



**REGULAR MEETING OF THE WOU BOARD OF TRUSTEES
MEETING NO. 30 – NOVEMBER 20, 2019
12:00 PM – 6:00 PM**

WERNER UNIVERSITY CENTER, COLUMBIA ROOM

AGENDA

wou.edu/livestream

- I. CALL-TO-MEETING/ROLL CALL**
- II. CHAIR’S WELCOME**
- III. LUNCH/SHOWCASE: [WOU Cybersecurity Presentation](#) | *Michael Ellis, Assistant Director, University Computing Solutions***
- IV. CONSENT AGENDA ([Appendix A](#))**
 - 1) [June 12, 2019](#) meeting minutes
 - 2) [September 11, 2019](#) meeting minutes
 - 3) [FY20 September 30, 2019 Management Report](#)
 - 4) Proposal for new graduate certificate:
 - a) [Interpreting Studies: Teaching Interpreting](#)
 - 5) Proposal for new undergraduate certificate:
 - a) [Professional Writing](#)
 - 6) [Current Grants over \\$100,000](#)
- V. PUBLIC COMMENT**
- VI. SHARED GOVERNANCE REPORTS**
 - 1) [Faculty Senate](#) (pg. 3)
 - 2) [Staff Senate](#) (pg. 6)
 - 3) ASWOU
- VII. [PRESIDENT’S REPORT](#) (pg. 8) ([Full Cabinet Reports in Appendix B](#))**
- VIII. BREAK**
- IX. NOVEMBER DISCUSSION THEME: [Enrollment Update](#) (pg. 34)**



X. FINANCE & ADMINISTRATION COMMITTEE (FAC)

- 1) Committee Chair Report
- 2) Committee Recommendations for Board Action/Discussion
 - a) [Revolving Line of Credit](#) (pg. 36)
 - b) [FY2020 Budget Revision](#) (pg. 50)

XI. EXECUTIVE GOVERNANCE & TRUSTEESHIP COMMITTEE (EGTC)

- 1) Committee Chair Report
- 2) Committee Recommendations for Board Action/Discussion
 - a) Introduction | *Shadron Lehman, WOU Internal Auditor*

XII. BREAK

XIII. ACADEMIC & STUDENT AFFAIRS COMMITTEE (ASAC)

- 1) Committee Chair Report
- 2) Committee Recommendations for Board Action/Discussion
 - a) Proposal for new undergraduate program:
 - i. [Bachelor of Science in Aquarium Science](#) (pg. 52)

XIV. FINAL ANNOUNCEMENTS

XV. ADJOURNMENT

WOU Faculty Senate (wou.edu/facultysenate) Report November 20, 2019

1. Curriculum

- approved 17 WOU courses with minor changes and/or added to the new General Education curriculum

2. Programs

- New BS degree in Aquarium Sciences approved
- 16 courses and new approved Honors curriculum formally through Faculty Senate

3. Committees


- Filled positions:
 - 4th At-large position on Faculty Senate Executive Committee: Melissa Cannon, Gerontology, Division of Behavioral Sciences
 - several open positions on the Academic Technology & Resources Committee
 - faculty positions on the Parking Review Committee
 - faculty position on the Werner University Center advisory committee
- Better defined ATRC committee charge and goals for academic year
- General Education Taskforce on Applied Baccalaureates formed
- Graduate committee changed composition to streamline process
- Calls for committee service
 - Committee on committees
 - WOU Foundation Board faculty representative
 - Interinstitutional Faculty Senator
 - University Council At-large faculty representative

4. University

- Disseminated information on campus parking changes
- Developed Best Practices for Faculty Senators
- Disseminated information on updating/completing course goals database
- Held Shared Governance 5th Tuesday meeting between Faculty Senate Executive committee, Staff senate, SEIU representative, WOUFT representative, HR representative – beginning discussion on campus civility
- Disseminated information on WOU Foundation campaign planning

5. Beyond Curriculum

WOU Faculty Helping our Students	Who
<p>Dual Language Scholars Program: Newly established Dual Language Scholars program in COE. This program supports two teacher candidates as they volunteer as teacher assistants for the term in a bilingual program at Colegio La Paz, Guadalajara, Mexico.</p>	<p>Joshua M. Schulze, ESOL, Division of Education and Leadership; Mark Girod Dean of COE; Ernie Bucal in The Office of International Ed</p>
<p>Beyond the Classroom in Psychology: Development of two new upper division courses that do not require books.</p> <p>Dr. Brannan and students are continuing to work with a large law firm in Portland - we conduct a positive psychology intervention with their DUII clients.</p>	<p>Debi Brannan, Psychology, Division of Behavioral Sciences</p>
<p>Free Student Tutoring Centers on campus: See wou.edu/freetutoring to see our many options for academic help to help students succeed. Noted in particular are the following:</p> <ol style="list-style-type: none"> 1. English Tutoring Center (English as a Second Language) 2. Math Center 3. Science Center 4. Computing Science Tutoring 5. Student Success and Advising 6. Writing Center 	<p>Robert Troyer, English Studies, Division of Humanities; Laurie Burton, Mathematics, Division of Natural Sciences and Mathematics; Hamid Behmard, Mathematics, Division of Natural Sciences and Mathematics; Tracy Boyson, Computer Science Division APA; Keegan Gormally, Student Success and Advising; Katherine Schmidt, English, Division of Humanities</p>
<p>Rock Climbing Instruction: The knowledge and confidence that come from analyzing safety systems, managing risk, and overcoming fear is a huge personal success for many students. For the past six years, Dr. Troyer has volunteered to teach a "lead climbing" course at the Health and Wellness Center Rock Climbing Wall 2-3 times per year. Students who take it can progress to the next level of climbing indoors and outdoors.</p>	<p>Rob Troyer, English Studies Department, Division of Humanities</p>
<p>Punctuation Information Website: Dr. Paraskevas has developed a punctuation website that students can use to learn about punctuation. It includes the basic principles of punctuation plus quizzes with answers and explanations for every question. http://www.wou.edu/~paraskc/languageresources/punctuation/index.htm</p>	<p>Cornelia Paraskevas, English Studies Department, Division of Humanities</p>

