an important session for sharing program info and clarifying the many SOU pathways to teaching and other careers in education. We responded to student requests for more career connection information for non-teaching licensure students (degree pathway students). More resources and demonstration of how to use the Career Connections website for additional information and advising were included. 39 students RSVP'd for the event.
- In Winter term 2022, the Social Science division partnered with Career Connections to host a virtual alumni career panel for Social Science students. This panel consisted of 4 alumni, one from CCJ, one from SOAN, and two from PSY. This hour-long panel had about 20 students/staff/faculty attend and then was recorded and shared with social science classes (every senior capstone course and a variety of intro courses for the division) for viewing after. In the Spring term we supported the office of Career Connections with the first on campus career fair in April since spring 2019, assisting with day of operations and support. The event was available to all students and was supported across the SSC team.

The UGS SSC has historically had a unique role on the SSC team. The UGS SSC has been an integral member of the Office of Career Connections (30% of position description rather than 25%) as the position focuses on meeting with students who want to focus on connecting their academic experience to a career pathway. Josh Tinney frequently held career coaching sessions with students. This intertwined well with the undeclared students he advised who often were uncertain about their major or had multiple interests. Josh also had numerous career conversations with INTD students or students interested in the fastest path to a degree.

Depending on the academic division, faculty take on the role of primary career advisors for upper division students. SSCs often provide complimentary support for students at early stages in their educational journey and transition them to a faculty advisor once their professional pathways are clearer. In addition to hosting career related events, some of the career related appointments include:

- Demonstrating/referring students to the Career Connections website for self assessment and career information tools
- Referring students to Career Connections advisors for specific assistance on resumes, cover letters and job search strategies
- Helping students navigate and plan for graduate school applications

In some divisions, student groups are also very active in organizing events related to career exploration and preparation. SSCs often make connections between potential employers and graduate and professional schools and students through newsletters, email, flyers, and other communication methods.

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OUTCOME 3: Division Support & Communication

This outcome will be measured with 1 training/professional development event or task completed on behalf of faculty per division. Each SSC tailors their divisional support and communication to suit the needs of their division faculty. Examples include:

- In the OCA division, Karen Bolda emails faculty weekly tips for addressing common registration and advising issues for the point in the term.
- In the STEM Division, Alison Rutledge led a faculty advising workshop in January 2022 which featured training on creating Degree Works Plans and entering advising plans in Banner. Videos and how-to documents were then shared with all STEM faculty through Box.
- Mary Patridge from the Division of Education, Health, and Leadership provided training prior to new student registration in the summer by providing a Zoom run-through session where she demonstrated the format and function of these advising sessions. She also served as Scholarship Committee chair for the Education Department, administering over 20 scholarship program selections and awards (in three separate cycles) throughout the year. She met with all new faculty for individual advisor training and attended program/department meetings to provide updates throughout the year.
- Robin Williams developed a shared calendar for faculty that highlights important dates and deadlines related to advising; she also collaborated with a lead faculty advisor in her division, Erica Knotts, offering quarterly faculty advising workshops.
- Edward Derr frequently supports language placement and works closely with Anne Connor to promote language programs at SOU. He also worked extensively with EDI initiatives at the university.
- Lea Griess worked with student leaders, including several Bridge students, in order to create leaders in the Social Sciences programs and promote events in the division.
- Josh Tinney frequently supported the University Seminar and Bridge programs. For example, he helped maintain a quarterly shared spreadsheet to track USEM enrollments and completed outreach to USEM students who needed schedule changes after administrative drops for not meeting prerequisites.

SSCs also serve the university as a whole by serving on university committees. Our 2021-22 assignments included:

- Financial Aid SAP Appeals Committee - Robin / Alison
- Academic Appeals Committee - Karen
- Asian Affinity Group - Karen
- University Studies Committee - Edward
- Equity, Diversity, Inclusion Committee - Edward
- Bias - Grievance Committee - Edward
- Staff Assembly - Edward
- Orientation Committee - Mary

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- Faculty Senate Academic Advising Committee - Lea / Tanya
- Navigate Administration Team - Lea

SSCs also serve as liaisons between staff departments and processes across campus. For example, Mary Patridge worked closely with staff from Admissions throughout the year in order to pull reports of newly admitted students on a daily basis to relay that information to SSCs. This allowed for smooth "hand-offs" of students from Admissions to SSCs during New Student Registration and Advising year round.

