



**Western Oregon University Board of Trustees:  
Academic & Student Affairs Committee**

**Meeting No. 30 – March 22, 2023**

**2:00pm-4:00pm**

Via [Zoom](#) | By Phone: 1-253-215-8782

**AGENDA**

- I. **CALL-TO-MEETING AND ROLL CALL** (2:00-2:03pm)
- II. **COMMITTEE CHAIR’S WELCOME** (2:03-2:06pm)
- III. **CONSENT AGENDA** (2:06-2:10pm)
  - 1) [Meeting Minutes: January 25, 2023](#) (pg. 2)
- IV. **ACTION ITEMS:**
  - 1) **Academic proposals:**
    - a) [Undergraduate Certificate: Healthcare Administration](#) (pg. 8) | Kathy Cassity,  
Dean of the College of Liberal Arts & Sciences (2:10-2:15pm)
  - 2) [Committee Charter \(revisions\)](#) (pg. 20) (2:15-2:45pm)
- V. **REPORTS & DISCUSSION ITEMS:**
  - 1) **Showcase & Discussion:** [Retention Strategy](#) (pg. 24) | Paige Jackson, Director of  
Student Success & Advising (2:45-3:30pm)
  - 2) [Review of Goals for 2022-2023](#) (pg. 33) (3:30-3:40pm)
  - 3) **Prep for May 31, 2023 Meeting** (3:40-3:45pm)
    - **Suggestions for discussion topics at future meetings**
    - **Increase length of meetings to 3 hours**
  - 4) [Student Affairs Update](#) (pg. 35) | *Vice President Tina Fuchs* (3:45-3:52pm)
  - 5) [Academic Affairs Update](#) (pg. 44) | *Provost Rob Winningham* (3:52-3:59pm)
- VI. **ADJOURNMENT** (4:00pm)



**Western Oregon University Board of Trustees:  
Academic & Student Affairs Committee  
Meeting No. 28 – January 25, 2023  
2:00pm-4:00pm**

**DRAFT MINUTES**

**I. CALL-TO-MEETING AND ROLL CALL**

**Committee members:** David Foster, Betty Komp, Cristian Mendez-Garcia, Kari Nelsestuen.

**Committee members absent:** Leah Mitchell

**Others present:** Ivan Acosta, Chelle Batchelor, Chelsee Blatner, Kathy Cassity, Keats Chaves, Amy Clark, Hillary Fouts, Tina Fuchs, Megan Habermann, Kella Helyer, Paige Jackson, Sue Monahan, Jessica Murfin, Ricardo Pelegrin Taboada, Mary Pettenger, Michael Reis, Sean Roush, Judy Sylva, LouAnn Vickers, Rob Winningham

**II. COMMITTEE CHAIR'S WELCOME**

Board Chair Betty Komp called the meeting to order at 2:01pm. Committee Chair Leah Mitchell was unable to attend the meeting. Meeting attendees provided brief introductions.

**III. CONSENT AGENDA**

- 1) [Meeting Minutes: October 27, 2022](#) (pg. 2)

Trustee Foster moved to accept the minutes as written; Trustee Nelsestuen seconded. Minutes were approved with no changes.

**IV. ACTION ITEMS:**

- 1) **Academic proposals:**
  - a) [Bachelor of Arts in Ethnic Studies](#) (pg. 12)
  - b) [Minor in Ethnic Studies](#) (pg. 43)

Dr. Winningham introduced proposals for the Bachelor of Arts in Ethnic Studies and minor in Ethnic Studies. The proposals were presented by Dr. Mary Pettenger and Dr. Ricardo Pelegrin Taboada.

The new major is being proposed based on requests made from WOU students, alumni, and administration, and is in line with cultural competency and ethnic studies efforts being made by the State of Oregon and elsewhere. The interdisciplinary major is a cross-campus collaboration that will include courses from 20 different disciplines, allowing students to easily pair interests.

The major is designed with 60 credits in core courses, including the newly developed Intro to Ethnic Studies (ETH 201) and Intro to Cultural Studies (ETH 202), a required practicum to gain field experience, and a capstone (students can choose to take either a portfolio class or do a second practicum). Students choose one of four concentrations, consisting of pre-existing courses, focused on a specific region and ethnic group; students wishing to expand their focus may opt for the Intersectionality Studies concentration. In addition, students will take 24 elective credits.

Student focus groups strongly supported the introduction of the Ethnic Studies major; based on campus and community interest, the expected cohort size is at least 10 students per year, potentially building up to 40. The estimated initial budget of \$15,000, based on a .29 FTE projection, would help cover costs of hiring a program coordinator, including training and professional development costs. This would be utilizing the resources we currently have.

The Ethnic Studies minor is designed to complement other majors, allowing students to demonstrate the ability to work with diverse communities.

Ethnic Studies is a growing field that has increased enrollment for universities across the state. By utilizing existing resources and faculty to create concentrations that are unique to WOU and appeal to students, the proposed Ethnic Studies major has the potential to be very competitive and grow quickly.

The following additional information was provided during the discussion:

- The program start date will depend on when the proposals can pass through the Provost Council and HECC; the program could be in place Fall '23, but most likely Fall '24.
- The estimated enrollment numbers are based solely on feedback from the student focus groups, and the amount of student interest gathered from departments working with diverse students. The actual enrollment could be higher and would include current students switching to the Ethnic Studies major, as well as newly enrolled students coming to WOU specifically for that major.
- A program coordinator hasn't been selected since the program hasn't been implemented. This decision will be made by the new provost sometime after July 1, 2023. Provost Winningham noted that the proposed .29 FTE for the program coordinator is probably a bit high, and that they are currently working with the union to create a formula for compensation based on student credit hours, majors, and the

number of faculty in the program, so the question of compensation could be addressed in the near future.

- The core of the program is designed with assessment in mind; the practicum and intro courses would be designed to relate directly to specific program learning outcomes, and the capstone would be designed to gather and access data.

Trustee Foster moved to approve both the Bachelor of Arts and minor in Ethnic Studies. Trustee Mendez-Garcia seconded. The motion passed.

At the request of the Provost and Chair Komp, Dr. Pettenger and Dr. Pelegrin Taboada will present a summary of the proposals at the February Board of Trustees meeting. The proposals will be an action item on that agenda.

c) [Graduate Certificate in Healthcare Administration](#) (pg. 50)

Dr. Winningham introduced the Graduate Certificate in Healthcare Administration. Dr. Foster and Dean Cassity presented the proposal. The program was built by an interdisciplinary group of faculty (including Political Science, Psychology, Gerontology, Business, and Health & Exercise Science) and provides a local opportunity to study healthcare administration (currently, there are no local programs). The certificate helps meet the objectives of Future Ready Oregon, an initiative by Former Governor Kate Brown to get historically underserved community opportunities in healthcare and responds to a large projected growth in the area of health services management. The certificate also addresses a need for local training and development in healthcare administration. Currently, the only options for this type of training are online programs and programs located in other states.

During the development stages of the program, the task force made connections with a number of experts willing to teach in the program, and established connections with many different health care communities that can help advertise the program to their students. The focus groups consisted of individuals from the local healthcare administration community, representing large providers and two-person clinics, health insurance, mental health services, and youth services. The focus groups helped the task force identify the acute needs of the local communities, as well as the types of conceptual skills employers in the field are looking for. The proposed program curriculum was designed to address the specific needs brought forward by the focus groups and incorporates additional participant feedback gathered throughout the drafting process.

The curriculum consists of 15 credits and can stack into other programs; students who take the certificate can continue on into a degree program (e.g., Organizational Leadership), and the full 15 credits will be applied towards completion of that degree.

Dr. Foster anticipates the certificate will eventually grow into a full graduate program, and potentially link into other management and leadership graduate programs; by integrating future programs in this way, the programs would share a common core.

The following additional information was provided during the discussion:

- The certificate is a credential that appears on the student's transcript and can be awarded along with a degree (e.g., Certificate in Healthcare Administration and a master's degree of Occupational Therapy). The certificate can also be awarded as a standalone credential; however, financial aid is only available to degree-seeking students and is not available for students taking the certificate as a standalone credential.
- As WOU begins to market the program, there may be opportunities to partner with the various state organizations (including Salem Health) that offer professional development opportunities for employees seeking additional training.
- The enrollment numbers per course in the Healthcare Administration program, as provided in the proposal, represent the minimum enrollment to cover the cost of faculty. Most classes can be taught within existing faculty course load or with non-tenure track faculty.
- The actual enrollment numbers will be determined by WOU's recruitment efforts. Successful partnerships with large healthcare companies (e.g., Corvallis Clinic) could dramatically increase the anticipated enrollment.

Trustee Nelsestuen moved to approve the graduate certificate in Healthcare Administration. Trustee Mendez-Garcia seconded. The motion passed.

## V. REPORTS & DISCUSSION ITEMS:

### 1) Showcase Presentations:

- a) [Northwest Commission on Colleges & Universities \(NWCCU\) Update January 2023](#) | *Dr. Sue Monahan, Professor of Sociology & Accreditation Liaison Officer* (pg. 55)

Dr. Monahan presented an update on accreditation. Representatives from NWCCU will be on campus in April to conduct a comprehensive external accreditation evaluation. (WOU's last comprehensive review was in 2016, and a mid-cycle review was conducted in 2019). Because only accredited institutions are eligible for public resources like Pell Grants, subsidized student loans, Parent Plus Loans, veteran and military benefits, and state grants and funding, WOU relies on accreditation for funding streams.

As part of the accreditation review, evidence is presented to the external review team in the form of a self-evaluation. The evidence is based on various forms of data collected over the previous 6-7 years by Institutional Research and from assessment of student learning outcomes.

The final report, which is due in February, will be presented at the full Board of Trustees meeting on February 14, 2023. The external review team from NWCCU will give their

preliminary findings on the final day of their campus visit and present those preliminary findings to a meeting of the Northwest Commission in June or July. In July, the Commission will notify the university of their decision whether or not to grant accreditation, along with any commendations or recommendations to address.

- b) [Enrollment Management Update](#) | *Vice President Fuchs, Director of Financial Aid Kella Helyer, Director of Admissions Anna Hernandez Hunter* (pg. 59)

Tina Fuchs, Kella Helyer, and Ivan Acosta presented an update on enrollment management. The update focused on new student and undergraduate enrollment.

Ivan reported on Admissions efforts to increase new student enrollment, including high school visits, college fairs, campus visits, and other recruitment events. Admissions has leveraged Slate, their customer relationship management (CRM) tool, to help streamline the processes of getting students to complete their applications and admitting students. The admission process is now completely paperless, allowing the university to admit students faster, including collecting transcripts through the application. Using Slate, Admissions can communicate with prospective students about where they are in the admissions process; a marketing campaign runs three weeks after the student has been admitted to provide them with detailed instructions regarding next steps and orientation. Slate also allows automatic text notifications to students who haven't completed the admissions process, in conjunction with emails; text messaging was only implemented in the last couple months, but, so far, the engagement rates have been promising.