<p>Professional Clothing Closet: DEL put together a professional clothing closet this summer for any students in the college of education - specifically teacher candidates who need to dress professionally each day at their schools and for job interviews for teaching positions. So many people in our building and community donated really nice clothes for the closet!</p> 	<p>Mandy Olsen, Division of Education and Leadership</p>
<p>Lasting Partnerships in Ghana: Summer 2020 will mark the 5th year that Deaf Studies and Professional Studies faculty and students go to Ghana to learn and practice interpreting and teaching. In addition to co-facilitating professional development for Ghanaian interpreters and deaf education teachers, we visit schools for deaf children and castles known for slave trade.</p> <p>Kibi School for the Deaf Library Project: Pre-interpreting students in collaboration with the African Library Project, collected over 1800 books and \$750 to send books to Ghana to establish a library at a school that did not have a library. In this case, we were able to collect enough books (1200) and money (\$500) to fill the new library at the Kibi School for the Deaf and help another library project for the Fodome-Woe Agbetsido School meet their goal with the 600+ and \$250 left over from our book drive.</p>	<p>Elisa Maroney, Deaf Studies and Professional Studies, Interpreting Studies Program</p>
<p>Here for the Holidays: In conjunction with Pam Sierra-Wentz, a local artist, a program called "Here for the Holidays" has been developed that would provide somewhere to go for students who remain on campus during the Thanksgiving Holiday. Along with Laurel Sharmer, President of the Monmouth/Independence Rotary Club, Pam and Dr. Troyer secured a Rotary grant to pay for the meal at the Monmouth Senior Center. They have created a webpage hosted at WOU with a form for students to indicate if they are coming.</p>	<p>Rob Troyer, English Studies Department, Division of Humanities</p>

Board of Trustees - November 20, 2019

Staff Senate Report

Election Results Update

Laura Lyon (President)

Kyler Dreyer (Vice President)

Olivia Flores (Secretary/Recorder)

Recognition and Value

WOU Strategic Plan 2017-2023 Forward Together, item 6.3 under section V. Sustainability & Stewardship states “Implement process improvements to improve satisfaction and productivity of faculty and staff.”

- Staff Senate invited Judy Vanderburg and Dr. Shahid to present the results of the Campus Climate cultural competency survey and the Great Colleges to Work For employee satisfaction survey.
- The findings in the “Great Colleges to Work For” survey were similar to the results of an internal Staff Senate survey we sent to classified and unclassified staff in late October 2019.

Staff Senate Goals for 2019-2020

Based on the data from those surveys, we have continued to focus on these goals:

- Internal communication of information
- Professional development and mandatory training
- Employee evaluations

Presentations providing valuable resources while utilizing the amazing talent of our campus professionals.

- Gabi Boyle, our staff representative and one of the co-chairs on the University Diversity and Inclusion Committee, provided an update on current progress toward the diversity and inclusion plan.
- Denise Visuano and Marion Barnes presented MARCOM 101, explaining the services they offer to departments and units at WOU as well as the strategy behind how they run the website and social media accounts.

Shared Governance

On October 29, Faculty Senate Executive Committee, Staff Senate Executive Committee, representatives from Western’s two unions, and VP Judy Vanderburg met to discuss incivility at WOU.

We discussed the ways incivility affects the work environment and better communication regarding the pathways individuals from our main employee groups can take if they find themselves in that situation.

We also discussed ways that incivility intersects with cultural competency and whether the two issues could be addressed within the same training scenarios.

We plan to meet again possibly fall finals week with additional stakeholders to discuss ways to develop a culture of civility at WOU.



Board of Trustees, November 20, 2019

President's Report

1. Highlights—State of the University

STUDENT SUCCESS: promote student success, learning and graduation through personalized support in a student-centered education community.