SSCs often facilitate essential communication between staff and faculty within their divisions. SSCs continually report that faculty approach them for the most accurate and up-to-date information on processes and policies that affect student success and retention, such as changes in general education and financial aid policies.

SSCs also frequently serve on search committees, both for new SSCs and for other student support related positions. For example, Josh Tinney served on the search committee for the new TRIO director and Mary Patridge served on the committee to hire a new Disability Resources learning accommodations specialist. Edward Derr also served on numerous search committees during the period assessed.

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OUTCOME 4: New Student Recruitment & Orientation

This outcome will be measured with a counts assessment of Virtual Advising & Registration appointments for new students via Navigate campaigns. This metric is not inclusive of all new student advising appointments because SSCs sometimes schedule ad hoc appointments with new students as needed to facilitate quick service or other special circumstances. Nevertheless, Navigate campaigns are the primary outreach tool for new students and therefore provide the most comprehensive metric for assessing this outcome. A count of the number of group advising events is also included.

During Summer 2022, SSCs organized a total of 61 group advising sessions with the following divisional breakdown:

Group New Student Advising Appointments, Summer 2022
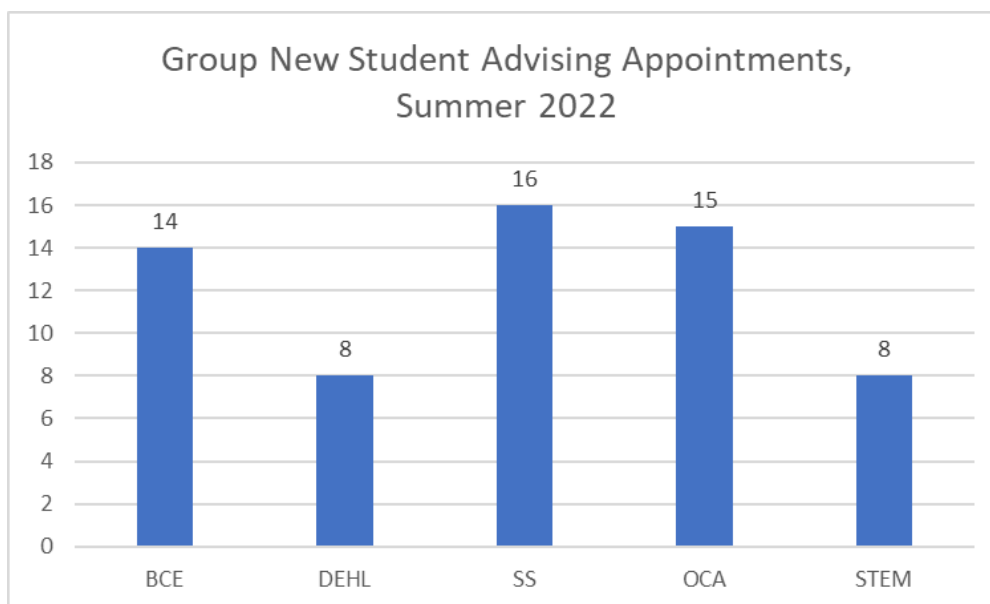
Note: Students in majors formerly housed in the Humanities & Culture division and undeclared students were only advised in individual appointments only. Additionally, the STEM division advised all transfer students individually; only first-time freshmen were advised in group appointments.
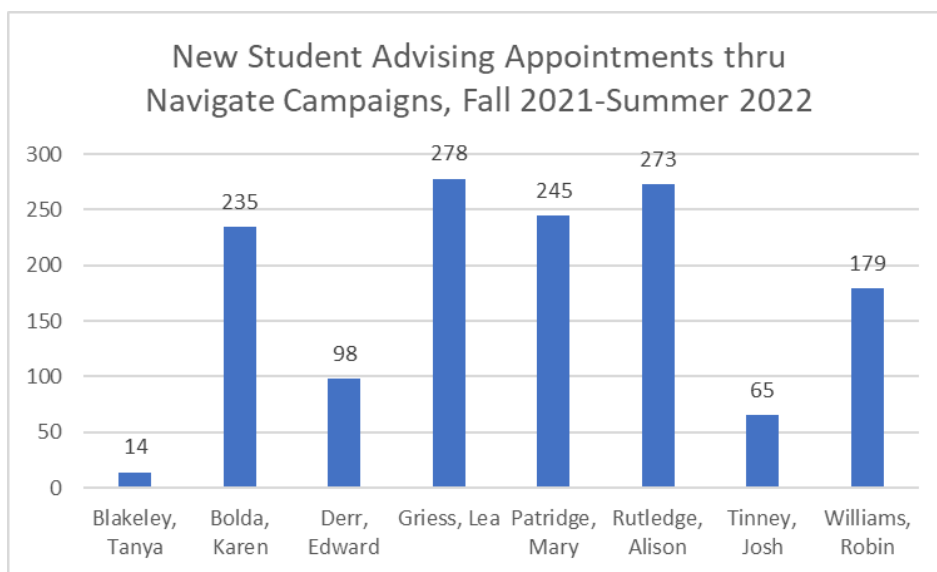
The total number of new student advising appointments by each SSC are indicated below. Discrepancies in the number of appointments per SSC can be explained by a number of factors. Several SSCs listed were not in their position for the entire academic year: Tanya Blakeley is part-time and began her SSC position in August 2022. Josh Tinney was hired in September 2021. Additionally, counts below do not include appointments scheduled outside of campaigns or through other means of communication (email, phone, etc.). There is also currently no consistent mechanism in Navigate reporting to distinguish between new student advising and

