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BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE

May 8, 2020
Teleconference

Agenda

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1.0   Action Items

1.1   Resolution ASA04-20
Approval of Policy 2.11Rev, Faculty Workload

Dr. Thiel, VP for Academic and Student Affairs, will present Resolution ASA04-20, Revision of Policy 2.11Rev, Faculty Workload.

1.2   Resolution ASA05-20
Approval of Bachelor of Science in Information Security Program

Dr. Thiel will present the proposal for the Bachelor of Science in Information Security Program.

2.0   Information Items

2.1   Academic & Student Affairs Executive Report

Dr. Thiel will report on recent activities in Academic & Student Affairs.

2.2   Spring Commencement

Dr. Thiel will summarize the plan for a virtual commencement on May 16, 2020.

2.3   Summer Enrollment

Ms. Tami Sheets, Registrar, will provide an update on summer enrollment numbers.

RESOLUTION ASA04-20

REVISION OF POLICY 2.11REV, FACULTY WORKLOAD

WHEREAS, Policy 2.11Rev, Faculty Workload, was last reviewed and approved by the Board of Trustees on September 2009, and requires updating; and

WHEREAS, a systematic review of institutional policies has been undertaken at the direction of the President in order to remove outdated policies, and to modify and update policies; and

WHEREAS, a modification of the policy is recommended in order for the University workload to reflect all levels of graduate programs; and

WHEREAS, Policy 2.11, Faculty Workload, has been recommended by the President for Board of Trustees approval;

THEREFORE, BE IT RESOLVED that the Board of Trustees of Shawnee State University hereby approves revision of Policy 2.11, Faculty Workload.

May 8, 2020

Shawnee State University

Shawnee State University is largely an undergraduate institution with some graduate level programs. The University recognizes that classroom hours are a significant component of faculty workload. Besides classroom hours, faculty workload also includes classroom preparation, research or scholarship, and service which advances the University mission. ~~In accordance with the recommendation of the Board of Regents' Advisory Committee on Faculty Workload Standards & Guidelines (2/18 /94) and~~ under the authority of RC § 3345.45, the Board of Trustees establishes the following faculty workload policy.

1.0   The normal academic year classroom teaching load for full-service (FS) and full service temporary (FST) faculty teaching on the semester system is greater than or equal to 24 credit hours.

2.0   As an undergraduate Institution with limited graduate programs, the University's teaching load expected of (FS and FST) faculty should represent 70-80% of their total workload except for departments with ~~master's~~ graduate degree programs.

3.0   Faculty workload should also include required research, scholarship, or service which advances the University mission. The research, scholarship or service must be substantial and measurable. Faculty members should be accountable for meeting expectations in teaching excellence, meaningful scholarship and substantial service.

4.0   The normal academic year classroom teaching load for full-time instructors (FTI) on the semester system is 30 credit hours.

5.0   Teaching load for full-time instructors shall represent up to 90% of their total workload. The remaining time shall be dedicated to service in the form of committee meetings, scheduled office hours, etc.

Shawnee State University

POLICY TITLE:	FACULTY WORKLOAD
POLICY NO:	2.11REV
ADMIN. CODE:	3362-2-12
PAGE NO:	1 OF 1
EFFECTIVE DATE:	05/08/2020
NEXT REVIEW DATE:	05/2023
RESPONSIBLE OFFICER(S):	PROVOST
APPROVED BY:	BOARD OF TRUSTEES

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History
Effective: 06/10/94
Revised: 05/2020; 09/11/2009

RESOLUTION ASA05-20

ADOPTION OF THE BACHELOR OF SCIENCE IN INFORMATION SECURITY PROGRAM

WHEREAS, a new Bachelor of Science in Information Security Program proposal was developed and approved by the faculty within the Department of Business with input from personnel and alumni working in the cybersecurity industry; and

WHEREAS, Shawnee State University's shared governance committees (Academic Resource Management Committee, Educational Policy and Procedures Committee, Distance Learning Committee, and the University Faculty Senate) approved the proposal for a new Bachelor of Science in Information Security Program; and

WHEREAS, the new Bachelor of Science in Information Security Program proposal has been recommended by the President for Board of Trustees approval;

THEREFORE, BE IT RESOLVED that the Board of Trustees of Shawnee State University hereby approves the offering and delivery of the Bachelor of Science in Information Security Program.