Ivan noted that the applications/admitted report information in the docket is now outdated, based on new information from Admissions; Ivan presented the following updated data to the Committee:

Fall 23 compared to Fall 22

Applications: - 3.7%

Admits: - .2%

Fall 23 compared to Fall 21

Applications: + 18%

Admits: + 17%

Fall 23 compared to Fall 20

Applications: - 16.5%

Admits: - 4%

Fall 23 compared to Fall 19

Applications: + 2.3%

Admits: + 14.9%

Additionally, the Campus Visits & Events data in the docket reflects data from Fall '22 compared to Fall '21, not Fall '23 compared to Fall '22.

Since summer of 2021, Admissions has been collecting student information during campus visits; this gets them into the CRM, making it easier to recruit them in the future.

Recruitment numbers have been down since the start of the Coronavirus, but with the new Admissions initiatives and recent collaborations between Admissions, Housing, and Financial Aid, those numbers have been increasing.

Admissions has been gathering feedback from high school counselors and adjusting their focus to address student interest in speaking to college reps, including recruitment outreach to high school juniors. This provided the opportunity to simultaneously increase Fall 2023 enrollment while recruiting for Fall 2024.

The “Intent to Register” launch date has been moved to February 1 this year to help better gauge Fall 2024 enrollment.

The following additional information was provided during the discussion portion of the presentation:

Kella provided a report on Financial Aid in relation to recruitment and admission. Since WOU implemented the use of Banner Financial Aid instead of PowerFAIDS, it’s harder to compare this year’s FAFSA application numbers to those of previous years; however, the Financial Aid Office is pulling FAFSA applications weekly, and the numbers for 2023-24 are looking good.

Implementation of Banner Financial Aid continues, with final processes rolling out by Summer 2023. The roll out process has not impacted the timeline for official offers, and WOU is still giving out official offers at about the same time as other universities.

2) [Academic Affairs Update](#) | *Provost Rob Winningham* (pg. 66)

Dr. Winningham reviewed his report for Academic Affairs, as provided in the docket materials.

3) [Student Affairs Update](#) | *Vice President Tina Fuchs* (pg. 86)

Vice President Tina Fuchs reviewed her report for Student Affairs, as provided in the docket materials.

## **VI. ADJOURNMENT**

Trustee Komp adjourned the meeting at 4:00pm.

## **Academic and Student Affairs Committee (ASAC), Proposal for a new undergraduate certificate in Healthcare Administration**

The proposed undergraduate certificate in Healthcare Administration is a 25 to 27-credit program that will provide students with skills and knowledge necessary to succeed in a variety of positions in the healthcare sector. Students will develop an understanding of the theoretical and practical applications of issues such as organizational policy, management, leadership, communications, finance, and public health.

This certificate was developed by an interdisciplinary team of faculty from both the College of Education and Liberal Arts and Sciences and across 5 disciplines. In the development of the proposed certificate, focus groups including healthcare administrators were conducted. Focus group members indicated there is a regional need for this certificate program. They suggested that both the current workforce and students currently enrolled at WOU both would benefit for having access to this certificate. The focus groups suggested that an interdisciplinary healthcare administration specific program was a critical component for success as a healthcare administrator.

The Healthcare Administration certificate is an interdisciplinary program. Coursework for the undergraduate certificate in Healthcare Administration will be offered face-to-face at the Monmouth campus as well as leverage WOU's enhanced ability to offer courses online in both synchronous and asynchronous modalities that meet the needs of students. This new program provides additional direction for students interested in the field of healthcare administration regardless of their major.

The proposed undergraduate certificate in Healthcare Administration received Faculty Senate Approval on February 14, 2023 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, the NWCCU will be notified of this change.

### **STAFF RECOMMENDATION:**

It is recommended that the Western Oregon University Board of Trustees Academic and Student Affairs Committee approve the introduction of a new undergraduate certificate in Healthcare Administration as included in the docket material.





## Proposal for a New Academic Program

**Institution:** Western Oregon University

**College/School:** Liberal Arts and Sciences

**Department/Program Name:** Division of Social Science / Politics, Policy & Administration

**Degree and Program Title:** Undergraduate Certificate in Healthcare Administration

### 1. Program Description

- Proposed Classification of Instructional Programs (CIP) number
  - a. 51.07
- Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

*The undergraduate certificate in Healthcare Administration, which is an interdisciplinary program founded in public and business administration, public health, organizational leadership, and gerontology. The program was carefully designed to provide undergraduate students with skills and knowledge necessary to succeed in a variety of positions in the healthcare sector. Students will develop an understanding of the theoretical and practical applications of issues such as organizational policy, management, leadership, communications, finance, and public health.*

#### *Learning Outcomes*

*Demonstrate knowledge of the healthcare system and the environment in which healthcare managers and providers function including policy, laws, regulations, standards and ethics and the impacts of social determinants of health and aging to support organizational communication, public outreach and advocacy.*

*Analyze issues in organizational administration and policy, including leadership, management, and financial principles and applying these to real world cases.*

*Analyze real-world cases in healthcare organizations to identify strengths, weaknesses, and strategies for improvement.*

Course of study – proposed curriculum, including course numbers, titles, and credit hours.

*Core Classes (19 cr)*

*GERO 450 Introduction to Healthcare Administration (4 cr)*

*BA 315 Financial Management (3 cr)*

*HE 334 Health Disparities (4 cr)*

*PS 433 Health Care Politics and Policy (4 cr)*

*GERO 320 Intro to Aging (4 cr)*

*Choose One (3-4 credits)*

*PSY 446 Psychology of Leadership (4cr)*

*BA 361 Organization Behavior (3cr)*

*Electives: 1-2 courses*

*ANTH 395 Medical Anthropology (4)*

*COM 351 Foundations in Health Communication (4cr)*

*EC 201 Intro to Microeconomics (4cr)*

*EC 202 Intro to Macroeconomics (4cr)*

*GERO 460 Housing and Long Term Care for Older Adults (4cr)*

*HE 227 Community and Public Health (4cr)*

*HE 457 Migrant Health (4cr)*

*HST 484 Health, Medicine and Gender in Historical Perspective*

*PHL 252 Medical Ethics (4 cr)*

*PS 430 The Aging Society (4cr)*

*PS 432 Global Health Policy (4cr)*

*SPAN 321 Spanish for Health Care Professionals (4cr)*

*Internship/Practicum Experience PS 406 or 410 or GERO 410 or 411 or BA 406 or 409 or HE 419 or COM 409 or PSY 409*

*Total Credits: 25-27*

- Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

*The courses will be offered via in-person, online and hybrid modalities primarily through the Monmouth Campus. Depending on future growth and student needs, the courses may eventually be offered fully online or through the Salem campus.*

- Adequacy and quality of faculty delivering the program.

*With the exception of Gero 450 which has been targeted to be taught by a healthcare administrator currently working in the field, all courses in the certificate can be taught*

*among faculty at WOU with expertise in the course content. As demand increases, more faculty time may be required to ensure that these courses have seats for additional students.*

- Adequacy of faculty resources – full-time, part-time, adjunct.
  - a. *We will need to hire one adjunct faculty from the professional community to teach GERO 450. If the program sees growth, this course may need to be offered twice a year. Additionally, an additional stipend or course release may be needed for the administration of the program, including advising, marketing, and program review/assessment.*
  
- Other staff. - *none needed at this time*
  
- Adequacy of facilities, library, and other resources.

*We do not require additional library resources or facilities for this certificate at this time since it is almost entirely through our current curriculum delivery.*
  
- Anticipated start date.

*Fall 2023*

## **2. Relationship to Mission and Goals**

*The proposed certificate aligns with WOU’s mission of creating lasting opportunities for student success through transformative education and personalized support by providing a lasting skill set that students can use in multiple healthcare administration careers once they graduate. This certificate was conceived to address student and market demand, as many students pursue careers in healthcare administration post-graduation. The certificate also meets elements of the WOU vision and values. The focus on developing a broad set of skills for careers in healthcare organizations means students will move into careers which support the public good (Sustainability and Stewardship), and will help them develop the knowledge, skills, pathways, technologies, and resources needed to utilize opportunities for career development (Empowerment). The certificate also fits into the intuitional priorities for academic excellence as it incorporates high-impact practices within the curriculum such as internships, and team-based activities, among others, and promotes critical thinking related to organizational problem-solving.*

- a. Manner in which the proposed program supports the institution’s mission, signature areas of focus, and strategic priorities.
- b. Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.

- c. Manner in which the program meets regional or statewide needs and enhances the state's capacity to:
  - i. improve educational attainment in the region and state;
  - ii. respond effectively to social, economic, and environmental challenges and opportunities; and
  - iii. address civic and cultural demands of citizenship.

### 3. Accreditation

- a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.

*Not applicable.*

- b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.

*Not applicable.*

- c. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.

*Not applicable.*

- d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.

*Not applicable.*

### 4. Need

- a. Anticipated fall term headcount and FTE enrollment over each of the next five years.

*a. 1-5 in the first year; anticipation of continuous growth as students, community members, and cross-university personnel become aware of the program*

- b. Expected degrees/certificates produced over the next five years.

*a. 5-25 certificates produced over the next five years*

- c. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time, etc.).

*a. Current and future WOU students - including first year, transfer, non-traditional and professionals looking to advance their careers*

- d. Evidence of market demand.

- a. *We conducted focus groups with healthcare administrators who indicated a need for graduating students to have these essential skills upon graduation. They suggested that an interdisciplinary healthcare administration specific program was a critical component for success as a healthcare administrator. Results of the focus group indicated that the future workforce have a broad overview of policy, social determinants of health, leadership, management, and financial principles.*
- b. *The Bureau of Labor Statistics projects a 28% growth in the field of Medical and Health Services Managers over the next 10 years, which is “much faster than average” when compared to other fields (<https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm>).*
- c. *In Oregon, there is a need for more diversity among healthcare management and front-line employees to support “equitable programs and policies.” As a designated emerging Hispanic serving institution, WOU can contribute to these workforce needs through enrollment of students in the certificate program.*  
*<https://www.oregon.gov/oha/HPA/HP-HCW/Documents/2021-Health-Care-Workforce-Needs-Assessment.pdf>*
- e. If the program’s location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).
  - a. *Focus group members indicated there is a regional need for this certificate program. They suggested that both the current workforce and students currently enrolled at WOU both would benefit for having access to this certificate.*
- f. Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?
  - a. *There is a strong need for healthcare professionals and people working in healthcare administration. Healthcare administration is a growing field, and so there is tremendous opportunity across different health organization settings for graduates. The field of healthcare administration is broad, so there are many pathways post-graduation that students could pursue including in management, finance, administrative support, and others.*
  - b. *Students in WOU’s pre-nursing program may have some additional competencies to offer when applying to undergraduate nursing programs. Additionally, undergraduates interested in healthcare graduate programs may have advantages in their understanding of healthcare organizations, policies, law, regulations, standards, and ethics. Finally, students majoring in public health and gerontology will enhance their employability in administrative roles post graduation in long term care settings, non-profits, and public health agencies.*

## 5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

*Demonstrate knowledge of the healthcare system and the environment in which healthcare managers and providers function including policy, laws, regulations, standards and ethics and the impacts of social determinants of health and aging to support organizational communication, public outreach and advocacy.*

*Analyze issues in organizational administration and policy, including leadership, management, and financial principles and applying these to real world cases.*

*Analyze real-world cases in healthcare organizations to identify strengths, weaknesses, and strategies for improvement.*

- b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

- a. *Embedded assessments in each of the core courses will provide assessment data for each of the 3 learning outcomes.*

- c. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

*Not applicable.*

## **6. Program Integration and Collaboration**

- a. Closely related programs in this or other Oregon colleges and universities.

