

## SUBSTANTIVE CHANGE PROPOSAL

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Date of the proposal

12/07/18



### SUBSTANTIVE CHANGE PROPOSAL

Insofar as institutions are in a continual process of change, the Commission continuously monitors institutions through its Substantive Change Policy.

Although the scope and depth of information to be provided in the change proposal will depend upon the nature of the proposed change, **responses to the following are required:**

- a. Mission and Core Themes:
  1. clear statement of the nature and purposes of the change in the context of institutional mission and core themes.

Western Oregon University (WOU) creates lasting opportunities for student success through transformative education and personalized support.

Two core themes emerge from this mission, Student Success and Academic Excellence, representing our highest institutional priorities. Our mission is fulfilled when we fully realize the objectives associated with these core themes.

In alignment with our mission, and in pursuit of our core themes, we propose to:

***Add an Applied Baccalaureate in Liberal Studies degree program while concurrently developing an additional site – WOU:Salem – to support degree completion for working adults.***

This change supports objectives contributing to mission fulfillment, including: (1) WOU delivers curriculum via multiple delivery paths (student success), (2) students have positive and personalized interactions with our faculty (student success), (3) student services facilitate persistence and student success (student success), and (4) curricular and co-curricular programs are responsive to the evolving needs of students (academic excellence).

**Academic Program:** The **Applied Baccalaureate in Liberal Studies** is an undergraduate degree that empowers students to draw upon, compare, contrast and integrate broad approaches to knowledge (i.e., scientific, humanistic and creative), and explore connections among and applications of those approaches. The program serves students who have earned an Associate of Applied Science (AAS) or comparable career-related two-year degree, and seek to complete a four-year degree with an emphasis on breadth of education and strengthening essential skills developed in all WOU undergraduate degrees: foundational and multidisciplinary learning, engaged citizenship, critical thinking, and integration and synthesis. Essentially, we propose an upside-down degree (see Townsend, Barbara, Debra Bragg and Collin Rund. 2008. *The Adult Learner and the Applied Baccalaureate: National and State-by-State Inventory*. University of Illinois at Urbana/Champaign, Office of Community College Research and Leadership). Students who have specialized in a career-related field through their AAS program will complete a four-year degree by designing, in consultation with faculty advisors, a multi-disciplinary general education program comprised primarily of upper-division courses in diverse fields, along with necessary pre-requisite course work.

**Additional Site – Learning center:** The AB in Liberal Studies will be delivered at WOU:Salem, a learning center in Salem that is under development with space leased from the Willamette Education Service

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District. Salem, with a population of over 160,000 and part of a 400,000 resident metropolitan statistical area, is home to Oregon's state capital and the majority of state government offices. Working adults will have convenient access to the program via its location and mode of delivery (hybrid courses with face-to-face meetings evenings and weekends). More information on the site is included later in this application.

Programs fully available at WOU:Salem will be:

- Applied Baccalaureate in Liberal Studies (not available on Monmouth campus)
- Master of Arts in Organizational Leadership (not available on Monmouth campus; concurrently submitted as a new graduate program)
- Undergraduate Certificate in Professional Writing (available in Monmouth and Salem)

**Supporting degree completion in existing programs:** To assist more working adult students, WOU:Salem will offer a selection of courses that meet requirements in some of our highly-enrolled majors. Along with a path through our General Education program, also planned for evening/weekend hybrid course delivery in Salem, WOU will be able to offer working adult students more convenient options for completing university requirements, and some program requirements, in existing Psychology, Criminal Justice, Interdisciplinary Studies and Business programs.

Effects on faculty effort of course and program delivery at the additional site are analyzed in subsequent sections.

The totality of the proposed change – the AB in Liberal Studies, development of WOU:Salem, hybrid course delivery -- **diversifies delivery** while maintaining the foundation of **face-to-face interaction** which is at the heart of our students' **positive and personalized** interactions with our faculty. Hybrid courses provide students with **flexible course options**, and courses scheduled at times and in places **convenient to working adults** will bring the benefits of a WOU education to students who otherwise have limited access to public, face-to-face, four-year post-secondary education. Designed with working adult students in mind, the degree program and the learning center create arrangements that will **increase access** to a WOU education, and **enhance persistence and graduation**. The degree program, delivery and learning center are **responsive to the academic needs of students**, especially AAS degree holders who often face institutional barriers to completion of a four-year degree in a timely fashion. This approval will also the substantial population of working adults in our region who have some college but no four-year degree. The opportunity to affordably and conveniently complete a four-year degree can be transformative. For these reasons, our plans to offer the AB in Liberal Studies, and provide more convenient access to course work that supports other majors at WOU:Salem, directly aligns with our institutional mission.

b. Authorization:

1. evidence of the date of formal approval by the governing board and by the appropriate governmental agency to offer the proposed existing and/or new program(s) at the proposed site(s). If the institution is located in, or operates in, a state that has only minimal requirements for chartering, but also a higher level of authorization to grant degrees, date and evidence of approval at the higher level is required.

WOU's governing board approved the Applied Baccalaureate in Liberal Studies for delivery in Salem on April 18, 2018. We have attached below the minutes from the

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governing board meeting where the program was approved. Oregon's Higher Education Coordinating Commission approved the AB in Liberal Studies, a program proposed for delivery in Salem, on August 2, 2018. The notification letter is attached below. Per the WOU Board of Trustees By-Laws, it is within the delegated authority of the university president to authorize the other aspects of program delivery in Salem (e.g., delivery modality for other programs, commitment to a multi-year lease for the site).

Date of governing board approval -- upload minutes using [Jotform](#)

04/18/18

Date of governmental agency approval (if applicable) – upload minutes using [Jotform](#)

08/02/18

c. Educational Offerings:

1. descriptive information of the educational offering(s) including credits to completion, courses by title and assigned academic credit granted;

Number of Quarter Credits 90

Number of Semester Credits NA

2. descriptive information regarding method of instructional delivery (i.e., type of delivery including percent of face-to-face, hybrid, distance delivery, and/or competency-based);

There was not a space above to enter the curriculum details – we do so here instead:

### Curriculum

Four elements comprise the **AB in Liberal Studies** curriculum: (1) Meta-cognition around self-directed, multidisciplinary learning; (2) Foundations; (3) Breadth; and (4) Free Electives.