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continuing student advising other than through manually reading campaign titles. As such the counts below are not comprehensive for all SSCs.

Leaving out the two SSCs who were not employed as SSCs for the entire academic year, the average number of new student appointments per SSC is 218.

New Student Advising Appointments thru Navigate Campaigns, Fall 2021-Summer 2022

SSC	Appointments
Blakeley, Tanya	14
Bolda, Karen	235
Derr, Edward	98
Griess, Lea	278
Patridge, Mary	245
Rutledge, Alison	273
Tinney, Josh	65
Williams, Robin	179

The data for this outcome could be improved with a mechanism to distinguish between new student and continuing student appointments in Navigate, perhaps at campaign or appointment creation or in the appointment summary.

SSCs also coordinate the annual "Meet the Majors" events in the fall during Week of Welcome. While duties vary across divisions, SSCs typically serve a pivotal role in organizing these events. These events are often the first opportunity for new SOU students to interact in person with faculty and other students in their major and therefore serve as a crucial opportunity for building the sense of belonging that is crucial for retention. Additionally, in divisions such as OCA, the event serves to highlight the creative work of faculty and students and thereby build excitement among new students for their majors.

C. *Describe how your program's data is appropriate for analysis of its outcomes. How does the data provide evidence that you are achieving your program outcomes?*

Each outcome is related to an area of SSC work that is integral to the success of the position and meeting the job description criteria. Counts assessments are designed to highlight how integral the SSC role is to student advising success. Surveys and experiential assessments of advising appointments booked through Navigate were implemented from January-June 2022 but the results were minimal with only an 8.72% response rate. Training and professional development event counts are presented to show how many students engage in career preparation tools. With more administrative support SSCs could proactively plan more learning or experiential assessments.

A change in counts, meeting of learning outcomes, and growth in future measures of assessment will be evidence that we are achieving program outcomes.