- WOU:Salem started offering classes in winter term 2019 and this year we will have a full slate of classes including a new graduate program—the Masters in Organizational Leadership.
- Vick building: Earlier this fall, the Board of Trustees approved the purchase of the Vick Building in downtown Salem. After remodeling, this will be the home of WOU:Salem. It is ideally located at 525 Trade St. (the eastbound Highway 22 corridor). It lies at the intersection of Trade and High St. – just a block east of the Grand Hotel. The building includes three floors and about 36,000 square feet. Once remodeled, it will have space for up to eight classrooms, office spaces and meeting spaces to support our work. The property has access to 40 parking spaces and ample street parking is available in the evenings with a City of Salem parking structure within easy walking distance. Salem has over **170,000 residents** and about **60,000 adults** have a *high school diploma, some college credits but no college degree, or a two-year college degree*—capturing just 1% of this market will translate into **more than 500 new students**. And, the vast majority of these will be Oregon residents, which will enhance our effort to maximize the state funding model.
- We launched an initiative to become a federally recognized **Hispanic Serving Institution**, which requires 25% of our student FTE to identify as Hispanic. We are currently at 22% and rising. Moreover, we have continued our efforts to hire extremely well-qualified **diverse faculty and staff** who reflect the changing campus demographic.
- In support of our effort, Admissions and MarCom created a bi-lingual Family Pack for admitted students' families—these materials were sent to more than 2,500 households.
- The Office of Admissions continues to work on increasing the number of publications available in Spanish based on appropriateness. WOU also placed ads on Spanish radio in the greater Portland market.

Office of the President

- On the transfer front—we signed a Degree Partnership Program Agreement with Linn Benton Community College. We hope to add several more agreements this year. This was a group effort, but involved staff from Admissions and Financial Aid for this to come to fruition. Kristin Mauro led this effort and Western now has agreements with Linn Benton, Mt. Hood, Clackamas, Portland CC and Chemeketa. Most recently, we have begun discussions with Lane Community College and expect this agreement soon.

COMMUNITY ENGAGEMENT: create meaningful opportunities for lasting partnerships with local communities and regional and global organizations.

- Division of Student Affairs fully implemented WOU Grow. WOU Grow—Guided Reflection on Work—is a learning outcomes-based program which utilizes supervisors of student employees to meet twice a term with student employees to discuss skills students are learning in their positions and how these skills will help them as they graduate from WOU and apply for employment.
- Western Oregon University hosted the 29th annual César E. Chávez Leadership Conference. This is the 12th year this event has been hosted by WOU.
- Continued the Alumni Mentor Program and formed a college-wide Alumni Mentoring working group in LAS; and formed advisory boards in Criminal Justice, Computer Science, Professional Writing, Gerontology & Business.
- Launched new After-Hours events for Alumni and friends – volunteers host 2nd Tuesday get-togethers all around the state and region.

ACADEMIC EXCELLENCE: promote academic excellence in an engaged student-focused learning environment.

- General Ed courses were proposed by 156 faculty who proposed 862 curricula changes as of April 2019.
- Under the leadership of Dr. Shaun Huston, faculty developed a cutting edge First Year Seminar Program.
- New Master of Organizational Leadership program launched.
- Established new certificates in Professional Writing, and Nonprofit Management that will be offered at WOU:Salem.

- Twenty Western Oregon University students will be participating in the National Student Exchange Program for 2019-2020. This is the largest number of participants we have ever had in this program.
- Program reviews have been completed for Music, Philosophy and Sociology. We have four more programs scheduled for review this year: Business/Economics, Criminal Justice, Gerontology, and Theaters Arts.

ACCOUNTABILITY: promote teamwork and transparency in budgeting, decision-making and the stewardship of resources.

- The business office, in consultation with the General Counsel's office, streamlined procedures such as travel, use and distribution of procurement cards including but not limited to training, templates, and process updates to ensure compliance.
- Simplified Western's tuition structure to be more student-centered, fully participated with SOAR, and installed new credit card terminals.
- Successfully transitioned to new board meeting calendar—our fall meeting will be November 20th, with additional meetings in February, April and June.
- Completion of one cycle of full Institutional Research reporting, dashboards, and analysis with an IR Office and we will be adding an IR analyst to our team this year.
- Successfully resolved several payroll process deficiencies, including but not limited to BANNER coding, under/overpayment processing, summer session pay, and student payroll.
- This past year, Dave McDonald led many of our government/public affairs efforts such as a monthly legislative newsletter, met regularly with key legislators, HECC personnel, and outreach efforts that impacted our ability to achieve success in the legislative and educational policy realm.
- I want to thank all of the faculty, staff, students, and Board members who participated in a very successful **Lobby Day for the Technical and Regional Universities (TRU's) in May.**
- We commissioned an economic impact study of the TRU's. **The TRU's account for over 2500 campus jobs, and we support a total of 7500**

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jobs in Oregon through our combined activities—the combined value of all goods and services associated with **TRU’s spending from operations, construction and visitor spending exceeds \$1 billion.**

SUSTAINABILITY & STEWARDSHIP: promote effective university stewardship of educational, environmental, financial, human and technological resources.

- **Enrollment management plan** was developed to assist the university in securing sustainable enrollment in the coming years. The plan highlights our various market segments such freshmen, transfers, graduate students and international students.
- University Housing did not increase room and board rates for 2019-2020—and, our tuition increase of 2.3% was **the lowest increase among the public four-year campuses in Oregon.**
- Efforts such at these are vital as we continue to make progress on becoming the **most affordable public university in Oregon.**
- WOU will be moving to a single tuition plan for Oregon residents as we eliminated the Western Promise in fall 2019. This change will improve our ability to predict revenue and we believe it will enable WOU to have a more coherent tuition message around affordability for Oregon families.
- Eleven faculty members took part in a week-long “textbook sprint” to redesign courses and replace commercially published textbooks with no cost textbooks or other educational materials. Switching from a traditional textbook to no cost materials, for eleven courses, will save WOU students between \$115,000 and \$125,000 this school year. Due to this -- and other Open Educational Resources initiatives faculty engage in -- we are dedicating funds to increase participation throughout the University. In addition, a textbook affordability team will survey the campus to determine current levels of knowledge and experience with open educational materials.
- University Computing Solutions (UCS) continues to make cyber-security improvements; digital modernizing of computer systems; and support the University Technology Advisory Committee.
- UCS installed and upgraded 28 smart classrooms – in addition, 87 smart classrooms received an upgrade this summer—my thanks to the entire UCS team.