*WOU Programs: Major in Public Policy and Administration w/ Health Policy and Administration; Major in Gerontology; Major in Business Administration; Major in Public Health.*

- b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.

*This certificate has been developed with an interdisciplinary team of faculty from both the College of Education and Liberal Arts and Sciences and across 5 disciplines (in addition to a robust list of electives). Collaboration has been the keystone of this endeavor.*

*While there are some similar programs across the state of Oregon, the group of professionals who provided feedback during two focus group meetings indicated that this is still a need.*

- c. If applicable, the proposal should state why this program may not be collaborating with existing similar programs.

*Not applicable.*

- d. Potential impacts on other programs.

*As certificate classes can be applied to the certificate and major, this should not adversely pull students from other programs. This new program does provide*

*additional direction for students interested in the field of healthcare administration regardless of their major and could lead to more students in the courses that are part of the curriculum. We expect that this certificate will also draw interest of new students, potentially bringing more students into WOU. If the program grows quickly, this could put additional strains on those courses which are part of the curriculum, and may lead to additional faculty support.*

## **7. External Review**

If the proposed program is a graduate level program, follow the guidelines provided in *External Review of New Graduate Level Academic Programs* in addition to completing all of the above information.

*Not applicable.*

Revised May 2016

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### **Instructions on Budget Outline form**

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#### **1. Whose viewpoint?**

The Budget Outline is intended to show the budgetary impact resulting from offering the new program. This table should be completed from the viewpoint of the budgetary unit that will be responsible for the program. Determine what the budgetary unit will be doing (in terms of new or additional activities) that it is not now doing and show what these activities will cost — whether financed and staffed by shifting of assignments within the budgetary unit; reallocation of resources within the institution; special appropriation of the legislature; or gift, grant, or other funds.

#### **2. No additional resources needed?**

If the program is simply a rearrangement of courses already being offered, relying on access to library resources available for other programs, with no requirements for new or additional specialized facilities, equipment, or technology, and with no increase or decrease in students served by the budgetary unit responsible for the program, the budgetary impact would be near zero and should be so reported in the table.

#### **3. Additional resources needed?**

If FTE faculty or support staff assigned to the budgetary unit must be increased to handle an increased workload as a result of the new program (or to provide added competencies), indicate the total resources required to handle the new activities and workload (e.g., additional sections of existing courses) by specifying: (1) how much of this total figure is from reassignment within the budgetary unit (Column A), and (2) how much is from resources new to the budgetary unit (Columns B-E). Please provide line item totals in Column F.

# Budget Outline Form: Year 1

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

Institution: Western Oregon University

Academic Year: 2023-2024

Program: Undergraduate Certificate in Healthcare Administration

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
<b>Personnel</b>						
Faculty (Include FTE)	\$4500					\$4500.00
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE	\$750					\$750.00
Nonrecurring						
<b>Personnel Subtotal</b>	\$5250					\$5250.00
<b>Other Resources</b>						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
<b>Other Resources Subtotal</b>	0					0
<b>Physical Facilities</b>						
Construction						
Major Renovation						
Other Expenses						
<b>Physical Facilities Subtotal</b>						
<b>GRAND TOTAL</b>	\$5250					\$5250.00



## Budget Outline Form: Year 2

### Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
<b>Personnel</b>						
Faculty (Include FTE)	\$4500					\$4500.00
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE	\$750					\$750.00
Nonrecurring						
<b>Personnel Subtotal</b>	\$5250					\$5452.00
<b>Other Resources</b>						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
<b>Other Resources Subtotal</b>	0					0
<b>Physical Facilities</b>						
Construction						
Major Renovation						
Other Expenses						
<b>Physical Facilities Subtotal</b>						
<b>GRAND TOTAL</b>	\$5250					\$5250.00

## Budget Outline Form: Year 3

### Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

	<b>Column A</b>	<b>Column B</b>	<b>Column C</b>	<b>Column D</b>	<b>Column E</b>	<b>Column F</b>
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
<b>Personnel</b>						
Faculty (Include FTE)	\$4500					\$4500.00
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE	\$750					\$750.00
Nonrecurring						
<b>Personnel Subtotal</b>	\$5250					\$5250.00
<b>Other Resources</b>						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
<b>Other Resources Subtotal</b>	0					0
<b>Physical Facilities</b>						
Construction						
Major Renovation						
Other Expenses						
<b>Physical Facilities Subtotal</b>						
<b>GRAND TOTAL</b>	\$5250					\$5250.00

## Budget Outline Form: Year 4

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
<b>Personnel</b>						
Faculty (Include FTE)	\$4500					\$4500.00
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE	\$750					\$750.00
Nonrecurring						
<b>Personnel Subtotal</b>	\$5250					\$5250.00
<b>Other Resources</b>						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
<b>Other Resources Subtotal</b>	0					0
<b>Physical Facilities</b>						
Construction						
Major Renovation						
Other Expenses						
<b>Physical Facilities Subtotal</b>						
<b>GRAND TOTAL</b>	\$5250					\$5250.00

## **Academic & Student Affairs Committee (ASAC), Revision of the Committee Charter**

Prior to assuming full governance authority of the University on July 1, 2015, the WOU Board of Trustees approved charters for its (then) three standing committees. Each charter included a recommendation for annual review and assessment.

To fulfill the recommendation for annual review, the Academic & Student Affairs Committee (ASAC) has provided a careful review of its charter to ensure it aligns with the current practices of the committee and the university.

At its March 14, 2023 meeting, members of the committee and the staff designees engaged in conversation to review and discuss the recommended changes. However, no action was taken at this meeting. These edits are outlined in red in the document below.

### **STAFF RECOMMENDATION**

It is recommended that the WOU Board of Academic & Student Affairs Committee accept the changes its Committee Charter as presented in the docket.



**Western Oregon University Board of Trustees  
Academic and Student Affairs Committee (ASAC)**

**MISSION**

The Academic and Student Affairs Committee (ASAC) of the WOU Board of Trustees is charged with ensuring effective operations related to teaching, research and public service programming of the university as well as programming and policy decisions in support of campus life. The ASAC is responsible for making recommendations to the Board, consistent with Board Statements and University policy, and to **fulfill** other duties as assigned by the Board.

**AUTHORITY AND RESPONSIBILITIES**

***Academic Curriculum***

The ASAC is responsible for review of and recommendation to the WOU Board of Trustees actions on the introduction of new degree, certificate or minor programs and assurance of maintenance of appropriate standards for academic accreditation.

***Educational Policy***

The ASAC is responsible for advising, reviewing, and recommending actions proposed by the University to the WOU Board of Trustees on **university-level** admissions requirements, ~~enrollment strategies, educational delivery methods and curricular program collaborations external to the university.~~

***Academic Organization***

The ASAC is responsible for review of and **recommendation** to the WOU Board of Trustees actions proposed by the University on academic operational organization in support of students and faculty.

***Student Co-Curricular Programming Strategies***

The ASAC is responsible for reviewing, **advising** and making recommendations to the WOU Board of Trustees regarding the program and service offerings that affect the overall quality, satisfaction and outcomes of the student experience. **ASAC may choose to make a recommendation to the WOU Board of Trustees when the committee identifies an impactful action or decision.**



### ***Student Health and Safety***

The ASAC is responsible for reviewing, ~~advising~~ and recommending actions to the WOU Board of Trustees on policies and programs related to student health and safety.

### ***Policies Governing Student Conduct and Student Organizations***

The ASAC is responsible for reviewing, ~~advising~~ and recommending actions to the WOU Board of Trustees on policies related to student conduct and student organizations. The committee should include student interests in all policy decisions made by the Board.

## **ORGANIZATION**

### ***Membership; Structure; Quorum***

The ASAC, consistent with the Board Statement on Committees, will consist of five members from the Board of Trustees. The chair of the ASAC will be appointed by the Board chair. The Vice President for Academic Affairs and the Vice President for Student Affairs will serve in their capacity as non-voting, ex officio members of the ASAC. A quorum of the ASAC will be three committee members, excluding the Vice President for Academic Affairs and the Vice President for Student Affairs.

### ***Meetings***

The ASAC will meet at least quarterly each year. ASAC meetings will be conducted in substantial compliance with the Board Statement on the Conduct of Public Meetings. Because committees meet more frequently than the full Board of Trustees, the Chair or staff are encouraged to convene meetings by telephone or videoconference for the convenience of the committee members.

### ***Agenda, Minutes, and Reports***

The chair, in collaboration with the staff designee(s), is responsible for establishing the agendas for meetings. An agenda, together with relevant materials, will be sent to committee members at least seven (7) days in advance of the meeting. Minutes for all meetings shall be drafted by the staff designee(s), reviewed by the Secretary to the Board, reviewed by the committee chair, and approved by committee members at the following meeting.



***Staff Designee***

The Vice President for Academic Affairs and the Vice President for Student Affairs will be staff to the ASAC.

***Review of Charter***

This charter shall be reviewed and reassessed by the ASAC at least annually, and any proposed changes shall be submitted to the board for approval.