#### ***Multi-disciplinary meta-cognition and integration, goal setting, planning and reflection (6 credits)***

- LS 300: Introduction to Liberal Studies (2)
- LS 499: Liberal Studies Capstone (4)

#### ***Foundations (12 credits)***

- WR 121: College Writing I (4)
- WR 122: College Writing II (4) or WR 227: Technical & Workplace Writing
- Choose one (4):
  - MTH 105: Contemporary Mathematics (4)
  - MTH 110: Applied College Algebra (4)
  - MTH 111: College Algebra (4)

***Breadth – Approaches to Knowledge (57-60 credits)***

- Choose 15-16 credits of Scientific Approaches courses
  - Courses will likely be drawn from the following disciplines: Biology (L), Chemistry (L), Earth Science (L), Physics (L), Physical Anthropology, Archaeology, Psychology, Political Science, Sociology, Physical Geography, Linguistics, Economics, and Philosophy. Students will complete at least 4 credits of laboratory science (in a discipline marked by an L).
  - Regarding scientific approaches: “What unites scientific inquiry is the primacy of empirical test of conjectures and formal hypotheses using well-codified observation methods and rigorous designs, and subjecting findings to peer review.” (“3 Guiding Principles for Scientific Inquiry.” National Research Council. 2002. *Scientific Research in Education*. Washington, DC: The National Academies Press. doi: 10.17226/10236.) Scientific approaches are used by natural and social scientists, and we include both in this domain.
  
- Choose 15-16 credits of Humanistic Approaches courses
  - Courses will likely be drawn from the following disciplines: Literature, Linguistics, Writing, History, Cultural Anthropology, Philosophy, Religious Studies, Communication Studies, Cultural Geography, Languages, Interpreting, and Art History.
  - Regarding humanistic approaches: “We all are self-reflective. We try to make sense of what it means to be human and how to relate to one another. We seek to understand ourselves and the world around us, and always we think about how things could be, or should be, or might have been. Humanistic inquiry takes us into realms that lie at the heart of what it means to be a thinking, feeling person, and into realms of interpretation and analysis beyond what facts and figures alone can tell us” (University of Southern California, General Education webpage).
  
- Choose 12 credits of Creative Approaches courses
  - Courses will likely be drawn from the following disciplines: Art, Theatre, Dance, Music, Creative Writing, Visual Communication Design, Visual Anthropology, and New Media Studies.
  - Regarding creative approaches: “To be an artist is to ask questions, to probe material in search of its weakness, strength, durability, vulnerability, in search of some unknown thing that is and is not the material, to make associations with or to find the correspondences between the limited matter at hand and the larger world, to articulate—visually, aurally, structurally, metaphorically—something intuitively if not intellectually known, to configure/constrain matter within a conflicting and/or contrapuntal form in order to persuade the invisible (the unknown) to emanate” (Farabough, Laura. 1996. In *Inquiry Descriptions*, Exploratorium Institute for Inquiry Forum, November 8-9.) See also Asma, Stephen (2017): “Improvisation [is] the main activity, method, or operation of the imaginative faculty. Improvisation, more accurately, is not just what the imagination does, but is the adaptive meeting place between the organism and the environment. The improvising imagination draws on internal resources (i.e., thoughts, feelings, behaviors) and environmental resources (i.e., this tool, this pigment, behaviors) in service of various end goals.” (*The Evolution of Imagination*, pg. 4, Chicago University Press).
  
- Choose 15-16 credits of Applied Approaches courses
  - Courses will be drawn from upper division offerings in scientific, humanistic and artistic approaches (see above) or from applied fields including: Public Administration & Policy, Geographic Information Systems, Communication Studies, Community Health, Exercise Science, Business, Gerontology, Criminal Justice, Computer Science, Information Systems
  - Regarding applied approaches: We understand approaches as applied when they build on the

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foundations of a basic discipline in the liberal arts and sciences. In practice, courses in pre-professional fields (e.g., business, criminal justice, gerontology, education) as well as specialized topics courses within basic disciplines fall into this category. Upper division courses that take scientific, humanistic or creative approaches may count as applied courses if the student has already satisfied that requirement.

The areas above comprise 75-78 credits allowing for students to ***choose 12-15 free elective credits.***

**Notes:** Students will work closely with advisors to plan an academic program that includes sufficient upper division course work to enable the student to complete 60 upper division credits within the 90-credit program. Faculty will propose specific course offerings to be delivered in flexible format at WOU:Salem and address how the course is appropriately aligned with an “approach”. Students may register for online or face-to-face courses at WOU or offerings at other colleges or universities, and work with their academic advisor to determine which approach it fits under. University residency requirements constrain the number of credits that can be completed outside of WOU to 15 out of the last 60 credits.

### **Delivery of Program**

Given its intended audience of working adults, the AB in Liberal Studies program delivery will be flexible and convenient, with **evening, weekend and hybrid course delivery in Salem**. Students will be able to enroll in any WOU courses for which they have the prerequisites, and so may also take courses on WOU’s campus in Monmouth or online. We will, however, offer an array of courses in flexible formats with thematic connections (e.g., Change & Continuity, Research and Problem Solving, Human Condition). These clusters of courses – sequences within disciplines, sets of courses across disciplines united by a theme – will provide coherence, connections and balanced opportunities to develop WOU’s undergraduate learning outcomes. The program will draw on WOU’s learning management system (Moodle) for all flexible format course delivery, as well as instructional and curriculum design support from WOU’s Academic Technology services. In addition, WOU’s electronic library resources will be central to providing access to students who may spend relatively little time on WOU’s Monmouth campus.

### 3. description of expected student learning outcomes;

The AB in Liberal Studies (AB-LS) outcomes are:

- AB-LS1: Practice different and varied forms of knowledge, inquiry, and expression that frame academic and applied learning (GE1: Intellectual Foundations and Breadth)
- AB-LS2: Articulate the challenges, responsibilities and privileges of belonging in a complex, diverse, interconnected world (GE2: Citizenship)
- AB-LS3: Demonstrate the ability to evaluate information and develop evidence-based conclusions. (GE 3: Critical Thinking);
- AB-LS4: Integrate perspectives and strategies across disciplines to answer questions and solve problems. (GE 4: Multi-disciplinary learning);

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- AB-LS5: Demonstrate reflection and self-assessment in completing the self-defined, multidisciplinary program of study that achieves your learning goals (Program-specific)

The AB in LS will enable students to meet WOU's General Education learning outcomes, since it is the general education – rather than specialization – which is the gap to be closed. These outcomes are, in turn, aligned with WOU's institutional learning outcomes for undergraduates: Writing, Quantitative Literacy, Diversity, Integrative Learning and Inquiry & Analysis. The AB in Liberal Studies is thus closely tied to our learning expectations for all undergraduate students. The program also draws on learning outcomes related to academic goal-setting, planning and reflection from WOU's most flexible bachelor's degree program – Interdisciplinary Studies (IDS).