May 8, 2020

ARMF – Academic Resource Management Form

Directions: This form should be completed using **11-point font** or larger, and should be no longer than six pages (excluding the signature/comment pages and references). For purposes of expediting the resource review, forms may be forwarded electronically by the initiator and from one administrative level to another.

Procedures:

1. Initiator of proposal for curriculum/program change completes ARMF and submits to appropriate chairperson/supervisor.

2. Chairperson/supervisor reviews ARMF, provides comments, and forwards to appropriate Dean.

3. Dean reviews ARMF, provides comments, and forwards to Office of Provost.

4. Office of Provost sends electronic copies of ARMF to a committee called the Academic Resource Management Committee (ARMC) composed of the Provost, Academic Deans, Vice President of Finance and Administration (or designee), and University Faculty Senate President (or designee).

5. Office of the Provost will schedule a meeting. An electronic copy of the proposal will be sent to all faculty five working days in advance of the meeting.

6. Meeting dates will be held on a regular schedule – third Tuesday of the month - during the academic year beginning in September and ending in April. An additional meeting date will be offered in July.

7. During the meeting, the initiator will present information on his/her proposal to the ARMC. The initiator may invite others to present information on behalf of the proposal.

8. Following the presentation, the ARMC will vote on the proposal. The vote will determine whether the Committee:

    a. recommends immediate use of resources in support of the proposal,

    b. recommends that the proposal be held in abeyance until such time when resources may be available, or

    c. does not recommend use of resources for the proposal.

9. Recommendation is forwarded by ARMC to initiator.

Name(s) of proposal initiator(s): Dovel Myers, James Reneau and Janice Johnson
Department(s)/College(s): **Department of Business Administration/ CPS**

Type of curriculum change (check one):

☐New major requiring new courses/resources
☒New Concentration in existing degree/program
☐Curricular customization of existing program for off-campus cohort group
☐New Minor or certificate requiring 3 or more new courses and/or new resources
☒Existing program redirection or shift in emphasis (3 or more new courses and/or new resources). If program is adding the same number of courses as it is eliminating (= no net change in number of

courses), no ARMF is necessary.

Name of degree, major, concentration, certificate, or minor. Briefly describe the curriculum plan/template. Market driven and employer need to change
In the past ten years it has come apparent the nature of the employment market has changed as well as the structure and makeup the student body at Shawnee State University. Our recent email survey of employers as well as data from the Ohio Means Jobs and Federal Bureau of Labor shows that the job market has shifted heavily to Information technology, Cybersecurity and Data Analytics. Due to these changes we have decided to modify our curriculum and to fit the educational marketplace and better satisfy state and local employers.

After receiving input from local employers, discussions with both the State of Ohio and Department of Homeland Security it was decided to use the recently development Information Technology curriculum by the ACM/IEEE taskforce as a baseline to plan a build curriculum. The baseline curriculum will prepare our graduates for a career in Information Technology immediately at graduation and in the years to come. We intend to introduce two (2) concentrations at inception: One in cybersecurity, a second in Data Analytics and the current IS degree will be developed as a separate component of an online degree concentration. We recognize the significant investment in the current ISM program and feel that this investment could be best used by migrating the ISM curriculum to an online only program for focusing on more business focused technology students. The new degree proposal is for changing the name of the Bachelor's degree in Business with a major Information Technology with a concentration in Cybersecurity, or Data Analytics. The online ISM specific classes will lead to a Business Degree with an IS concentration (Old Degree Curriculum) at a later date. However the IT degree could easily be adapted to be standalone degree in another area,(such as engineering) with a minor in business. The need for a certain amount of business knowledge in technology hires was very desirable to all the survey participants.

There are fundamental differences between Information Systems (IS) and Information Technology that extend past the name. In general Information Systems focuses on the information aspects of information technology and how it can be used to improve the business process. IS prepared students to work with functionally oriented business applications such as payroll, accounts receivables, inventory management, etc Information Technology is the complement of that perspective: its emphasis is on the technology itself more than on the information it conveys. IT is a new and rapidly growing field that started as a grassroots response to the practical, everyday needs of business and other organizations. They need to have appropriate systems in place. These systems must work properly, be secure, and upgraded, maintained, and replaced as appropriate. Employees throughout an organization require support from IT staff that understand computer systems and their software and are committed to solving whatever computer-related problems they might have. Graduates of Information technology programs address these needs.

