



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

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.