Students will achieve these outcomes through a curricular structure that ensures a balance between breadth and depth of exposure. Breadth is ensured through engagement with approaches to building knowledge. Pre-requisites for upper division courses, along with the requirement for 60 upper division credits, will lead to individualized programs of study where students go into some depth in a variety of disciplines.

4. description of the assessment plan for student learning outcomes;

*Who assesses:* An Advisory Board of faculty representing diverse disciplines will guide the AB in LS program and be responsible for establishing and assessing learning outcomes, and adapting the curriculum in response to assessment.

*What is assessed and how:* The primary data source for assessment will be the project completed in the capstone course (AB-LS2, AB-LS3, AB-LS4), and related reflections (AB-LS5); secondary data sources include portfolios from the required Writing and Mathematics courses and summary data on the distribution of courses students complete relative to approaches to knowledge and WOU's undergraduate learning outcomes (AB-LS1). With respect to the outcomes demonstrated in the capstone projects (multi-disciplinary learning, critical thinking, citizenship), the program will draw elements from LEAP VALUE rubrics for Global Learning, Intercultural Knowledge and Competence, Critical Thinking, Inquiry & Analysis, and Integrative Learning to establish common standards for student performance, and facilitate and track student achievement of the program's learning outcomes. With respect to foundational skills, student work will be assessed against the standards and levels of achievement in a modified rubric based on the Written Communication and Quantitative Literacy LEAP VALUE rubrics. Finally, we will assess the effectiveness of the curriculum at directing students to diverse areas of study through examination of course-taking patterns of students.

*How is continuous improvement ensured:* The AB in LS Advisory Board will annually review assessment findings from the previous year. Curricular adjustments (e.g., requirements, courses offered in the thematic units) will then be proposed, discussed and considered for implementation, based on areas where our students' learning shows room for improvement.

5. evidence of review by the appropriate academic policy body of the institution- upload minutes of minutes or other evidence using **Jotform**. List the date of academic policy body review

02/13/18

d. Planning:

1. plans and descriptive materials indicating evidence of need for the change and the student clientele to be served (common resources include EMSI and the BLS Handbook);

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

We anticipate that the AB in Liberal Studies program, and WOU:Salem more generally, will primarily serve Oregon residents who are working adults. These students may be understood as non-traditional by several definitions. By program design, the AB in Liberal Studies will not serve first-time freshman, nor will it serve students who have completed an academic transfer degree (e.g., AAOT). Students with academic transfer degrees like the AAOT can complete other undergraduate degrees in Salem. We expect most of our students to be attending part-time while they work in their career-related fields. Some students may attend full-time, if they can allocate sufficient time to coursework or if they proceed directly from an AAS degree to full-time attendance at WOU in the AB in Liberal/General Studies degree program.

***Evidence of market demand.***

State-wide, Oregon has almost 200,000 adults aged 25-64 who have earned a two-year Associate Degree but have not completed a 4-year degree. Moreover, half a million adult Oregonians have some college and no degree. Each year over 3500 students earn AAS, specialized or equivalent degrees from community colleges in WOU's broader region: Chemeketa, Linn Benton, Lane, Mt. Hood, Portland, Clackamas and Central Oregon. At Chemeketa alone, 478 students completed an AAS, specialized or equivalent degree in 2015-16. Even though Salem is Oregon's state capital and second largest city, with over 160,000 residents in the city proper, the city does not have a public university presence that offers programs that include face-to-face contact. However, Eastern Oregon University and Oregon State University operate state-wide online degree programs.

Figure 1: Award of Associate Degrees at key Oregon community colleges

	Associate's Degrees awarded at seven main feeder CC's for WOU, 2015-16		
	Transfer	<b>AAS, Specialized or Equivalent</b>	Total
Central Oregon Community College (Bend)	533	<b>293</b>	826
Chemeketa Community College (Salem)	1058	<b>478</b>	1536
Clackamas Community College (Oregon City)	517	<b>311</b>	828
Lane Community College (Eugene)	941	<b>445</b>	1386
Linn Benton Community College (Albany)	262	<b>389</b>	651
Mt. Hood Community College (Gresham)	342	<b>684</b>	1026
Portland Community College (Portland)	2237	<b>1210</b>	3447
<b>TOTAL for seven primary feeder CCs</b>	<b>5890</b>	<b>3810</b>	<b>9700</b>
IPEDS data: <a href="https://nces.ed.gov/collegenavigator/">https://nces.ed.gov/collegenavigator/</a>			
1% of AAS degree recipients, annually		38	
2% of AAS degree recipients, annually		76	
5% of AAS degree recipients, annually		191	
5% of CCC AAS degree recipients, annually		24	
10% of CCC AAS degree recipients, annually		48	

The combination of career-related technical skills and the essential skills of a liberal education will serve graduates going forward in a world where the economy, culture, demographics, jobs and societal needs are changing rapidly.

**Enrollment planning for WOU:Salem**

The additional site in Salem – for the days and times we have leased it – has a capacity of approximately



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250 FTE, 500 head count (attending half-time, as we expect the typical working adult will), and 1000 seats per term. Full capacity would represent approximately 6% of current student FTE and about 11% of current head count. We do not expect to reach capacity before 2022. We expect students in the following programs to avail themselves of courses offered at WOU:Salem: AB in Liberal Studies, Master of Arts in Organizational Leadership (minor substantive change under concurrent review), BA/BS in Interdisciplinary Studies, BA/BS/AB in Psychology, BA/BS in Criminal Justice, BA/BS in Business, Certificate in Professional Writing. In addition, we expect that some students in Monmouth-based programs will take General Education and elective course work in Salem, due to the convenient location, course scheduling, and hybrid format. Other programs that meet workforce needs may be proposed for Salem delivery by 2021-22.