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Section III. Communication and Continuous Improvement Efforts

A. *Describe the extent to which program personnel are engaged in assessing program outcomes.*

SSCs have been involved in the creation of the Improve Report and have discussed ways to improve our assessments, including seeking out exit surveys completed at the time of graduation to inform our practices, withdrawal surveys completed by students who withdraw courses for a term or more, and NSSE (National Survey on Student Engagement) responses related to general SOU advising. These reports in addition to our own assessments will serve to provide directions for services.

B. *Describe the extent to which the program integrates the results of its assessment process into its operations. How could this integration be improved?*

The results of the assessment process have continued to encourage the SSCs to make recommendations to campus orientation processes as well as staffing. As mentioned in our 2020-2021 report, we have continued to use virtual appointments as the primary format for new students and as an option for all students in order to increase flexibility and equity of access. In Summer 2022 we fully separated the Virtual Advising & Registration appointment from the rest of orientation programming in order to better serve students and manage the case load required for each SSC during the crunch of new student advising for fall term.

Additionally, the results of this report continue to reinforce our conclusions from our 2020-2021 report regarding the need for additional staffing, administrative support, and compensation for SSCs. Although the university is undergoing a realignment process and reducing of the number of divisions, the workload and expertise required of SSCs has only increased as both the SSCs and other student services departments have seen continued turnover and attrition of staff and subsequent loss of institutional knowledge and skill. We recommend that SSCs remain with their current slate of programs so that they can provide continuity for students and faculty during this what will be a time of transition.

C. *Describe how the program applies data from assessment results to inform program improvements. Provide specific examples. If specific examples are not available, please explain your program's future plans. Were improvements the result of changes to operations, procedures or measurement methods?*

From January to June 2022, we implemented an SSC appointment satisfaction survey via Navigate. The response was exceptionally low at 8.72%. Taking into consideration the low response rate, the results were exceptionally positive. In all categories surveyed, the vast majority of students responding reported that they were Satisfied or Very Satisfied with their experience. The low response rate of this survey indicates that additional, dedicated

administrative support would be needed in order to refine the survey mechanism and increase responses.

Overall, the lack of a designated team leader tasked with administrative and assessment tasks for the entire SSC time (with the necessary release from day-to-day advising responsibilities) results in a mostly reactionary response. SSCs currently do not have the time nor the responsibility to envision ways to improve our processes. In collaboration with our administrative partners, we hope to arrive at solutions for further administrative support to enable this type of work.

Section IV. Reflection

Based on this evaluation, what barriers/challenges/opportunities do you see to implementing current and future assessment initiatives in your program? How can the Support Program Assessment and Review Committee (SPARC) help?

As mentioned in our 2020-2021 report, the SSC position description does not accurately reflect the amount of administrative tasks regularly performed by SSCs. Also, we continue to lack the support and time to complete program assessment to a high standard and to make program improvements based upon the data available to us.

With the planned change from 7 divisions to 4, we recommend that the SSCs retain their current list of programs, regardless of where those programs land in the new divisional model. We believe that it will be important to maintain the current distribution of programs among SSCs for at least another academic year in order to provide stability for faculty and students during what will be a significant time of change. Maintaining the current distribution, at least through the 2023-2024 academic year, will allow us to assess the equity of workload across the SSCs and to acclimate to the new General Education model and the many new Certificates that will launch in Fall 2023.

As we look ahead to the realignment process at SOU and the changes in divisional structure, we urge our administrative and board partners to strategically invest in the services that most directly guide, support, and retain SOU students. SSCs consistently operate in a strategic role for all SOU students. Beyond our role as academic advisors, we are a consistent presence from the moment a student confirms their attendance until their graduation. Throughout their time at SOU, SSCs continually help students navigate the bureaucracy of the university, connecting them with other staff members and faculty who can best help them persist in their educational path and succeed in their academic goals. An investment in the work of the SSCs–through further administrative support, additional positions, increased compensation, and opportunities for professional growth and promotion–would reap immense benefits in student retention, success, and sense of belonging. Ultimately, the most valuable contribution of SSCs to the university is their ability to forge strong relationships with students, faculty, and staff across the institution. These relationships help bind the institution together and strongly inform student persistence, success, and satisfaction.

Future Meetings

Adjournment