 Additionally Information technology emphasizes knowledge combined with practical, hands-on expertise. The IS/IT program at SSU will use an experiential Integration first approach that has the advantage of giving a context for the material at the time it is taught. It also provides an introduction to the vocabulary and models necessary for students to comprehend and discuss the key concepts in the core of an IS/IT curriculum. It is not enough to simply attend courses and read books. In this curriculum Hands-on, experiential learning is essential for learning and Students that "learn by doing" through "live lab" exercises that typically provide highly sought after experience. This "learn by doing approach" allows us to address the under recruited portion of the high school and college students that simply do not do well in a traditional lecture but are still interested in getting a degree and advancing in their career field. This approach also leads us to believe we can capture a portion of the students that normally would drop out of SSU of transfer to another university. Additionally it also allows us to integrate closely with Community colleges and Career Centers for direct transfer and credit of classes. We can easily layer a series of certificates, transfer credits, certifications and Associates degrees to help a student progress through a bachelor's degree in IS/IT at SSU. IS/IT/ Cybersecurity concentration has an online certificate program that can be used for credit towards an Associates or Bachelors in the IT/Cybersecurity major or can be used as part of an outreach program to serve and educate the community. Nearly every technology course in the first two years of the IS/IT/Cybersecurity program enables a student for at least one industry certification. This use of certificates, certifications, and

degrees can be used to prepare a student for a position industry or grad school at the level and speed they are comfortable. These courses also match the state IT pathway

Educational Pathways:

The proposed Information Technology degree will give us a great deal of flexibility moving forward. Because of the strong base of fundamentals in the core classes provide a solid knowledge needed for every student to do advanced work. These courses are:

BUIT 1300 – Introduction to Programming and Application Development	3 Hours
BUIT 1500/1600 – Mobile and Web Development(Tag 2019)	3 Hours
BUIT 2000 – Intro PC Hardware/Operating Systems (A+ Certification)	3 Hours
BUIT 2400 – Data Modeling and Relational Databases	3 Hours
BUIT 2700 – IT Infrastructure and Internetworking (CCNA)	3 Hours
BUIT 2800 – Introduction to Cybersecurity (TAG 2019) (Comptia)	3 Hours
BUIT 3800 – Enterprise System Administration (MCP 70-740,741, 744)	3 Hours

With this strong core we can additional concentrations to address future educational and market shifts without the making massive changes to the program.

High School – Students can get credit for BUIT 2000, BUIT 2700, BUIT 2800 and BUIT 3800 by taking the career center program and passing a state developed WebEx exam.

Community College - Currently Students can transfer from a Computer Science or Information Technology program and get transfer credit every course except BUIT 2800 at this point. I expect that course to also be standardized for transfer within the next year.

Community college Students from other Cybersecurity programs, Such as Sinclair community College, should be able to transfer directly into the IT/Cybersecurity concentration.

SSU students – Students from other technical area should have credit for many of the core classes. This should help us retain some of the students from other areas that left SSU for several reasons.
There will also be minors in Cybersecurity (in Place 2018) and Data Science to appeal to students in other fields, as well as an Associate degree in Cybersecurity.

Outreach/Events Certificate – I have developed a series of online courses in cybersecurity to educate people in the community and/or provide professionals with the expertise needed in cybersecurity to either advance in their current job, gain personal knowledge, and possibly begin to work towards an Associates or Bachelors in IT/Cybersecurity. We will also hold outreach events, such as Capture the Flag (CTF), in the Innovation Center twice per year and during the gaming conference annually.
I expect the same could be done with Data Analytics