In Figure 2, we project use of WOU:Salem by students in key academic programs. The projections are built on assumptions regarding the percent students in existing programs who may make use of the Salem Learning Center, as well as assumptions regarding potential demand for the new programs. Note that we hold total major counts constant in each existing program; if the number of majors grows directly as a result of the Salem presence, the proportions of students in each major served in Salem will also be higher. This chart has also been uploaded in jotform. Please note that the budget sheets submitted are modeled using more conservative estimates of enrollments.

Figure 2: Enrollment Projections

Path to 50% capacity in 2020-21 -- 30 sections per term, ~16.7 students per section					
	Type of student	Pool at WOU	percent taking an average of 2 courses per term in Salem	Headcount	Seats per year (2 courses per student, 3 terms per year)
Salem-Based Programs	ABLS	35	100%	35	210
	Prof Writing	14	50%	7	42
	MA OL	26	100%	26	156
Programs with course options available in Salem	Business	500	7%	35	210
	Psychology	400	5%	20	120
	CJ	400	10%	40	240
Other	IDS	150	10%	15	90
	Gen Ed (1st yr students)	750	7%	52.5	315
	Any other major taking electives in Salem	2000	1%	20	120
				250.5	1503

Path to 100% capacity in 2021-22 – 40 sections per term, ~25 students per section

	Type of student	Pool at WOU	percent taking an average of 2 courses per term in Salem	Headcount	Seats per year (2 courses per student, 3 terms per year)
Salem-Based Programs	ABLS	55	100%	55	330
	Prof Writing	24	50%	12	72
	MA OL	48	100%	48	288
Potential Programs	UG degree program	35	100%	35	210
	Early Childhood Ed	45	100%	45	270
Programs with course options available in Salem	Business	500	12%	60	360
	Psychology	400	5%	20	120
	CJ	400	20%	80	480
	IDS	150	20%	30	180
Other	Gen Ed (1st yr students)	750	10%	75	450
	Any other major taking electives in Salem	2000	2%	40	240
				500	3000

2. procedures used in arriving at the decision to change;

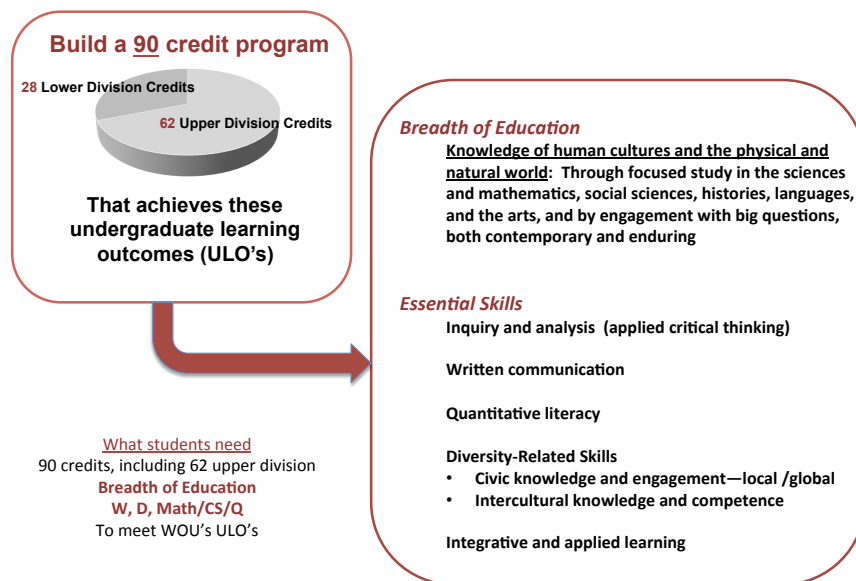
**January 2017: WOU's 2017-23 [Strategic Plan](#) is approved by our Board of Trustees.**

The strategic plan calls for the university to:

- Provide intentional and effective transfer paths to graduation (1.2.2)
- Improve access to coursework for degrees, programs and certificates (1.2.3)
- Promote interdisciplinary courses and degree programs that support collaborative and multidimensional educational experiences and pathways (2.1.4)
- Strengthen and expand community college partnerships to promote educational attainment (4.3.5)

**March 2017: Faculty retreat with 21 faculty to explore ways WOU can serve working adults with AAS degrees.**

The group was charged with tackling this challenge:



\*Note: In the time since faculty undertook this work, Faculty Senate voted to reduce WOU's requirement for upper division credits from 62 to 60 quarter credits.

Design principles: After discussion of the different models that might fulfill the charge, the group agreed that a program to serve this population of students should have the following attributes:

- **Coherence** of the educational experience, with interdisciplinary themes to run through and unite as many courses as possible.

- **Integration** of the educational experience (1) across disciplines, (2) between the AAS specialty and the WOU experience, and (3) between WOU experience and our students' work experiences through an introductory experience and a culminating experience like a capstone or internship, or a research, service or creative project.
- **Breadth** of education built into the structure of the degree.
- Facilitation of **community building** among working adult students.
- **Transparency** of programs and services for these students.
- Addressing the **needs** of this student population and working closely with our community college partners and local employers to ensure alignment with student needs.
- Support for curricular and delivery **flexibility** via hybrid, night, online, weekend and Salem-based course offerings and also via service delivery to ensure students are able to conveniently access the full array of WOU student services.

The last attribute was one of the highest priorities of the group that conceptualized the degree. The program only makes sense if it is practically available to the students who need it, and **the group advocated for the development of a location, delivery modalities, schedules and curricular flexibility that support the needs of working adults.**

**Spring 2017: A curricular design team of faculty met during Spring 2017 to develop the curriculum.**

Faculty developed an academic program to embody these principles and address the needs of AAS and other specialized degree holders for a four-year degree. The faculty design team included representatives from Art, Biology, Linguistics, Psychology, German, Dance and Communication Studies faculty. The underlying design principles were developed with that group's input and input from additional faculty from Writing, Mathematics, and Early Childhood Education.

Because the identified program gap was essentially general education (along with upper division credits), the design team decided to work with the general education outcomes adopted by the General Education Committee and formed the basis of WOU's revised General Education program. Thus, this degree completion program aligns with WOU's overall goals for general education.

The result of group's work is the proposal for an Applied Baccalaureate (AB) in Liberal Studies.

