



OFFICE OF THE BOARD OF TRUSTEES

## Public Meeting Notice

January 09, 2025

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

FROM: Sabrina Prud'homme, University Board Secretary

RE: Notice of Regular Meeting of the Academic and Student Affairs Committee

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.

Action items on the agenda include new academic program proposals consisting of certificates in pre-veterinary medicine; social studies for teachers; sociology and anthropology; and a certification of educational requirements for the alcohol and drug counseling certificate.

There will be a provost's report including updates organizational changes, Statewide Provost's Council, 2025 Tuition Advisory Council, and other general updates. A student affairs report will include information about fall trends in student affairs support programs, and various student affairs program highlights. An admissions and financial aid report will include the admissions funnel, financial aid updates and trends, and recruitment initiative highlights. The also will be an enrollment management report including the review of a prototype for future reporting on admissions and enrollment; family engagement collaboration; the retention topic of Navigate360 program outcomes; and a Strategic Enrollment Council overview and update.

Information and discussion items include an accreditation update on peer comparator institutions; an update to SOU's programs approval process; and a report on the student core information system replacement project.

The meeting will occur as follows:

Thursday, January 16, 2025

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

Visit [governance.sou.edu](https://governance.sou.edu) for the meeting materials.

SOU Ashland Campus, Hannon Library, Meese Room  
1290 Ashland Street, Ashland, OR, 97520

To view the proceedings remotely, visit <https://sou.zoom.us/j/87937812006> at the time of the meeting.

**If accommodations for persons with disabilities are required, please contact Holly Frazier at (541) 552-8055 or email [trustees@sou.edu](mailto:trustees@sou.edu). Accommodation requests should be made at least 48 hours in advance.**

**Public Comment**

Members of the public who wish to provide live public comments in person or remotely 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](mailto: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.



**Board of Trustees**  
**Academic and Student Affairs Meeting**  
**January 16, 2025**

# **Call to Order / Roll / Declaration of a Quorum**





Board of Trustees

**Academic and Student Affairs Committee Meeting**

**Thursday, January 16, 2025**

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

**Meese Room, Hannon Library, SOU Campus**

**Zoom: <https://sou.zoom.us/j/87937812006>**

**AGENDA**

Persons wishing to provide public comments in the meeting or in writing should sign up in advance at [trustees@sou.edu](mailto:trustees@sou.edu).  
Please note: agenda times are approximate and agenda items may be taken out of order.

- |            |          |  |   |
|------------|----------|--|---|
| 12:00 p.m. | <b>1</b> | <b>Call to Order/Roll/Declaration of a Quorum</b>  |   |
|            | 1.1      | Welcome and Opening Remarks                        | Chair Brent Barry   |
|            | 1.2      | Roll and Declaration of a Quorum                   | Sabrina Prud'homme,<br>SOU, Board Secretary   |
|            | 1.3      | Agenda Review                                      | Chair Brent Barry   |
| 12:05      | <b>2</b> | <b>Public Comment</b>                              |   |
| 12:25      | <b>3</b> | <b>Provost's Report</b>                            | Dr. Casey Shillam, SOU,<br>Provost and Executive Vice<br>President for Academic and<br>Student Affairs  |
|            | 3.1      | Organizational Updates                             |   |
|            | 3.2      | Statewide Provost's Council Updates                |   |
|            | 3.3      | 2025 Tuition Advisory Council Information          |   |
|            | 3.4      | Other General Updates                              |   |
| 12:45      | <b>4</b> | <b>Student Affairs Report</b>                      | Dr. Carrie Vath, SOU,<br>Dean of Students and<br>Assistant Vice President<br>for Student Affairs &<br>Interim Co-Director,<br>Enrollment Services |
|            | 4.1      | Fall Trends in Student Affairs Support<br>Programs |   |
|            | 4.2      | Student Affairs Program Highlights                 |   |

**Board of Trustees**  
**Academic and Student Affairs Committee Meeting**  
**Thursday, January 16, 2025**  
**12:00 p.m. – 3:30 p.m. (or until business concludes)**

**AGENDA (Continued)**

- |      |          |   |  |
|------|----------|---|--|
| 1:00 | <b>5</b> | <b>Admissions and Financial Aid Report</b>  | Zac Olson, SOU, Executive Director, Admissions and Recruitment & Interim Co-Director, Enrollment Services                      |
|      | 5.1      | Admissions Funnel   |  |
|      | 5.2      | Financial Aid Updates and Trends  |  |
|      | 5.3      | Recruitment Initiative Highlights   |  |
|      | <b>6</b> | <b>Enrollment Management Report</b>   |  |
| 1:20 | 6.1      | Prototype for Future Reporting on Admissions and Enrollment                           | Dr. Casey Shillam  |
| 1:40 | 6.2      | Family Engagement Collaboration   | Dr. Carrie Vath; Zac Olson   |
| 1:50 | 6.3      | Retention: Navigate 360 Outcomes  | Dr. Carrie Vath; John Pogue, SOU, Care Coordinator   |
| 2:05 | 6.4      | Strategic Enrollment Council Overview and Update                                      | Dr. Casey Shillam  |
|      | <b>7</b> | <b>Information, Discussion, and Action Items</b>                                      |  |
| 2:25 | 7.1      | Accreditation Update: Peer Comparator Institutions                                    | Dr. Dan DeNeui, SOU, Associate Provost and Director of Graduate Studies; Joe Jackson, SOU, Institutional Research Lead Analyst |
| 2:35 | 7.2      | Updates to SOU's Programs Approval Process  | Dr. Dan DeNeui   |
| 2:45 | 7.3      | New Certificate Programs (Action)   | Dr. Dan DeNeui   |
|      | 7.3.1    | Certification of Educational Requirements for Alcohol and Drug Counseling Certificate |  |
|      | 7.3.2    | Pre-Veterinary Medicine Certificate   |  |

**Board of Trustees**  
**Academic and Student Affairs Committee Meeting**  
**Thursday, January 16, 2025**  
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**AGENDA (Continued)**

7.3.3 Social Studies for Teachers Certificate

7.3.4 Sociology and Anthropology Certificate

3:00	7.4	Student Core Information System Replacement Project (CISR) Report	Hart Wilson, SOU, CISR Project Manager
3:10	7.5	Future Meetings	Chair Brent Barry
3:15 p.m.	8	<b>Adjournment</b>	Chair Brent Barry

# Public Comment

# Provost's Report



# Academic and Student Affairs Committee Provost's Report: January 2025

Casey R. Shillam, PhD, RN, FAAN  
Executive Vice President & Provost





# Enrollment Management Organizational Updates

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## Staffing Changes:

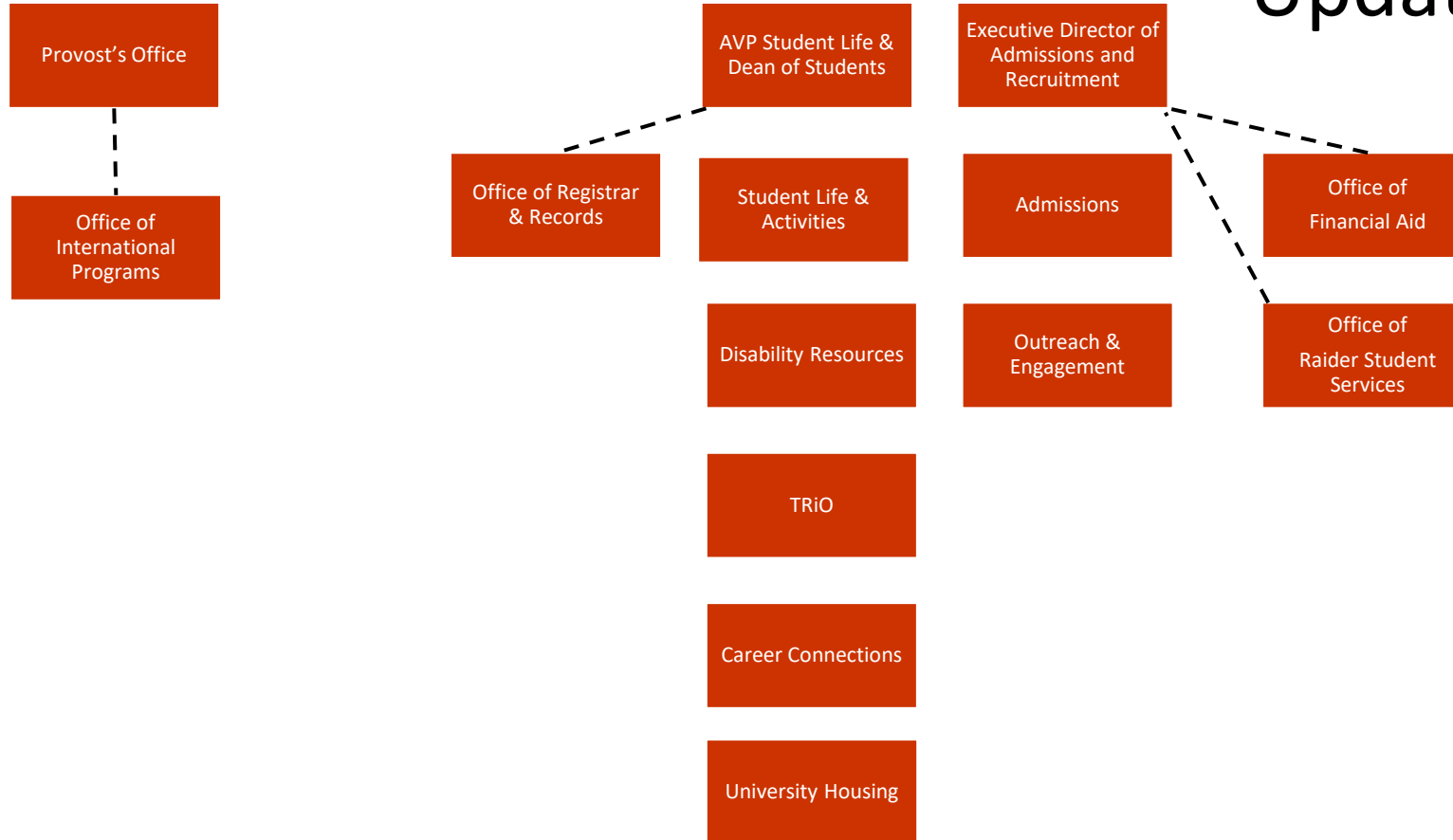
- Director of Financial Aid

## **AVP Enrollment Management**

- Registrar and Associate Registrar



# Organizational Updates







# Enrollment Management Organizational Updates

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## **Interim Positions: The Registry**

- Interim Registrar: Rose Reinhart
- Interim Financial Aid Director:  
Dan Tramuta
- American Association of  
Collegiate Registrars & Admissions  
Officers (AACRAO) Report



# Statewide Provost's Council

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Joint SPC-CAO meeting Fall 2024

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Continue to focus on transfer students

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Transfer Council / CCN / MTMs



# Tuition Advisory Council

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Confirmed membership

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Onboarding meeting held 1/9/25

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Training sessions and standing meeting  
schedules posted



# Other General Updates

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ELHH Dean Search

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School Accomplishments



# School Accomplishments: USUL

## Completion of Strong Start Bridge Grant:

- July 2023 - September 2024
- Increased funding Bridge Program: pre-college orientation, peer-to-peer mentoring, on-campus employment opportunities, enhanced advising, and courses that supported academic success, leadership, intercultural competence, and civic engagement.
- Program doubled capacity; served 128 students (including 25 peer mentors) in AY 2023-2024
- Provide \$458,718 in additional financial support
- The Bridge Program overall first-year to sophomore retention rate = 82.5%





# School Accomplishments: SSB

## 4<sup>th</sup> Annual Global Innovation Scholars Program:

- SSB, Institute for Applied Sustainability, UG
- 9 students from SOU + 9 from Universidad de Guanajuato
- 6 total projects with partnering businesses
- Final presentations include business plans, research, and grant applications
  - SOU students travel to UG for Mexico presentations and UG students then travel to SOU for US presentations





# School Accomplishments: A&C

## Rogue Arts United Initiative

- facilitating dialogue and strategic collaboration with Rogue Valley leaders
- Kick-off: luncheon of 42 regional arts leaders, including:
  - Oregon Shakespeare Festival
  - Britt Festival
  - Rogue Valley Symphony
  - Craterion Theatre
  - Ashland Gallery Association
- Goals: to study economic impact of the arts on our region, strengthen ties between arts organizations and arts education, and explore a regional strategic plan for the arts

Kusama

Japanese, b. 1929

Pumpkin (L), 2014

Bronze







# School Accomplishments: ELHH

- Innovative collaboration between English and Philosophy faculty
- Panel of 10 students presenting inquiry projects at SOU's Spring International Creativity Conference

***Continued impact of Spring  
2024 ENG/PHL 399  
"AI, Philosophy, and Writing"***



- Students Molly McGinley and Annalynn Mueller, with Dr. Margaret Perrow, presenting at the joint conference of the Oregon Council of Social Studies and the Oregon Council of Teachers of English in Portland, November 2024





# School Accomplishments: SSS



Field School with the Southern Oregon University Laboratory of Anthropology (SOULA) faculty & Students

Work with local landowner whose property had once been a wagon stop along the Oregon-California Trail

Excavation yielded Chinese-made ceramics, including multiple pieces of Winter Green ceramic, Japanese-made ceramics, and intact machine components.



Excavated Japanese Katagami ware shard

# Student Affairs Report

# Fall Trends in Student Affairs Support Programs

# Student Affairs Report

## VISION

our ideal future

Every student thrives.

## MISSION

fundamental purpose

To inspire all students to reach their unlimited potential.

## VALUES

guiding principles

Student-Centered  
Sense of Belonging  
Holistic Wellness  
Collaboration  
Good Practice in Student Affairs

## STRATEGIC DIRECTIONS

focus on these priorities

Strengthen Student Affairs infrastructure

Cultivate environments that support a thriving community

Provide transformative learning experiences to enhance student engagement

Promote engaged inclusivity\*

## STRATEGIC OUTCOMES

objectives that track the student affairs impact

1. Foster interdepartmental connections, communication, and collaboration.
2. Train a qualified and committed staff.
3. Create working environments to best support student employee and staff needs.

1. Provide opportunities that enhances students' resiliency.
2. Foster high quality interactions to form attachments to SOU.
3. Support overall student wellbeing and non-academic responsibilities.
4. Create inclusive and welcoming environments

1. Expose students to engaging and meaningful campus programming.
2. Support students in cultivating their personal integrity and ethics.

1. Provide opportunities to expose students to diverse perspectives, lived experiences, and world views.
2. Cultivate sense of comfort, value, and belonging.
3. Create structured leadership development for students.

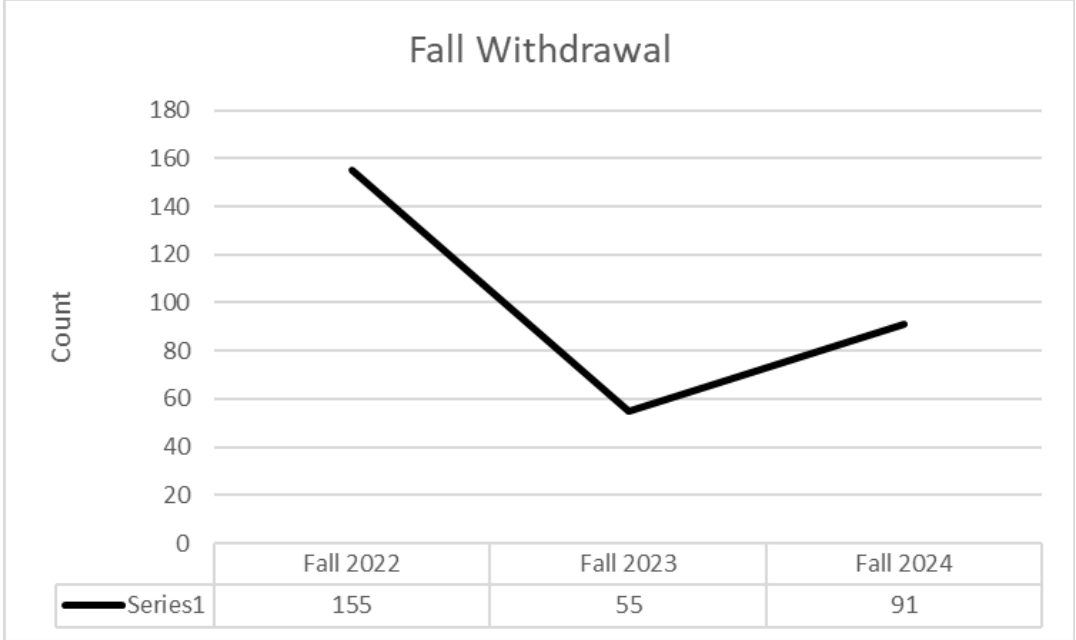
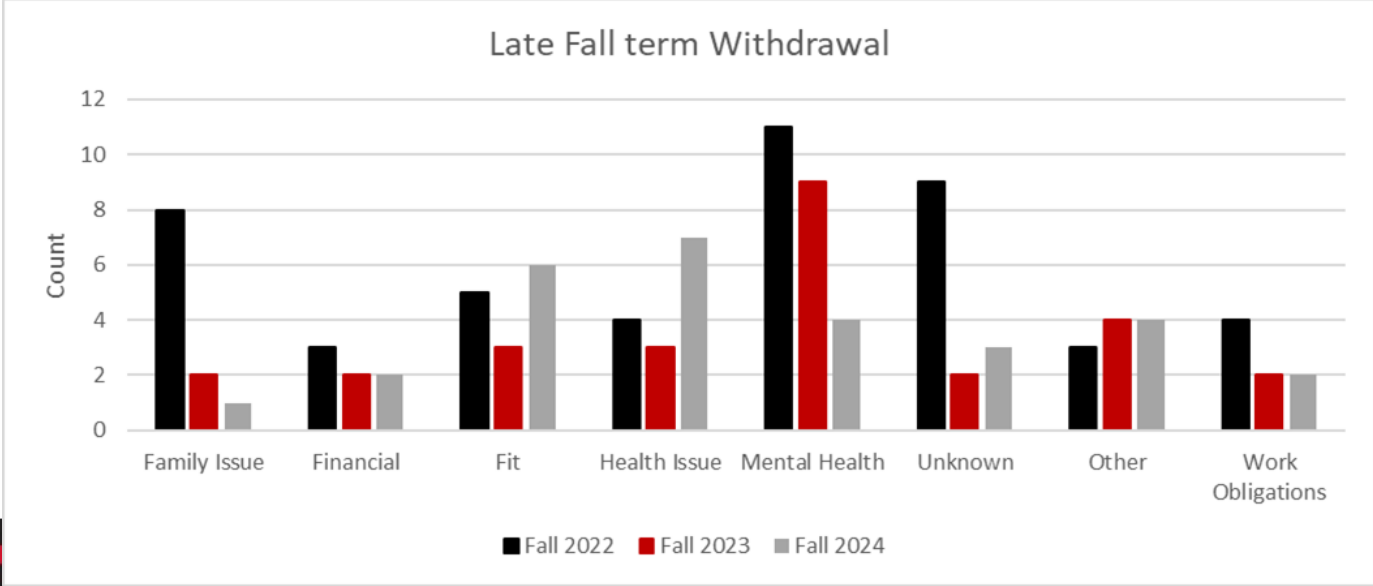
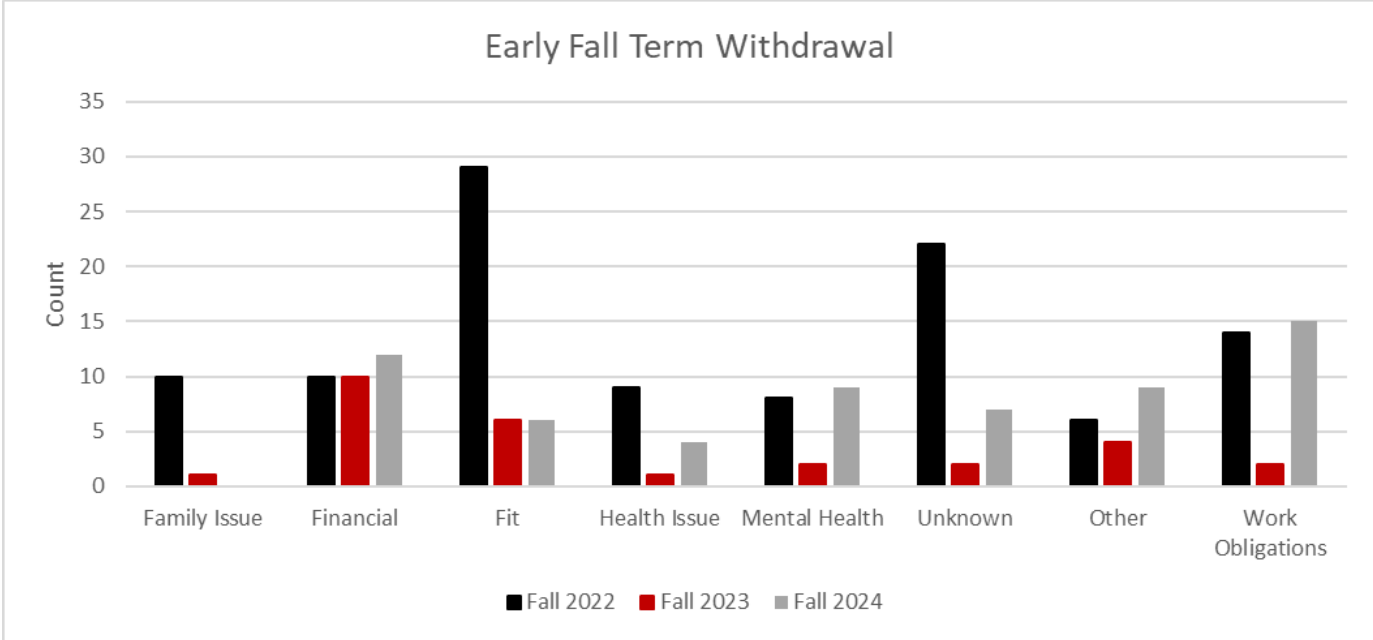
## STRATEGIC INITIATIVES

select activities, programs, and services designed to achieve outcomes

1. Promote participation in completion of National Survey of Student Engagement
2. Create and implement Student Affairs staff satisfaction survey
3. Develop and carry out resiliency campaigns
4. Promote Cares Note reporting system to align with a culture of reporting, collaboration, and shared responsibility for student success
5. Create a culture of data-informed decision making and assessment processes to enhance the student-centered experience