***Document History***

- Discussed and revised at May 27, 2015 ASAC Committee meeting
- Approved by the Board of Trustees at October 28, 2015 meeting



Western Oregon UNIVERSITY

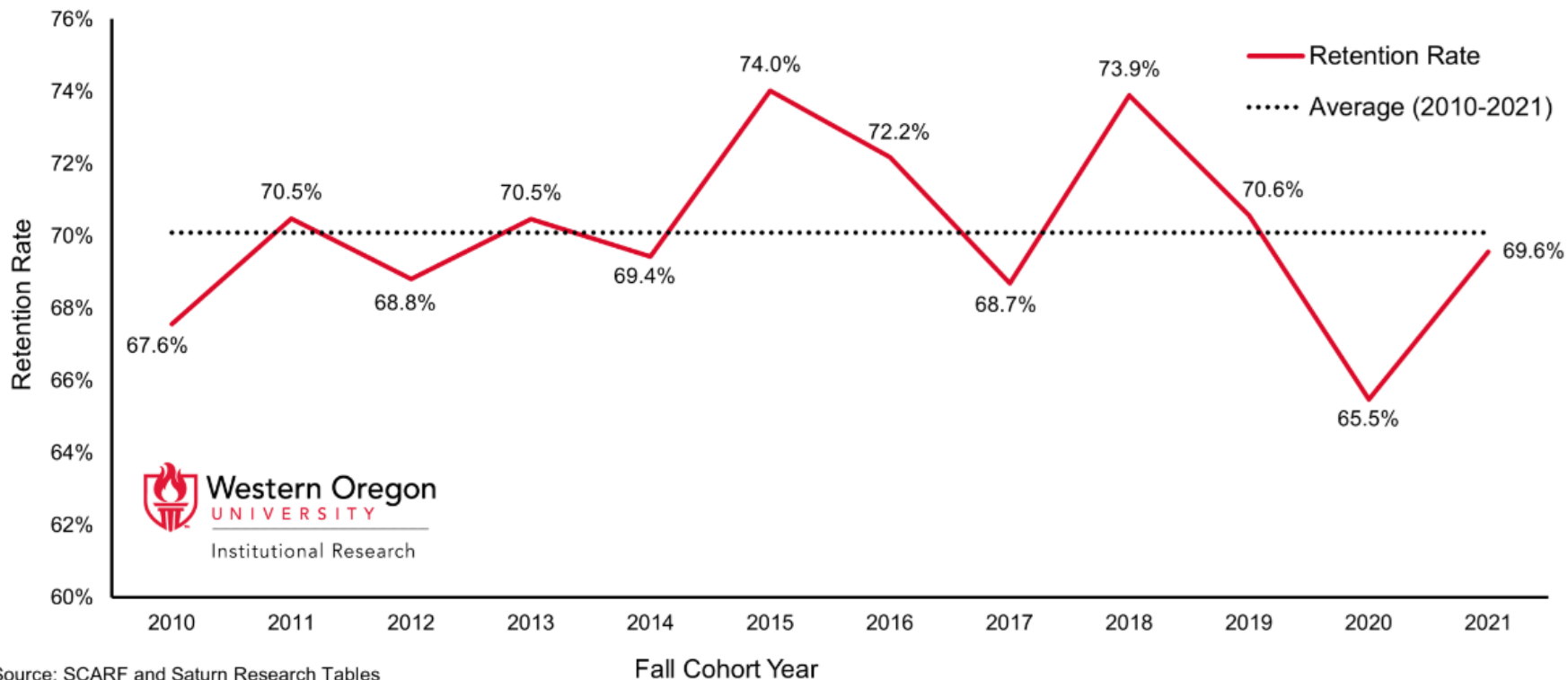
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# Enrollment Management: Retention & Advising

Paige Jackson  
Director, Student Success & Advising

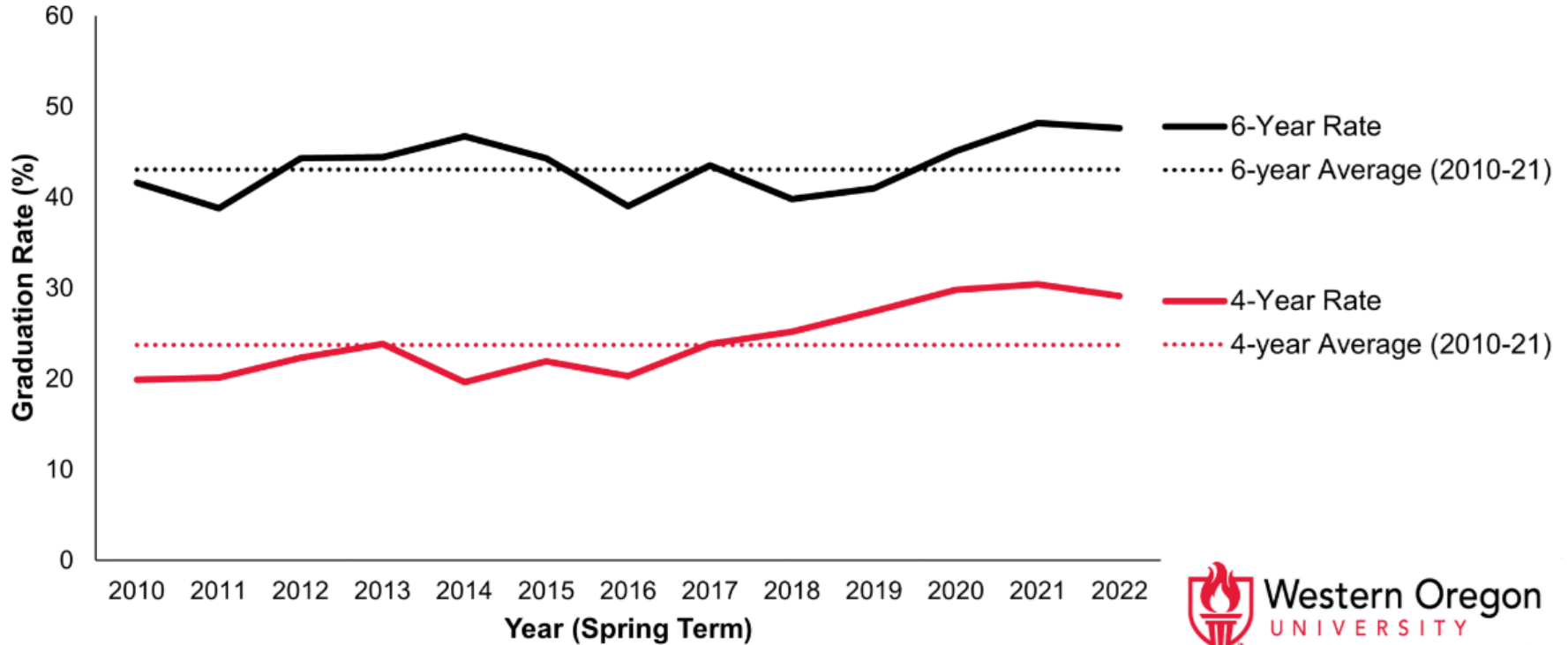


## Western Oregon University Retention Rates 2010-2020



Source: SCARF and Saturn Research Tables

## Graduation Rates of First-Time Full-Time Students



Source: SCARF and Saturn Research Tables



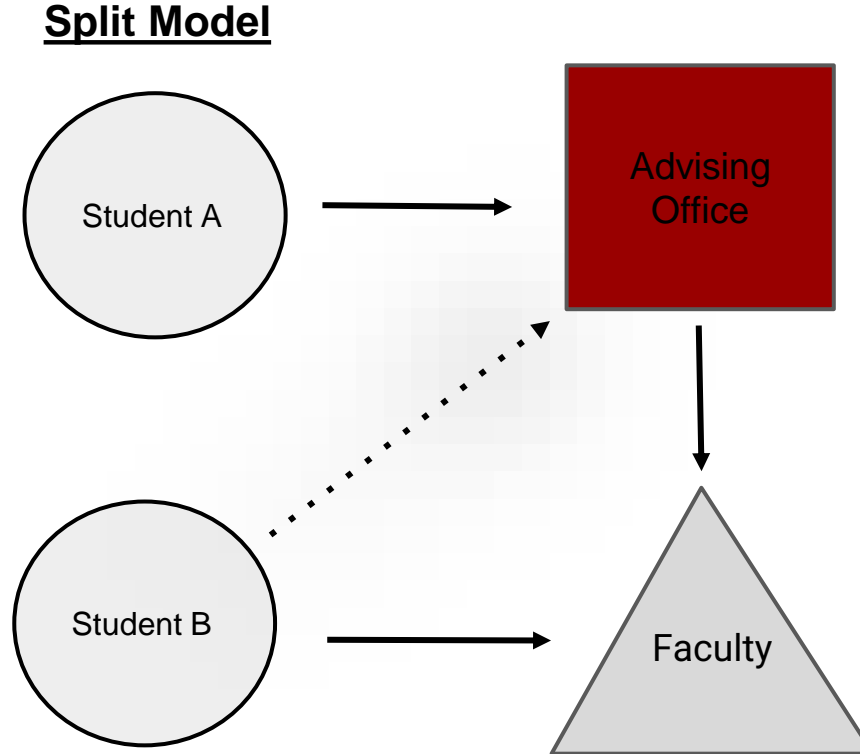
**Western Oregon**  
UNIVERSITY

Institutional Research

# Advising and Retention

The quality of advising... is the single most powerful predictor of student satisfaction with campus environment at 4-year schools.

# Advising at WOU: Shared, Split Model



# Current Advising Model

## Benefits

- Every student has a dedicated advisor(s)
- Exposure to Faculty
- Exposure to professional advisors
- Mentorship and guidance are centered

## Challenges

- Lack of consistency in access
- Lack of consistency in quality
- Unclear roles & responsibilities
- Not leveraged as a strategic tool to increase retention and grad rates

# Current Initiatives

- Redesign of new student advising for Fall 2022 cohort
- Faculty Lead Advisors
- Degree Completion Program
- Strengthening academic support

# Future Directions

- Evaluate mandatory advising holds
- Increasing proactive advising initiatives
  - Early Action System
  - Expanded use of progress reports
- Detailed degree plans

# 4 Lineages of Student Success Best Practice



## Engagement

- Retention is driven by student engagement
- FYE is popularized



## Degree Planning

- Murky academic requirements and lack of long term degree planning are identified as barriers to completion
- Guided Pathways movement emerges



## Next Gen Advising

- Advising offices become catchall
- Holistic advising and proactive outreach efforts deployed



## Equity Gaps

- DEI focus is not new
- Call to disaggregate data

*Dr. Ed Venit*

*VP for Research, EAB*

*How will we measure student success in the 2020's*





## Academic and Student Affairs Committee Work Plan | 2022-2023

### 1. ENROLLMENT

Academic and Student Affairs Committee (ASAC) will spend time at each meeting looking at enrollment, including admissions and retention efforts.

- Admission efforts **(January 25 meeting showcase)**
  - OTD once underway (public univ cost; Student Success and Completion Model (SSCM) funding from the state for Oregonians)
  - Growing other programs (e.g., Master of Science in Justice Studies, Ethnic Studies, Master of Science in Human Performance and Wellness, Data Analytics, Organizational Leadership, Special Education)
  - Educational Advisory Board (EAB) investments in Graduate and Adult Degree Completer recruitment
  - EAB investment in undergraduate recruitment
  - Development of a comprehensive Recruitment Plan for undergraduate admission - build on the success of a positive recruitment year
  - Ruffalo Noel and Levitz (RNL) financial aid optimization
  - Achieving Hispanic Serving Institution (HSI) status
    - Title V
    - WOU Conexiones
    - Reverse achievement gaps
- Retention efforts **(March 22 meeting showcase)**
  - Stop out grant and campaign
  - Motivatic social media campaign
  - Lead advisor program
  - Increased focus on career readiness
  - More academic and embedded support
  - Title III application and work
  - Destination Western (retention and self efficacy increases)
  - Transfer student supports
  - Bolstering academic support services (e.g., tutoring centers and embedded tutoring of gateway and high D, F and W courses; hiring live-in peer advisors in Housing to assist with academic success)
  - Enrollment Strategies Team (multi-disciplinary team that meets once/month, with work groups that meet in the off weeks to address four areas: admit-to-enroll; student success and retention; recruitment, outreach, marketing; and student experience)
  - Understand the student experience through formal assessment (NSSE) and informal focus groups and exit surveys



- Needs:
  - Increased mental health support (e.g., more resources for Student Health and Counseling Center)
  - Additional resources to support the work of MSSP (caseloads are beyond capacity to support the number of students being served)
- New academic programs (approvals at each meeting as needed)
  - Ethnic Studies
  - Master of Science in Human Performance and Wellness
  - Occupational Therapy Doctorate
  - And, others...
- Increasing enrollment in existing programs
  - Master of Science in Justice Studies
  - Data Analytics
  - Special Education
  - Organizational Leadership
  - And, others...