**Fall 2017: Informational presentations & submission for review by Faculty Senate and its committees.**

**April 18, 2018: Approval by Faculty Senate**

**Spring 2018 -- Planning for degree completion at WOU:Salem**

Concurrent with approval of the AB in Liberal Studies program by Faculty Senate, WOU began planning for **WOU:Salem**, a learning center in Salem for working adults who seek to complete their four-year degrees. Planning for the WOU:Salem began in earnest once we knew that the faculty, through the approval of the AB in Liberal Studies, was supportive of degree completion for working adults at the additional site.

Delivery of the AB in Liberal Studies, along with a path through General Education, supports degree completion for a broader swath of WOU students. The WOU undergraduate degree is comprised of three components: General Education (~60 credits), major program (up to 90 credits), and free

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electives (at least 30 credits) with which students may complete a minor, second major, or language study, or study abroad, explore or change majors, transfer in elective credits, and pursue courses of personal or professional interest. When WOU offers the AB in Liberal Studies and a path through general education in Salem, working adult students in all degree programs will have more convenient access to General Education and free elective course work. Some of our larger programs – e.g., Criminal Justice and Business – plan to offer a selection of courses in Salem to ease degree completion for working adult students.

3. organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; and

### Changes directly related to The AB in LS program

**Governance, advising and administrative Support:** A faculty advisory board will provide oversight of the AB in Liberal Studies program and provide academic advising to students, supported by staff from the Office of Academic Affairs. The inaugural advisory board will be drawn from the faculty committee that developed this program, and other faculty interested in supporting interdisciplinary degree completion efforts. Administrative support to coordinate the program, especially the intake of new students and assignment of advisors, will be provided by the Office of Academic Affairs. The Advisory Board model is successfully used to manage WOU's Interdisciplinary Studies program, a program with over 125 majors.

**Structural location:** The program is structurally located in the Office of Academic Affairs, within University Academic Programs. During the launch, the program is managed by Academic Affairs staff with faculty rank. After establishment, the program may transition to a director drawn from the faculty who, once appointed, would report to the Provost or his/her designee.

**Faculty resources:** The program requires two new courses – LS 300 (2 credits) and LS 499 (4 credits). WOU anticipates offering LS 300 at least two times per year, and LS 499 at least once a year (with individualized study accommodating students who need LS 499 to graduate in a term when it is not offered as a regular section). Thus 8 credits (22% tenure-track FTE) is required each year to deliver the course work new to the program. The remainder of the program is drawn from existing courses or new courses developed by interested faculty.

**Program Budget:** The program budget was developed with the assumption that all courses taught in a hybrid format in Salem in support of the AB in Liberal Studies program would be funded through tuition revenues. Funding at this time is for non-tenure track instruction or non-tenure track replacement for tenure-track faculty who teach in the program. In addition, the university provides stipends for participation in the Salem Teaching Professional Learning Community, a collaborative professional and course development group for faculty that focuses on meeting the needs of working adult learners, effective hybrid course design, and building the Salem faculty community and programmatic coherence. The budget also includes funds for faculty travel stipends from the Monmouth campus to WOU:Salem. We expect that between 25 and 50% of program courses will be taught in-load with existing faculty resources. As the budget sheets indicate, by year two of the program and with the program's added value to other academic programs as a source of free electives, it will be revenue neutral, even with modest enrollment numbers.

### Changes related to the program delivery site

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**Degrees and programs:** WOU:Salem and its services will support the AB in Liberal Studies students. It will also support a *larger learning center designed for working adults* who seek to complete 4-year degrees. At WOU:Salem, students from all majors will be able to complete two of the three components of WOU's undergraduate curriculum: General Education and free electives. In addition, WOU will offer courses in Salem in support of additional high-enrollment majors -- Criminal Justice, Business, Interdisciplinary Studies, Psychology -- providing additional, convenient options to supplement existing Monmouth campus and on-line offerings. Under separate cover, we have submitted a minor substantive change application for a Master of Arts in Organizational Leadership, a graduate program that will share this site and its general support services. Paths to degree completion were summarized previously in Figure 3.

**Staff:** The WOU:Salem will be directly supported by a site manager and an academic programming director with faculty rank. In 2019-20, the **WOU:Salem director** will be a 0.50 FTE professional position that will be filled by the Academic Affairs Operations Manager who has extensive experience helping to establish the existing partnership between WOU and OHSU's Nursing Program, which is delivered on the WOU campus. As programming in Salem expands, the site director's FTE will expand. The Academic Affairs Office is undergoing its own reorganization of staff to accommodate shifts in skilled staff to WOU:Salem.

WOU:Salem's **director of undergraduate academic programming** is the Associate Provost for Program Development (APPD), a former dean of WOU's College of Liberal Arts & Sciences. The APPD has experience developing and improving degree completion programs at Western Oregon University and Montana State University-Bozeman, including programs that are technology-supported. The APPD also has extensive experience in faculty development, especially building collaborative communities of practice to support effective teaching and learning. As the programs in Salem become better established, the APPD's FTE for academic programming is likely to be reduced some, but will not fall below 25% FTE. In July 2020, we project a scale of operations that would necessitate adding a full-time **instructional designer** to WOU's Academic Technology unit who specializes in the design, assessment and improvement of hybrid courses to support faculty in their work with students. Until then, we are supported by WOU's current academic technology staff and targeted professional development for faculty provided collaboratively and by outside consultants. We also plan for additional clerical support on-site as enrollments grow.

#### 4. timetable for implementation.

##### Combined timetable – AB in Liberal Studies + Additional Site

- **May 2018:** Secured start-up funding for WOU:Salem via University Budget Committee process
- **August 2018:** Completed Board of Trustees approval of new academic programs for WOU:Salem (ABLS, MA OL)
- **November 2018:** Finalized space arrangements for 2018-19 through 2021-22
- **December 2018:** Finalized updated dual enrollment agreement with Chemeketa Community College, bringing to five the number of formal dual enrollment agreements with feeder community colleges
- **January 2019:** Offer 6-8 courses at WOU:Salem winter term
- **March 2019:** Offer 6-8 courses at WOU:Salem spring term
- **April 2019:** Complete HECC and NWCCU approvals of additional site and new academic programs for WOU-Salem (ABLS, MA in OL); integrate new programs in University Catalog; commence advertising of new programs and site
- **June 2019:** Offer 6-8 courses at the WOU:Salem during summer term

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- **September 2019:** Commence program delivery at WOU:Salem -- ~ 18 course sections per term in support of General Education, AB in Liberal Studies and other courses; likely submit report on implementation to NWCCU
- **January 2020:** Commence investigation of future, permanent sites for WOU:Salem; Assessment of demand and need/triggers for student services in preparation for 2020-21 budget cycle.
- **March 2020:** Host site visit of WOU-Salem, if required by NWCCU
- **September 2020:** Continue program delivery at WOU:Salem – ~ 32 course sections per term in support of existing programs and possibly adding additional programs
- **January 2021:** Narrow options for future permanent site for in-depth investigation; Assessment of demand and need/triggers for student services in preparation for 2021-22 budget cycle.
- **September 2021:** Continue program delivery at WOU:Salem -- ~ 40 course sections per term
- **January 2022:** Future site is finalized, and preparation of site for 2022-23 academic year has commenced. Assessment of demand and need/triggers for student services in preparation for 2021-22 budget cycle.
- **September 2022:** Commence 2022-23 academic year in permanent, WOU:Salem site.