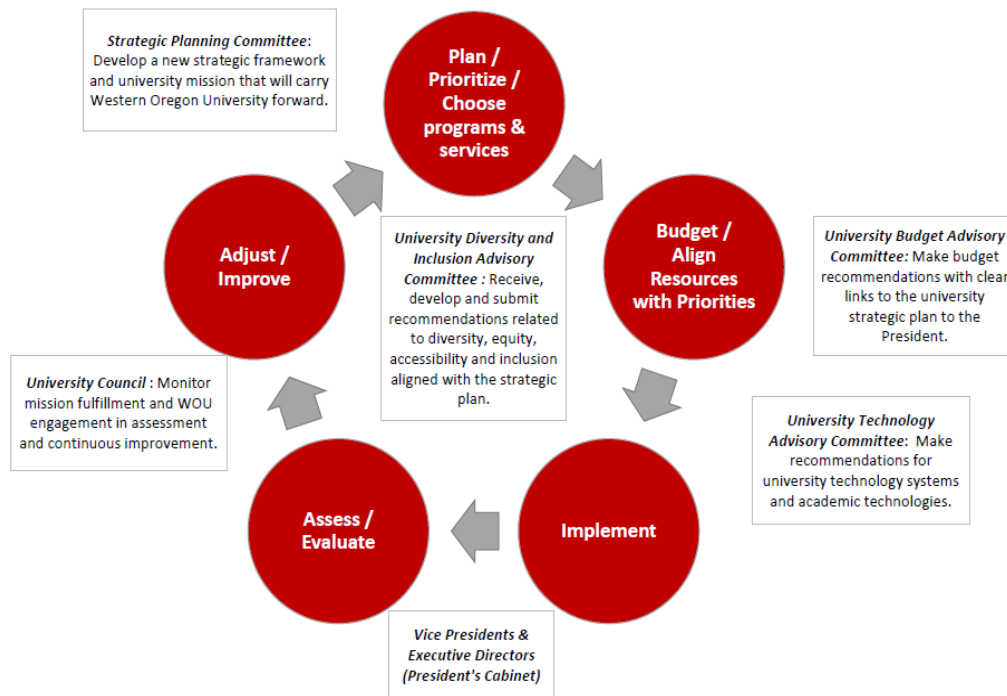
- Launch of inaugural “*Why I love WOU*” video contest. Awarded \$13,000 in scholarships, generated wonderful content and created a high-level social media buzz.
- Conducted a nine-month long **campaign readiness research project**, resulting in a road map for the next seven years and involving more than 70 university and foundation champions.
- Biggest and most successful **Giving Day** yet. The day included multiple matches with many partners that produced a record setting year of **nearly \$70,000**.
- Year two of the “100 Opportunities” campaign generated **over \$100,000** to support student scholarships. As part of this effort, WOU secured increased support from the Joseph Weston Foundation to support **enrollment of Willamette Promise students**. Twelve students will receive a \$2,500 scholarship.
- Record Breaking Athletic Auction in money raised—**over \$85,000** compared to an average of about \$50,000 in years past.
- **Campus Dining** established successful partnerships with the Child Development Center and the Food Pantry. Campus Dining now provides the food to students at the Child Development Center as part of a US Department of Agriculture grant. Campus Dining has also been working with the Food Pantry to provide meal cards to students in need, as well as providing access to food not consumed at various events.
- Campus Master plan was finalized and approved by the Board of Trustees and the City of Monmouth. The plan was guided by our strategic plan and its five initiatives: student success, academic excellence, community engagement, accountability and stewardship & sustainability.

2. Strategic Planning Implementation – University Council Fall retreat

The University Council met in September to plan its activities for 2019-20. The agenda included highlight and progress reports on: NWCCU accreditation, the 2019-20 legislative session, enrollment and budget, academic programs (general education, graduate programs, WOU:Salem), state-wide transfer programs, Hispanic Serving Institution, as well as updates from the University Budget Advisory Committee (UBAC), University Diversity & Inclusion Advisory Committee (UDIAC) and University Technology Advisory Committee (UTAC).

The following diagram highlights the governance structure that guides this work:

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Additionally, The University Council is using a scorecard to track our work as it relates to the strategic Plan, *Forward Together*. The current version is located on the Strategic Planning [website](#) and an example from Student Success can be found [here](#).

3. Academic Affairs

Congress to Campus Program – Drs. Earlene Camarillo and Mary Pettenger’s application for WOU to be a 2020 Congress to Campus participant was accepted. This event will take place February 11-13, 2020.

Congress to Campus brings together former Members of Congress and today’s youth to increase civic literacy and participation. A bipartisan pair of former Members are sent to college, university and community college campuses for two-day visits. During the visit, former Members conduct classes, hold community forums, meet informally with students and faculty, visit high schools and civic organizations, and do interviews and talk show

appearances with local press and media. This setting allows students to discover, on a more personal basis, what participation in a democracy entails.