Dr. Carrie Vath  
January 16, 2025

# Withdrawal Survey Fall 2024



Fall 2024 Sub-Reasons  
 Financial- Cost of Tuition  
 Mental Health- Stress  
 Health Issues- Personal vs Family member



# Telus Insights (December 2023-December 2024)

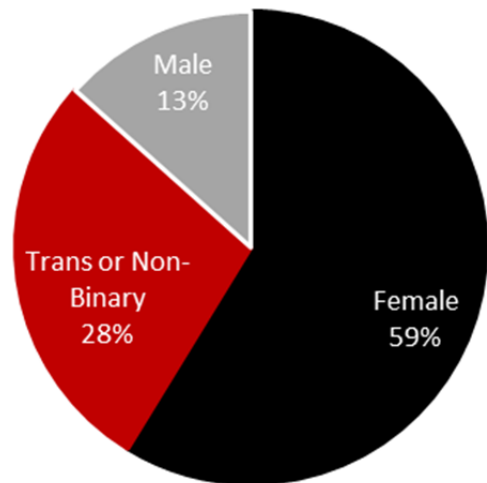
Connects students with free, confidential mental health and wellbeing support conveniently available 24/7

- 80% of students access “after hours” (5 pm-9 am M-F or on the weekends) (12% increase from AY22-23)
- Telus continues to observe that our campus has much higher usage by trans and non-binary students than other partner institutions (150+)
- Students are interacting with the service by utilizing the text/chat feature (#1), articles/multimedia(#2), and Assessments (#3)
  - Top presenting issues are: Stress, Anxiety, Depression (this matches with the SHWC data)
  - Top articles are Health and Relationship related (#1 article: *Signs a Relationship Might Be Abusive*)
  - Top self-assessments are for Depression, General Anxiety, and Alcohol Use
- Telus considers our activity levels to be higher than institutions of similar size

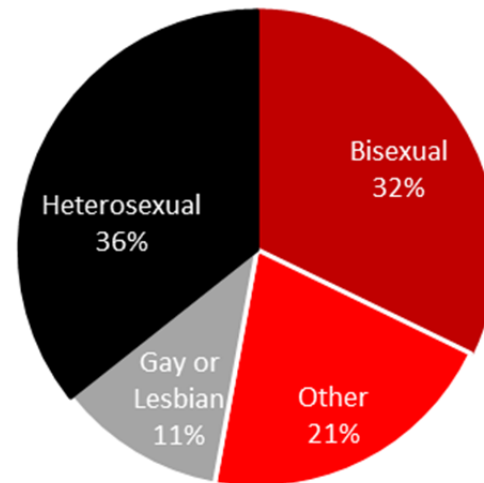
# University Housing Survey Respondent Information

- Response Rate= 35% (n= 265)
- Age: 88% 18-20; 10% 21-25
- Race/Ethnicity (reporting only): 54% White, 10% Hispanic, 5% two or more races
- Where do you plan to live next year?
  - 40% On-campus (Residence Halls and/or SAFH)
  - 35% Unsure
  - 7% not planning to return next year (i.e., graduating, transferring, study abroad, etc.)

Gender



Sexual Orientation



# University Housing Survey Outcomes

## Positive

- 61% would recommend on-campus living to new students (only 10 respondents would not)
- 59% feel accepted by other students (only 8 respondents do not)
- 88% feel safe in the residence hall

## Areas for Growth

- Focus programs on balance of social, work, and academic commitments, healthy life (sleep, exercise, diet), Time Management
- 51% feel safe walking around campus (19 respondents do not)





# University Housing Survey Outcomes

## Pain Points

- Laundry: Largest dissatisfaction component (56%)
- Dining Services: (43% dissatisfied with quality of food, 45% dissatisfied with service hours, and 32% dissatisfied with value of meal plan)



## Solutions

- Vendor now has a Tech in White City so repairs will be much faster (23/24 dissatisfaction with laundry was 84%)
- Working with Vendor on the quality of food and promoting current programs (Scores are a big improvement over 23/24: 67% quality, 61% hours, 57% value)



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# Questions?

# Student Affairs Program Highlights

# Student Program



# Affairs Highlights

Dr. Carrie Vath  
January 16, 2025

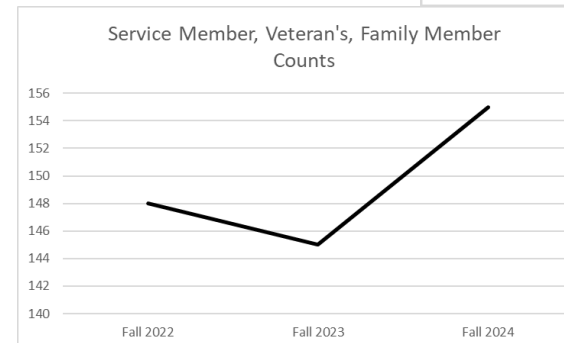
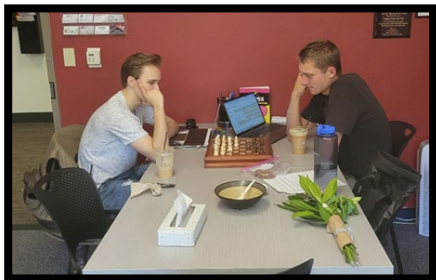
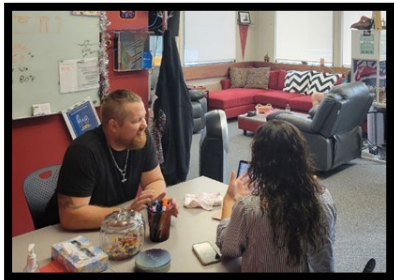
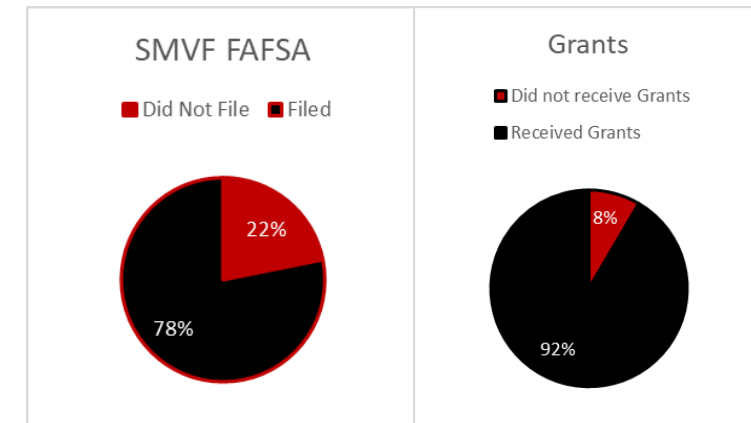
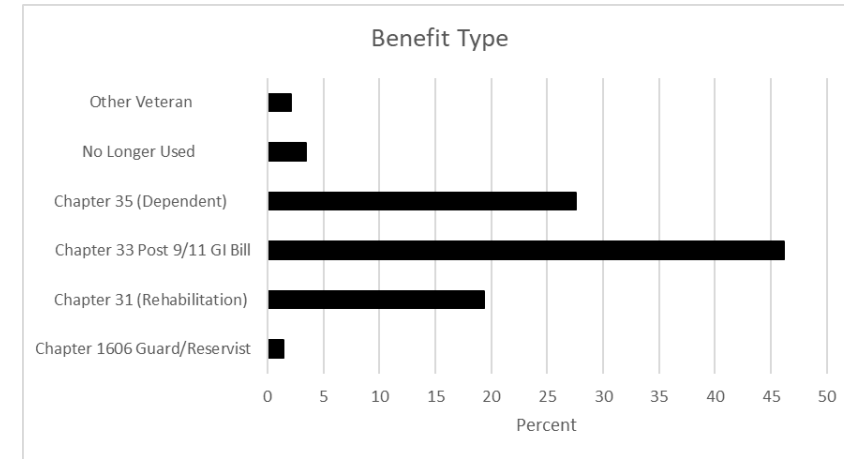
# Pride Points

- Clubs & Organizations: 44 active clubs, 1,529 total club memberships, 789 Fall 2024 club-hosted events (excludes ASSOU and EPIC; includes club meetings)
- Career Connections:
  - October 2024 Career Fair: 57 employers, over 250 students attended
    - Employer feedback: Students should have resumes and LinkedIn profiles ready to share, Rated the overall quality of students as Good or Excellent (84%), and Expressed positive feedback about space, layout, and organization
    - Student feedback: Wanted to see more employers from tech-related and art-related industries, 79% reported seeking jobs and internships for the future, and most felt prepared
    - First Destination Survey: 875 degrees awarded in June 2024, 495 outcomes
      - Response Rate = 29.8%; Knowledge Rate = 26.8%; Overall Rate = 56.6% (The highest rate in the past 5 years, previous was 2019 with 47.5%)
      - Based on those reporting: 73.1% working, 15.2% Continuing Education, Positive Outcome rate of 90.1%
- Disability Resources: 476 students registered (15% of the student population) and Mental Health disproportionately remains the disability most identified as substantially limiting at 61% (n=292 students, a 10% increase from Fall 2023)
- University Coaching & Academic Mentoring (UCAM): Average Fall term GPA = 3.02 and 27% made Honor Roll
- Dean of Students Office (Fall 2024)
  - Cares Cases: 506 Notes submitted = 382 Cases created (61% open rate for Outreach Letters)
  - Conduct Cases: 47 cases (28% were for Plagiarism, 13% for Animal Control Violation, and 11% for Coercive or Abusive Conduct)
  - First Gen. Celebration had over 70 students attend, 3 Tasting events with 126 participants
  - Food Pantry: 1,039 visits by 346 unique students (6% increase from Fall 2023)
- TRiO: 98% of students in the program are in good academic standing and the persistence rate is 94%
- La Clinica SHWC: 680 Visits by 364 unique students, (65% Medical, 32% Mental Health, 3% other)



# Veteran Resource Center

- Clinton Lytle started in Spring 2024
- VRC Supported by ODVA Grant & Student Incidental Fee
- Fall 2024 had 481 in-person service encounters serving 107 individuals (69% of students visited in-person)
- Programming included Orientation and Celebration of the Navy and Marine Corps. Birthday, and Tailgating at SOU Football game
- Each term uses Navigate360 to email students, “Congrats”, “How I can Help”, and “Let’s meet” based on Term grades
- Fall24 to Winter25 Persistence = 88% (F23-W24 = 84%)



# Gender & Sexuality Programming

- Femme Collective Series (affinity space for women and allies)
  - Approximately 80+ women-identified students participated in our programs hosted for women during Fall Term. This is a significant increase, as it exceeds our total attendance numbers for last year.
- The Identity Exploration Committee's (IECS' s) mission is to support students in exploring and reflecting on their identities while celebrating the belief that we are all multi-faceted beings. We aim to encourage students across SOU's campus to embrace, celebrate, and learn more about who they are.)
  - Our top attended programs were: Pride Parade Prep Party, Pride Parade, Art Out Loud, Trans Day of Remembrance, Sapphic Social, and Transgender/Gender Non –Non-Conforming Social Night
  - Attendance total for all programs offered in the fall term: 372
- Trans & Gender-Non Conforming Social Hour Series (provides a safe and inclusive space for students to connect and build community)
  - For the fall term, event attendance averaged 33 students per program
  - Partner with community organizations and GSWS Department
  - Trans Day of Remembrance event featured trans-identified community therapist, Tori Willets. The session sparked high interest, and students requested that we invite her back to speak about coping strategies and resilience.



# Admissions and Financial Aid Report



# Admissions Funnel

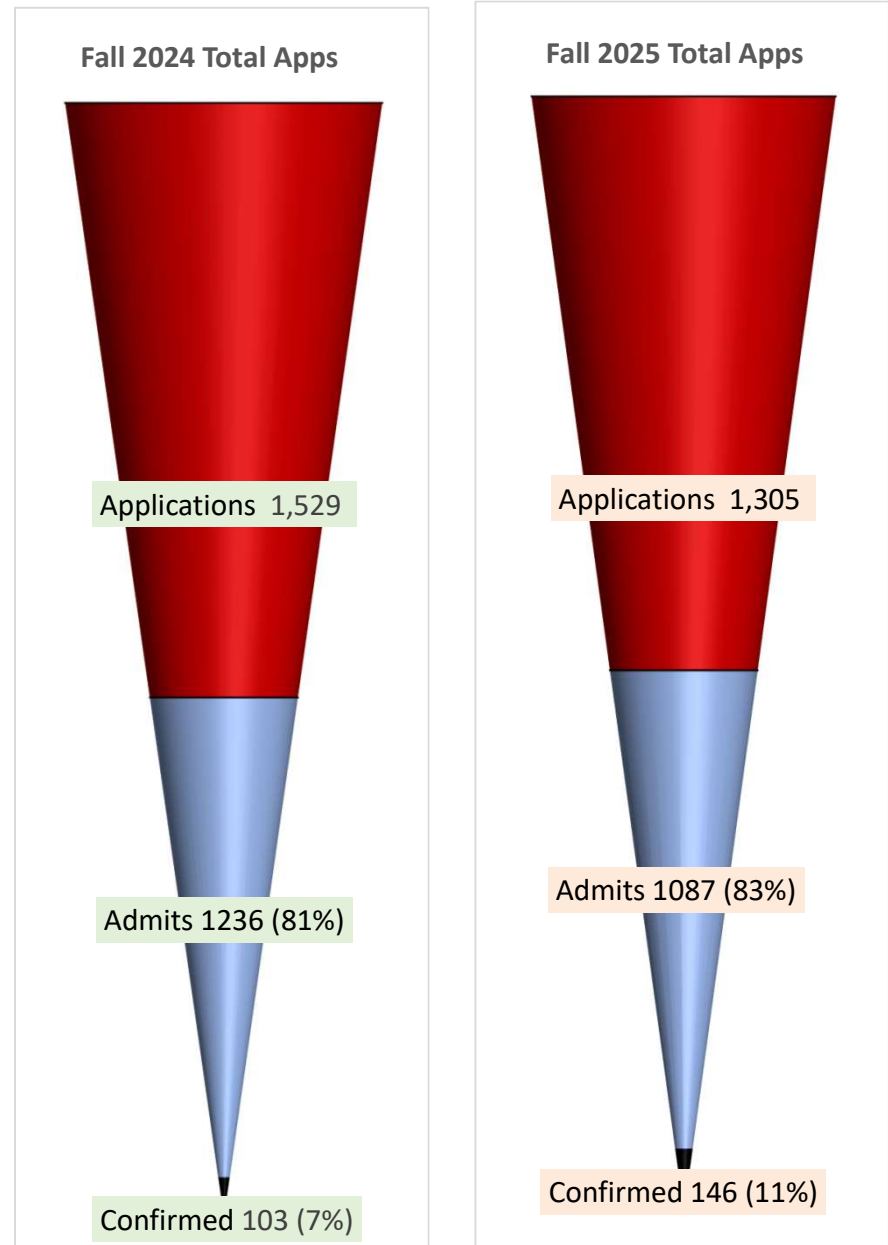
**Funnel Report: New Applicant Headcount by Student Type**  
**Fall 2024 Week Ending 1/7/24 vs. Fall 2025 Week Ending 1/5/25**  
**37 Weeks Before Start of Term**

<b>Applications</b>				
<b>Student Type</b>	<b>Fall 2024</b>	<b>Fall 2025</b>	<b>Change</b>	<b>% Change</b>
Freshmen - Resident	670	637	-33	-4.9%
Freshmen - Nonresident	702	496	-206	-29.3%
Transfer - Resident	39	49	10	25.6%
Transfer - Nonresident	54	59	5	9.3%
Postbacs/Grads	64	64	-	0.0%
<b>Total Apps</b>	<b>1,529</b>	<b>1,305</b>	<b>-224</b>	<b>-14.7%</b>

<b>Admits</b>				
<b>Student Type</b>	<b>Fall 2024</b>	<b>Fall 2025</b>	<b>Change</b>	<b>% Change</b>
Freshmen - Resident	583	582	-1	-0.2%
Freshmen - Nonresident	593	445	-148	-25.0%
Transfer - Resident	24	26	2	8.3%
Transfer - Nonresident	31	29	-2	-6.5%
Postbacs/Grads	5	5	-	0.0%
<b>Total</b>	<b>1,236</b>	<b>1,087</b>	<b>-149</b>	<b>-12.1%</b>

<b>Confirmed</b>				
<b>Student Type</b>	<b>Fall 2024</b>	<b>Fall 2025</b>	<b>Change</b>	<b>% Change</b>
Freshmen - Resident	35	72	37	105.7%
Freshmen - Nonresident	45	43	-2	-4.4%
Transfer - Resident	9	14	5	55.6%
Transfer - Nonresident	9	12	3	33.3%
Postbacs/Grads	5	5	-	0.0%
<b>Total</b>	<b>103</b>	<b>146</b>	<b>43</b>	<b>41.7%</b>

<b>Enrolled</b>				
<b>Student Type</b>	<b>Fall 2024</b>	<b>Fall 2025</b>	<b>Change</b>	<b>% Change</b>
Freshmen - Resident	-	-	-	-
Freshmen - Nonresident	-	-	-	-
Transfer - Resident	-	-	-	-
Transfer - Nonresident	-	-	-	-
Postbacs/Grads	-	-	-	-
<b>Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>



# January Updates

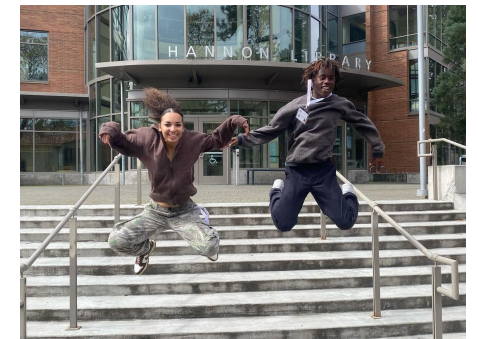
**Admissions, Youth Programs, Financial Aid, Raider Student Services**