Prior Learning	Certificates	Associates	Bachelor's
Experiential Credit or Articulated CTC Credit	Obtain Prepackaged Certificates that Progress Toward Associate's and/or Bachelor's Degree	Use Prior Credit and/or Certificates to Build Toward Associate Degree	Fulfill Remaining Requirements for Bachelor's Degree
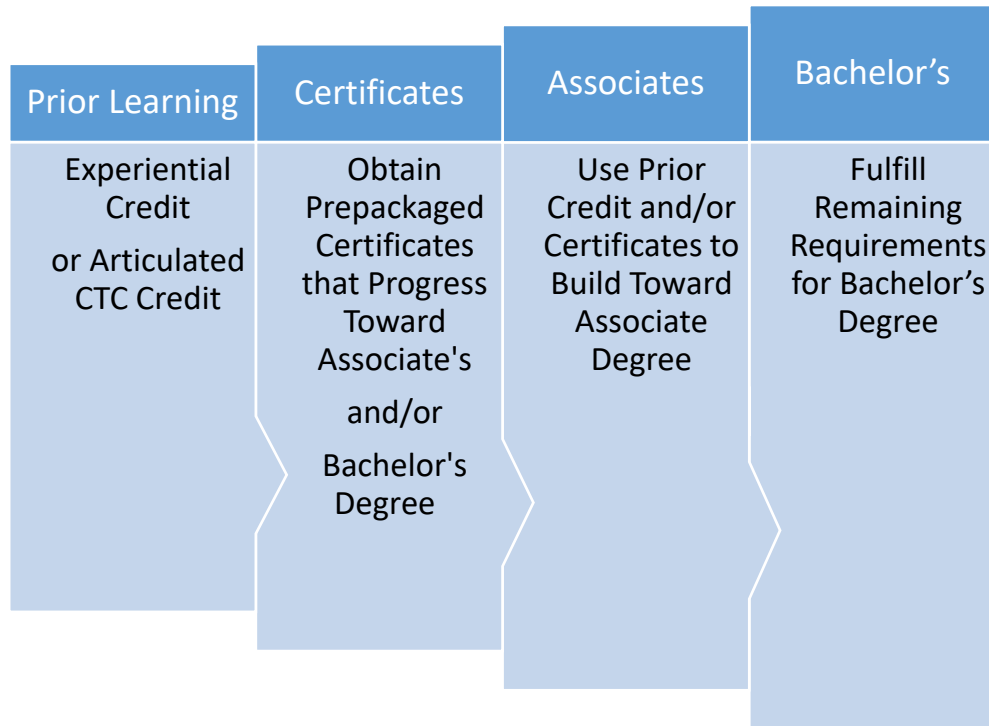
1) The certificate and degree programs will include courses and concepts in:
   - Professional Communication
   - Cybersecurity
   - Networks
   - Hardware and Operating Systems
   - Server management
   - Enterprise Computing
   - Data Science and Data Analysis
   - Information Systems (Online only)

2) Target date for implementation. **Beginning Winter 2019, IS Concentration Online Fall/Winter 2019**

3) Briefly explain the rationale for this initiative. If the initiative involves customization of an existing program for delivery to an off-campus cohort group, also explain the nature of the proposed curricular customization. **A recent employer survey expressed a need for a IT/Cybersecurity education pathway for workers In the local Area. However, since the needs of the companies and backgrounds of the individuals vary, a flexible education approach was taken to meet these needs.**

4) Are there similar programs at other Ohio or regional universities? If so, where? What is the enrollment in the other programs?

College or University in Ohio Offering IT/Cybersecurity Programs
University of Cincinnati – Not A Business Program)
OSU – Computer Science Degree with Options (Not a Business Program, programming based)
Clark State – AAS Cybersecurity/Information Assurance (Not Business)
Sinclair Community College – AAS Secure System Administration(Not focused on security)
Hocking College- AAS in Network and Cyber sysytems

College or University in Ohio Offering Data Science/Analytics
University of Cincinnati – **BS Business Analytics**
OU – BSBA- Business Analytics
Ohio State – None at Undergrad level, Available at grad level

5) Briefly explain any similarities of the proposed initiative (program objectives and/or curriculum) with already established SSU programs: **The curriculum will utilize some current courses in Business and new courses will be packaged and delivered in a format more attractive to non-traditional students. The current Business IS curriculum will be moved into an online format**