**Additional staffing/services:** WOU expects to add staff FTE and services as hours of operation and population of students served at this campus grows. At this time, and given the scale of the effort, services will focus on tuition-funded academic support and enhancement. Please note that students who only enroll in Salem-based courses will not be charged campus fees for student activities. Figure 4 (also uploaded in jotform) provides information on how staff and services will expand as enrollments and hours of operation grow. Darker cells represent more intensive or complex services.

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Figure 4: Plans for adding services

	2019-20			2020-21			2021-22		
	15 hours of operation per week			20 hours of operation per week			25 hours of operation per week		
	8 per section/80 headcount/40 FTE	12 per section/120 headcount/60 FTE	16 per section/160 headcount/80 FTE	12 per section/210 headcount/105 FTE	16 per section/280 headcount/140 FTE	20 per section/350 headcount/175 FTE	15 per section/330 headcount/165 FTE	20 per section/440 headcount/220 FTE	25 per section/550 headcount/275 FTE
<b>STAFF</b>									
Site Director	50% FTE	50% FTE	60% FTE	66% FTE	66% FTE	75% FTE	75% FTE	90% FTE	100% FTE
Academic Programming Director	25% FTE	25% FTE	30-35% FTE	25% FTE	25% FTE	30-35% FTE	25% FTE	25% FTE	30-35% FTE
Instructional Designer				100% FTE	100% FTE	100% FTE	100% FTE	100% FTE	100% FTE
Logistics support/Student Worker			25% FTE		25% FTE	25% FTE	25% FTE	25% FTE	25% FTE
<b>SERVICES</b>									
Disability Services	See attached plan for provision of accommodations for students with disabilities			Work with leasing partner to identify additional space for testing					
Advising	IDS & LS: Associate Provost; Psych, CJ, Business & Professional Writing; Phone & video conferencing advising appointments; on-site advising 1-2 weeks per term.			Add: SSA Exploratory Advising Week.			Add: Collaboration with Career Development on Career Exploratory Workshops 1-2 per term		
Student Success	Proactive advising of students identified by faculty at risk of not succeeding will be provided virtually with staff at Monmouth campus			Add: Student Success & Time Management Strategies Workshops 1-2 per term			If student need, offer Learning Seminar at the Salem site		
Financial Aid	Online & phone services, with facilitation by site manager as needed; site manager's FTE adjusted for increased student enrollments, along with student worker support for routine tasks			Add Financial Aid Week workshops	Add Financial Aid Week and drop in appointments	Add Financial Aid Week workshops	Add Financial Aid Week and drop in appointments		
Registrar	Online & phone services, with facilitation by site manager as needed; site manager's FTE adjusted for increased student enrollments, along with student worker support for routine tasks								
Business Office	Online & phone services, with facilitation by site manager as needed; site manager's FTE adjusted for increased student enrollments, along with student worker support for routine tasks								
Career Services	Students can access services on Monmouth campus, and Career Development Staff will visit Salem campus at least once per term.			Add: Career Development workshops 1-2 per term			Add: Collaboration with Exploratory Advising on Career Exploratory Workshops 1-2 per term		
Writing Center	Students can access virtual appointments with Writing Center tutors			Add on-site scheduled appointments with Writing Center Tutors; Workshops on deciphering writing assignments and other skill building					
Faculty Office hours	Faculty will hold open office hours before and/or after class, and will be available by phone and/or video-conferencing.								

- e. Student Services: capacity of student services to accommodate the change; and implications of the change for services to the rest of the student body;

## Student Services:

### Office of Disability Services

- WOU:Salem is prepared to meet the needs of all students with needs for accommodations related to documented disabilities. WOU's Assistant Vice President for Student Affairs and Office of Disability Services Director is working closely with the WOU:Salem planning team to ensure that all students with disabilities are fully serviced at the Salem site. WOU's Office of Disability Services (ODS) is located in Monmouth. However, students who need accommodations in Salem can use all resources available to any other WOU student. WOU ODS has made the application for services, as well as information, available online (<http://www.wou.edu/disabilityservices/>). The external-facing WOU:Salem website will link directly to WOU ODS website.
- ODS has recommended that we work, first and foremost, with instructors to build universal access into the design of courses and assessment methods; this will be addressed through regular professional



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development with Salem-based instructors. The ODS Director does not anticipate negative impacts on access to campus resources arising from this plan to provide services to students in Salem. The table below offers examples of how WOU:Salem will be positioned to address student accommodations.

Accommodation	Solution
Testing (separate room and/or additional time)	WOU:Salem has access to additional rooms that can be used for students who have test-taking accommodation needs.
Special Furniture	The current tables and chairs in site classrooms are all moveable. If a student has a need for a special chair, staff can deliver from Monmouth to the Salem site.
Interpreters or TypeWell Services	Salem students have the same access to interpreters and TypeWell transcribing services as any other WOU student. WOU has interpreters and transcribers who live in Salem and can be assigned to the Salem site, as needed. The application process is completely online and can be done without the student traveling to Monmouth.
Hard of Hearing/ Hearing Aids	An amplification system is available for students with hearing aids or who are hard of hearing. This would be provided by ODS and located at the Salem site for the term in which the student is registered. The system can be locked in the staff office during off hours.
Closed Captioning	Due to the nature of the courses in Salem being offered in hybrid format, it is likely that many faculty will choose to make videos for students and upload them to their Moodle site. Faculty can either caption their own videos, or with at least 2 weeks lead time, ODS can use their vendor to caption videos.