Zac Olson, Executive Director of Admissions & Recruitment  
January 16, 2025

# Office of Admissions - Fall Highlights

- New Staffing
- Lead Generation 15,394 inquires (+1247)
  - Name Buys (SAT, ACT, NRCCUA), Campus Events; HS/CC Datashare; Recruitment Travel; FAFSA; Advanced Southern Credit; Inquiry Forms; etc.
- Territory Management
  - 225 HS/CC Visits; 137 College Fairs; 42 Application workshops (territory including: OR, CA, WA, ID, NV, MT, HI, American Samoa)
- Campus Programs
  - 145 prospective students; 375 total guests; 34 admissions on the spot
- Communication Architecture
  - CRM; Parent Portal; Admit Hub; Social Media



# Youth Programs - Fall Highlights

- Events
  - 710 participants this Fall
- Advanced Southern Credit
  - 1766 students; 6609 credits; largest enrollment in Fall History
- Data Migration
  - 12.5 K contacts (2016-current) migrated to CRM for recruitment and historical reporting
- Marketing & Communications
  - Consolidated/focused marketing efforts; new brochure targeting 2500 regional homes
  - New website: [youth.sou.edu](http://youth.sou.edu)
- New Location!
  - Stevenson Union Welcome Center (Garden Level)



# Financial Aid Updates and Trends



# Financial Aid - Fall Highlights

- Interim FA Director, Dan Tramula
- ISIR Loading (creating inquiry records)
- W25, SP25 awarding on track
- Automatic Merit Scholarship ongoing
- Annual AFAS Campus Visit (Annual Review)
  - Market Landscape Benchmarking
  - 2024 Historical Results
  - Goals and Assumptions for Fall 2025
  - Econometric Modeling
  - Scholarship Analysis and Recommendation
  - Awarding Plan for 2025
- Raider Student Services





# Recruitment Initiative Highlights

# Upcoming

- Admissions
  - Preview Events; Winter/Spring Travel; Yield Events; Summer Onboarding; Workday Migration
- Youth Programs
  - Latino Family Day (Jan 25th), Caesar Chavez Leadership Conference; Summer Camps (ACADEMY; Black Youth Summer Institute; Konaway Nika Tillicum, Academia Latina Leadership)
- Financial Aid
  - Outreach opportunities; yield events; melt prevention strategy; affordability messaging
- Raider Student Services
  - Grand re-opening Spring Term 2025



# Higher Education Balancing Act



# Mega Trends Impacting Enrollment



## High School Graduates

3.6% increase  
2023 to 2025

5.6% decrease  
2025 to 2030



## Minority Students

50% of  
enrollment in  
2028

Completion gap  
and median  
income gap  
remains



## Affordability

College cost  
increasing

60% wonder if  
college is worth  
the time, money,  
and effort



## FAFSA Filing

Multiyear Filing  
Rate Decline

61.9% (2023) vs.  
69.6% (2018)  
4-yr private

69.7% (2023) vs.  
77.5% (2018)  
4-yr public  
(residents)



## First-Year Discount rate

60.4% Private  
Schools

35.1%  
Public Schools

8.6% T&F  
discount  
rate  
increase  
2014–  
2023  
(private)

4.4% T&F  
discount  
rate  
increase  
2015–  
2023  
(public)

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# Questions?

# Enrollment Management Report





# Enrollment Management Report

Casey R. Shillam, PhD, RN, FAAN  
Executive Vice President & Provost





# Enrollment Council: AY24-25 Goals

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**Goal #1: Develop a comprehensive, cost-effective, efficient, and impactful product-use plan that optimally supports academic, student, and enrollment affairs**

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*Strategy 1.1: Assess high-cost contracts return on investment*

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*Strategy 1.2: Consider reinvestment or changes*

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*Strategy 1.3: Develop a comprehensive communication plan to convey the changes and expectations for operations across the entire university community*



# Enrollment Council: AY24-25 Goals

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**Goal #2: Enhance / Improve the student experience both inside and outside the classroom**

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*Strategy 2.1:* More clearly define target populations for admissions recruitment efforts to more accurately describe SOU student demographics

---

*Strategy 2.2:* Create an advising model that portrays a service-excellence mindset, and supports students in mapping their curriculum and registration needs from the time of admission through to graduation and follow up as alumni

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*Strategy 2.3:* Uphold opportunities for student connection, engagement, and mental health



# Enrollment Council: AY24-25 Goals

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**Goal #3: Continue strengthening transferability relationships**

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*Strategy 3.1:* React to proposed legislative session impacts

---

*Strategy 3.2:* Explore options to more fully support transfer student transitions

# Prototype for Future Reporting on Admissions and Enrollment





# Prototypes of New Reports

Casey R. Shillam, PhD, RN, FAAN  
Executive Vice President & Provost







# Admissions & Enrollment Reporting

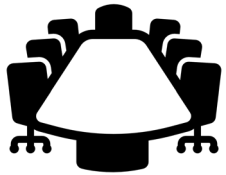
	Fall 2023	Fall 2024	Change	% Change
New Freshmen	643	534	-109	-17.0%
New Transfers	312	279	-33	-10.6%
New PostBacs/Graduates	144	152	8	5.6%
Subtotal - New Students	1,099	965	-134	-12.2%
Continuing Undergraduate Students	1,746	1,749	3	0.2%
Continuing Graduate Students	290	279	-11	-3.8%
Returning Undergraduate Students	140	137	-3	-2.1%
Returning Graduate Students	86	72	-14	-16.3%
Non-Admitted Students	1,815	1,930	115	6.3%
<b>Grand Total - Headcount</b>	<b>5,176</b>	<b>5,132</b>	<b>-44</b>	<b>-0.9%</b>
<b>Grand Total - FTE</b>	<b>3,222</b>	<b>3,178</b>	<b>-44</b>	<b>-1.4%</b>
Resident	3,970	3,963	-7	-0.2%
Non-resident	1,206	1,169	-37	-3.1%
International	54	51	-3	-5.6%
American Indian/Alaskan Native	62	53	-9	-14.5%
Asian	98	67	-31	-31.6%
Black/African American	70	66	-4	-5.7%
Hispanic/Latino	541	466	-75	-13.9%
Pacific Islander	47	24	-23	-48.9%
North African, Middle eastern, Other	33	31	-2	-6.1%
Two or More Races	373	348	-25	-6.7%
Subtotal - Students of Color	1,224	1,055	-169	-13.8%
White	2,342	1,985	-357	-15.2%
Unknown	1,556	2,041	485	31.2%
Alaska	32	32	-	0.0%
California	704	711	7	1.0%
Hawaii	41	34	-7	-17.1%
Idaho	28	22	-6	-21.4%
Washington	138	121	-17	-12.3%
All Other States	230	199	-31	-13.5%

Fall 2023	Change	% Change
End of Term		
644	-110	-17.1%
313	-34	-10.9%
144	8	5.6%
1,101	-136	-12.4%
1,749	-	0.0%
291	-12	-4.1%
141	-4	-2.8%
87	-15	-17.2%
1,994	-64	-3.2%
<b>5,363</b>	<b>-231</b>	<b>-4.3%</b>
<b>3,289</b>	<b>-111</b>	<b>-3.4%</b>
4,148	-185	-4.5%
1,215	-46	-3.8%
54	-3	-5.6%
62	-9	-14.5%
100	-33	-33.0%
72	-6	-8.3%
561	-95	-16.9%
48	-24	-50.0%
33	-2	-6.1%
374	-26	-7.0%
1,250	-195	-15.6%
2,415	-430	-17.8%
1,644	397	24.1%
33	-1	-3.0%
713	-2	-0.3%
41	-7	-17.1%
28	-6	-21.4%
138	-17	-12.3%
236	-37	-15.7%

Department	Fall 2023	Fall 2024	Change	% Change
Art and Art History	1,864	1,620	-244	-13.1%
Athletics	497	482	-15	-3.0%
Biology	2,708	2,154	-554	-20.5%
Business Administration	3,453	3,505	52	1.5%
Chemistry & Physics	1,533	1,437	-96	-6.3%
Communication, Media & Cinema	2,401	2,606	205	8.5%
Computer Science	740	884	144	19.5%
Creative Writing	446	400	-46	-10.3%
Criminology & Criminal Justice	1,469	1,606	137	9.3%
Economics	740	912	172	23.2%
Education	2,206	1,843	-363	-16.5%
Emerging Media & Digital Arts	758	808	50	6.6%
English Studies	1,831	1,649	-182	-9.9%
Env. Science, Policy, & Sust	1,345	1,526	181	13.5%
Gen,Sexuality,Women's Studies	232	326	94	40.5%
Health & Exercise Science	1,599	1,720	121	7.6%
Healthcare Administration	68	32	-36	-52.9%
History	2,236	2,184	-52	-2.3%
Honors College	450	504	54	12.0%



# Admissions & Enrollment Reporting



1. Deans, Directors, &  
Chairs



2. Cabinet & Provost's  
Leadership Council



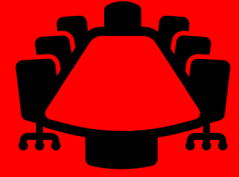
3. Quarterly Board  
Updates



4. End-of-Term  
Reports



# 1. Deans, Directors, & Chairs



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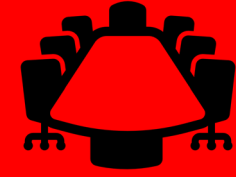
Department-specific headcount /  
student-credit-hours (SCH)/Fill Rate, etc.

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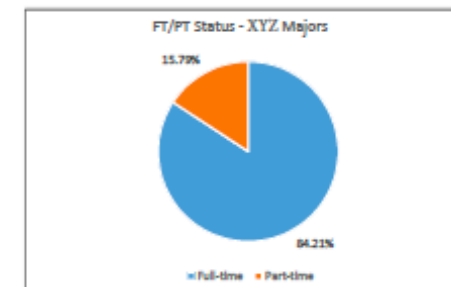
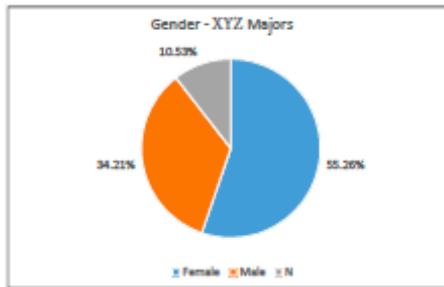
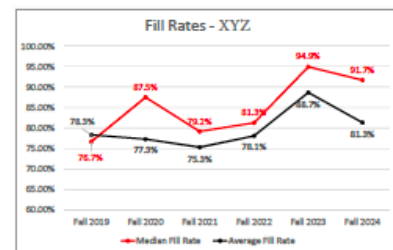
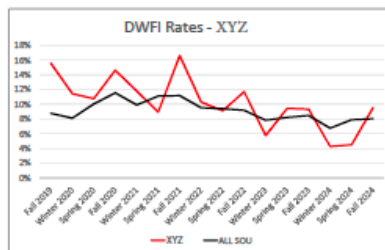
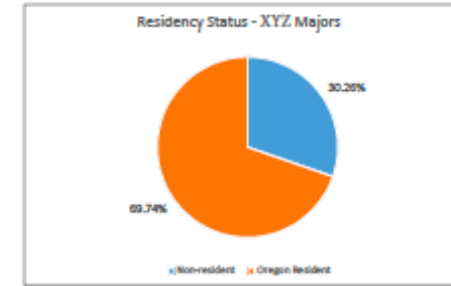
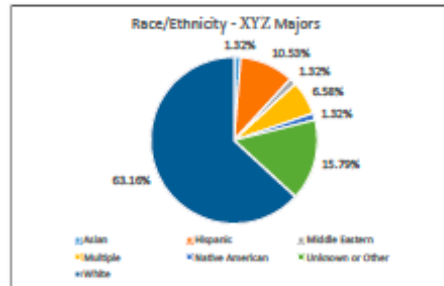
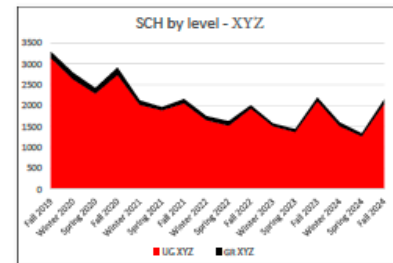
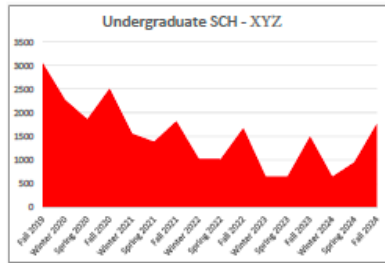
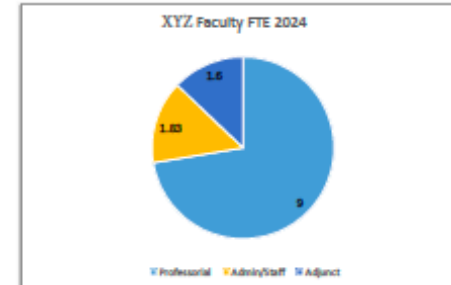
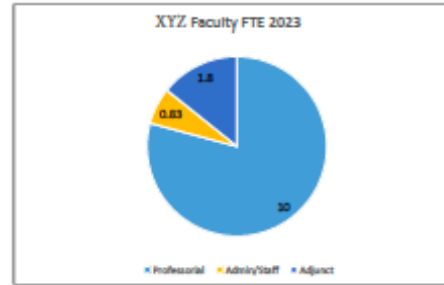
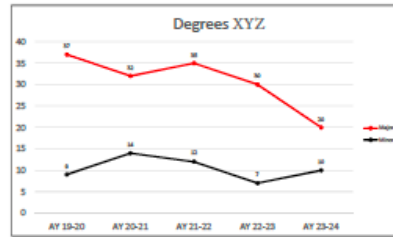
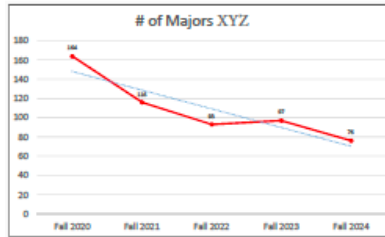
Monthly meetings with Deans/Chairs



# 1. Deans, Directors, & Chairs



XYZ Program Monthly Dashboard - SAMPLE





## 2. Cabinet & PLC



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Top Majors

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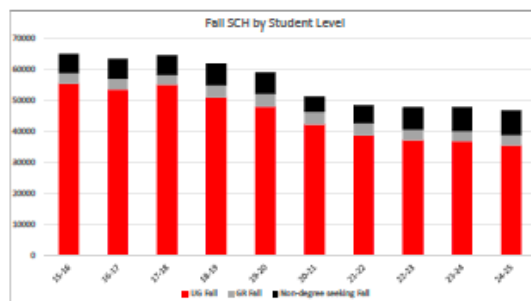
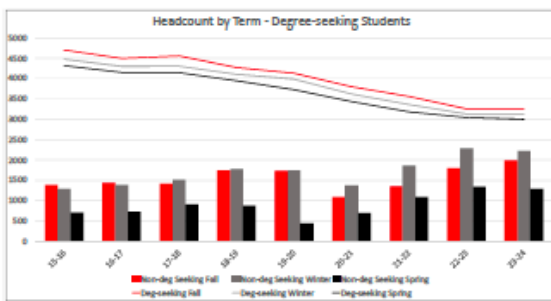
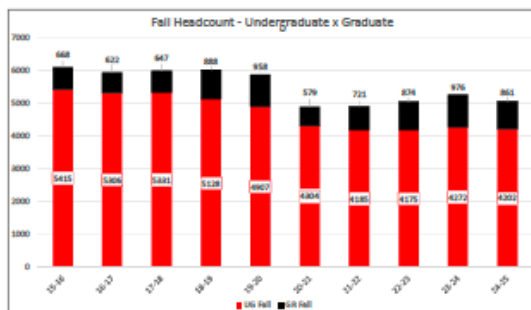
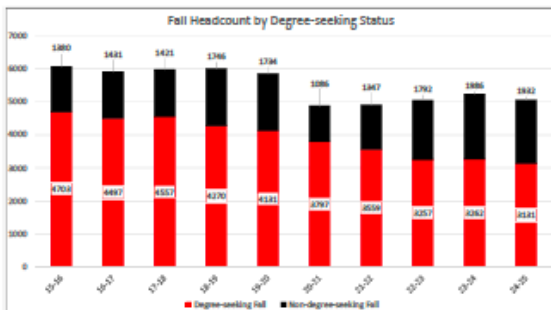
Degree/Non-Degree-seeking SCH

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Admissions Funnel

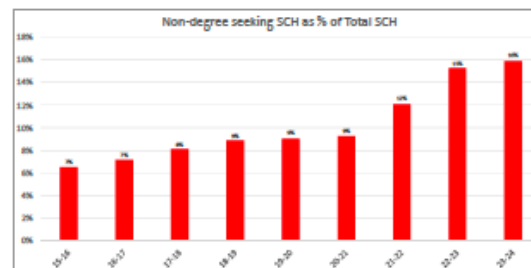


# 2. Cabinet & PLC



**Top Majors - Fall 2024**

UG Major	Count	GR Major	Count
Business Administration	355	Master of Bus Adm Online	142
Psychology	294	Education	130
Theatre	167	Teaching	80
Health & Exercise Science	152	Clinical Mental Hlth Counseling	48
Education Studies	147	Master of Business Adm	25
Criminal Justice	137	Outdoor Advent/Coastal Living	17
Emerging Media and Digital Art	122	Education Endorsement - Online	14
pre-Nursing	77	Principal Adm License	11
Art	76	Spanish Language Teaching	8
Biology	74	Initial Teaching License	8
Computer Science	73	Accelerated Master Bus. Adm	3
Environmental Science & Policy	73		



Fall 2025 Admissions Funnel

Funnel Report: New Applicant Headcount by Student Type  
Fall 2024 Week Ending 1/4/24 vs. Fall 2025 Week Ending 1/2/25  
38 Weeks Before Start of Term

**Applications**

Student Type	Fall 2024	Fall 2025	Change	% Change
Freshmen - Resident	661	629	-32	-4.8%
Freshmen - Nonresident	699	494	-205	-29.3%
Transfer - Resident	38	48	10	26.3%
Transfer - Nonresident	62	68	6	11.5%
Postbacs/Grads	61	63	2	3.3%
<b>Total Apps</b>	<b>1,511</b>	<b>1,292</b>	<b>-219</b>	<b>-14.5%</b>

**Admits**

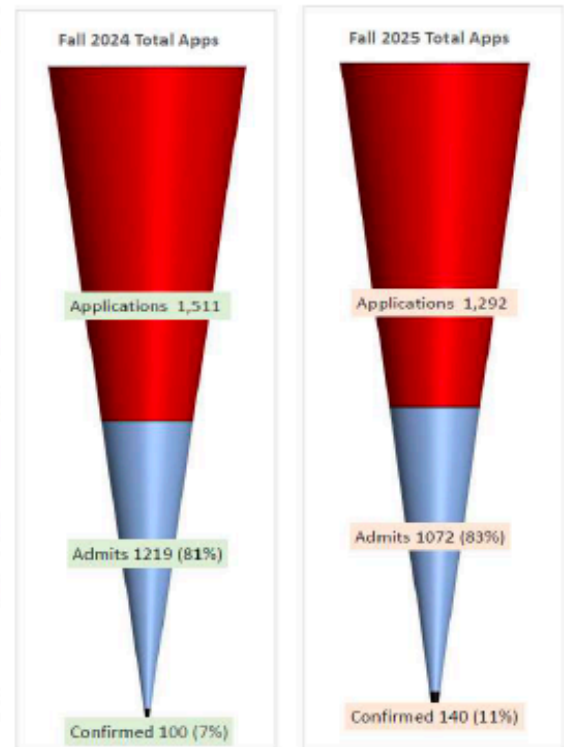
Student Type	Fall 2024	Fall 2025	Change	% Change
Freshmen - Resident	577	570	-7	-1.2%
Freshmen - Nonresident	585	444	-141	-24.1%
Transfer - Resident	23	25	2	8.7%
Transfer - Nonresident	29	28	-1	-3.4%
Postbacs/Grads	5	5	-	0.0%
<b>Total</b>	<b>1,219</b>	<b>1,072</b>	<b>-147</b>	<b>-12.1%</b>