## **2. CAMPUS CLIMATE & MORALE**

ASAC will have a discussion about campus climate and morale.

## **3. STRATEGIC PLANNING**

ASAC is available to support the strategic planning process, as needed.

## **4. COMPREHENSIVE CAMPAIGN**

ASAC is available to support the strategic planning process, as needed.

**Academic and Student Affairs Committee (ASAC)  
March 2023 Report  
Tina M. Fuchs, Vice President for Student Affairs**

**Introduction**

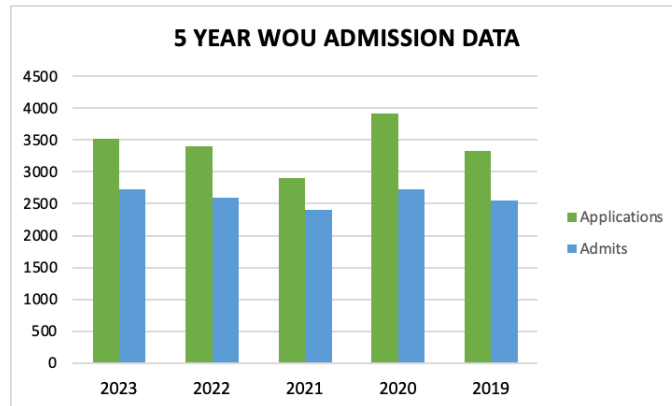
The Division of Student Affairs continues its work on recruitment of new students and supporting the retention of current students through active admission activities (including on campus programs) and retention initiatives such as programming, leadership development, student support services, and other student engagement activities. Our commitment to reaching out to other areas of the university outside of student affairs to influence retention specifically, speaks to the importance that we all need to serve students by eliminating silos and opening communication. We continue to evaluate our structures and address bias-related policies and procedures to stay student-centered and available to all students.

*\*\*Department titles are links to each department website. Please visit the websites for more specific detail on each area represented in this report.*

**Admissions**

- **Director of Admissions Search**

The Director of Admissions search process has been relaunched. The search committee received their charge and are currently reviewing applications. The goal is to have finalists visit campus the last two weeks of April and first week of May.



- **Application Data**

Comparing Fall 22 admission data to Fall 23:

- Applications up **3.22%**
- Admits up **4.9%**

Our work with the Education Advisory Board (EAB) continues. In the next report, the Board of Trustees will be provided more specific information and data about the partnership between WOU and EAB, and the progress we are making with EAB's APPLY campaign.

- **Campus visitation updates**

- **Winter 23 compared to Winter 22**

- *(includes reservations through the end of Winter term)*

- Individual Campus Tours: 155 (55% increase)
      - Group Campus Tours: 1542 (188.8% increase)
      - Recruitment Events: 307 students (30.8% increase)

- **Fall 22 compared to Fall 21:**

- Individual Campus Tours: 145 students (43.6% increase)
    - Group Campus Tours: 1144 students (65.8% increase)
    - Recruitment Events: 803 students (74.6% increase)

*Note: Admissions has also been working with Travis Smith, Coordinator of Conference & Event Services to support events that are bringing potential prospective students. Our first collaboration will be with a Polk County event that will be bringing 400 Juniors to campus on March 22nd.*

## Financial Aid

- **Scholarship Review**

- Financial Aid is coordinating the review of scholarship applications. Approximately 50 volunteers from across campus agreed to assist with the review of scholarship applications, each assigned around 45 applications. Scholarship review will be completed by March 20.

- **Award Letters**

- Once scholarship review is completed, Financial Aid will gear up for sending out financial aid award letters to students. This process takes into account a student's awards from Federal, State, and campus funding sources. Award letters will help students in their decision making for enrolling at WOU. The process coincides with most other colleges and universities who will be sending out award letters during the month of March.

- **New Assistant Director**

- Syllebram Diaz was promoted to Assistant Director of Financial Aid for Scholarships. Syllebram leaves his role as WOU bilingual financial aid counselors to serve in the Assistant Director position.

### New Student & Family Programs (NSFP)

- **Spring Term Orientation**

To date, approximately 10% of the Spring term admits (new students) have signed up for Spring Welcome events, either to join in person or to be asynchronously connected to resources.

- Typically Spring Term has a low yield rate and a high defer rate as students meet with advisors and determine the best term to start their program.

- **PACK Welcome**

PACK Welcome for Fall 2023 launched on February 1. Fall admits have received two emails from the NSFP office to walk them through the steps to be prepared for the fall. Steps include filling out the intent to register, reserving housing, accepting financial aid, as well as introducing them to WOU resources like Honors, TRIO programs, and more.

- As of 3/8/2023, 372 students who have completed the Intent to Register, which is due on May 1, in adherence to industry standards
  - 349 committing to coming in the Fall
  - 2 seeking to defer to another term
  - 21 canceling their admission (Admissions is collecting the data to understand why students are canceling)

- **The Leadership Common Application and Process**

Using a common application for a variety of student leadership positions on campus, the two month long process was completed at the beginning of March. The process incorporates selection of student leaders as Destination Western Peer Advisors, PLUS Team, Campus Ambassadors, and Resident Assistants. The process was successful and engaged many interested students in seeking leadership opportunities. Data includes:

- 218 applicants
- 100 position offers (across the four positions)
- 21 students offered alternate positions
- \***Of special note:** 109 Destination Western participants (program participants from 21-22 and 22-23) applied and 65 were offered positions or alternate positions this year

- **PACK (Orientation) Dates**

- Transfer student PACK Connect: June 27 & 28, 2023
- FR student PACK Connect: July 12, 14, & 15, 2023

### Destination Western 2022 data

### University Housing and Campus Dining

- **Campus Dining Training Modules**

Campus Dining recently purchased the OPUS training platform. OPUS is a platform for Campus Dining to communicate training with student employees and staff efficiently. OPUS training utilizes texting through cell phones. This is convenient as you do not need to log into a computer or portal. Employees will be notified by text with access to the training courses that they need to complete and then answer questions. The courses are short averaging two minutes per course. They are informative using graphics and animated images to make them interactive. The Learning Path, which contains 13 courses such as payroll, diversity, discrimination & harassment, hand-washing, customer service, and other training topics was recently launched. We will receive feedback once modules are complete to make adjustments or improvements.

- **Housing Occupancy and Reservations**

846 students currently live on campus. This occupancy is comparable to this time last year, and continues to be down about 200 residents from before the pandemic.

- Fall 2023 Reservations looks positive with 281 reservations for Fall Term 2023, compared to 196 in 2022, and 269 in 2021.
- Housing Renewal was recently completed. 377 current residents selected their rooms for the 2023-2024 academic year. A typical renewal rate is 35% of current residents choosing to renew. This year 44% of current residents have selected a space for next year.

### Abby's House, Center for Equity and Gender Justice

#### **Addressing Student Needs and seeking additional funding**

- Abby's House recently launched a Student Needs Survey which will provide an opportunity to gather information regarding students' basic needs and concerns. Results from this survey will help Abby's House gain a better understanding of student's current needs as it relates to food, housing, transportation, and health and wellness.
- In an effort to supplement funding and provide additional resources to students, Abby's House is applying to two grants.
- Sexual Assault Awareness month takes place in April. Abby's House will be hosting multiple awareness and educational events for the campus community.

### Center for Professional Pathways (CPP)

- The Center for Professional Pathways is working on several fronts to integrate career readiness and life design into academics and program, as part of the implementation of the ACE Learner Success Lab recommendations. The overarching recommendation from that 18 month effort was: **"Build career readiness and life design into curricular**



**and co-curricular programs to make social mobility available to all WOU students.”**

The following supporting recommendations are currently in a pilot phase:

- Develop and implement **career competencies** for courses and programs (with Dept. of English)
- Explore adding **courses** that specifically address career readiness and life design (with Communication Studies)
- Explore ways of having each student participate in **experiential learning** (with Social Studies)
- A Showcase for the pilots and other career readiness projects is planned for early May.
- Similar career readiness and life design activities are being integrated into grant proposals, such as Title III and NACUBO

**Multicultural Student Services and Programs (MSSP)**

- **Winter Term Events**
  - On January 25, the Multicultural Student Union (MSU) hosted the **Out & Proud event**; an event to celebrate Queer People of Color at WOU. This event was hosted in the Willamette Room, WUC and five student panelists shared their coming out stories and how their lives have been impacted as a queer person of color.
  - **Black History Celebration**, a two day event. On February 1, a panel of students and wOU faculty that identify as Black/African-American shared their stories as people of color on WOU’s campus. On February 2, MSU hosted a display in the Columbia Room in the Werner University Center. The display honored many Black/African-American leaders in the nation, providing a great educational opportunity to learn about their history. It remained on display on the second floor of the Werner University Center through the month of February.
  - In Celebration of Women’s History Month, on March 1, MSU hosted a successful **Women of Culture Celebration**, honoring Asian-American and Pacific Islander (AAPI) identities. The celebration included a market in the Werner University Center to support local women-owned AAPI businesses. In the evening MSU hosted a dinner with student performances and guest speaker, [Helen Ying](#). The Columbia Room was at capacity with students, faculty, and staff in attendance; making it one of the most successful cultural celebrations at WOU this year.
- **Spring Term MSU programs**
  - Native American Pow-Wow (April 22)
  - Nuestra Fiesta Latina (May 12)

- **Cesar E Chavez Leadership Conference (CECLC)**  
In coordination with the CECLC planning team and the office of Admissions, WOU will host the CECLC on Friday, April 21. While the planning committee anticipated 1000 attendees, after receiving registrations from participating high schools, over 1300 guests have shown interest in participating for the CECLC.
- **Hispanic Serving Institution (HSI) Conference - Student Volunteer Coordination**  
On April 26, WOU will be hosting the second HSI Summit. MSSP is coordinating the student involvement area of the conference including recruiting student panelists and students interested in round table discussions. There was a call for student participation among MSSP students, and 16 students have already signed up to participate!
- **Multicultural Leader and Author, Dr. Kim Johnson - June 2**  
In collaboration with various departments at WOU including Student Affairs, Hamersly Library, Academic Affairs, and the Diversity, Equity, and Inclusion office, MSSP is hosting an event on Friday, June 2, featuring multicultural leader [Kim Johnson](#), Vice Provost of University of Oregon and author of "[This is my America](#)" and [soon to be released, "Invisible Son"](#). This will be an event open to the WOU and the local community. Time to be announced soon.