### **Registrar**

- Campus Codes:** The Registrar has created campus codes for WOU’s main Monmouth campus and the Salem site, in preparation for the new site. WOU’s Salem site represents an additional location, and not a separate campus (i.e., administratively). “Campus code” is, however, the terminology used by WOU’s ERP system (Banner) to create an attribute applied to a student or course section which allows for reporting on a certain population of students or courses.
- Students:** Beginning in 2018-19, WOU will begin applying a campus code to all students. A mass application of a campus code identifying all students as Monmouth will happen by January 2019. When students begin applying for the 2019-2020 Academic Year, they will have the option of identifying as a Salem student *if they indicate they are entering a program available at the Salem site*. Salem students will get a different campus code which will allow them to get priority registration for sections offered in Salem, before they are opened to any WOU student. The campus code will also allow us to better

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project demand for courses and programs delivered in Salem, and provide targeted outreach to students who identify as primarily using that campus. At this time, the campus code assigned to students will not determine tuition and fees. Determination of Salem-based tuition and fees is part of a larger process of reviewing and updating our tuition and fee policies, and will be decided upon and implemented before we move to a permanent Salem site in Fall 2022.

- *Courses:* In addition to applying campus codes to students, campus codes will also be applied to course sections. Course sections offered at the Salem site will be identified not only by the campus code, but also the building code, which will be specific to the space we will be using. At the outset, tuition and fees will be Salem specific based on **enrollment in Salem-based courses**, so it is vital that we have a way of identifying these course sections within the ERP system.
- *Communicating course section location:* It is vital that, as we shift to having an additional location, students understand where their courses are being offered. Using campus codes for students and course sections, we will be able to alert students during the registration process if they register for a course that is not at their primary campus. The notification will take the form of a pop-up screen notifying them that they may be registering for a section that is not offered on their primary site (Monmouth students registering for a Salem section, and Salem students registering for a Monmouth section).
- *Online Registration and Registrar Forms:* Students use WOU's online system, WolfWeb, to search for and register for classes. This would be no different for Salem students. The external-facing WOU:Salem website will list courses offered at WOU:Salem and link to the WOU Portal ([www.wou.edu/portal](http://www.wou.edu/portal)) where students can log in to register.
- The Registrar's Office is currently on track to become "paperless" by Fall 2019. Most forms can be found on their website (<http://www.wou.edu/registrar/forms/>) and can either be filled out electronically and submitted online or downloaded and emailed. Any Registrar-related needs that cannot be managed through online or email channels, or that create confusion or concern for students, will be facilitated by the on-site staff at Salem.

### ***Tuition and Fees***

Currently, WOU classifies WOU:Salem courses as "off-campus", which defaults them into the Online tuition rate. In 2018-2019 Academic Year, this rate is \$226 per credit hour. A 3-credit class and 4-credit class would be equal to \$678 and \$904, respectively, at the Online Undergraduate Tuition Rate (Source: WOU 2018-2019 Tuition and Fee Book, [http://www.wou.edu/business/files/2018/05/2018-19\\_WOU\\_Feebook\\_FINAL.pdf](http://www.wou.edu/business/files/2018/05/2018-19_WOU_Feebook_FINAL.pdf), pg. 41).

Students who only take classes in Salem, by default, would not be charged any additional fees. A student who would like to participate in WOU events and services could opt-in to the incidental, student recreation center, and student health fee (if taking more than 6 credit hours). Students who take a combination of Salem and Monmouth classes would be charged the fees associated with attending regular classes on the Monmouth campus, which includes the previously mentioned fees plus the building fee. Figure 5 (also uploaded in jotform) summarizes the tuition and fees for students in a range of circumstances. The tuition and fee structure is most favorable towards those students for whom WOU:Salem is targeted, working adults who are likely to attend about half-time.

- f. Physical Facilities and Equipment: provision for physical facilities and equipment;

**Facilities:** WOU has entered into a contractual relationship with the Willamette Education Service District to lease its [Professional Learning Center](#) evenings and weekends. This space provides four smart, modern and flexible classrooms that seat up to 50 students; comfortable gathering, collaborative and study space; access to major bus routes and ample, well-lit and convenient parking. The WESD provides technical support and custodial services under the rental fee. Realistically, assuming typical class sizes of 25 students, full capacity – two sessions night, Monday – Thursday and two sessions Saturday morning – is 275 FTE, or 550 students attending half-time (as we predict), or 1100 seats. As the program grows, we will evaluate the current site vis a vis the long term needs of the program.

The space we are leasing cannot, at this time, accommodate science labs. For students who need to complete lab science courses for General Education, we have dual enrollment agreements with several community colleges in our regions that allow for seamless, concurrent enrollment in community college courses. The nearest community college, Chemeketa, offers Saturday lab science courses at its Salem-Lancaster campus that satisfy general education requirements. Students can also take lab science courses on the Monmouth campus. This complements our focus on conveniently located and scheduled courses for working adults.

- g. Library and Information Resources: adequacy and availability of library and information resources; Library and information resources at the WOU:Salem will be supported Hamersly Library on the Monmouth campus, with facilitation of library services provided by the WOU:Salem Director. The site direction, and eventually a student worker, will be trained in checkout procedures, and staff will shuttle library materials to the additional site each day that the site is operational. Student primary campus will enable us to determine where a requested resource will be picked up, if it is not provided electronically. The librarians will develop an online library guide consolidating resources for Salem-based students. Librarians specializing in disciplines with courses offered in Salem will work with faculty and students at the Salem site, virtually or in-person (as needed). Our supplies and services budget includes mileage funds for librarian travel to the additional location. Salem-based technology will facilitate web-conferencing. Specialist librarians are generally responsible for providing library instruction in their liaison areas, purchasing needed library materials, and providing one-on-one research help to students taking classes in their liaison areas. WOU holds sufficient resources in the library and through electronic collections to support the areas offered in Salem; we anticipate increases in use of e-books to better serve off-site students and have researched subscription costs associated with operating an additional site. Through the Summit Visiting Patron program, WOU:Salem students will have access to Salem-based libraries at Willamette University and Chemeketa Community College. Students also have access to the Salem public library.

- h. Faculty: analysis of the faculty and staff needed which includes educational and professional experience qualifications of the faculty members relative to their individual teaching assignments;

and anticipated sources or plans to secure qualified faculty and staff.