**Confirmed**

Student Type	Fall 2024	Fall 2025	Change	% Change
Freshmen - Resident	34	69	35	102.9%
Freshmen - Nonresident	43	41	-2	-4.7%
Transfer - Resident	9	13	4	44.4%
Transfer - Nonresident	9	12	3	33.3%
Postbacs/Grads	5	5	-	0.0%
<b>Total</b>	<b>100</b>	<b>140</b>	<b>40</b>	<b>40.0%</b>

**Enrolled**

Student Type	Fall 2024	Fall 2025	Change	% Change
Freshmen - Resident	-	-	-	-
Freshmen - Nonresident	-	-	-	-
Transfer - Resident	-	-	-	-
Transfer - Nonresident	-	-	-	-
Postbacs/Grads	-	-	-	-
<b>Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>







# 3. Quarterly Board Updates



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Headcount / SCH

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Retention & Persistence

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Graduation Rates

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Demographics

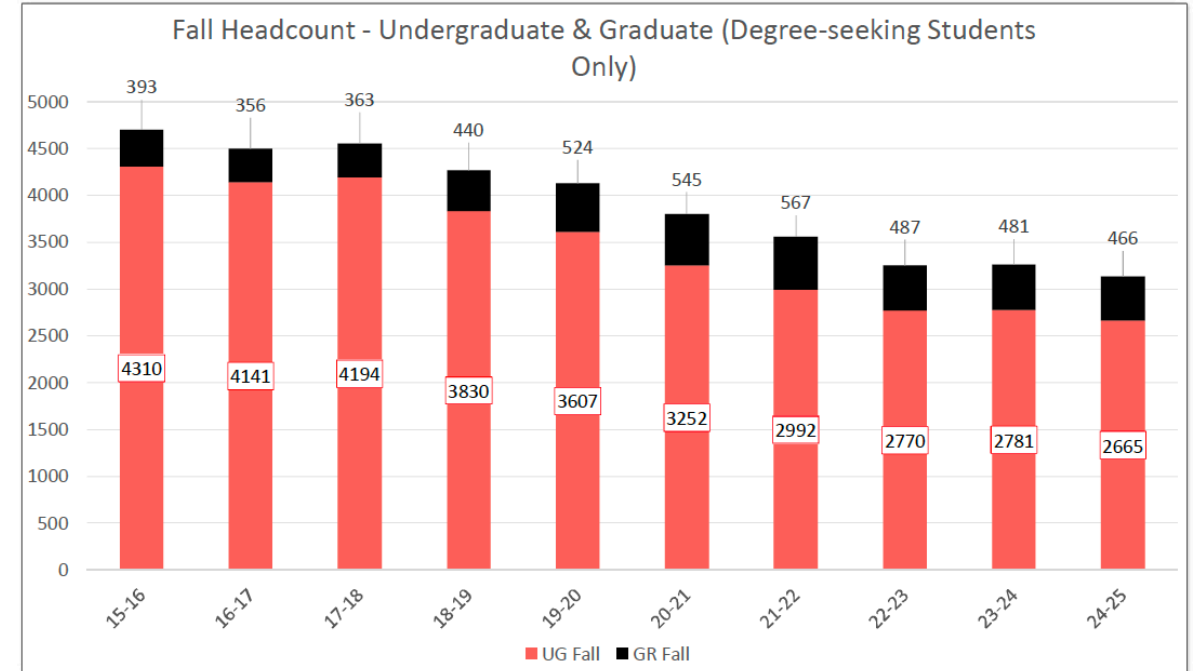
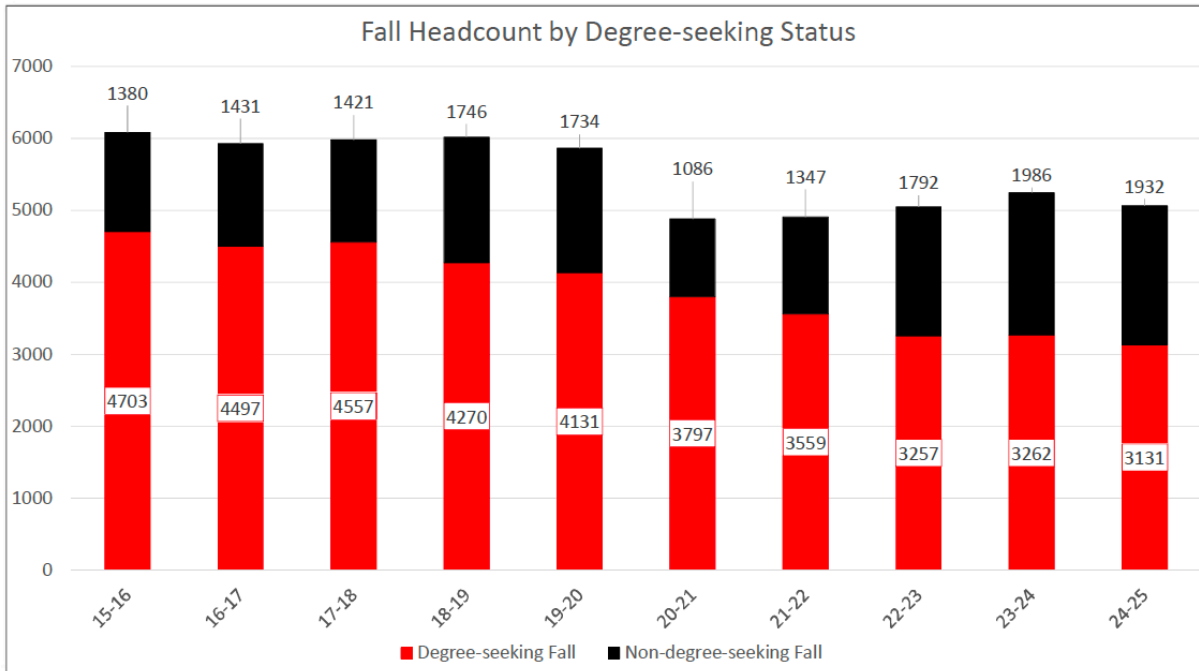
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Admissions Funnel

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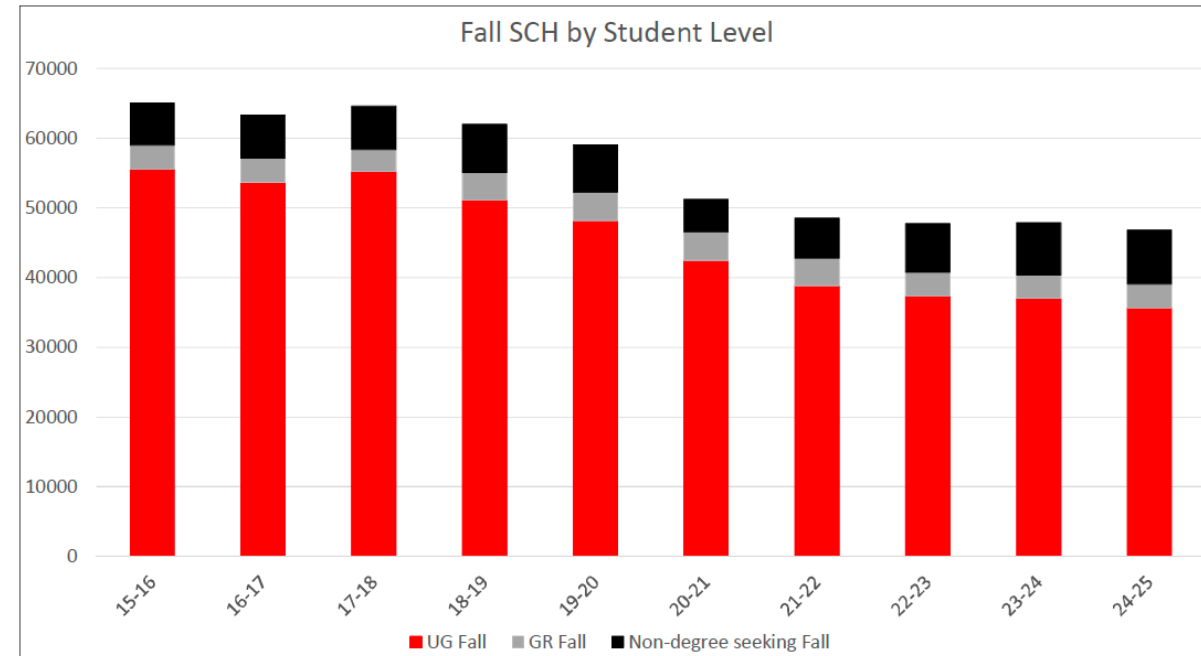
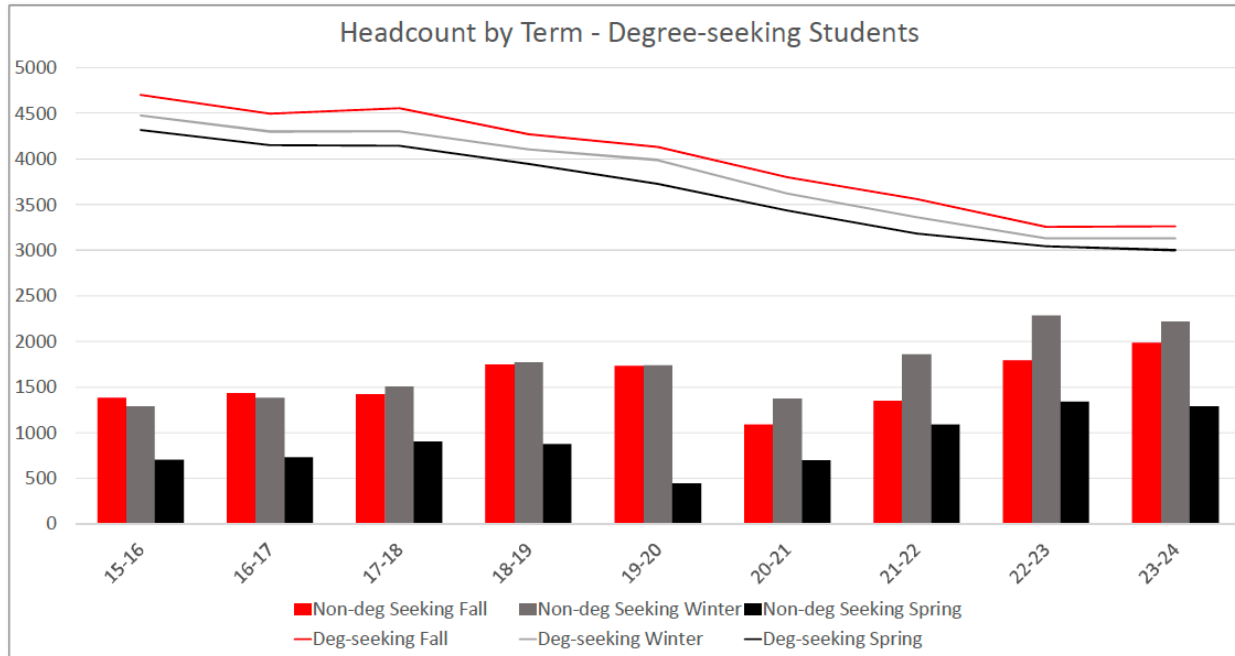


# 3. Quarterly Board Updates



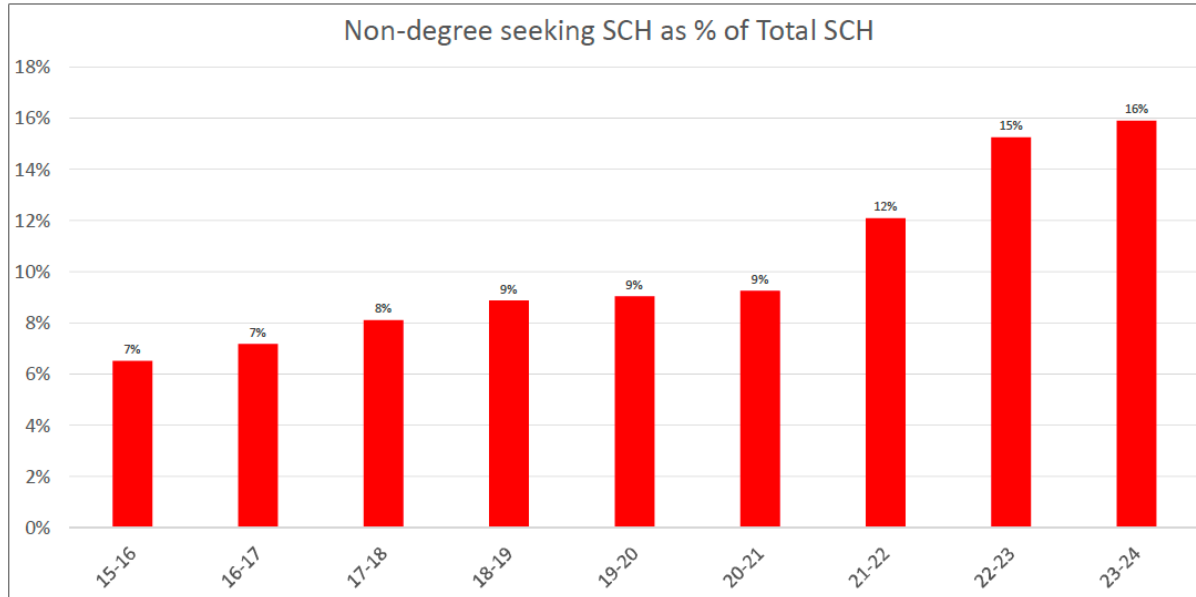


# 3. Quarterly Board Updates





# 3. Quarterly Board Updates



## Top Majors - Fall 2024

UG Major	Count
Business Administration	359
Psychology	294
Theatre	167
Health & Exercise Science	152
Education Studies	147
Criminal Justice	137
Emerging Media and Digital Art	122
pre-Nursing	77
Art	76
Biology	74
Computer Science	73
Environmental Science & Policy	73

GR Major	Count
Master of Bus Admin Online	142
Education	130
Teaching	60
Clinical Mental Hlth Counselng	48
Master of Business Admin	25
Outdoor Adventr/Expditn Ldrshp	17
Education Endorsement - Online	14
Principal Admin License	11
Spanish Language Teaching	8
Initial Teaching License	8
Accelerated Master Bus. Admin	3



# 3. Quarterly Board Updates



## Retention & Persistence

Fall to Fall Retention Rate	All UG	Fall Freshman Cohort*
Fall 2023	79.0%	68.2%
Fall 2022	78.4%	66.3%
Fall 2021	76.2%	65.6%
Fall 2020	78.2%	65.4%
Fall 2019	79.8%	68.0%

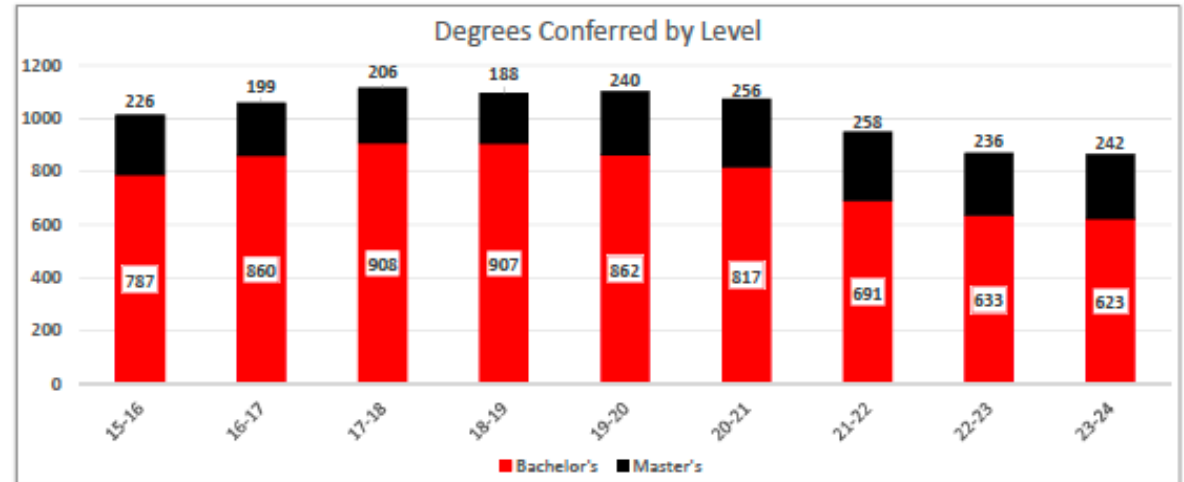
Fall to Winter Persistence Rate	All UG	Fall Freshman Cohort*
Fall 2023	91.3%	90.7%
Fall 2022	91.7%	91.0%
Fall 2021	89.8%	91.0%
Fall 2020	89.5%	87.3%
Fall 2019	92.1%	93.3%

\*Fall Freshman Cohorts include incoming First-time Undergraduate Students

## Graduation & Completions

Cohort	4-year Grad Rate	6-Year Grad Rate
Fall 2020	25.8%	N/A
Fall 2019	26.9%	N/A
Fall 2018	28.1%	41.2%
Fall 2017	30.9%	44.2%
Fall 2016	33.7%	46.6%
Fall 2015	28.4%	41.0%
Fall 2014	27.8%	46.4%

\*Fall Freshman Cohorts include incoming First-time Undergraduate Students





# 3. Quarterly Board Updates



## Fall 2024 Demographics

Student Class	Count	%
Freshman (<45 credits)	512	16.35%
Sophomore (45-90 credits)	533	17.02%
Junior (90-134 credits)	632	20.19%
Senior (135+ credits)	950	30.34%
Graduate (Masters)	466	14.88%
Post-Baccalaureate Non-Grad	38	1.21%

Ethnic Groups	Count	%
Asian	59	1.88%
Black	56	1.79%
Hispanic	423	13.51%
Middle Eastern	28	0.89%
Multiple	320	10.22%
Native American	49	1.56%
Pacific Islander	22	0.70%
Unknown or Other	533	17.02%
White	1,641	52.41%

Subpopulation	Count	%
Pell Recipient Students	810	25.87%
Rural Students	380	12.14%
First Generation Students	522	16.67%
Veteran Students	72	2.30%
Underrepresented Minority Students	477	15.23%

FT/PT Status	Count	%
Full-time	2,457	78.47%
Part-time	674	21.53%

Gender	Count	%
F	1,657	52.92%
M	1,107	35.36%
N*	367	11.72%

\*Students who choose not to identify as Male or Female, either as Non-Binary or choosing not to identify.