### Student Engagement

#### **Student programming and events**

- Student Engagement, Associated Students of Western Oregon University (ASWOU) and the Student Activities Board (SAB) have been hosting a variety of events including but not limited to Mental Health week tabling and activities, WOU Speakeasy, Casino night and Chutes and Ladders of Public Speaking.
- Student Media works diligently to create and produce the [Western Howl](#), [KWOU](#) (WOU's student run internet radio station) and the [Northwest Passage](#).
- Fraternity and Sorority Life at WOU has approximately 40 WOU student members. Represented Fraternities and Sororities include [Kappa Delta Chi](#), [Omega Delta Phi](#), and [Alpha Chi Omega](#). Members of the Fraternity and Sorority Life recently attended the PNW Regional Conference. WOU representatives joined over 60 of their peers from five other schools in the PNW to engage and learn more in topics focused on leadership and community building.

#### **Conference and Event Services**

- The Conference & Event Services department has been working hard to schedule and coordinate a variety of conferences and events hosted at WOU. An increase to



conferences and events hosting on campus benefit WOU as a revenue generation resource as well as a potential recruitment tool. Many of the conferences and events hosted on campus during the summer focus on serving high school students, giving them a positive and memorable experience at WOU.

### Student Conduct

- **Confidentiality Statement**

The Office of Student Conduct has created a new Confidentiality Statement that will be signed by all Student Conduct Committee members and all hearing officers.

- **Amnesty Policy**

The Office of Student Conduct is working on creating a work group to further develop an amnesty clause/ policy that would be added to our Code of Student Responsibility.

### Student Health Counseling Center (SHCC)

SHCC has provided services to more students than in the past three years (prior to COVID).

There has been a 50% increase in after hours crisis calls (and note that we are the only school that does our own after hours services; other schools pay companies to do that). Crisis in general have increased.

- 1st 4 weeks of winter '22 = 11 crisis
- 1st 4 weeks of fall '23 = 18 crisis
- 1st 4 weeks of winter '23 = 26 crisis

At this time, the major concern is about the health fee and having enough funding to maintain current staffing levels. We have vacancies for 3 counselors, 2 front office staff, 3 medical positions (director, provider, MA), and 2 health promotion positions. Beth Scroggins, Director of the SHCC, presented the fee increase request to the Tuition and Fee Advisory Committee (TFAC) and a student survey regarding health fee and tuition costs was made available to students March 6-12th. The information presented included:

- Fee increase to \$163 = current staffing and service level
- Fee increase to \$175 = add front office and Health Promotion staff (R&R room, social media, campus outreach)
- Fee increase to \$183 = add multicultural/bilingual counselor
- Worthy of noting:
  - These fees would be for all students, including online
  - Current fee is \$154 assessed to in-person/hybrid students only
  - If we maintain current fee structure (in-person/hybrid only) and increased the current fee by 5% to \$162, we would still be at a 400k deficit; even reducing

services by one day and reducing staff to one medical provider and 1 full time counselor it wouldn't balance our budget

- To maintain the current fee structure (in-person/hybrid only), the fee would need to increase by 47% to \$226 per term for those students to maintain current staffing and service levels.
- Current wait time is about 3 weeks to get in to see a counselor; crisis services available every day.

### Upward Bound

#### **Community and campus partnerships**

- Upward Bound in partnership with the Polk County School Based Mental Health Program hosted a successful workshop focusing on mental health and emotional wellness which included hands-on activities to help students learn strategies to manage stress and improve their emotional health. In addition, The WOU Student Engagement staff led students in an activity for Upward Bound participants to identify and learn how to prioritize their personal values.

### Veterans Resource Center

#### **Student focused efforts**

- The Director of the VRC in partnership with various campus stakeholders, is working on completing a detailed survey striving to be recognized as one of the [Military Friendly's™](#).
- The VRC hung a map encouraging student Veterans and currently serving students to pin the various locations that their military experience has taken them! To see a fun Instagram post, check it out on [WOU VRC Instagram](#).

### Vice President for Student Affairs office

- **National Student Exchange (NSE)**

11 Western Oregon University students have submitted applications to participate in the National Student Exchange (NSE), academic year 2023-24. Placement decisions will be made mid March. Four students from other colleges and universities in the NSE consortium have selected WOU as their first choice, while an overall total of 13 students from other institutions have expressed interest in WOU as an alternative choice.

#### **2023 Guide to Campus Resources**

An updated "[Guide to Campus Resources](#)" is now available electronically and printed. VPSA will be distributing printed guides across campus and at various recruitment and orientation programs for students. This guide is intended to be a quick, one-stop shop reference for various student and academic support services.

## **SPOTLIGHT**

**Abby's House** coordinated the Governor's Food Drive during the month of February. The WOU community raised over 12,033 pounds of food which equals 9024 meals. Each year WOU supports a friendly competition on campus with the goal raise funds and food for the Food Pantry and the local food bank. Additionally, it is tradition to acknowledge the departments who raised the most amount of food in meals per employee. The top three departments were:

- 3rd place: Advancement/WOU Foundation with a total of 121.18 meals/employee
- 2nd place: Financial Aid with a total of 356.19 meals/employee
- 1st place: The Veteran Resource Center with a total of 550.91 meals/employee



[ID: White male with short hair sitting in a chair, wearing a blue sweater, gray pants with his hand on a dark brown table holding the Campbell's Soup Can Trophy with his right hand]

### **Student Affairs Newsletter**

Click the link to read the most recent division newsletter: [Student Affairs ENEWS](#)

**Academic & Student Affairs Committee**  
**March 22, 2023 Report**  
**Provost Rob Winningham**

## **1. Student Success and Advising**

**Advising & Tutoring.** Student Success and Advising continues to focus on building systems and processes to support foundational student success outcomes, in addition to providing direct advising services. There has been a nearly 150% increase in the number of student appointments this Winter term, compared with Winter 2022 numbers. Similarly, we continue to see increases in our course-based tutoring services (74% increase in visits year over year). SSA also recently started working with Athletics to offer course-based tutoring and study strategies help at the Football program's weekly study tables. We plan to continue expanding our tutoring and academic support services

**TRIO Updates.** Student Enrichment Program (SEP) and Teacher Prep Student Support Services (TPSSS), two of our federally funded TRIO programs, submitted Interim Performance Reports (IPR) for the current Grant year. The IPR was a chance to highlight the progress towards their grant objectives and programming. Both TRIO programs are on track to meet all their grant objectives this year, which has become increasingly difficult for TRIO programs nationally, and is a testament to the hard work and dedication of our TRIO teams here at WOU.

**Degree Completion.** Our Degree Completion Program continues to identify students who stopped out at WOU, typically close to completing their degree. Through wrap-around advising support and modest grant-funded awards, we've helped 414 students re-enroll at WOU since Fall 2019. As of Winter 2023, all but two of those students have either graduated or are on track to do so.

## **2. Graduate Programs**

Overall, graduate student enrollment has remained fairly steady from last year with a modest increase of 5.5% in enrollment for winter term this year. At the time of this report, spring registration is still ongoing and the graduate office is doing continuous outreach to current and new students to encourage registration.

The Slate graduate application system launched on January 9, 2023. Since the launch, Graduate Programs has processed more than 130 completed applications

and admitted 75 of those applicants. Graduate Programs utilizes Slate for outreach to interested applicants to help close the gap between applications awaiting submission and fully submitted applications. Prospective students are completing their applications much faster than before Slate implementation, and most within 48 hours. Prior to the implementation of Slate, applicants typically took more than two weeks to fully complete and submit their applications. We are also using Slate to communicate with admitted students to encourage registration and to increase our yield from admitted to enrolled.

We are still seeing gains from our partnership with EAB through several initiatives. The EAB digital and email marketing campaigns continue to increase WOU's visibility and actively recruit prospective graduate students, having reached over 15,000 prospective graduate students. On March 9th, EAB partners visited campus and met with the Enrollment Strategies team, faculty working with adult learners and transfer students, and provided a campus-wide presentation and discussion focused on recruiting and supporting adult learners (i.e., adult degree completers, transfer students, and graduate students). Approximately 60 faculty and staff attended the session.

### 3. Research and Grants

Sponsored Projects Office recently welcomed Adrien Arnold, our new Associate Director for Pre-Award and Research Development Services, to the team. Adrien brings 18 years of experience supporting external funding proposals as well as pre-award and research development processes in higher education.

***Proposal and grant activity.*** The Sponsored Projects Office is continuing to see an upward trend in grant funding. We saw large increases in proposed grant funding and awarded grant funding in FY22 compared to FY21 (90% increase in awarded funding). Proposals for FY23 are tracking very closely to this time last year, which bodes well for continuing these positive patterns.

	Proposals Submitted	Funding Sought (total)	Indirect Proposed	Proposals Awarded	Funding Awarding (total)	Indirect funded
FY21	68	\$22,604,036	\$2,731,722	40	\$11,045,135	\$1,570,733
FY22	67	\$28,431,233	\$3,416,985	47*	\$21,070,002	\$2,606,308
FY23 (as of 3/13/23)	42	\$5,798,907	\$365,496	16*	\$2,973,284	\$390,632

*\*FY22 and FY23 proposals are still pending, thus awarded funding is expected to increase over the next few months.*

**Notable Grant Activity.** Dr. Seyed Shahrokni (Center for Academic Innovation) and Dr. Melanie Landon-Hays (Division of Education and Leadership) submitted a proposal for \$311,942 to the Spencer Foundation: “*Building an Educational Escape Room.*” This grant would support the development of five educational escape rooms on campus with the goal of providing pre-service teachers with the tools to integrate educational technologies into their classrooms, as well as cultivating student engagement and critical thinking.

The Center on Early Learning Youth and Development (CELYD), led by Director Robyn Lopez Melton, has grown considerably during FY23 and now includes approximately 50 staff members working on multiple grant-funded projects supporting early learning and childcare across Oregon. In the first two months of 2023, CELYD distributed over \$1.2 million in start-up and expansion grants to childcare programs across the state with the goal of stabilizing and rebuilding the child care field after the devastating effects of the pandemic.

#### 4. Occupational Therapy Doctorate

WOU’s Occupational Therapy (OT) Program is on track to admit the first cohort of students Fall 2024. Sean Roush, OTD, OTR/L, FAOTA joined WOU on 12/30/2022 as the inaugural OT Program Director. Recruitment notices for the Academic Fieldwork Coordinator and Doctoral Capstone Coordinator, positions required by the Accreditation Council for Occupational Therapy Education (ACOTE), have recently been posted. We expect both individuals to join the WOU community this coming summer. The Occupational Therapy Doctorate (OTD) will be the first professional



doctorate awarded by WOU. The program was approved by the Higher Education Coordinating Commission (HECC) at their October 12-13, 2022 meeting and an application has been submitted to the Northwest Commission on Colleges and Universities (NWCCU) for approval of the OTD. Planning has begun for renovations of the 2<sup>nd</sup> floor of the WOU: Salem campus to house the program. Work has begun on the ACOTE candidacy application in anticipation of our assigned December 2023 submission date. Sean is networking with programs across the campus to promote the OTD and develop partnerships to support current and future students and faculty.