**Overall effects on faculty effort.** Establishing the AB in Liberal Studies program, concurrent with developing WOU:Salem in support of working-adult degree completion, will impact faculty effort in a number of areas in the university. In some areas, the impacts may result in a need for additional tenure-track faculty (e.g., Psychological Sciences, Business, Criminal Justice). In other areas, enrollment trends over time, especially declines in enrollment in humanities and social science fields, have created additional capacity among tenure-track faculty to contribute to university-wide academic programs like General Education and the AB in Liberal Studies. Figure 6 (also uploaded in jotform) summarizes the overall impact on faculty effort. By 2021-22, we anticipate up to 5% of WOU’s faculty FTE (based on current FTE levels working at tenure-track workloads) engaged in instructional activities at WOU:Salem. (\*Programs vary in typical credits per course; credits per section is an estimate built on the projected composition of course offerings each year.)

Figure 6: Overall effects on Course delivery plans and their overall impact on faculty effort, university-wide

	Sections per term	Credits per section*	Terms per year	Credits per Year	FTE @ 36 (TT)	FTE @ 45 (NTT)	% of total WOU faculty FTE (current=265) needed to staff Salem Campus at TT Workload
2019-20	18.00	3.73	3.00	201.42	5.60	4.48	2.11%
2020-21	32.00	3.74	3.00	359.04	9.97	7.98	3.76%
2021-22	40.00	3.72	3.00	446.40	12.40	9.92	4.68%

**Tenure-track capacity for contributing.** In preparation for the Salem endeavor, and implementation of our new General Education requirements, we have modeled the need for tenure-track FTE in all undergraduate programs based on number of credits in the program, number of majors, and distinct paths through programs. Where necessary, adjustments were made for unique qualities of programs (i.e., unusually large or small number of majors, distinctive sequencing of courses). A general tolerance of 20% was added to estimates, to allow a buffer for unusual events and effects we did not model. This analysis has allowed us to identify areas where tenure-track faculty have capacity to contribute to university-wide academic programs, like general education or the AB in Liberal Studies program. Areas where tenure-track faculty have capacity include: Literature, History, Art, Theatre Arts, Communication Studies, Philosophy & Religion, Earth Science and Geography, among others.

**Faculty Qualifications.** In all of those areas, our tenure-track faculty have terminal degrees and are highly qualified and experienced in teaching in their areas. This capacity will be supplemented as needed by our existing qualified and experienced non-tenure track faculty, who – as WOU has experienced modest but steady declines in undergraduate enrollments in recent years –are increasingly teaching fewer than 45 credits per year (1.0 FTE).

Bringing disciplinarily-diverse faculty together to effectively serve students in General Education or other “service” courses – courses primarily for students not majoring in their specialty – is not undertaken lightly. Our work in Salem is built around serving the needs of a distinctive population of students – working adults with academic interests and needs shaped by deeper life experience. We build collective intentionality into this work with the framework of our new General Education program, which is built around student learning outcomes, assessment, providing students the opportunity to practice and demonstrate skills and collaborative faculty review of the opportunities we provide students and the work they produce. We also build intentionality into this work with the expectation that faculty who teach hybrid courses in Salem participate in a Salem-based Professional Learning

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Community to (1) support effective hybrid course design, (2) better understand working adult students, and their distinctive strengths and interests as learners, and (3) to build cohesion and community among faculty who teach at WOU:Salem. This on-going professional development builds faculty capacity and skill for working in this arena.

**Program specific effects on faculty effort.** WOU:Salem will draw on resources from academic units across campus, but will not equally impact all units. Figure 7 (also uploaded in jotform) summarizes the impacts on specific areas and/or departments that will be at the forefront of these efforts, along with a synopsis of our projections for needs for additional faculty FTE resulting from a shift in some faculty effort on the Monmouth campus to WOU:Salem.

Discipline	Projected Sections Offered			Average cr per course	Faculty FTE at Learning Center in Salem			Likely pool of faculty
	2019-20	2020-21	2021-22		2019-20	2020-21	2021-22	
General Ed	14	33	48	3.75	1.46	3.65	5.00	TT/NTT
MA in Org Lea	9	15	15	3.00	1.00	1.67	1.67	TT/NTT
WR Cert	4	5	6	4.00	0.44	0.67	0.67	TT
Business	6	9	9	3.00	0.67	1.00	1.00	NTT
Criminal Justice	7	9	9	4.00	0.78	1.00	1.00	TT/NTT
Psychology	0	0	0	4.00	0.00	0.00	0.00	
ABLS/IDS core	3	4	6	2.25	0.19	0.25	0.38	TT
ABLS/Free EI	11	15	18	3.50	1.07	1.75	1.75	TT/NTT
Additional	0	0	9	3.75	0.00	0.00	0.94	TT/NTT
	54	90	120		5.60	9.98	12.40	
Notes on needs for new TT lines								
General Ed	Contributions to GE may result in replacement or new TT lines							
MA in Org Lea	Psy Sci is priority for new TT lines; MA in OL increases need							
WR Cert	Professional writing program has some capacity to contribute w/o new lines							
Business	Business is a high priority for additional tenure-track lines							
Criminal Justice	CJ is a priority for new tenure track lines							
Psychology	MA in Org Lea impacts described above							
ABLS/IDS core	Can be absorbed by current faculty							
ABLS/Free EI	Can be absorbed by current faculty							
Additional	Depends on program, possibilities include Gerontology and Early Childhood Education							

It is important to note that resources for additional tenure-track faculty in impacted areas can be carved out in two distinct ways: (1) new revenues generated by new enrollments in Salem, or (2) reallocation of faculty lines upon resignation or retirement of tenured faculty, an action that may result from on-going, routine review of highest priority areas for hiring institution-wide. At WOU, the latter process is a slower and less predictable mechanism for getting faculty resources to programs with accelerating student demand, but it is an important part of our on-going planning process.

**A final note:** Overall, our budget model is built on the assumption that every course offered in at the WOU:Salem costs the university the equivalent of a non-tenure track's section, either (1) in Salem or (2) to backfill a tenure-track faculty member's Salem effort on the Monmouth campus. In practice, some Salem teaching will be undertaken in-load by tenure-track faculty in programs where faculty resources exceed the student demand for majors. The assumption of non-tenure track cost is a proxy for the combination of these countervailing forces.

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- i. Download the NWCCU budget worksheet using [Jotform](#). Enter the budget information related to this proposal. Save the worksheet. Upload the completed worksheet using [Jotform](#)

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