The aim of Congress to Campus is to engage students and provide inspiration that will lead to greater democratic participation; whether it is in the arena of public service or something as simple as voting.

From: <https://www.usafmc.org/congress-to-campus>

Registration Nudges Impact and Data for the 2018-2019 Academic Year

Last year, we discussed strategies for how we could help students continue in their degree program, particularly around registering for classes for the following term. A registration nudge plan developed as an initiative to encourage students to stay enrolled at the university and achieve their goals.

- Fall term we implemented a 3-stage nudge communication plan as follows (see Appendix for email template examples):
 - 1st Nudge – Email notification of advising holds sent to all currently enrolled students by Niki Weight, Director of Student Success and Advising (Week 5)
 - 2nd Nudge – An email reminder to register sent to all unregistered students, excluding students who had applied for graduation that term (Week 9). This nudge is intended to be sent to the student from their assigned advisor. For the first term, Niki Weight sent the nudge from a general advising email (see Winter and Spring term information below for phrasing in the emails from assigned advisors).
 - 3rd Nudge – A final reminder to register sent to unregistered students (excluding students who had applied for graduation). Prior to this nudge, any advisor holds still in place are expired to allow students access to register for classes during the break between terms. Targeted nudges are sent to two groups of students, one email to students whose advisor hold was removed and another email to students who did not have an advisor holds. (Finals Week)
- Winter term we continued the 3-step communication plan with the following change:
 - We piloted with select advisors sending the second nudge to their assigned, unregistered students
- Spring term we fully implemented the communication nudge plan outlined above.

- For the second nudge, Niki Weight sent list of non-registered students to each assigned advisor asking them to reach out to the students if they had not already done so. Advisors were provided a sample email template to use if they chose to do so.
- Summer
 - During summer term, several representatives from across campus met and brainstormed additional strategies for nudging students not yet registered for fall term. This initiative developed from this conversation included:
 - A personalized mail merge nudge from President Fuller to unregistered students who did not have a registration hold.
 - Additional nudges sent to all unregistered students (excluding those who were graduating or suspended) by the appropriate Division Chairs. Division Chairs were also given a template to use if they wanted for reaching out to students.

Nudge Outcomes

Term	Students not registered after registration week (excluding graduating and OHSU students)	Students not registered after second nudge (excluding graduating, suspended and OHSU students)	Students not registered after third nudge (excluding graduating, suspended, and OHSU students)	Total increase in registered students
Fall 2019	625 (14.7%)	383 (9.1%)	332 (7.9%)	293
Winter 2019	754 (19.0%)	330 (8.3%)	236 (6.0%)	518
Spring 2019	854 (27.7%)	607 (19.7%)	498 (16.5%)	356

Summer Nudge Impacts

Registration Check Date	Students Not Registered (excluding graduating, OHSU and suspended students)
Mid-July	448 (14.8%)
After President Fuller's nudge to students without holds (early August)	386 (12.8%)
After Division Chair Nudges (Labor Day)	337 (11.2%)
Total Increases	
Increase in Registered Students (from Mid-July to Labor Day)	111
Total Increase in Registered Students from Spring term to Fall Term (from end of May to Labor Day)	498*

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General Education updates

The new General Education program has successfully launched with 210 courses offered from across every Academic Division on campus. Following an update to our proposal process, the General Education Committee is continuing to review additional courses for inclusion and we have begun the process of assessing the program (see www.wou.edu/gened/assessment). We've established a centralized process (www.wou.edu/gened/petitions) for addressing exceptions, waivers and substitutions to General Education requirements that has been used by over 300 students, nine of whom cleared their last requirement(s) for graduation through this process. Joint service transcripts of 19 student veterans and active duty personnel have been reviewed to articulate General Education credits. We've collaborated with Student Success and Advising to offer training for General Education advising, but variations in faculty advising approaches are already straining the petition system and likely also have retention implications.

We are just starting to learn how the First Year Seminars (FYS), offered for the first time this Fall, are working at WOU. Some preliminary data collection is highlighted at http://www.wou.edu/gened/files/2019/10/GENews_Nov_19_addendum.pdf. It is too early to present retention data; preliminary input from first year students indicates they appreciate and value having courses dedicated to them where they can connect to other students and form a community. They report feeling more open about sharing their struggles, difficulties and questions about college in these classes. In 2019-20, Academic Affairs allocated a small budget for FYS support, as FYS course fees would not align with equity and affordability goals. We are using data collected during this year's offerings to establish a dedicated budget and process to support special or unique FYS activities with financial costs attached. Six FYS sections are fully team-taught (all interdisciplinary, two cross-college). We have one learning community this Fall that links two FYS courses, sharing a common body of students working on shared content, themes, assignments in the courses. We are using this year to lay the groundwork for a more developed Learning Communities pilot in the future.