6) Briefly describe indicators of the employment market for students completing this initiative, including sources used for employment information/data. : Data from OhioMeansJobs, BLS and O*Net classifies these occupations as "In-Demand" based on number of annual job openings. Regional Outlook for the region showed growth and feedback from regional industry and economic development agencies indicated a need for Information Technology/Cybersecurity education and in Database technologies (Data Science). An email survey of potential employers was done to gage the need and areas of focus. Given the need and the popularity of both Cybersecurity and Data Analytics workers we think recruiting at the high school level and the Career Centers will be highly successful. The curriculums use of the experiential approach is highly desirable to the average student as it gives them valuable workforce experience. I receive inquiries on a weekly basis by employers, teachers and students requesting information as to when the program will be available. At the community college level there a large number students looking to transfer to college with a four degree in IT/Cybersecurity. As for IT/Data Analytics it is a largely unserved market with no similar programs nearby. Outreach/Events – There is no similar certificate available in Southern Ohio. Such a certificate could produce a large volume of students on its own. For these reason we believe we can predict a reasonably fast growing program, assuming there is some effort put into funding and marketing it.

Occupational Outlook

a) Closest match is Computer and Information Systems Managers, Network and system Administrators, telco engineers listed as "In-Demand Jobs" by OhioMeansJobs in August 2017. See embedded link below for full list:

OhioMeansJobs In Demand Jobs Augus

b) The projected growth for Information Security/CyberSecurty is provided in the table below:

Table 1A. Occupational Outlook for Information Security/Cybersecurity Mangers/Analysts and IT Systems personnel by Region (Source: BLS Employment Projections and O*Net)

Region	Projected Growth (2014-24)	Projected Annual Openings
United States	+18.4%	7565
Ohio	+16%	600
Kentucky	+18%	300
West Virginia	+24%	68

Table 1B. Occupational Outlook for Data Analysts/Data Science personnel by Region (Source: BLS Employment Projections and O*Net)

Region	Projected Growth (2014-24)	Projected Annual Openings
United States	9.5%	6810
Ohio	20.3%	987
Kentucky	23.1%	133
West Virginia	10.6%	16

c) Southeast Ohio Region Needs

In a recent employer survey, several regional companies have indicated a desire to have an educational program for IS/IT/Cybersecurity. Some recent requests have come from:
- Air Force Research Laboratory Wesbanco
- Vertiv
- Glockner
- PureCycle

Table 2A. Companies Reported Need of IT/Cybersecurity

Company	Company's Level of Need
Air Force Research Laboratory	High Needed
AWF (Appalachian Wood Floor)	Somewhat Needed
Adams County Ohio Valley Schools	Somewhat Needed
Big Sandy Distribution	Needed
Air Force Research Laboratory	Needed
Federal supply services int. LLC	Very High Need
Glockner Enterprises	Very High Need
Glatfelter	Very High Need
Milacron	Somewhat Needed
Y-Not Improve	Somewhat Needed
Pike County CTC	Somewhat needed
Riffle Machine Works	Somewhat Needed
OSCO Industries	High Need
Wesbanco	Very High Need
Nissen Chemitec	Somewhat Needed
Pike County CTC	Somewhat Needed
PureCycle	Somewhat Needed
Southern Ohio Medical Center	High Need
Vertiv	Somewhat Needed
Vinyl Kraft	Somewhat Needed
Zebu	Needed

Table 2b. Companies Reported Need of Data Science/Analytics

Company	Company's Level of Need
Air Force Research Laboratory	High Need
AWF (Appalachian Wood Floor)	High Need
Adams County Ohio Valley Schools	Need
Big Sandy Distribution	Need
Air Force Research Laboratory	Very High Need
Federal supply services int. LLC	Need
Glockner Enterprises	Very High Need

Milacron	Need
Vertiv	High Need
Y-Not Improve	High Need
Riffle Machine Works	Somewhat Needed
OSCO Industries	High Need
Wesbanco	High Need
Nissen Chemitec	Somewhat Needed
Yanfeng Global Auto Motive Interiors	Need
PureCycle	Need
Southern Ohio Medical Center	High Need
Zebu Compliance	Very High need

OhioMeansJobs has provided the following forecasted occupation numbers for the Southeast Ohio Region:

- **16% increase in Information Security Employment**
- **9% increase in Network and Systems Administrators**
- **7-9% Increase in the number of Network Architects**
- **30.3% increase in Computer Systems Analysts**

For reference, see the full report embedded below:

Southeast Ohio
Occupational Outlo

d) Education and Experience Information Technology):
   According to bls.gov:
   - Bachelor's degree is required in IT, CS or EE

7) Briefly describe indicators of potential student interest/demand for the new initiative, including sources used for student market information/data. Industry partners have indicated through survey response that they will hire graduates of the certificate or degree programs. Additionally, some have pledged varying levels of support for their current employees to complete education programs including: tuition/fee support, flexibles work schedules, and/or financial incentives upon graduation.