## 5. Institutional Research

Since the January report, the Institutional Research (IR) Office completed four Integrated Postsecondary Education Data System (IPEDS) reports (Graduation Rates, 200% Graduation Rates, Admissions, and Outcome Measures). Following the completion of those reports, we have updated most of the data available on the IR website and have launched a new data visualizations page with the updated data.

The ability of the IR Office to complete *ad hoc* requests in a timely manner has been impacted by our decrease in staff. The IR Office had 2.75 FTE through January 1, but is now down to 2.0 FTE. With the graduation of our Graduate Assistant, we will be down to 1.5 FTE for the remainder of the academic year.

However, despite the decrease in FTE, our rate of completing *ad hoc* requests per FTE remains relatively stable. In the 3 months between the Fall and Winter IR Reports to the Provost, we completed approximately 15 *ad hoc* tasks per FTE per month. Since the January report, we have completed approximately 13 *ad hoc* tasks per FTE per month. The high level of productivity that the IR Office has achieved despite the reduction in staff is attributable primarily to the work of Georgia Armitage, the Interim Senior IR Analyst.

## 6. College of Liberal Arts and Sciences

Since the last report to the WOU Board of Trustees, faculty, staff and students in the College of Liberal Arts & Sciences have continued to make outstanding accomplishments. Below are several recent key accomplishments and initiatives.

The Creative Arts Division was pleased to present the Matthew Shepard Project on campus between March 2 and 10, 2023. The play *The Laramie Project* was performed in Rice Auditorium six times, and the Oregon premier of a choral oratorio,

*Considering Matthew Shepard*, was performed twice. The campus also sponsored a related art exhibit in Cannon Art Gallery and the performance of a newly commissioned dance work on March 7. Most notably, Matthew's mother, Judy Shepard, delivered a powerful campus presentation on March 6.

Several other in-person events have been held on campus this winter term. The Criminal Justice Sciences Division held its annual Criminal Justice Day Fair on March 1<sup>st</sup>, bringing in a wide range of potential employers and attracting students from Criminal Justice as well as several other majors. Throughout the month of March, our Gerontology: Aging and Older Adulthood program continues to host a series of Wednesday noon campus talks delivered by community experts, "Aging Well: Aging With Others." On March 7, entrepreneur Bob Dethlefs spoke with Business students about "Big Hairy Audacious Goals," highlighting the importance of networking and the CAREER approach (Confidence, Attitude, Responsiveness, Enthusiasm, Effort, and Resourcefulness) as crucial components for achieving one's purpose and goals.

The Politics, Public Policy & Administration Department continues with its Empowered Communities Project, hosting a talk on "How to Start a Nonprofit" by Dr. Salaam Noor on March 8. On March 17, the campus will host GSA (Gay-Straight Alliance) Day on campus. Upcoming guest speakers include Dr. Carla Wise, who will deliver a talk at noon on Wednesday, May 3 entitled "Optimism for Climate Solutions: How the New U.S. Climate Law Could Be a Game Changer," as part of the LAS Dean's Sustainability Speaker Series.

Two history students, Natalie Montalvo and Amanda Larios, presented with Dr. Kimberly Jensen, Professor of History, for the Willamette Heritage Center's "Zooming Back to History" series in a presentation titled "**Beyond Bert the Turtle and 'Duck and Cover:' Preserving and Exhibiting Western Oregon University's Cold War Fallout Shelter Materials.**" Dr. Jensen was also a featured commentator in a new Oregon Public Broadcasting documentary, *Marie Equi*, as part of the *Oregon Experience* Series. Equi was a physician and activist who might readily identify as a lesbian today, who worked to better the lives of women, children and workers in early twentieth century Oregon.

The Computer Science Division is working with the organizers of Oregon Game Project Challenge to bring that event back to WOU on May 20. As stated on its website, "OGPC uses student interest in making games to develop a wide variety of skills. Students write code, create art and music, craft a story and design gameplay. They learn project management and teamwork as they collaborate over multiple months to deliver a project. And they practice their soft skills as they present their



project to judges and other students.” This annual event will bring hundreds of students, teachers and family members to our beautiful campus. Computer Science is also working closely with its industry advisory board to promote WOU’s new Data Analytics major ([video here](#)), and the efforts are already paying off. The degree just started in Fall 2022, and according to the most recent IR data, the program currently has 7 majors and one minor. Three of these students are post-baccalaureate students who came back explicitly for this degree. Computer Science is also using their marketing grant to engage in vigorous recruiting efforts, visiting three community colleges and five high schools this winter with more visits planned for spring term.

Associate Professor of Spanish Dr. Jaime Marroquin is one of 8 recipients chosen for a highly selective year-long fellowship at Stanford Center for the Humanities. Dr. Marroquin will be using this remarkable opportunity to complete his book project focusing on decolonializing concepts of scientific progress.

With thanks to Anna Hernandez and Human Resources, WOU was able to sign a collaboration agreement with the Oregon Association for Comprehensive Education (OACE) that allowed three WOU students—Eny Gonzalez, Kimberly Fuentes and Jennifer Pérez Ramos—to serve as interpreters for the annual OACE conference in Seaside, Oregon. The students were accompanied by Professor of Spanish Dr. Patricia Gimenez-Eguibar. OACE covered all expenses and provided the students with direct experience of interpreting in a formal setting before a large audience. According to Dr. Gimenez-Eguibar, “The students did an amazing job, and they all were so fulfilled and full of joy.” In the future, the Spanish program plans to create a theoretical interpreting Spanish class followed by a practicum course in which students continue to serve as interpreters at this annual conference.

Earth and Environmental Sciences faculty member Jeff Myers completed the second of two major consulting reports for Baldwin & Sons in Newport Beach, California, and Antelope Valley Recycling and Disposal Facility, Inc. in Palmdale, California. This type of activity highlights the importance of building connections between academic institutions and private industry.

On Monday, March 13 (as this report was being drafted), instructor Samantha Levell’s Ecology students presented results from their term-long projects in Ash Creek. Student projects focused on macroinvertebrates and water-associated invertebrates, including many insect larvae as well as crayfish and mollusks like clams. Students collected macroinvertebrates and data on abiotic factors such as temperature, dissolved oxygen, pH, and turbidity along the creek in various habitats.

Each pair of students chose their own variables to investigate that influenced macroinvertebrate diversity or associations of specific invertebrates with specific abiotic factors.

In late February, our Model United Nations club enjoyed a brief visit to London for a student-run Model UN conference that drew participants from 104 different countries. The annual MUN banquet, having been paused for the past two years, will resume on April 13 in the Pacific Room.

As usual, these are just a few of the recent numerous initiatives and successes in WOU's College of Liberal Arts and Sciences. We look forward to sharing additional good news with the Board of Trustees in the coming months.

## 7. College of Education

***Grow-Your-Own educator programming booming.*** New educator programming in special education, ESOL, and dual-language are being developed in collaboration with ten Oregon school districts which effectively doubles the size of these programs and partnerships. For example, there are 91 students currently enrolled in special education licensure programs and 88 of those students are already employed by school districts. This reflects the changing nature of educator workforce development in Oregon and the role that Western needs to continue to play in collaboration with school districts and education service districts.

***Education advising team traveling to Columbia Gorge.*** In April, the education advising team will be traveling to Hood River County School District, North Wasco County School District, Columbia Gorge Education Service District, and Columbia Gorge Community College to meet with instructional assistants and other community members exploring degree completion and licensure pathways. The hope is that many of these people will pursue Western programs through our FLEX program pathways.

***College of Education, Office of Justice, Equity, Diversity, and Inclusion (COE JEDI) hosts events.*** Several events were held in association with Black History Month including: (a) Black Lives Matter at School with Cicely Lewis; (b) on-going black education student affinity group meetings hosted by Micah Walker, and; (c) BIPOC student advisory group exploring art options in Richard Woodcock Education Center.

***Dr. Denise Thew Hackett returns from FEMA service.*** Dr. Thew Hackett has recently returned from another round of service with the Federal Emergency Management Administration providing advocacy and support services for individuals with disabilities impacted by weather events in California. Her expertise in the area of disability advocacy is heavily valued by FEMA.

***Division of Health and Exercise Science host Career Day.*** Faculty collaborated with Admissions to host a Career Day focused on academic programs that support careers in exercise, testing and prescription, public health, and advocacy in health disparities issues. More than 100 students from community colleges and Oregon high schools participated in the successful recruiting event.

***Division of Education and Leadership prepping for Education Day.*** Following the successful format described above, faculty and advisors in educator programs are planning for a similar career day focused on transfer and high school students seeking education pathways here at Western. Early projections estimate more than 200 students will participate.

***Dr. Melanie Landon-Hays organizes ORATE conference.*** A dozen educator faculty participated in the 26<sup>th</sup> annual statewide conference for the Oregon Association of Teacher Educators organized and led by President, Dr. Melanie Landon-Hays. The keynote panel included Senate Education Committee member Senator Frederick and House Education Committee member Representative Ruiz.

***Educator programs described in recent Oregonian article.*** Associate Dean, Dr. Marie LeJeune, worked with Oregonian reporters to help develop a story about how practices in teaching reading have shifted in recent years as more research is completed helping us understand how children learn to read. Several wonderful pictures and points of pride are mentioned in the article that was published on 3/12/2023.

## **8. Academic Effectiveness**

Puzzles and Patterns Pre-Pi Day Poster Palooza was held on March 13, 2023 in HL 107. Students in Honors Math as well as faculty, staff, and students from the broader campus community came together over coffee and pie to look at student exploration of mathematical concepts in topics ranging from music to art to comics, movie making, animal breeding and the Egyptian pyramids. Thanks to Dr. Leanne Merrill for organizing this event with Dr. Gavin Keulks, Director of the Honors Program.

The HECC funded Credit for Prior Learning (CPL) project held the second Community of Learning, Inquiry, and Practice - Internship Experiences (CLIP-IE) workshop on Friday March 3, 2023. The workshop was a collaborative effort in support of faculty and staff responsible for advising potential candidates to apply for credit for prior learning through portfolio assessment and evaluating portfolios to determine the award of course credit. Faculty and staff from Academic Effectiveness, the Center for Academic Innovation, and Student Success and Advising prepared presentations to support the advising and mentoring of students, the identification and unpacking of course-level learning outcomes also known at WOU as course goals, and rubric development. Breakout groups allowed for time for discussion and development of deliverables as part of participation in the CPL project.

General Education leadership is preparing options in support of faculty development around the delivery of high impact practices in general education coursework.

Two faculty were selected as Mission Fulfillment and Sustainability Fellows by the Northwest Commission on Colleges and University for Cohort 5. Congratulations to Dr. Leanne Merrill and Dr. Melanie Landon-Hays for their selection. They will begin their participation in the professional development component of the fellowship in March 2023. Their projects will be integrated in support of mission fulfillment and sustainability at WOU over the next 18 months.