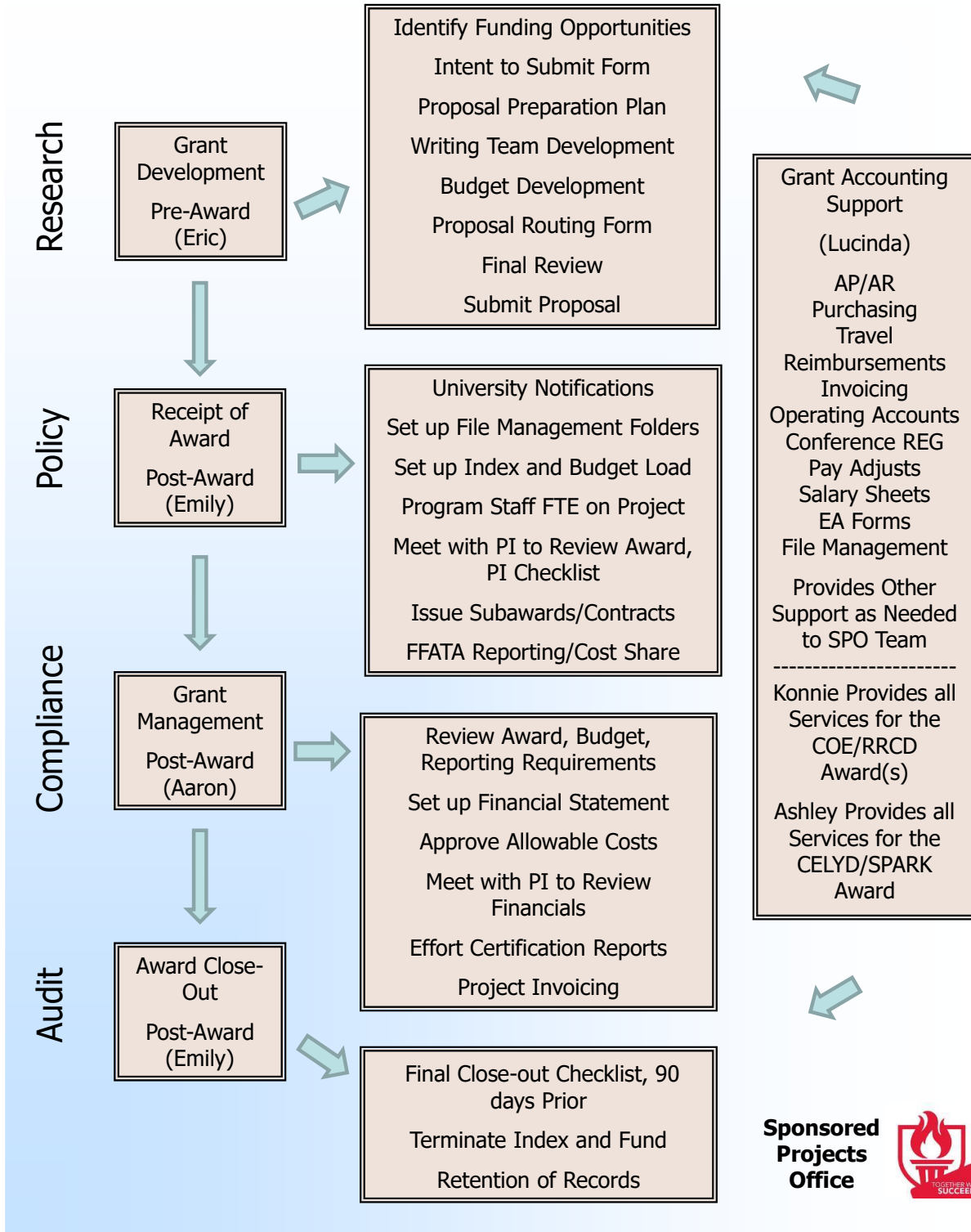
Dean of Graduate Studies and Research Search

We have a search underway, chaired by Dr. Melanie Landon-Hays, to identify a new Dean of Graduate Studies and Research. Currently, Dr. Linda Stonecipher is serving as Interim Dean of Graduate Studies and Research. This new position combines two previous positions (i.e., Director of Graduate Studies and Director of The Research Institute), which creates some efficiencies and a scale of economy for staff. The Sponsored Projects Office will be under the Dean of Graduate Studies and Research Search, in addition to Graduate Programs.

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Life Cycle of a Grant Award



4. Vice President and General Counsel

The following are major activities from (a) the Board's Office, (b) the Office of the General Counsel (including legal services and risk management), (c) Human Resources, (d) Institutional Research, and (e) Public Affairs and Strategic Initiatives from June-November 2019:

Board's Office

- Worked with the Association of Governing Boards (AGB) and Board leadership to organize September 2019 Board retreat
- Completed 2019-2020 workplan for the Board's Executive, Governance, and Trusteeship Committee (EGTC) for the committee's consideration
- Worked with the Board's Chair, Vice Chair, and the President, as well as with the Governor's Executive Appointments Office, to identify two candidates for gubernatorial nomination to the WOU Board of Trustees
- Attended monthly meetings of the Board Secretaries of all seven public universities

Office of the General Counsel (including legal services and risk management)

- Attended Public University Risk Management and Insurance Trust (PURMIT) quarterly meeting to approve FY2020 insurance program for the University
- Successful recruitment of Marlee Richter as the Office's new Paralegal/Executive Assistant to the Vice President & General Counsel
- Managed outstanding litigation, in concert with PURMIT and Berkley Risk (University's third-party risk administrator), including supervision of Anderson et al v. SEIU et al.
- Participated as panelist for University's free speech open forum
- Presented summary of Kaylee's Law to public and private campus law enforcement units in Oregon
- Assisted Office of Academic Affairs with Division Chair training
- Started negotiations with the University's Foundation on the lease-to-own agreement for Gentle House