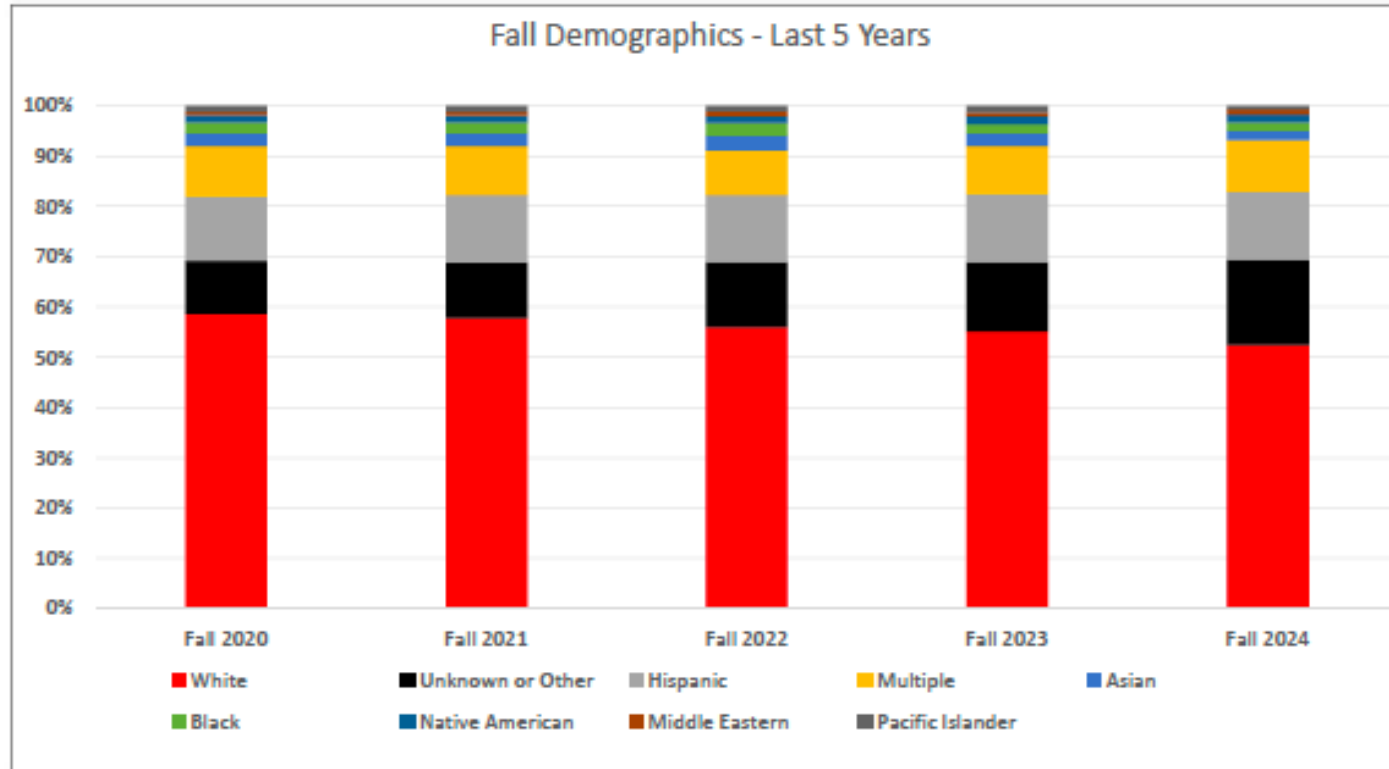
Residency	Count	%
Out of State	1,007	32.16%
In State	2,124	67.84%

Age Group	Count	%
0-18	3	0.09%
18-20	1,060	33.04%
21-24	1,058	32.98%
25-29	349	10.88%
30-39	396	12.34%
40-49	232	7.23%
50+	110	3.43%





# 3. Quarterly Board Updates



Race/Ethnicity	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
White	58.5%	57.7%	55.9%	55.1%	52.4%
Unknown or Other	10.6%	11.2%	13.0%	13.9%	17.0%
Hispanic	13.0%	13.5%	13.4%	13.5%	13.5%
Multiple	9.9%	9.8%	8.9%	9.6%	10.2%
Asian	2.4%	2.6%	3.0%	2.5%	1.9%
Black	2.3%	2.2%	2.5%	1.9%	1.8%
Native American	1.6%	1.4%	1.3%	1.6%	1.6%
Middle Eastern	0.6%	0.7%	0.9%	0.8%	0.9%
Pacific Islander	1.1%	1.2%	1.1%	1.3%	0.7%



# 3. Quarterly Board Updates



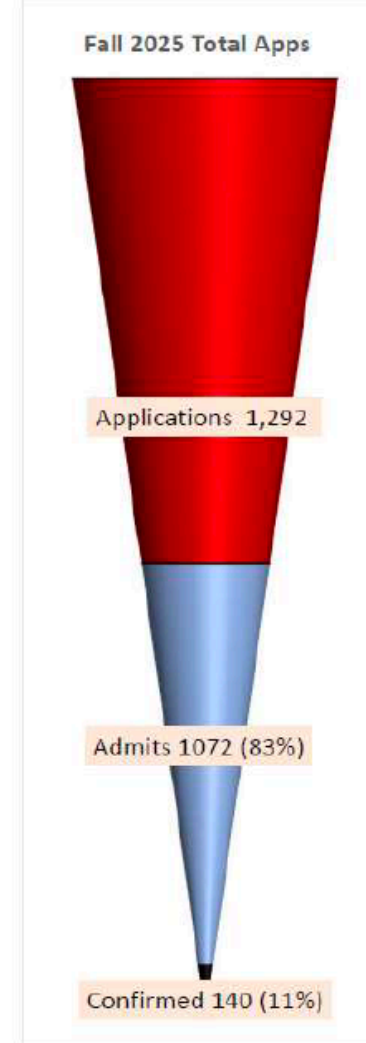
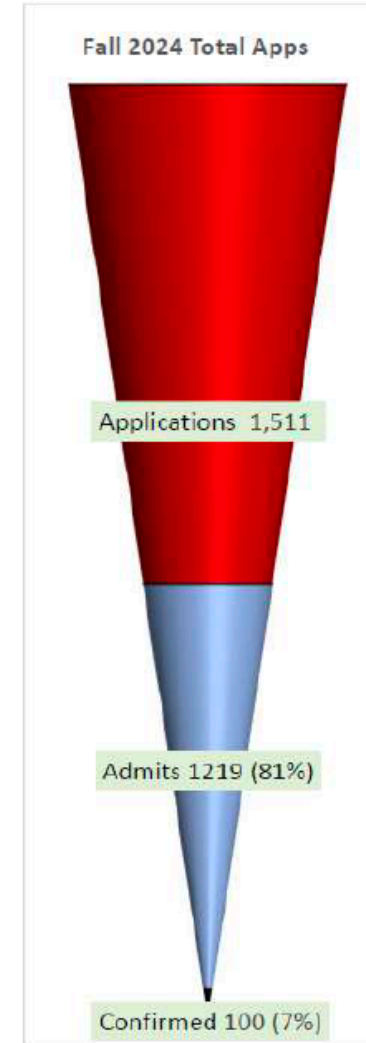
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**38 Weeks Before Start of Term**

Applications				
Student Type	Fall 2024	Fall 2025	Change	% Change
Freshmen - Resident	661	629	-32	-4.8%
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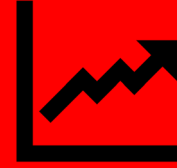
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Postbacs/Grads	5	5	-	0.0%
<b>Total</b>	<b>100</b>	<b>140</b>	<b>40</b>	<b>40.0%</b>

Enrolled				
Student Type	Fall 2024	Fall 2025	Change	% Change
Freshmen - Resident	-	-	-	-
Freshmen - Nonresident	-	-	-	-
Transfer - Resident	-	-	-	-
Transfer - Nonresident	-	-	-	-
Postbacs/Grads	-	-	-	-
<b>Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>





# 4. End of Term Reports



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Final Fall Term Headcount/SCH

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Early Winter Term enrollment

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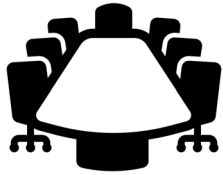
Student Performance

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DFW / Retention Rates



# Admissions & Enrollment Reporting



## 1. Deans, Directors, & Chairs

### Fall Term:

- 10/30
- 11/30

### Winter Term:

- 1/30
- 2/30

### Spring Term:

- 4/30
- 5/30



## 2. Cabinet & Provost's Leadership Council

### Fall Term:

- 10/15
- 11/15

### Winter Term:

- 1/15
- 2/15

### Spring Term:

- 4/15
- 5/15



## 3. Quarterly Board Updates

### Fall Term:

- October Board meeting

### Winter Term:

- January Board meeting

### Spring Term:

- April Board meeting

### Summer Term:

- June Board meeting



## 4. End-of-Term Reports

### Fall Term:

- First week of January

### Winter Term:

- First week of April

### Spring Term:

- First week of July

### Summer Term:

- First week of September

# Family Engagement Collaboration



# January 2025 updates

Mira Gandhi & Joel Pendergrass  
mgandhi@campusesp.com  
jpendergrass@campusesp.com  
1/2/25



+







## CampusESP is the leader in parent engagement



450+ universities have used CampusESP

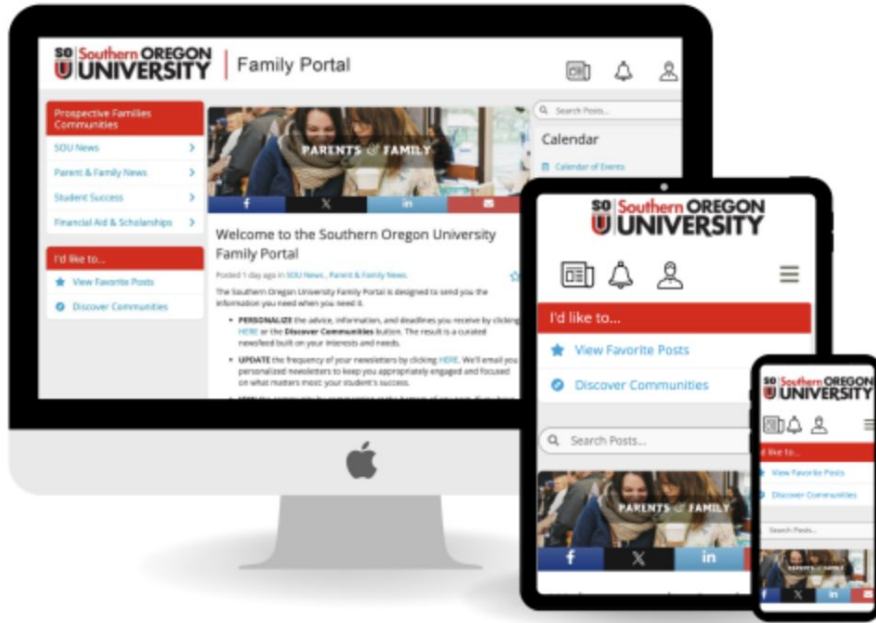


SOU launched in June 2021  
(customer #103)



SOU = early adopter!

# CampusESP is your complete parent engagement strategy to support student success.



## Southern Oregon University Family Portal

- Prospective Student Families - launched on 6/23/2021
- Current Student Families - launched on 10/14/2024



# Southern Oregon University Family Portal Families of Prospective Students - Annual Impact

## Utilization



2,779

Total prospective student families

2,070

Active users

458\*\*

Portal visitors

## Automation



49,859

Total emails sent to all users

62%

of emails were automated, personalized newsletters from CampusESP

89%\*\*

of published portal posts were created by CampusESP

## Impact



+41%

**Admit to Enroll rate** for Fall '24 students with a family member in CampusESP

35\*\*

Average number of emails per family member for Fall '24 cohort

71%

**Enroll rate** for Fall '24 students whose family member had a "registered account" (users are 11x more likely to enroll)



# Southern Oregon University Family Portal

## Families of Current Students - since October launch

### Utilization



2,533

Total current student families

2,228\*\*

Active users

552\*\*

Portal visitors

### Automation



33,230

Total emails sent to all users

41%

of emails were automated, personalized newsletters from CampusESP

94%

of published portal posts were created by CampusESP

### Impact



65%, 9%

First Year Families open rate, click rate

31\*\*

Anticipated average number of emails per family member over 12 month period

43%

Students identified for High or Moderate Intervention with at least 1 supporter identified in the portal





# Top Content

## Top Posts

Last Year

Scheduled, Reposted, and Featured Posts for Current Families



### 7 Job Winter Break Job Opportunities for Students

Published on 11/25/2024 3:30 AM PST

Posted by CampusESP Admin in Parent & Family News (Southern Oregon University), Student



### Campus Resource Directory

Published on 09/24/2024 11:43 AM PDT

Posted by Makena Stanley in SOU News (Southern Oregon University), Parent & Family News



### October 2024 Federal Student Aid Announcements

Published on 10/30/2024 3:30 AM PDT

Posted by CampusESP Admin in Parent & Family News (Southern Oregon University), Financial Scholarship (Current Families)



### 9 Things Students Need to Do Before They Leave Campus for Break

Published on 12/06/2024 3:30 AM PST

Posted by CampusESP Admin in All Current Families (Current Families)



### Is your student thriving?

Published on 10/28/2024 8:17 AM PDT

Posted by vathc@sou.edu in Student Success (Southern Oregon University), Health, Wellness



### The 10 Things I Say to My Student When They are Stressed Out

Published on 11/08/2024 3:30 AM PST

Posted by CampusESP Admin in Student Success (Southern Oregon University), Health, Wellness (Current Families)



### Home for Thanksgiving: 7 Common Concerns from Students and How Families Can Help

Published on 11/04/2024 3:45 AM PST

Posted by CampusESP Admin in All Current Families (Current Families)



### Register Now for the December 2024 Federal Student Aid Webinar Series

Featured: Published on 11/20/2024 3:30 AM PST

Posted by CampusESP Admin in Parent & Family News (Southern Oregon University), Financial Scholarship (Current Families)



### Supporting Your Student Through "Failure" (And Why It Really Equals Success)

Published on 12/16/2024 3:30 AM PST

Posted by CampusESP Admin in Parent & Family News (Southern Oregon University), Student



### When the First Semester Doesn't Go as Planned

Published on 12/23/2024 3:00 AM PST

Posted by CampusESP Admin in All Current Families (Current Families)



## Campus Resource Directory

Posted 3 months ago in [SOU News](#), [Parent & Family News](#), [Student Success](#), [Campus Life](#).

Thank you so much for joining us here as we prepared for you and your new transition into SOU. As your student prepares for move-in this week, the first day of classes on the 25th, we wanted to leave you with a campus directory of resources you and your student can utilize for the next four

We hope you and your Raider have an amazing school year!

**University Directory Assistance**

541.552.7672



## Is your student thriving?

Posted 2 months ago in [Student Success](#), [Health, Wellness & Safety](#), [First-Year Families](#). 

Estimated reading time: 1 minute

78

As we approach the midpoint of the fall term, it's a great time for families to check in with their students and see how their academic journey is unfolding. Here are some thoughtful questions to encourage meaningful discussions:





---

**Questions?**



# Retention: Navigate360 Outcomes



EAB

# Navigate360 Fall 2024 Highlights & Outcomes

John Pogue & Dr. Carrie Vath  
Justin Bruchey, Strategic Leader, Student Success, EAB

# Navigate360 Platform Overview



## Staff Workflow & Automation

Laura Gonzales

Overview	Success Progress	History	Pre-enrollment	Courses	Path	Academic Plan	More
Course Grade D/F	Repeated Courses 1	Withdrawn Courses 0	Missed Success Markers 3				
Cumulative GPA 2.85	Total Credits Earned 27.00	Credit Completion Ratio 90%	Support Level High				
Biology College of Arts & Science	STUDENT ID JUN170047			CLASSIFICATION			

### Smart Student Profile and Advanced Search

Scalable tools allow for elevated advising conversations and targeted interventions

## Campaigns, Appointments, and Multi-Modal Messaging

Robust tools help advisors and staff proactively plan, execute, and track ongoing advising efforts

Progress Report Campaigns | Enrollment Campaigns | Appointment Campaigns | Enrollment Campaigns | Message Campaigns | Survey Campaigns

Filter by term: Current Term

Name	Status	Actions
Scholarship recipients Enrollment Campaign	Enrolled Term: 45%	View to create a new... Program Report Campaign
+15 to English Reminder	Enrolled Rate: 35%	Appointment Campaign Enrollment Campaign
First Gen Enrollment Support	Enrolled Term: 65%	Enrollment Campaign

Progress Reports

Laura's History

Expand All

Filter by Type

- Case Opened** - Oct 3 2023  
Reason: Financial concerns  
Comments: Laura's family is having some financial difficulty. I would like her to speak with a counselor to discuss options for help in paying for her college.  
Mentor: Mencia Kaur  
Manage Case
- Appointment Report** - Oct 1 2023  
Status: Attended  
Jack Whitten  
View Report

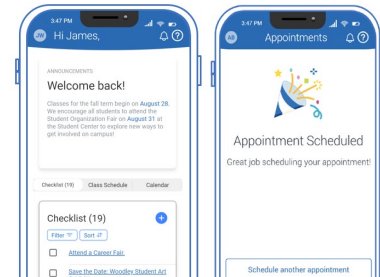
### Coordinated Care Network, Cases, and Referrals

Case management tools and shared documentation help cross-campus stakeholders coordinate to deliver better support

## Student Engagement Hub

### Student Success Network, Schedule, and Resources

Essential tools and actionable information, right at students' fingertips via iOS and Android native apps



## Reporting & Analytics

### Population Health, Intervention Effectiveness, and Workflow Analytics

Curated dashboards aggregate data on student touchpoints and staff activity, allow administrators to assess the impact of and identify further opportunities for outreach and interventions

Population Health

Overview | Academic Performance | Academic Progress

FILTERS: Enrollment History | ENROLLED IN: Current Semester

Total Students	Avg. Cumulative GPA	Avg. Credit Completion	Probation Profile
9,108	2.74	82%	Probation Profile

Current Student Information

Key Populations

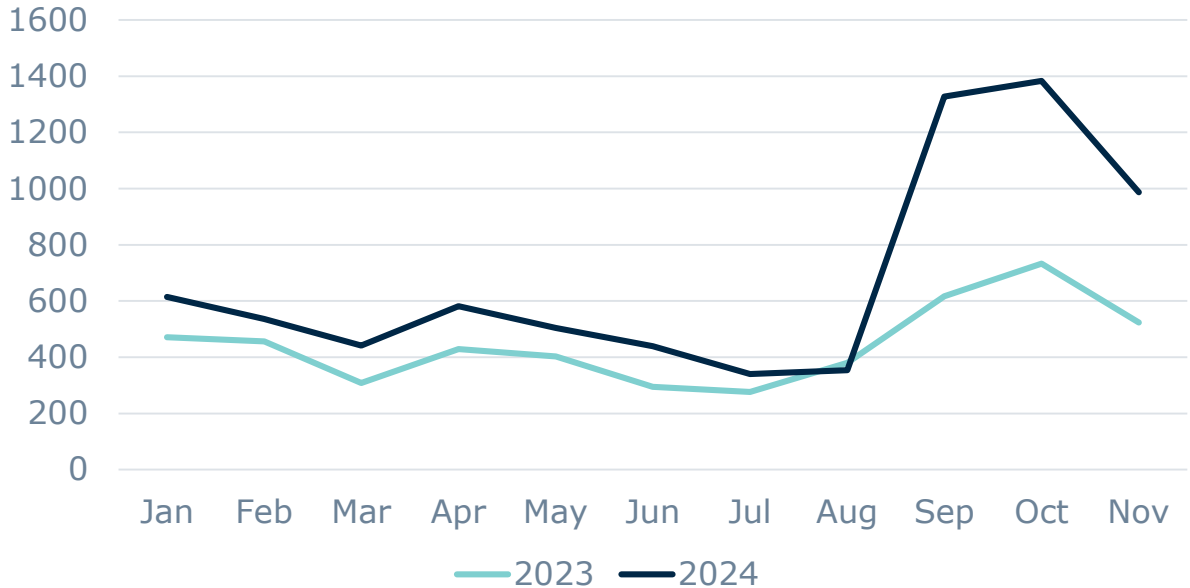
- Students with Academic Performance Concerns: 2,318
- Last Term GPA Below Curv GPA: 1,171
- At Least 1 Unmet Success Marker (Grade Below Threshold): 1,811

# Navigate360 Success Plan



Navigate360 Best Practice	Objective & Metrics	Accomplishments
<p><b>Consistent Reporting of Student Interactions</b></p>	<p><i><u>Objective:</u></i> Expand appointment scheduling and summary utilization across Student Affairs</p> <p><i><u>Metric:</u></i> Increase appointment summary utilization to at least two additional offices. Achieve a minimum of 75% appointment summary completion rate across all Student Affairs units.</p>	<ul style="list-style-type: none"> <li>• Identify care units and leads for implementation and ongoing training</li> <li>• Train staff on appointment scheduling and summaries; convey expectations and goals</li> </ul>
<p><b>Faculty Raised Alerts</b></p>	<p><i><u>Objective:</u></i> Identify students at-risk in courses and intervene prior to mid-terms</p> <p><i><u>Metric:</u></i> Launch at least one progress report campaign each term and achieve a minimum of 50% response rate from instructors. 70% case closed rate with PR-related cases</p>	<ul style="list-style-type: none"> <li>• Determine the timeline for AY24-25 Progress Report campaigns and case management expectations</li> <li>• Identify at least three populations to include in the campaign</li> </ul>