8) To what extent will this initiative draw new students to SSU? To what extent will it draw students from existing programs? The flexible course offerings and incorporation of prior experience and learning combined with the stackable certificate and degree program has the potential to draw non-traditional students who may not have otherwise considered Shawnee. Other than the proposed Minor the proposed degrees are not expected to draw many students from existing programs. Some students could choose the new pathway and degrees instead of choosing a traditional Business Management/IS degree pathway.

9) Approximately how many students are expected to enroll? Include rationale for estimates.

> **50 undergrad FTE/20 Certificate FTE** in the first year and **75 FTE undergrad / 70 FTE Certificate** per year in the third yea, Online popularity could move these numbers upward rapidly. **These estimates are based on data provided by our Ohio tech representative. Also recent new programs in other schools, such as Hocking, already have 30-40 students in the programs in only the second year.**

See accompanying financial analysis for the Projected Enrollment Years 1-3. Enrollment estimates are based on estimates provided through the industry employer survey.

Information Technology/Cybersecurity - Needs/Demands

Estimated number of current employees who may be interested in a certificate, associate, or bachelor's program

Answer Options	Response Percent	Response Count
0	29%	9
1-5	58.1%	18
6-10	6.45%	2
More than 10	6.45%	2
Answered Question		31
Skipped Question		0

10) At which SSU campuses/regional centers or other sites will the initiative be offered? **Courses will be offered on main campus, through online course offerings and the Innovation Center.**

11) Will Internet or other distance learning technology be used for course/program delivery? Describe. **Many (or All) of the undergrad courses will be offered online/hybrid with support for development. Possibly some courses will be blended learning in the future. All Certificate courses will be completely online with the capstone possibly being a hybrid.**

Complete questions 12, 13, 14 in consultation with department administrator and/or dean.

12) Provide a rough estimate of the resources needed to implement the initiative. Please attach a three year budget to include faculty salaries plus benefits, library materials estimate, equipment and classroom materials estimate, and renovation estimate. **See Attached Spreadsheet**

13) Project the resources that could come from reallocation within the department or college and the new resources that would be required. **Current resources could be utilized for current courses. New resources will be required to staff the extra sections (online and night).**

14) Are there new space needs? If so, how much? How would the space be used? Has existing space been identified? If so, where? Is renovation/remodeling necessary? **No new space requirements above current renovation space plans for ATC.**

15) Is there professional accreditation for the program? Is it required or voluntary? Will accreditation be

sought, and when? What will be the one- time and ongoing costs of accreditation? **Accreditation will required for this program through IACBE and the National Centers of Academic Excellence (CAE).**

16) Has there been preliminary discussion with other departments/colleges that will be involved in course/program delivery? If yes, what was the feedback? **Discussions have occurred between Scioto County CTC, other career centers, OSU Cite representatives and industry stakeholders. Feedback has been sought and received from interested Departments. All parties have been collaborating to respond to the needs of industry and economic development.**

Department Faculty's signature: Dovel Myers _____Date_____12/1018_____
Department Faculty's signature: James Reneau _____Date_____10/9/18_____

Note: Faculty signatories are tenure-track faculty who are involved with initiation of the proposal or who are collaborating with an administrator on the proposal.

Comments: **Click here to enter text.**

Department Chair's signature: Janice Johnson _____Date_____

Note: If this is an interdepartmental initiative, include additional Department Chairs' signatures

Comments: **Click here to enter text.**

Dean's signature:_____Date_____

a) For cross-college initiatives, include additional signature(s) of Dean(s)
b) For existing programs customized for off-campus delivery to a cohort group, include College and Deans' signatures

Comments: **Click here to enter text.**

Provost's Signature:_____Date_____

☐ Recommendation of immediate availability of resources in support of the proposal.

Comments and/or suggestions: **Click here to enter text.**

☐ Recommendation for proposal to be held in abeyance.

Comments and/or suggestions: Click here to enter text.

☐ Not recommended for use of resources.