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- Met with CLAS Division Chairs and the Division of Behavioral Sciences on practicum and internship agreements
- Continued substantial work with University contracting, including but not limited to wholesale revision of the University's procurement code and drafting of Request for Proposals for competitive procurements
- Significant work on University investigations, grievances, and complaint hearings, including but not limited to work under both the SEIU and WOUFT collective bargaining agreements

Human Resources

- Reached tentative agreement with the Service Employees International Union (SEIU) on a successor collective bargaining agreement (CBA). The SEIU CBA is with all seven public universities.
- Conducted and managed two climate surveys and created presentations to communicate relevant results to various stakeholder groups, including University Council and Staff Senate
- Successfully managed the University's PEBB open enrollment period with less than ten employees not completing their open enrollment by the October 31, 2019 deadline

Institutional Research

- Continued work—in conjunction with University Computing Solutions—on the faculty workload project
- Compiled and submitted required data for accreditation reports
- Updated the data for the University's dashboards
- Assisted Human Resources on the campus climate survey presentations
- Provided data and ongoing assistance on WOU's evaluation framework

Public Affairs and Strategic Initiatives

- Completed 2019 legislative session, with **increased sports lottery funding, \$100M increase** in the Public University Support Fund (PUSF), and participation on the legislative workgroup on teacher workforce needs

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- In conjunction with the Vice President for Finance & Administration, worked on the Apple Computer Partnership
- Presented at the State Higher Education Executive Officers (SHEEO) conference on outcomes-based funding and student completion
- Attended the Coastal Caucus annual meeting
- Continued significant preparatory work on a Doctor of Physical Therapy (DPT) degree at WOU, including meetings with Corvallis Clinic and legislators
- Participated in several Oregon Council of Presidents (OCOP) workgroups, including food insecurity, strategic vision, and HB 5024 task force on budget transparency
- Participated in several HECC groups, including Student Success and Completion Model (SSCM) advisory group and Equity Advisory Group
- Worked on team to develop the University's capital construction proposals to the HECC for the 2020 legislative session
- Meetings with Chemeketa Community College's new president
- Attended OCOP and Legislative Advisory Council (LAC) planning retreats
- Attended OCOP retreat with the seven public university presidents and staff

General

Continued participation—across all units—on key University committees, including University Council (Hagemann, McDonald, Shahid, Vanderburg), University Budget Advisory Committee (McDonald), University Technology Advisory Committee (Vanderburg, Shahid), University Diversity and Inclusion Advisory Committee (Campbell), President's Cabinet (Hagemann), and Data Integrity Group (Shahid and Vanderburg)

5. Finance and Administration

Submitted four 2020-21 capital project proposals for HECC review:

Health Science Building

The WOU Health Sciences Remodel will transform the current Academic Programs and Support Center (APSC) building to support WOU's expansion of its health

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sciences programs. The APSC building was built in 1951 originally as the campus' first standalone library and has served since 2000 as the home for various student services, which will be moving to the Student Services Center (see WOU Student Success Center Proposal). Its location along Monmouth Avenue at the center of the campus is supported by the 2018 Campus Master Plan and reflects the importance of the programs that will be contained

Academic programs served: Health Sciences, Physical Therapy, Exercise Science, Health

Total project cost: \$49,500,000

State funding request: \$48,015,000

Project start and completion dates: Summer 2021 - Fall 2022

Detailed project description

The project is a remodel of the existing APSC structure built in 1951 and an addition of 73,600 gsf. The eastern portions of the remodel are most suited for the new uses and will include upgrades to most of the systems within this portion of the building including, but not limited to, mechanical, electrical, and plumbing and will resolve all of the deferred maintenance needs for this part of the building. The remaining deferred maintenance needs of the current building will be resolved by the demolition of the western parts, those closest to the street.

Student Success Center

The Student Success Center will be located on the site of the 1965 Old Education building, which formally housed the Education Department that was relocated to the Richard Woodcock Education Center in 2016. The concept is a new 35,000 gross square foot (gsf) building to house Student Services such as advising, tutoring, student support groups, computer labs and general smart classrooms. This location is at the "heart of campus" and will serve as a central location that can be accessed by the entire WOU community.

The Student Success Center Project directly address HECC's strategic plan by improving timely degree completion, and increasing production by lessening dropouts, particularly at the undergraduate level, and by improving student services for all students with particular emphasis on underserved students. The planned new classrooms will expand the inventory of classrooms on campus and more importantly increase the number of classrooms that are properly equipped for today's teaching pedagogies.

The Student Success Center creates one location where students can get tutoring, study with their peers or get career advice greatly simplifying and clarifying the often intimidating nature of higher education. The central location is supported by the 2019 campus master plan and naturally leads to more use by students and in turn will allow them to access the important services they need to complete their degrees in a timely manner.

The bold approach to completely replacing the existing building with a new structure relieves the campus of nearly \$1 million of deferred maintenance costs and a myriad of code related safety and health issues. A complete remodel while technically feasible would leave the campus with a poorly functioning building both from a mechanical systems point of view but also because the current layout of spaces is not conducive to the new spatial arrangements.