# Navigate360 Student Utilization



**24%**

Increase in Navigate360  
Student Users

**14%**

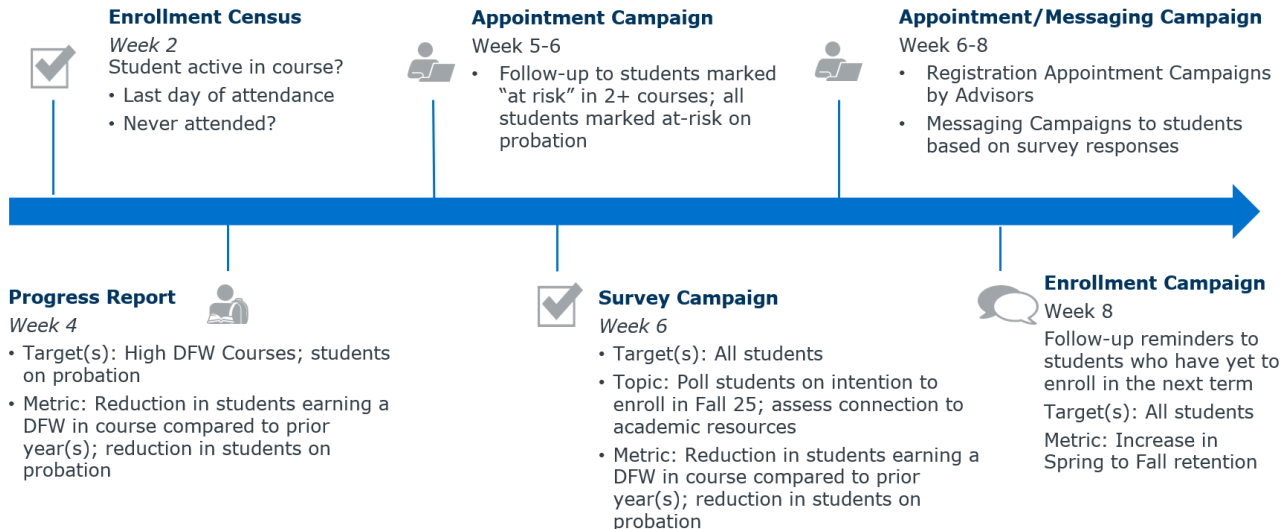
Increase in Navigate360 Staff  
Power Users



# Student Survey Response and Appointment Impact

Response	# of Students Responded	# of Students with Appointment	% Not Enrolled in W25	# of Students without Appointment	% Not Enrolled in W25	Impact of Appointments on W25 Persistence
Unsure About Enrolling in W24	40	19	5.3	21	14.3	+9%
Supported by Staff	409	244	5.7	165	18.2	+12.5%
Not Supported by Staff	104	53	9.4	51	15.7	+6.3%
Belong at SOU	470	276	6.5	194	17.5	+11%
Does Not Belong at SOU	40	19	5.3	21	14.3	+9%
Anxious about SOU	128	76	6.6	52	15.4	+8.8%
Not Anxious about SOU	74	36	8.3	38	26.3	+18%
Confident Academically	468	269	6.7	199	17.1	+10.4%
Not Confident Academically	40	24	4.2	16	31.3	+27.1%

# Navigate360 Intervention Timeline: Winter 2025







202-747-1000 | [eab.com](http://eab.com)



# Questions

# Strategic Enrollment Council Overview and Update



# Strategic Enrollment Management (SEM) Update

Casey R. Shillam, PhD, RN, FAAN  
Executive Vice President & Provost





# Enrollment Council: AY24-25 Goals

---

**Goal #1: Develop a comprehensive, cost-effective, efficient, and impactful product-use plan that optimally supports academic, student, and enrollment affairs**

---

*Strategy 1.1: Assess high-cost contracts return on investment*

---

*Strategy 1.2: Consider reinvestment or changes*

---

*Strategy 1.3: Develop a comprehensive communication plan to convey the changes and expectations for operations across the entire university community*

---



# Enrollment Council: AY24-25 Goals

---

**Goal #2: Enhance / Improve the student experience both inside and outside the classroom**

---

*Strategy 2.1:* More clearly define target populations for admissions recruitment efforts to more accurately describe SOU student demographics

---

*Strategy 2.2:* Create an advising model that portrays a service-excellence mindset, and supports students in mapping their curriculum and registration needs from the time of admission through to graduation and follow up as alumni

---

*Strategy 2.3:* Uphold opportunities for student connection, engagement, and mental health



# Enrollment Council: AY24-25 Goals

---

**Goal #3: Continue strengthening transferability relationships**

---

*Strategy 3.1:* React to proposed legislative session impacts

---

*Strategy 3.2:* Explore options to more fully support transfer student transitions





# SEM Plan Overview: EAB Framework

## Current Performance

- Strategic Plan Alignment
- Key Accomplishments and Metrics

## Future Market Assessment

- Enrollment
- Market Forces Summary
- Market Demographics
- Feeder Institutions
- Labor Market Trends
- Competitors
- Public Policy Impact
- Market Segment Assessments

## Outcomes

- Market Prioritization
- Implementation Timeline
- Performance Scorecard
- Supplementary Resources





# SEM Plan Overview: EAB Framework



- Strategic Plan Alignment
- Key Accomplishments and Metrics

- Enrollment
- Market Forces Summary
- Market Demographics
- Feeder Institutions
- Labor Market Trends
- Competitors
- Public Policy Impact
- Market Segment Assessments

- Market Prioritization
- Implementation Timeline
- Performance Scorecard
- Supplementary Resources



# SEM Plan Next Steps



Continue to refine data points and methods of analyses



Create inventory of all student experience practices



Evaluate comparator schools re: metrics / KPIs



Inform SOU strategic planning process re: Enrollment Management



Upon completion of SOU Strategic Plan align SEM and establish SOU metrics and KPIs

# AY24-25 SOU Enrollment Council Goals

---

**Goal #1: Develop a comprehensive, cost-effective, efficient, and impactful product-use plan that optimally supports academic, student, and enrollment affairs**

**Strategy 1.1: Assess High-Cost Contracts Return on Investment**

**Tactics:**

- Conduct an inventory of all software and external vendors
  - RNL – demand builder and financial aid leveraging
  - Gartner research
  - EAB
  - Vector Solutions
  - Lightcast
  - Brightedge
- Evaluate the efficacy, efficiency, or duplication of programs
- Create a rubric to inform decisions about the trade-offs and what the reinvestment plan would be for internal operations
  - Include an assessment of the full scope of using the product
  - Identify if Workday will be able to replace in the future
  - Determine if planning on eliminating because of Workday, but recognize now WD is not going to be able to deliver
- Conduct well-rounded assessment of not only costs, but the impact of those costs (i.e. RisePoint has a high cost, but they recruit a high number of graduate online students)

**Strategy 1.2: Consider Reinvestment or Changes**

**Tactics:**

- Identify software, programs, or vendors to eliminate
- Streamline functions into fewer programs and processes
- If we decide to eliminate any of contracts, need to have an offramp to ensure we can continue the service

**Strategy 1.3: Develop a comprehensive communication plan to convey the changes and expectations for operations across the entire university community**

**Tactics:**

- Identify all stakeholder groups
- Determine most effective means of communication for different stakeholders
- Engage in an ongoing roll-out with multiple touch-points and communication approaches

**Goal #2: Enhance / Improve the student experience both inside and outside the classroom**

**Strategy 2.1: More clearly define target populations for admissions recruitment efforts to more accurately describe SOU student demographics**

**Tactics:**

- Review the Landscape Data to determine population(s) most likely to enroll
- Evaluate comparator schools for overlap of majors/target student demographics
- Simplification of enrollment / registration / “how many clicks” to get to the right information

**Strategy 2.2: Create an advising model that portrays a service-excellence mindset, and supports students in mapping their curriculum and registration needs from the time of admission through to graduation and follow up as alumni**

**Tactics:**

- Map out the flow of student touch-points from the time of admission to their onboarding/orientation
- Develop comprehensive structure for 1st-year student onboarding
- Clearly define the roles and responsibilities of the multiple entities that provide advising and/or coaching support for students

**Strategy 2.3: Uphold opportunities for student connection, engagement, and mental health**

**Tactics:**

- Conduct focus groups and surveys to gain insight on the student experience
- Make informed decisions on outcomes of data collection efforts

**Goal #3: Continue strengthening transferability relationships**

**Strategy 3.1: React to proposed legislative session impacts**

**Tactics:**

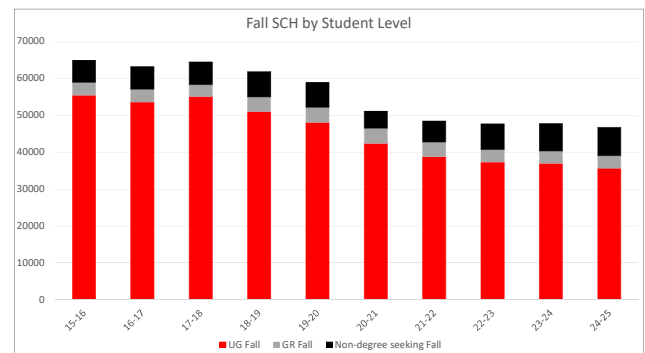
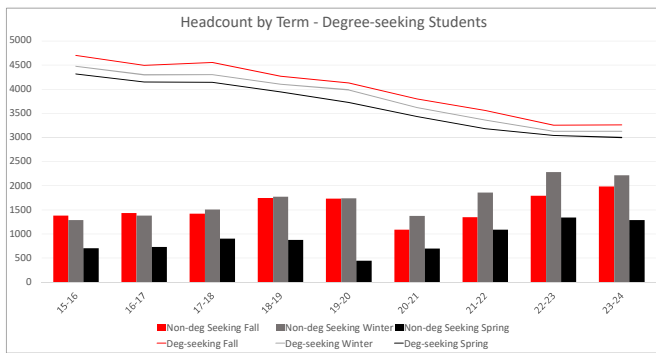
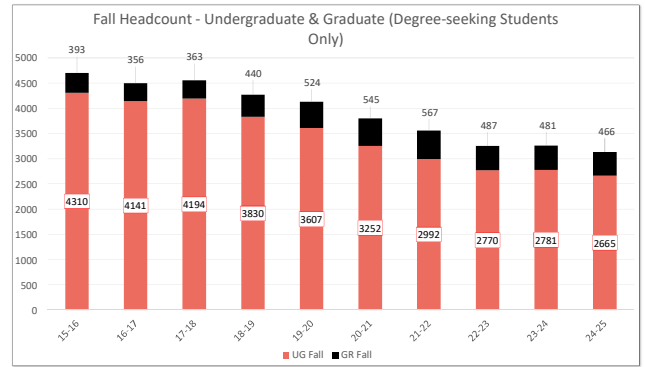
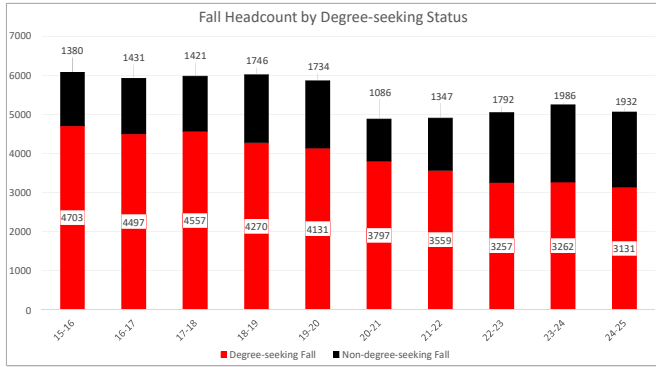
- Complete guided pathways work to fill in all articulation and community college information
- Confirm the experience of the community college partners in the transfer process and how to build on legislative mandates

**Strategy 3.2: Explore options to more fully support transfer student transitions**

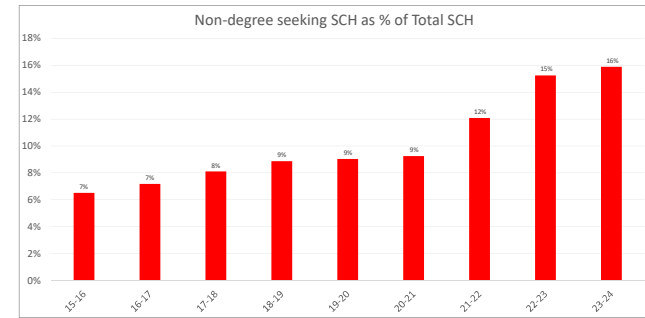
**Tactics:**

- Evaluate accurate data to explore reverse transfer options
- Complete guided pathways work to fill in all articulation and community college information
- Explore transfer counselor position to assist students with registration
- Identify key transfer barriers and options to mitigate those barriers

# SOU Board/Cabinet Monthly Dashboard - SAMPLE

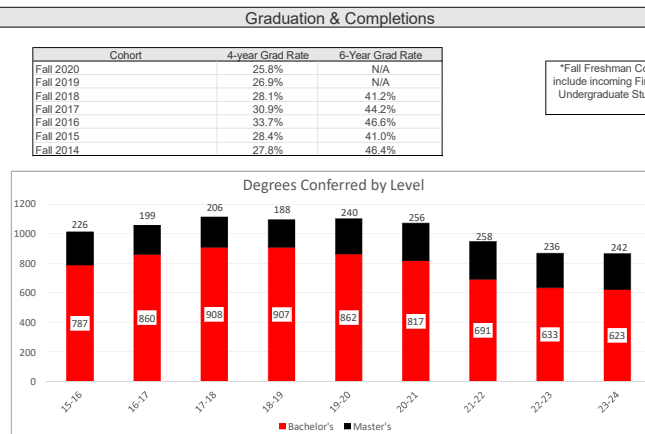


UG Major		Count	GR Major		Count
Business Administration		359	Master of Bus Admin Online		142
Psychology		294	Education		130
Theatre		167	Teaching		60
Health & Exercise Science		152	Clinical Mental Hlth Counselng		48
Education Studies		147	Master of Business Admin		25
Criminal Justice		137	Outdoor Adventr/Expditn Ldrshp		17
Emerging Media and Digital Art		122	Education Endorsement - Online		14
pre-Nursing		77	Principal Admin License		11
Art		76	Spanish Language Teaching		8
Biology		74	Initial Teaching License		8
Computer Science		73	Accelerated Master Bus. Admin		3
Environmental Science & Policy		73			



Retention & Persistence		
Fall to Fall Retention Rate	All UG	Fall Freshman Cohort*
Fall 2023	79.0%	68.2%
Fall 2022	78.4%	66.3%
Fall 2021	76.2%	65.6%
Fall 2020	78.2%	65.4%
Fall 2019	79.8%	68.0%
Fall to Winter Persistence Rate	All UG	Fall Freshman Cohort*
Fall 2023	91.3%	90.7%
Fall 2022	91.7%	91.9%
Fall 2021	89.8%	91.0%
Fall 2020	89.5%	87.3%
Fall 2019	92.1%	93.3%

\*Fall Freshman Cohorts include incoming First-time Undergraduate Students



**Fall 2024 Demographics**

Student Class	Count	%
Freshman (<45 credits)	512	16.35%
Sophomore (45-90 credits)	533	17.02%
Junior (90-134 credits)	632	20.19%
Senior (135+ credits)	950	30.34%
Graduate (Masters)	466	14.88%
Post-Baccalaureate Non-Grad	38	1.21%

Ethnic Groups	Count	%
Asian	59	1.88%
Black	56	1.79%
Hispanic	423	13.51%
Middle Eastern	28	0.89%
Multiple	320	10.22%
Native American	49	1.56%
Pacific Islander	22	0.70%
Unknown or Other	533	17.02%
White	1,641	52.41%

Subpopulation	Count	%
Pell Recipient Students	810	25.87%
Rural Students	380	12.14%
First Generation Students	522	16.67%
Veteran Students	72	2.30%
Underrepresented Minority Students	477	15.23%

FT/PT Status	Count	%
Full-time	2,457	78.47%
Part-time	674	21.53%

Gender	Count	%
F	1,657	52.92%
M	1,107	35.36%
N*	367	11.72%

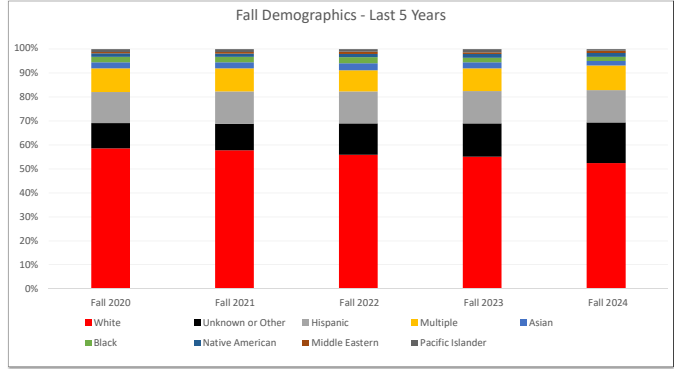
\*Students who choose not to identify as Male or Female, either as Non-Binary or choosing not to identify.

Residency	Count	%
Out of State	1,007	32.16%
In State	2,124	67.84%

Age Group	Count	%
0-18	3	0.09%
18-20	1,060	33.04%
21-24	1,058	32.98%
25-29	349	10.88%
30-39	396	12.34%
40-49	232	7.23%
50+	110	3.43%

**Demographics over Time**

Race/Ethnicity	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
White	58.5%	57.7%	55.9%	55.1%	52.4%
Unknown or Other	10.6%	11.2%	13.0%	13.9%	17.0%
Hispanic	13.0%	13.5%	13.4%	13.5%	13.5%
Multiple	9.9%	9.6%	8.9%	9.6%	10.2%
Asian	2.4%	2.6%	3.0%	2.5%	1.9%
Black	2.3%	2.2%	2.5%	1.9%	1.8%
Native American	1.6%	1.4%	1.3%	1.6%	1.6%
Middle Eastern	0.6%	0.7%	0.9%	0.8%	0.9%
Pacific Islander	1.1%	1.2%	1.1%	1.3%	0.7%



**Fall 2025 Admissions Funnel**

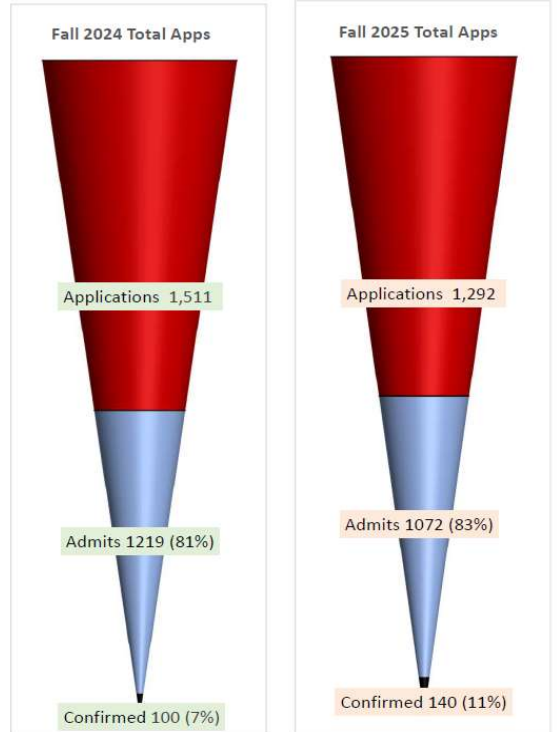
**Funnel Report: New Applicant Headcount by Student Type  
Fall 2024 Week Ending 1/4/24 vs. Fall 2025 Week Ending 1/2/25  
38 Weeks Before Start of Term**

Applications				
Student Type	Fall 2024	Fall 2025	Change	% Change
Freshmen - Resident	661	629	-32	-4.8%
Freshmen - Nonresident	699	494	-205	-29.3%
Transfer - Resident	38	48	10	26.3%
Transfer - Nonresident	52	58	6	11.5%
Postbacs/Grads	61	63	2	3.3%
<b>Total Apps</b>	<b>1,511</b>	<b>1,292</b>	<b>-219</b>	<b>-14.5%</b>

Admits				
Student Type	Fall 2024	Fall 2025	Change	% Change
Freshmen - Resident	577	570	-7	-1.2%
Freshmen - Nonresident	585	444	-141	-24.1%
Transfer - Resident	23	25	2	8.7%
Transfer - Nonresident	29	28	-1	-3.4%
Postbacs/Grads	5	5	-	0.0%
<b>Total</b>	<b>1,219</b>	<b>1,072</b>	<b>-147</b>	<b>-12.1%</b>

Confirmed				
Student Type	Fall 2024	Fall 2025	Change	% Change
Freshmen - Resident	34	69	35	102.9%
Freshmen - Nonresident	43	41	-2	-4.7%
Transfer - Resident	9	13	4	44.4%
Transfer - Nonresident	9	12	3	33.3%
Postbacs/Grads	5	5	-	0.0%
<b>Total</b>	<b>100</b>	<b>140</b>	<b>40</b>	<b>40.0%</b>

Enrolled				
Student Type	Fall 2024	Fall 2025	Change	% Change
Freshmen - Resident	-	-	-	-
Freshmen - Nonresident	-	-	-	-
Transfer - Resident	-	-	-	-
Transfer - Nonresident	-	-	-	-
Postbacs/Grads	-	-	-	-
<b>Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>



# Accreditation Update: Peer Comparator Institutions



# Peer Comparators 2024

Response to NWCCU Recommendations

# NWCCU Recommendations

The Commission recommends that Southern Oregon University:

- Recommendation 3: Fall 2023 Evaluation of Institutional Effectiveness - Benchmark their disaggregated student achievement indicators against student achievement indicators from regional and national peer institutions. (2020 Standard(s) 1.D.2)
- Recommendation 4: Fall 2023 Evaluation of Institutional Effectiveness - Use their benchmarked student achievement indicators to inform the creation of student achievement goals for the institution and to pursue continuous improvement efforts in planning, decision making, and allocation of resources to mitigate perceived gaps in achievement and equity. (2020 Standard(s) 1.D.3;1.D.4)

# Action and Timeline

Southern Oregon University is required to address these recommendations in an Ad Hoc report due Fall, 2025.