Comments and/or suggestions: Click here to enter text.

Academic and Student Affairs Report

May 8, 2020

Events

Evening of Honors Program – The Honors Program held their annual Evening of Honors where students from each program and major were recognized for their scholarship and university services. Hosted on the Student Affairs' Facebook site, faculty provided short videos announcing the student and providing a brief summary of their accomplishments. These have been well received by faculty, staff, students, alumni, and parents. Parents in particular have expressed how wonderful it was for them to hear the university praise their specific graduate.

Orientation for CCP Students – Janet Stewart and library staff have developed an online orientation to the Library for use during CCP orientation. They piloted it on Wednesday and have it ready for the first scheduled CCP orientation.

Host Site Renewal

Host Site – Dr. Drew Feight received notification that Shawnee State University was renewed as a host-site for the Ohio History Service Corps program, a subsidiary of the AmeriCorps program. This enables Dr. Feight to continue the historic Portsmouth newspaper digitalization project as well as a project involving digitalizing Speaker Vern Riffes' papers and documents.

Assurance Agreement

Early Assurance Program – The Department of Natural Sciences is in collaboration with OU-HCOM to authorize an articulation between SSU and Ohio University. This articulation would permit SSU to select first time freshmen for a 4+4 pathway leading directly into medical school. As long the selected student meets admission and progression standards, the selected students graduating from SSU with a degree in Biomedical Science will be assured a seat in OU-HCOM's program. Initially, this will be open to five students per year. We are hoping we can finalize the contract within the next few weeks so that the first cohort begins Fall 2020.

International Students

Virtual Showcase- Today, Ryan Warner, Direct of International Programs and Services, is hosting an online Showcase for International students. During this showcase, our programs and services are being highlighted to more than 30-40 students throughout the globe.

Fall Enrollment – Seventeen new International students have been admitted for Fall 2020, bringing the total number of International students up to approximately 60 students. In addition, there are another 20-30 students in the process of completing their application.

Student Services

Pantry – Even with the closure of the university in March, visits to the Student Food Pantry has continued to be steady. With availability cut to only 4 hours a day, there were still 214 visits since March 24. Because the need seems to be constant, the Pantry will stay open throughout the summer on a limited basis.

Student Activities – As social distancing became the norm, Student Services' employees came up with unique virtual activities to keep students engaged and to keep their connection to the university strong. Activities such as online Yoga; Spot the Difference; and online BINGO have been very popular. In fact, as of last week, 1373 students have participated in BINGO. Students have enjoyed various faculty and even the President calling out the letters and numbers during a session. Many staff and faculty join online to witness this very popular event. Student Activities' staff, Tiffany Hartman, Christina Baker Jones, and Marlita Cadogan have worked tirelessly to keep our students active, connected, and engaged. I really want to thank them for their work.

Library Services

Distance Learning Resources – The Library staff moved quickly and efficiently to offer resources to students, faculty, and staff during the move to remote delivery. They quickly set up access to over 30 databases, and e-book collections to support distance learning.

Chat Line Services – The library also staffed chat/text/email services for 80 hours per week when their services moved online. Students were very appreciative of these extended hours and took advantage of this service 7 days a week.

SSU Online

Online Numbers – Summer "A" enrollment numbers are currently at 91 students, which includes 18 new students. Since online students tend to register late, Dr. Kacir feels these numbers will continue to rise over the next week or so. Summer "B" enrollment numbers are currently at 74 students, but a large percentage of continuing students have yet to register so he is confident this number will increase, as we get closer to the June 29 start date.

Planning for Fall

Space and Protective Equipment – Faculty Chairpersons and the Deans are working on developing a list of needed supplies and space allocations for Fall 2020. Understanding that SSU will need to provide a safe and secure environment for our students, staff, and faculty, they are busy configuring and tabulating the number of masks, gloves, hand sanitizing wipes, etc. for our reopening. SSU is fortunate that our Plastics Engineering Program is mass-producing face shields, an item most faculty will need in order to meet ADA requirements while maintaining respiratory coverage.