## 9. Library and Academic Innovation

**Content Migration.** Due to WOU's recent initiative to reduce spending by \$5 million, Library and Academic Innovation (LAI) will move from Digital Commons to Omeka for hosting the university's unique digital collections. We currently [host images from WOU Archives](#) on the Omeka platform, so this will be a consolidation of all our digital collections onto one platform. The Library will begin moving content this spring and hope to have the migration completed by mid-June. Until then, [Digital Commons @ WOU](#) will remain the same.

**Improvements to Ebook Usage.** Ebook usage for the Library's Demand Driven Acquisitions program has been very strong, particularly in comparison to usage of ebooks that were purchased under our previous collection development model. In the previous model, books were selected by teaching faculty and librarians based on their knowledge of subject matter that is taught at WOU. Almost half of the ebooks we purchased using that model were never used. Now, ebook records are added to our catalog and the ebook is automatically purchased when someone uses it, so every title purchased has at least one use.



**Diversity-focused Academic Images Project Update.** Janeanne Rockwell-Kincanon (Library) and Seyed Shahrokni (Academic Innovation) have conducted five photo shoots for our diversity-focused photos project. They have 21 models registered and one more days of shoots has been scheduled. With support from the [WOU Foundation](#), the [Diversity-focused Academic Images Project](#) will create a collection of images that center participant students with various aspects of diversity engaged in academic contexts, and making these images freely available under a Creative Commons CC-BY license.

**Educational Escape Rooms Available.** Academic Innovation has developed two educational escape rooms that are now available for use in Maske Hall. This was a new initiative funded in part by the WOU Foundation. The escape rooms will leverage game-based learning techniques to reinforce foundational skills and knowledge in general education courses. The project is being led by CAI’s Faculty Development Coordinator, Dr. Seyed Shahrokni.

### 10. College Restructure Taskforce

In December 2022, the College Restructure Taskforce submitted [their final report and recommendations](#).

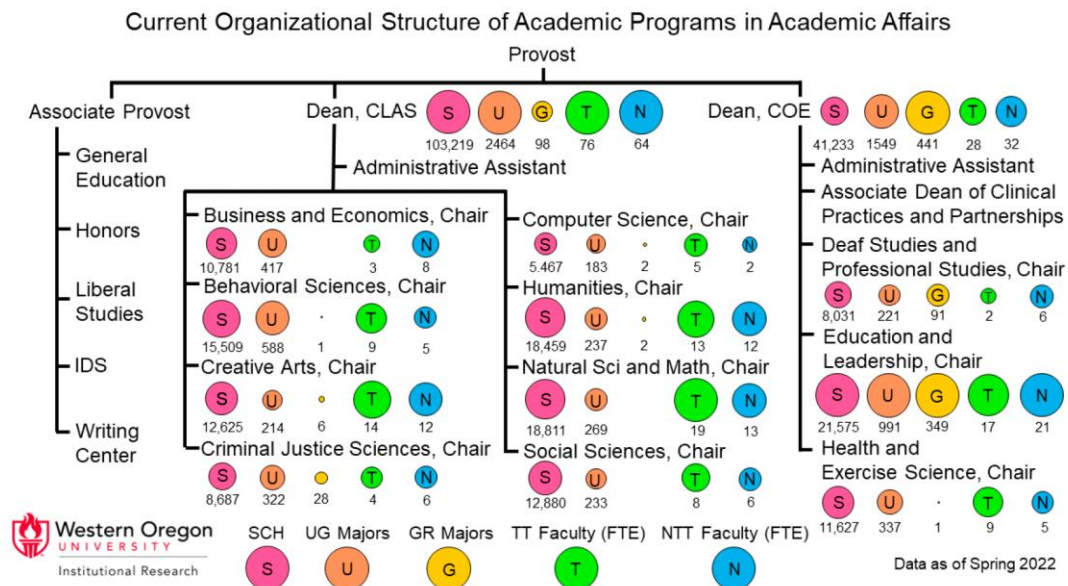


Figure 1: Current Academic Structure

Figure 1 displays the current academic structure with the number of student credit hours (SCH), undergraduate majors (UG Majors), graduate majors (GR Majors), tenure track faculty units (TT FTE), and non-tenure track faculty units (NTT FTE). A textual description of Figure 1 with data tables is in [Appendix I](#).

Current Programs in COE and CLAS

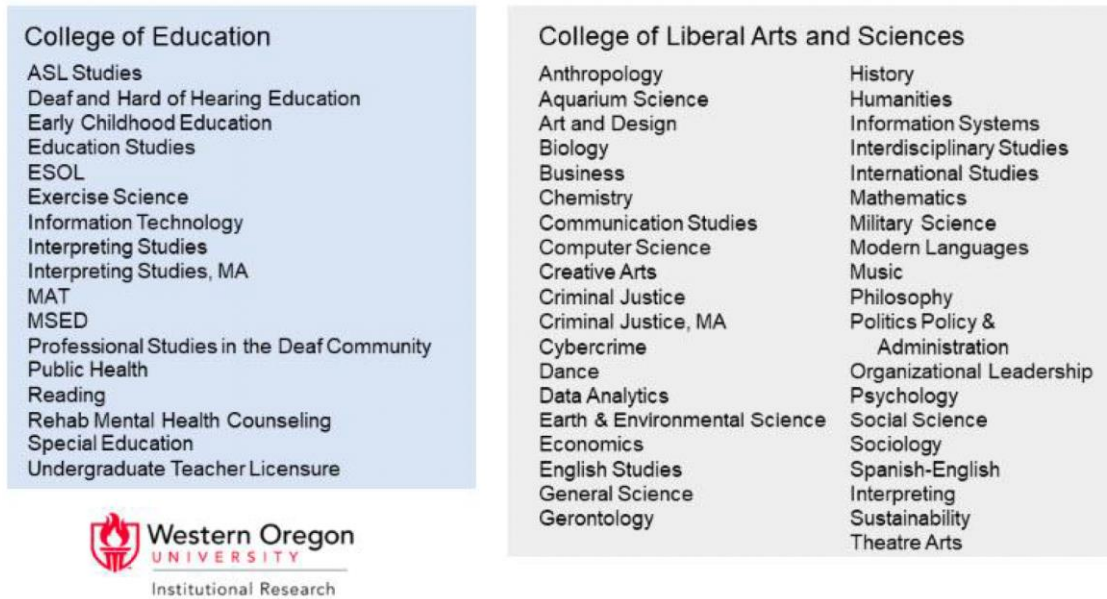


Figure 2: Current Distribution of Academic Programs in COE and CLAS

A text version of Figure 2 is in [Appendix J](#).

Proposed Organizational Structure of Academic Programs in Academic Affairs

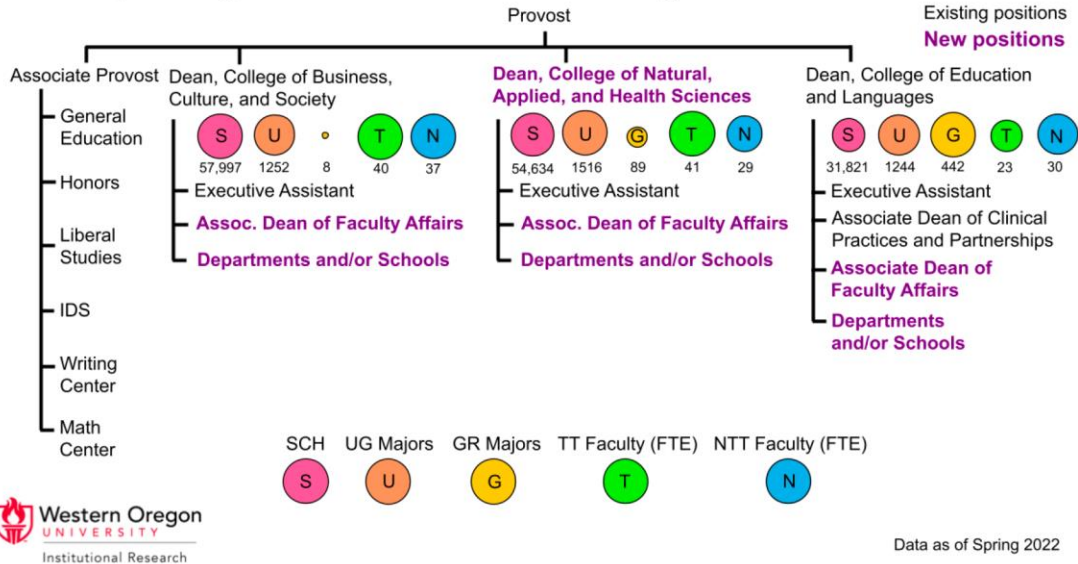


Figure 3: Proposed Academic Structure

## Program Redistribution into Colleges

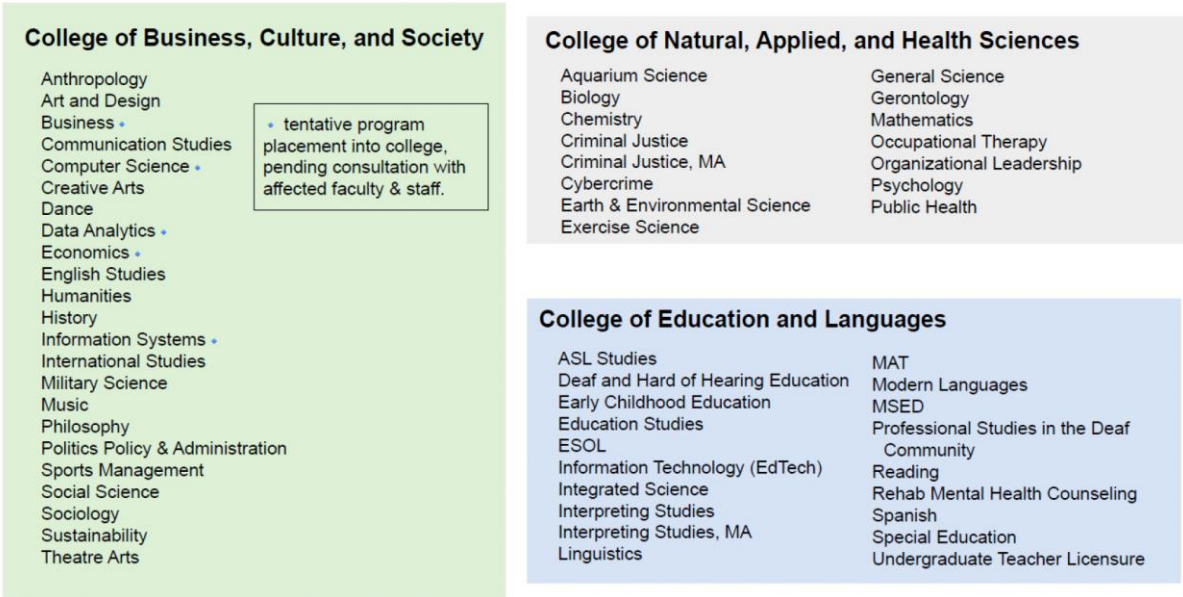


Figure 4: Proposed Distribution of Academic Programs into Colleges