To address these recommendations, we are:

- Revising our regional and national peer comparator list (Fall 24/Winter 25);
- Selecting indicators to compare SOU with regional and national peers
- Special focus on disaggregated data for underrepresented populations
- Developing continuous improvement efforts in planning, decision making, and allocation of resources to mitigate any identified gaps in achievement and equity.

# Process for Revising Peer Comparators

1. Start with current list and suggested comparators (35 schools)
2. Compared SOU with current and suggested peers on relevant indicators
3. Explore other possible peer comparators using most recent IPEDS data
4. Seek input and feedback from campus constituents: Provost Leadership Council, Deans, Directors and Chairs, Faculty Senate, and Board of Trustees
5. Used the following data to pare list down to 14 schools
  - a. Enrollment
  - b. Retention
  - c. Graduation rate
  - d. % Pell-grant recipients
  - e. % BIPOC students

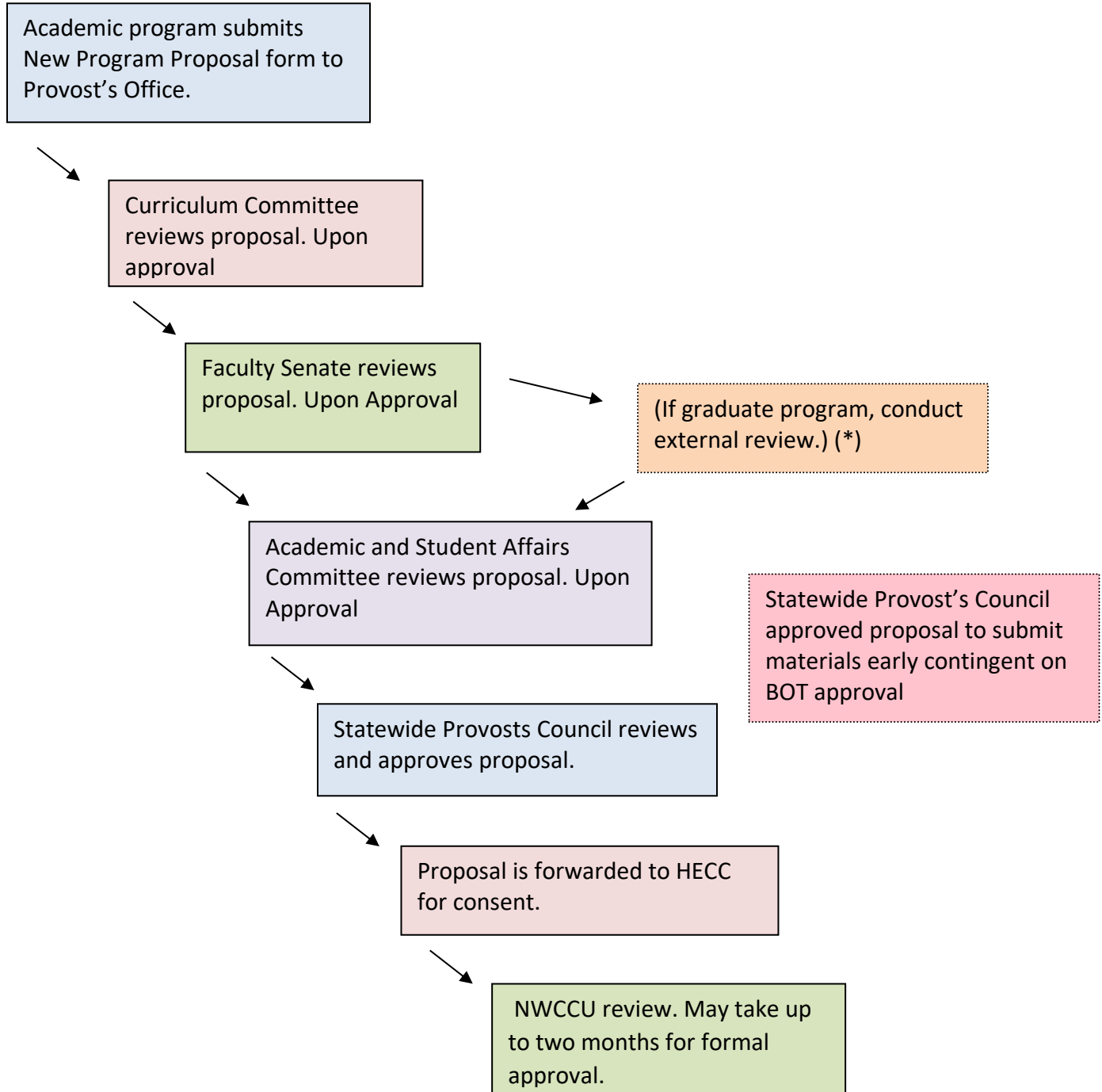
# Peer Comparators-Draft

Institution	State	Enrollment (Fall 2023)
Lewis-Clark State College	Idaho	2,277
Plymouth State University	New Hampshire	3,298
Eastern Oregon University	Oregon	2,201
University of Wisconsin-Parkside	Wisconsin	2,951
Longwood University	Virginia	2,957
Montana State University Billings	Montana	2,710
Pennsylvania State University-Penn State Altoona	Pennsylvania	2,412
Fort Lewis College	Colorado	3,070
Bemidji State University	Minnesota	3,120
Southern Utah University	Utah	9,533
Western Oregon University	Oregon	3,211
Eastern Washington University	Washington	6,517
Central Washington University	Washington	8,801
SOU	Oregon	2,911

# New Programs Approval Process Update

## New Academic Program Approval

Deadline: Preferred July, 28<sup>th</sup>. These steps are provided to give a general sense of the full timeline for program approval.



\*Because of the external review requirement, graduate program proposals should allow significantly more time for approval.



# New Certificate Programs (Action)

**Southern Oregon University  
Board of Trustees  
Academic and Student Affairs Committee**

**RESOLUTION  
New Certificate Programs**

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 degree and certificate programs:

1. Certification of Educational Requirements for Alcohol and Drug Counseling Certificate;
2. Pre-Veterinary Medicine Certificate;
3. Social Studies for Teachers Certificate; and
4. Sociology and Anthropology Certificate;

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 January 16, 2025, documentation.

VOTE:

DATE: January 16, 2025

Recorded by,

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Sabrina Prud'homme  
University Board Secretary

# **Certification of Educational Requirements for Alcohol and Drug Counseling Certificate\***

\*Nomenclature subject to change

## Curriculum Proposal for the 2025-2026 Catalog Year

School: Social Sciences (SSCI)

Department: SSCI- Human Service (HS)

Submitted by: Kelly Szott szottk@sou.edu

Type(s) of Submissions:

New Program Proposal(s)

Director Approval:

Proposal(s) is/are accurate and complete, continue with approval process.

### New Certificate

Program Name: Certificate in Educ. Prerequisites - CADC II

Long Version: Certificate in Educational Prerequisites for Certified Alcohol and Drug Counselor II (CADC-II)

CIP Code: 15.1501

Standalone?: Yes Coursework: Undergraduate coursework only

Required for major?: No Can Grad students pursue?: Yes

Program Start: Fall 2025

Overall Credit Minimum: 32

Catalog Language and Curriculum Requirements:

## Program Description:

This certificate will provide students with the educational requirements for the state-level Certificate in Alcohol and Drug Counseling II (CADC II). To officially earn the CADC II students will need to complete a required number of hours in the field and take a certification exam through the state of Oregon, neither of which are part of this SOU certificate. This certificate only provides the educational requirements for the CADC II. The CADC II as compared to the CADC I is intended to be a bachelor's level certification meaning that people who earn the state-level certification will likely also hold a bachelor's degree. The courses contained within this SOU certificate have been approved by MHACBO, which oversees the CADC.

Will this program support or be supported by other programs? Explain.

This certificate includes courses from the Sociology Anthropology, Psychology, and Health Education departments.

Are there similar majors, certificates, minors, etc. at SOU? How will this program impact those programs?

No. There is very minor overlap with the Human Service and Psychology majors. This certificate may increase enrollment in its courses, but not to a degree that will unduly enlarge the class rosters.

What are the learning outcomes for this program?

Students will gain the following:

A beginning knowledge of and practice with basic counseling skills including group counseling and ethics; Knowledge of the psychopharmacology of drugs of addiction;

The basics of infectious disease risk assessment and risk reduction;

Competency in applying the American Society of Addiction Medicine (ASAM) clinical evaluation and placement criteria;

An awareness of antiracist and sexuality and gender-affirming approaches to work in psychology; and

An understanding of co-occurring mental health and substance use disorders

How does this proposed program support SOU's mission and strategic plan goals?

This certificate aligns with the SOU Mission's promotion of "student success, professional preparation, and civic engagement through service excellence, evolving technologies, and innovative curriculum." This certificate provides professional preparation by aiding students in eventually achieving a certification that leads directly to professional work in the community. This certificate is innovative in that it aligns directly with a state certification. This certificate would align with SOU's strategic goals in several ways.

Strategic Direction I, Goal One: This certificate will lead students to "connect directly with the challenges of our community, region, and world" through the opportunity to complete coursework that will provide a well-rounded education in service to providing counseling to those struggling with substance use disorder. In line with this same goal, this certificate will prepare students to "create lives of purpose" by preparing students for careers in which they support the well-being of others.

Strategic Direction IV, Goal Three: Core courses for this certificate emphasize multicultural considerations related to substance use counseling, as well as interpersonal communication/helping skills, helping to "prepare learners...to work, live, and communicate effectively across differences in order to thrive in an increasingly diverse world."

Describe how this program supports one or more of the points of the triangle (supporting the liberal arts foundation, regional responsiveness, and-or creativity and innovation).

This certificate supports a liberal arts foundation by exposing students to multiple academic disciplines and emphasizing both conceptual knowledge and practice-oriented skills. Students who receive this certificate will have been exposed to a variety of different perspectives on substance use and addiction from neuroscientific to counseling-oriented to sociological. This certificate is directly responsive to a need in our region for a larger behavioral health workforce.

Does the program serve a specific population or meet a specific need not captured through the data provided above?

Lightcast data has not yet been secured from this certificate.

Will this program provide any opportunities to attract and retain students from underserved populations. Are there existing programs or resources that might help recruit these students?

Cannot respond to this question because Lightcast data has not been obtained. However, based on my knowledge of the region, there is no other institution or organization offering the educational requirements for the CADC II in the area. There may be programs offering the educational requirements for the CADC I--but not the CADC II.

Will new or additional faculty be needed to provide this program? Please explain how you arrived at the answer provided. If additional faculty teaching hours are needed, how will that need be met?

No. This certificate utilizes pre-existing courses.

Will new or additional administrative support be needed to provide this program?

No. The Human Service, SOAN, and Psychology programs have adequate administrative support to assist with this new certificate.

Will new or additional resources (facilities, equipment, etc.) be needed to provide this program? How will those needs be met?

No. There are no new facilities or equipment needed for this program.

Will new curriculum be needed to deliver this program?

No. All of the courses in this certificate are already in the catalog and will be offered regularly.

Sufficient information resources are necessary to ensure the quality of new programs and to meet accreditation requirements. Contact your library faculty subject liaison to arrange a collection assessment demonstrating the level of current and-or needed information resource support for the proposed program. Upload a copy of the report with this proposal. (Library Assessment Attached following these questions.)

A library assessment will be uploaded.

What impacts will any prerequisites or other course requirements have on other departments? The relevant chairs or program directors should be notified to

determine if those departments/programs have sufficient capacity to meet these requirements. Provide a brief statement about your discussions and research into this possible impact. You will be required to upload documented verification of your discussions and/or additional research details.

Some of the courses in this certificate have the prerequisite of SOAN 204 or PSY 201 & 202, or junior-level standing. Documentation from the Chairs of Psychology and SOAN are included with this proposal. Both approve of this certificate.



## **Educational Requirements for the Certificate in Alcohol and Drug Counseling II (CADC II)**

*32, 33, or 35 credits*

The educational requirements for the CADC II provide students with the necessary topical coursework towards achieving the state-level CADC II. To receive the state-level certification students must also complete hours in the field and pass a certification exam. These are not provided for with this SOU certificate. Those with the state-level CADC II designation (i.e., have completed the educational requirements, field hours, and exam) provide one-on-one and group counseling to patients with substance use disorder to help them identify the underlying causes of their substance use problems and provide information about relevant treatment options. Students must earn a grade of C or higher in each course that is counted toward the certificate and must achieve a minimum GPA of 2.7 in the 32, 33, or 35 credits of coursework listed below. Some required courses for certificate have prerequisites, including PSY201Z and SOAN 204, 205, or 213.

### **Educational Requirements for the CADC II (32, 33, or 35 credits)**

Complete each of the following:

- PSY 438 – Group Dynamics 4 credits **OR** PSY 319 Personal Development: Group Exploration 1 or 2 credits
- PSY 457 – Psychopharmacology 4 credits
- PSY 471 – Introduction to Helping Skills 4 credits
- PSY 475 – Crisis Intervention 4 credits
- PSY 479 – Psychological Disorders 4 credits
- PSY 487 – Multicultural Psychology 4 credits
- SOAN 321 – The Human Service Profession 4 credits
- SOAN 315a – High Society: Drugs, Health, and Policy 4 credits
- HE 453 – Drugs in Society 3 credits

MEMORANDUM

TO: Kelly Szott, Sociology and Anthropology  
FROM: Emily Miller-Francisco, Sociology and Anthropology and Collection Development Librarian  
DATE: July 26, 2024  
SUBJECT: Resources to support proposed Alcohol and Drug Counseling 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).

LIBRARY INFORMATION RESOURCES

Hannon Library has several databases that can support student research on alcohol and drug counseling topics. For the broader social science scope, we have the Social Science Premium Collection and Ebsco's SocIndex. For students interested in a psychology or counseling perspective, we have PsycInfo. Public health questions can be explored with the Public Health Database. And students who prefer a more medical approach can research in Medline.

In addition to disciplinary databases, another option is to search our general Hannon Library Search catalog that provides access to all of our full-text journals, including many journals from Elsevier and Wiley. We have over 110 journals related to the subject of substance abuse, and another 40 focused more specifically on substance abuse disorders. Our journals include prominent titles such as Drug and Alcohol Dependence, Addictive Behaviors, Addiction, Drug and Alcohol Review, Journal of Substance Abuse Treatment, Psychology of Addictive Behaviors, the APA American Journal on Addictions, and the International Journal of Mental Health and Addiction. The Hannon Library also facilitates access to Open Access journals such as the Harm Reduction Journal and the Journal of Behavioral Addictions. Students can easily request articles that we don't have through interlibrary loan and receive them in just a day or two.

For students who need book-level information for their alcohol and drug counseling research, we have 989 books that have both a subject heading on treatment and a subject heading on either drug abuse, drug addiction, substance abuse, or alcoholism. Of these, 345 have been published within the past 10 years. If a student's needs go beyond what they can find here, they can search our library consortium's books where they'll find an additional 4555 books with these subject headings, 945 published within the past 10 years. These can be requested for free and generally come within a week.

ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED ALCOHOL AND DRUG COUNSELING CERTIFICATE

Hannon Library's holdings of books and journals relating to alcohol and drug counseling are adequate to support a certificate-level program in this area. Please use these amounts in the HECC Budget Outline Form:

<b>Library/Printed</b>	<b>\$0.00</b>
<b>Library/Electronic</b>	<b>\$0.00</b>

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

# Pre-Veterinary Medicine Certificate

## Curriculum Proposal for the 2025-2026 Catalog Year

School: Science & Business (BCEM)

Department: BCEM- Biology (BIO)

Submitted by: Jacob Youngblood youngjaco@sou.edu

Type(s) of Submissions: New Program Proposal(s)

Director Approval: Proposal(s) is/are accurate and complete, continue with approval process.

### New Certificate

Program Name: Pre-Veterinary Medicine

Long Version:

CIP Code: 26.0102

Standalone?: Yes Coursework: Undergraduate coursework only

Required for major?: Yes Can Grad students pursue?: Yes

Program Start: Fall 2025

Overall Credit Minimum: 53

Catalog Language and Curriculum Requirements:

## Program Description:

The Certificate in Pre-Veterinary Medicine prepares students to pursue a Doctorate in Veterinary Medicine (DVM). The certificate equips students with the skills and knowledge they need to succeed in the professional veterinary curriculum, and when completed alongside a bachelor's degree, the certificate fulfills prerequisites for admission to many DVM programs, including the Carlson College of Veterinary Medicine at Oregon State University.

Will this program support or be supported by other programs? Explain.

In addition to Biology, this certificate includes courses from the following programs: Chemistry, Mathematics, Psychology, Health and Exercise Science, Sociology and Anthropology.

Are there similar majors, certificates, minors, etc. at SOU? How will this program impact those programs?

BCEM offers multiple pre-professional certificates, including Pre-Nursing, Pre-Medical, and Pre-Dental/Pre-Optometry. The new certificate in Pre-Veterinary Medicine will minimally impact these programs and will in fact complement them by clarifying additional career pathways in healthcare and biomedical sciences.

What are the learning outcomes for this program?

1. Communicate biomedical and zoological concepts clearly to targeted audiences.
2. Understand your responsibility as a veterinarian to ethically conduct and communicate research that benefits society.
3. Investigate biomedical and zoological questions and draw conclusions.
4. Believe that one has the skills and knowledge to succeed as a veterinarian.
5. Collaborate with diverse teams to achieve common goals.
6. Apply the core concepts of biology to predict outcomes of novel situations.

How does this proposed program support SOU's mission and strategic plan goals?

By preparing students for the veterinary curriculum, this program will support SOU's mission of being a "regionally engaged learning community" that emphasizes student success, professional preparation, and civic engagement. This certificate will help address our region's shortage of trained healthcare professionals and will support Strategic Direction I, which states that SOU will transform its pedagogy and curriculum to enhance student success.

Describe how this program supports one or more of the points of the triangle (supporting the liberal arts foundation, regional responsiveness, and-or creativity and innovation).

Liberal arts: By emphasizing hands-on learning, this certificate will contribute to SOU's liberal arts foundation and will enhance education in the natural sciences, which is one of the four pillars of a liberal arts education.

Regional responsiveness: This certificate will help meet southern Oregon's high demand for trained healthcare professionals.

Creativity/Innovation: This certificate would be Oregon's first formal academic program centered on Pre-Veterinary Medicine.

Does the program serve a specific population or meet a specific need not captured through the data provided above?

This program would serve all undergraduate, graduate, and post-baccalaureate students who wish to pursue a DVM or a career working with animals. The Lightcast analysis has been scheduled but not yet completed.

Will this program provide any opportunities to attract and retain students from underserved populations. Are there existing programs or resources that might help recruit these students?