Respectfully submitted,

Becky A. Thiel DNP, RN, CNE

Summer Weekly Registration Comparison Report

Week 4 of Registration	Summer 2018 4/30/2018	Summer 2019 4/29/2019	Summer 2020 5/4/2020	Summer 2018 15th Day	Summer 2019 15th Day
New Undergraduate Enrollment					
First-time Freshmen	13	17	17	16	19
Transfer	9	14	8	17	13
Total New	**22**	**31**	**25**	**33**	**32**
Difference from prior year		**9**	**-6**		
Continuing Undergraduate Enrollment					
Freshmen	121	101	90	38	24
Sophomore	182	148	128	154	135
Junior	217	195	153	202	167
Senior	270	228	257	389	321
Total Continuing	**790**	**672**	**628**	**783**	**647**
Difference from prior year		**-118**	**-44**		
Total Degree Seeking Undergraduate	**812**	**703**	**653**	**816**	**679**
Difference from prior year		**-109**	**-50**		
New Graduate Enrollment					
Graduate - New	5	17	14	31	38
Total New	**5**	**17**	**14**	**31**	**38**
Difference from prior year		**12**	**-3**		
Continuing Graduate Enrollment					
Graduate - 1	21	23	48	33	42
Graduate - 2	31	31	29	43	43
Graduate - 3	0	0	0	0	0
Total Continuing	**52**	**54**	**77**	**76**	**85**
Difference from prior year		**2**	**23**		
Total Graduate	**57**	**71**	**91**	**107**	**123**
Difference from prior year		**14**	**20**		
Non-Degree Enrollment					
NT - Visiting	22	8	2	24	11
NR - Non-degree	0	2	12	0	4
NH - Highschool not CCP	0	0	0	0	0
NP - College Credit Plus	2	6	11	13	19
ND - Returner CCP and non-CCP	36	35	49	45	33
NS - Senior Citizen	0	0	0	0	1
Total Non-Degree	**60**	**51**	**74**	**82**	**68**
Difference from prior year		**-9**	**23**		
Grand Total	**929**	**825**	**818**	**1005**	**870**
Difference from prior year		**-104**	**-7**		

Spring 2020 Preliminary Commencement Report									
	Spring 2018	Spring 2019	Spring 2020		**MASTERS:**				
Total # of Degrees:	558	544	556		**MASTERS:**				
Total Masters Degrees:	10	5	8		Education			4	
Total Bachelor Degrees:	361	354	372		Occupational Therapy			0	
Total Associate Degrees:	187	185	176		Mathematics			4	
					Total Masters Degrees:				8
BACHELORS:					**ASSOCIATES:**				
College of Professional Studies	**TOTAL**				**College of Professional Studies**	**TOTAL**			
Sports Studies	20				Dental Hygiene		15		
Business Administration	43				Emergency Medical Tech		0		
Nursing	29				Medical Laboratory Tech		14		
Occupational Therapy	0				Nursing		18		
Health Sciences	34				Occupational Therapy Asst.		28		
Plastics Engin.Tech.	24				Physical Therapy Asst.		23		
Computer Engin. Tech.	6				Radiologic Technology		15		
Environmental Engin. Tech.	4				Respiratory Therapy		13		
Digital & Sim.Gaming Engin.	24				Technical Studies		0		
Athletic Training	2				Computer Aided Drafting/Des		7		
Educational Studies	6				Electromechanical Engin.Tech		8		
Early Childhood Educ PreK-3	1				Plastics Engineering Tech		4		
Early Childhood Intervention Spec	26				Accounting		6		
Intervention Specialist K-12	5				Business Management Tech		11		
Middle Childhood Education	4				Legal Assisting		1		
TOTAL		228			Information Tech. Management		4		
College of Arts & Sciences					**TOTAL**				167
Social Sciences	10								
Sociology	20								
International Relations	1								
Psychology	17				**College of Arts & Sciences**				
History	7				Arts & Humanities		0		
English Humanities	9				Social Science		0		
Mathematical Sciences	4				Mathematics		0		
Fine Arts	32				Natural Science		3		
Natural Science	14				**TOTAL**				3
Biology	19								
Chemistry	8								
Political Science	4								
Philosophy and Religion	0								
TOTAL		145							
University College					**University College**				
Individualized Studies	4				Individualized Studies		0		
					General Studies		6		
TOTAL		4	4		**TOTAL**				6
TOTAL BACHELOR DEGREES			377		**TOTAL ASSOCIATE DEGREES**				176