Initially, this program will serve students majoring in Biology or Biomedical Sciences, which include student populations that are diverse in their experiences and identities. By providing these students with the skills and knowledge they need to pursue a career in veterinary medicine, this program will attract and retain the next generation of diverse veterinarians and animal scientists.

Will new or additional faculty be needed to provide this program? Please explain how you arrived at the answer provided. If additional faculty teaching hours are needed, how will that need be met?

No. All courses listed are already being taught on a regular basis by current faculty.

Will new or additional administrative support be needed to provide this program?

No. Current administrative support will be sufficient. This program leverages existing resources to clarify curriculum decisions and career pathways for students.

Will new or additional resources (facilities, equipment, etc.) be needed to provide this program? How will those needs be met?

No. Current resources will be sufficient. This program leverages existing resources to clarify curriculum decisions and career pathways for students.

Will new curriculum be needed to deliver this program?

No new curriculum is needed to deliver this program.

Sufficient information resources are necessary to ensure the quality of new programs and to meet accreditation requirements. Contact your library faculty subject liaison to arrange a collection assessment demonstrating the level of current and-or needed information resource support for the proposed program. Upload a copy of the report with this proposal. (Library Assessment Attached following these questions.)

See attached Library Assessment concluding that current library resources are adequate to support a certificate in pre-veterinary medicine.

What impacts will any prerequisites or other course requirements have on other departments? The relevant chairs or program directors should be notified to determine if those departments/programs have sufficient capacity to meet these requirements. Provide a brief statement about your discussions and research into this possible impact. You will be required to upload documented verification of your discussions and/or additional research details.

The certificate could increase enrollment in other department's courses, but this impact will initially be minimal because most of the certificate's requirements are already requirements or electives for students majoring in Biology or Biomedical Sciences. The Chairs of Chemistry, Health & Exercise Science, Mathematics, and Sociology & Anthropology are supportive of the certificate (see attached).



## **PROPOSED CURRICULUM FOR CERTIFICATE IN PRE-VETERINARY MEDICINE**

### **53-61 credits**

*The Certificate in Pre-Veterinary Medicine prepares students to pursue a Doctorate in Veterinary Medicine (DVM). The certificate equips students with the skills and knowledge they need to succeed in the professional veterinary curriculum, and when completed alongside a bachelor's degree, the certificate fulfills prerequisites for admission to many DVM programs, including the Carlson College of Veterinary Medicine at Oregon State University.*

*This certificate is a standalone program open to all undergraduate, graduate, and post-baccalaureate students who wish to pursue a career in veterinary medicine and have completed the necessary prerequisite course work: two quarters of precalculus (MTH 111Z and MTH 112Z), three quarters of introductory biology with lab (BI 211/L, BI 212/L, and BI 213/L), and three quarters of general chemistry with lab (CH 221+227, CH 222+228, CH 223+229). The certificate is designed for students majoring in Biology or Biomedical Sciences, who typically complete the above prerequisites in years 1-2 of their program. Students of other majors should develop a plan to complete the prerequisites in consultation with their major advisor and the advisor for Pre-Veterinary Medicine (Dr. Jacob Youngblood, [youngjaco@sou.edu](mailto:youngjaco@sou.edu)). Undergraduate students who do not intend to complete a bachelor's degree before pursuing a DVM are typically required by DVM programs to complete a certain number of credit hours in English writing, public speaking, social sciences, and humanities. Many DVM programs require or strongly recommend that students complete a bachelor's degree.*

*All courses taken for the certificate must be completed with a grade of C- or better.*

### **Core Requirements (46-52 credits)**

#### Biology (12 credits)

- BI 314/L Comparative Animal Physiology (4 credits)
- BI 341/L Genetics (4 credits)
- BI 342/L Cell Biology (4 credits)

#### Chemistry (24 credits)

- CH 334 Organic Chemistry I (3 credits)
- CH 335 Organic Chemistry II (3 credits)
- CH 336 Organic Chemistry III (3 credits)
- CH 337/R Organic Chemistry Laboratory I (3 credits)
- CH 339/R Organic Chemistry Laboratory II (3 credits)
- CH 341/R Organic Chemistry Laboratory III (3 credits)
- CH 451 Biochemistry I (3 credits)
- CH 452 Biochemistry II (3 credits)

#### Physics (6-12 credits)

- PH 201 General Physics I (3 credits) *and* PH 202 General Physics II (3 credits)
- or*
- PH 221/R General Physics w/ Calc I + PH 224 General Physics Laboratory I (6 credits) *and* PH 222/R General Physics w/ Calc II + PH 225 General Physics Laboratory I (6 credits)

#### Statistics (4 credits)

- STAT 243Z Elementary Statistics I (4 credits)

**Upper-Division Electives (7-9 credits)**

Take one course in Biomedical Sciences (3-5 credits):

- BI 420/L Developmental Biology (4 credits)
- BI 425/L Molecular Biology (4 credits)
- BI 426 Genomics (3 credits)
- BI 451/L Microbiology (5 credits)
- BI 456 Immunology (3 credits)
- BI 457 Virology (3 credits)
- CH 453 Biochemistry III (3 credits)
- SOAN 365 Epidemiology (4 credits)
- HE 325 Nutrition (3 credits)
- PSY 351 Behavioral Neuroscience (4 credits)\*
- PSY 457 Psychopharmacology (4 credits)\*

Take one course in Zoology (4 credits):

- BI 414/L Environmental Physiology (4 credits)
- BI 415/L Mammalogy (4 credits)
- BI 417/L Vertebrate Natural History (4 credits)
- BI 480/L Animal Behavior (4 credits)
- PSY 340 Comparative Psychology (4 credits)\*

\* designates course that requires additional prerequisite or instructor approval

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## Proposed Certificate in Pre-Veterinary Medicine

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Anna Oliveri <oliveria@sou.edu>  
To: Jacob Youngblood <youngjaco@sou.edu>

Fri, Jul 26, 2024 at 11:03 AM

I think this looks great Jacob! Thank you for sending it my way to look over. :)

On Mon, Jul 22, 2024 at 12:45 PM Jacob Youngblood <youngjaco@sou.edu> wrote:

Hi Anna,

I am following up on our conversation from last week to share an updated version of the proposed Certificate in Pre-Veterinary Medicine, which includes some of your department's courses. By clarifying how SOU students can fulfil the prerequisites for DVM programs, the certificate will attract new students and guide current students through key curriculum decisions.

One notable update is that we would like to propose the certificate as a standalone program so that it could potentially be pursued by other majors or post-bacs. Thus, the certificate would be "open to all undergraduate, graduate, and post-baccalaureate students who previously completed two quarters of precalculus (MTH 111Z and MTH 112Z), three quarters of introductory biology with lab (BI 211/L, BI 212/L, and BI 213/L), and three quarters of general chemistry with lab (CH 221+227, CH 222+228, CH 223+229)."

See attached and please let me know if you have any questions or comments. I have also attached an overview of vet school prerequisites for your reference.

Sincerely,  
Jacob

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**Jacob Youngblood, Ph.D.**

Pronouns: he/him  
Assistant Professor  
Department of Biology  
Southern Oregon University  
p: 541-552-6864  
email: [youngjaco@sou.edu](mailto:youngjaco@sou.edu)

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## Proposed Certificate in Pre-Veterinary Medicine

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Jacob Youngblood <youngjaco@sou.edu>

Tue, Jul 23, 2024 at 11:08 AM

To: Curtis Feist <feistc@sou.edu>

Cc: Lisa Wileman <wilemanl@sou.edu>, Marissa Martes <martesm@sou.edu>

Thanks Curtis!

We did consider including calculus, but we left it off because our pre-professional certificates are designed to capture the "minimum required prerequisites". Another consideration was that this certificate already exceeds the typical number of credits required for a certificate... The main issue is that DVM programs require 1-2 college-level math classes, but they do not seem too concerned about the level of that math.

On Tue, Jul 23, 2024 at 9:53 AM Curtis Feist <feistc@sou.edu> wrote:

Hi Jacob,

This sounds like a really good idea.

We will welcome any additional students this might bring to our pre-Calc. courses. We'd love it if you included some calculus as well, but I'm sure you considered that and decided it wasn't the way to go.

Cheers and thanks for reaching out,

Curtis

On Mon, Jul 22, 2024 at 1:01 PM Jacob Youngblood <youngjaco@sou.edu> wrote:

Hi Curtis,

The Biology Department is planning to propose a new Certificate in Pre-Veterinary Medicine, which includes your department's courses and will complement the other newly approved pre-professional certificates (pre-dental, pre-medical, etc). By clarifying how SOU students can fulfil prerequisites for DVM programs, the certificate will attract new students and guide current students through key curriculum decisions.

We would like to propose the certificate as a standalone program so that it could potentially be pursued by other majors or post-bacs. Thus, the certificate would be "open to all undergraduate, graduate, and post-baccalaureate students who previously completed two quarters of precalculus (MTH 111Z and MTH 112Z), three quarters of introductory biology with lab (BI 211/L, BI 212/L, and BI 213/L), and three quarters of general chemistry with lab (CH 221+227, CH 222+228, CH 223+229)."

See attached and please let me know if you have any questions or comments. I have also attached an overview of vet school prerequisites for your reference.

Sincerely,  
Jacob

--

**Jacob Youngblood, Ph.D.**

Pronouns: he/him

Assistant Professor

Department of Biology

Southern Oregon University

p: 541-552-6864

email: [youngjaco@sou.edu](mailto:youngjaco@sou.edu)

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## Proposed Certificate in Pre-Veterinary Medicine

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Joel Perkins <perkinsj@sou.edu>  
To: Jacob Youngblood <youngjaco@sou.edu>

Wed, Jul 24, 2024 at 11:03 AM

Good morning, Jacob,  
Looks good. We don't have any reservations about you adding the HE 325 Nutrition course to your proposal. Good luck!

Respectfully,

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

On Mon, Jul 22, 2024 at 1:37 PM Jacob Youngblood <youngjaco@sou.edu> wrote:

Hi Joel,

As you can see in my previous email to Ryan, The Biology Department is proposing a new certificate in Pre-Veterinary Medicine, which includes one of your department's courses (HE 325) and will complement the other newly approved pre-professional certificates (pre-PA, pre-dental, etc).

See attached curriculum and please let me know if you have any questions or comments. I have also attached an overview of vet school prerequisites for your reference.

Sincerely,  
Jacob

On Mon, Jul 22, 2024 at 1:34 PM Ryan Weatherwax <weatherwr@sou.edu> wrote:

Hi Jacob,

Thanks for reaching out to share the information. I have included our department chair, Joel Perkins, in this email.

I hope you are enjoying the summer.

Cheers,  
Ryan

On Mon, Jul 22, 2024 at 1:23 PM Jacob Youngblood <youngjaco@sou.edu> wrote:

Hi Ryan,

I am Jacob Youngblood from the Biology Department, and I am reaching out to you on Nick Stewart's recommendation because I could not identify the Chair of Health and Exercise Science.

The Biology Department is proposing a new certificate in Pre-Veterinary Medicine, which includes one of your department's courses (HE 325) and will complement the other newly approved pre-professional certificates (pre-PA, pre-dental, etc).

See attached curriculum and please let me know if you have any questions or comments. Alternatively, please direct me to your department's chair so I can share the proposed certificate with them.

Sincerely,  
Jacob

--

**Jacob Youngblood, Ph.D.**

Pronouns: he/him

Assistant Professor

Department of Biology

Southern Oregon University

p: 541-552-6864

email: [youngjaco@sou.edu](mailto:youngjaco@sou.edu)

--

**Ryan Weatherwax, PhD, CSCS, ACSM-EP (he/him)**

Assistant Professor

Health and Exercise Science

Southern Oregon University

Office: Lithia Motors Pavilion 007

Email: [weatherwr@sou.edu](mailto:weatherwr@sou.edu)

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## Proposed Certificate in Pre-Veterinary Medicine

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Jessica Piekielek <piekielj@sou.edu>  
To: Jacob Youngblood <youngjaco@sou.edu>

Mon, Jul 22, 2024 at 3:00 PM

Hi Jacob,

This certificate is a great idea and we would be happy to have pre-vet students in SOAN 365. This class is typically offered every other year by Larry Gibbs.

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](#)

On Mon, Jul 22, 2024 at 1:07 PM Jacob Youngblood <youngjaco@sou.edu> wrote:

Hi Jessica,

I am a member of the Biology Department, and I am reaching out because our department is proposing a new Certificate in Pre-Veterinary Medicine, which includes one of your department's courses (SOAN 365) and will complement the other newly approved pre-professional certificates (pre-dental, pre-medical, etc).

See attached curriculum and please let me know if you have any questions or comments. I have also attached an overview of vet school prerequisites for your reference.

Sincerely,  
Jacob

--

**Jacob Youngblood, Ph.D.**  
Pronouns: he/him  
Assistant Professor  
Department of Biology  
Southern Oregon University  
p: 541-552-6864  
email: [youngjaco@sou.edu](mailto:youngjaco@sou.edu)

MEMORANDUM

TO: Jacob Youngblood, Biology  
FROM: Emily Miller-Francisco, Biology and Collection Development Librarian  
DATE: July 24, 2024  
SUBJECT: Resources to support proposed Pre-Veterinary Medicine 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).

LIBRARY INFORMATION RESOURCES

Hannon Library provides a number of information resources that support bachelor-level programs in biology and chemistry. The proposed Pre-Veterinary Medicine program relies primarily on these two areas, and we don't foresee students' information needs going beyond what we have for this certificate. However, for students who are specifically interested in veterinary topics, the most appropriate indexes would be ProQuest Central and MEDLINE.

Another option would be to search our general Hannon Library Search catalog that provides access to all of our full-text journals, including many journals from Elsevier, Wiley, and Springer. We have over 190 journals related to veterinary science, including prominent titles such as Frontiers in Veterinary Science, Animals, Transboundary and Emerging Diseases, Vaccine, Theriogenology, Veterinary Microbiology, Animal Nutrition, Veterinary Quarterly, and BMC Veterinary Research. A student can request articles that we don't have through interlibrary loan and receive them in just a day or two.

Although we don't generally purchase books in veterinary science we do have 87 ebooks that were published within the past 10 years and given the subject heading "Veterinary medicine." We have another 14 current ebooks on "Animal diseases." We are also in a library consortium with Oregon State University and Washington State University who both have fully-fledged veterinary science programs. Looking in our shared system, there are 817 books on "Veterinary medicine" published in the past 10 years, and another 127 on "Animal diseases." Students can request needed books through our shared system for free and get them within a week.

ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED PRE-VETERINARY MEDICINE CERTIFICATE

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

<b>Library/Printed</b>	<b>\$0.00</b>
<b>Library/Electronic</b>	<b>\$0.00</b>

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



# **Social Studies for Teachers Certificate**

## **(Minor-to-Certificate Conversion)**

## Curriculum Proposal for the 2025-2026 Catalog Year

School: Social Sciences (SSCI)

Department: SSCI- Social Sciences (SSCI)

Submitted by: Bri Stinn stinnb@sou.edu

Type(s) of Submissions:

New Program Proposal(s)

Director Approval:

Proposal(s) is/are accurate and complete, continue with approval process.

### New Certificate

Program Name: Social Studies for Teachers

Long Version: Certificate in Social Studies for Teachers

CIP Code: 45.0100

Standalone?: Yes Coursework: Undergraduate coursework only

Required for major?: No Can Grad students pursue?: No Program

Start: AY 2025-2026

Overall Credit Minimum: 35

## Program Description:

The Social Studies for Educators Certificate is an interdisciplinary social science certificate that helps prepare students interested in teaching middle or high school (secondary-level) social studies.

Will this program support or be supported by other programs? Explain.

This certificate was developed through close consultation between Sean McEnroe, Bret Anderson, and Jessica Piekielek in the School of Social Science and Nigel Waterton and Jessica Longhurst in Education.

Are there similar majors, certificates, minors, etc. at SOU? How will this program impact those programs?

There are no other similar certificates.

What are the learning outcomes for this program?

Identify and describe social science concepts and theories to explain economic, political, and socio-environmental phenomena

Discuss US and world history, culture, politics, and economics

Describe and compare different social science disciplines and methods

How does this proposed program support SOU's mission and strategic plan goals?

The field is not required by a certificate

Describe how this program supports one or more of the points of the triangle (supporting the liberal arts foundation, regional responsiveness, and-or creativity and innovation).

The field is not required by a certificate

# Sociology and Anthropology Certificate

## (Minor-to-Certificate Conversion)

**SO** | **Southern OREGON**  
**U** | **UNIVERSITY** 2024-2025 Curriculum Committee  
Curriculum Proposal for the 2025-2026 Catalog Year

School: Social Sciences (SSCI)

Department: SSCI- Sociology & Anthropology (SOAN)

Submitted by: Jessica Piekielek piekielj@sou.edu

Type(s) of Submissions:

New Program Proposal(s)

Director Approval:

Proposal(s) is/are accurate and complete, continue with approval process.

New Certificate from Minor

Minor Converting: Convert Sociology and Anthropology minor to cert

Program Name: Sociology and Anthropology

Long Version:

CIP Code: 45.1301

Standalone?: Yes Coursework: Undergraduate coursework only

Required for major?: No Can Grad students pursue?: No

Program Start: September 2025

Overall Credit Minimum: 28

Catalog Language and Curriculum Requirements:

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

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

What impacts will any prerequisites or other course requirements have on other departments/programs? The relevant chairs or program directors should be notified to determine if those departments/programs have sufficient capacity to meet these requirements. Provide a brief statement about your discussions and research into this possible impact. You will be required to upload documented verification of your discussions and/or additional research details.

This minor to cert conversion will not impact other programs.

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 add'l teaching hours required

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

No add'l space or equipment required

Contact your library faculty subject liaison to confirm resources are sufficient to meet the needs of this program. Provide a description of these findings. You will be required to upload documentation of your discussions. (Library Assessment Attached following these questions.)

\$0 impact according to library

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

No other resources required for

MEMORANDUM

TO: Jessica Piekielek, Sociology and Anthropology  
FROM: Emily Miller-Francisco, Sociology and Anthropology and Collection Development Librarian  
DATE: July 11, 2024  
SUBJECT: Resources to support proposed Sociology and Anthropology 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 Sociology and Anthropology 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 are a few proposed alterations in the current proposal. However, since the new courses are a relatively small percentage of the total required, there should be minimal changes in information resource needs.

ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED CERTIFICATE IN SOCIOLOGY AND ANTHROPOLOGY

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

<b>Library/Printed</b>	<b>\$0</b>
<b>Library/Electronic</b>	<b>\$0</b>

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

# Student Core Information System Replacement Project (CISR) Report



# Workday Student



# Project Timeline

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June 2024-Aug. 2025

Project Teams Build & Test

Sept. 2025

Prospective Students Apply for Fall 2026

Sept. 2025-March 2026

Project Teams Test, Training Begins

April 2026

Students Register for Fall 2026

Sept. 2026

Advising and Billing Go Live

June 2027

Banner Contract Expires

# Recent Advancements

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## Admissions

- Applicants can accept admission without payment
- Matriculation fee applies to tuition (aligns with other OR schools)

## Student Records

- Override requests made by students and approved by instructors
- Bulk course registration process vastly simplified
- Students with overloads can be tracked more readily
- Students alerted when registering for a course they have already passed

# More Advancements

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## Financial Aid

- Automated calculation of cost of attendance
- Extensive automation of routine business processes
- Real-time information for everyone (students, staff, regulators)

## Student Financials

- Students can initiate a payment plan
- Refunds can be processed in bulk
- Course fees are more transparent

# Even More Advancements

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## Academic Foundations

- Holds are more granular
- Onboarding of new students is more coordinated

## Curriculum & Advising

- Allows students in Advanced Southern Credit to create accounts and self-enroll in courses
- Advisors can be assigned automatically instead of manually
- Override requests are streamlined
- Corequisite enrollment supports cohorts (e.g., theater students)

# Change Management

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## Campus Communication

- Visits to Provost's Leadership Council, Chairs and Deans, Faculty Senate
- Routine reports to Staff Assembly 😊
- Participation in Campus Conversation
- Newsletters for all employees

## Project Outreach

- Initiating Faculty Advisory Group and "CISR Connect" for staff
  - Expand awareness of impending changes
  - Help us shape our communication, engagement, and training



[sou.edu/cisr](https://sou.edu/cisr)

# Future Meetings



# Adjournment