Academic programs served: The Student Success Center will serve all WOU programs and departments

Total project cost: \$22,000,000

State funding request: \$21,340,000

Total gross square feet: 35,000

Project start and completion dates: Summer 2022 – Fall 2023

Athletic Complex—New PE

The Center for Human Achievement, Movement, and Performance (CHAMP) will transform the south-west segment of the campus into state-of-the-art multipurpose center dedicated to enhancing student success and achievement and building strong community partnerships.

The 'New' Physical Education building (as it is still officially known) was constructed in 1971 and is 49 years old this year. Its uniqueness as a structure is because of the impressive variety of activities it houses. Just a sampling of these include, athletic contests, instruction in subjects as disparate as Anthropology and Business, on-campus events such as new student orientation and community events such as the annual Native American Pow Wow. The stadium has not been remodeled since 1987 and will receive needed upgrades to critical systems and renewed competition/playing surfaces for the University's teams.

The Project as currently conceived will renew practically all 62,000 gross square feet while addressing its outstanding deferred maintenance issues. The project will

Office of the President

significantly remodel and improve about 2,000 square feet of existing locker and training rooms. An addition of approximately 33,000 new space is planned for the building which will expand offices, support areas, and include several new classrooms to be added to the general assignment pool. The expansion of the current field house will accommodate a 200-meter indoor track. One small but critically important element will be the addition of the buildings' first elevator (it was built without one) making the second floor of the building accessible for the first time.

The McArthur Field stadium was most recently renovated in 1987. This outdoor multipurpose space is used for a variety of athletic, academic, and campus community related events such as the annual WOU commencement ceremony, football games, track & field meets and first year "Sunrise Service". As the only track in Monmouth, it is highly utilized by campus and community members for its playing field as well as the running track. The venue has been host to the OSAA High School State Track Championships and Great Northwest Athletic Conference Track Championships on a number of occasions. The renovation will focus on serving the needs of the student population and allowing for reconfiguration of the playing field and track. The renovations are to include new synthetic turf, to accommodate women's intercollegiate soccer and football while adding drainage and improved lighting.

Academic programs served: Exercise science, health, and a myriad of other academic programs

Total project cost: \$33,000,000

State funding request: \$32,100,000

Total gross square feet: 183,000

Project start and completion dates: Summer 2020– Fall 2022

Rice/Smith Performing Arts

The Performing Arts project involves two adjacent buildings. Rice Auditorium (built in 1976) and Smith Hall (built in 1958) are used together to support academic programs in Art, Music, Theatre and Dance. Both buildings are also used for community events that support music and theater performances. Both buildings are in need of significant mechanical upgrades and deferred maintenance projects. Deferred maintenance needs total \$2.5 million for the two buildings. Smith Music Hall, which seats 110, and Rice Auditorium, which seats 610, are both stretched beyond reasonable capacity.

Smith Hall has some spaces which be reconfigured and the building will be expanded to support teaching and practice. Rice Auditorium is in need of additional and repurposed

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space to meet the current teaching and programmatic needs of dance, music, and theater. The proposal addresses two major areas of emphasis for the HECC – increasing capacity for degree production and addressing outstanding deferred maintenance issues.

Modern facilities are needed to meet the demands and expectations of students and parents in a 21st century creative arts program. WOU's creative arts program prepares students for careers and advanced graduate study in areas such as performance, creative arts education, creative arts history, and technical fields such as sound engineering and theatre design.

Academic programs served: The Student Success Center will serve all WOU programs and departments

Total project cost: \$16,500,000

State funding request: \$16,005,000

Total gross square feet: Rice—27,667; Smith—14,315; Combined—41,982

Project start and completion dates: Summer 2023 – Fall 2024

Summer

- Submitted 2020-21 capital project proposals for HECC review
- Acquired Vick building
- Hired internal auditor and controller
- Apple phase 1. Apple Professional Learning Workshop 2 days with an Apple trainer, Aug 28 & 29. 20 staff and faculty attended. Strong Start: 20 students assigned iPads (MTH 95/111, WR 121). Student Enrichment Program: 25 iPads on a cart, used for 3 SEP FYS courses
- Participated in Oregon Higher Education (FEMA) Leadership Tabletop Exercise

Accounting & Business Services

The office continues to adopt and roll out best practices. Below are examples:

- E-Bills started at the end of August. Successfully sent to students at the beginning of September. Estimated annual savings \$38K.
- Electronic REVCs beginning July 2019. Better customer service and gained efficiencies.
- Shared FERPA with Financial Aid. Improved customer service and efficiency
- Implemented credit card transactions beginning mid-September. We take credit cards at the windows now.

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Treasurer

The office continues to become self-sufficient with respect to treasury services. Below are examples:

- Took over bank reconciliation proof of cash process, annual savings \$40k.
- Completed initial cash flow projections.

Budget & Planning

The office continues to shift towards multi-year planning and implement transparent budgeting process. Below are examples:

- Assisted with year-end closing entries.
- Continuous training of new and existing employees.
- Prepared budgets for Incidental Fee Committee (IFC).
- Augmented existing metrics with markers tailored to WOU's circumstances.
- Developed and planned for implementation of campus wide budget conversations.
- Presented at NACUBO Budget and Planning Forum.

Facilities

The office continues to implement 2018 Campus Master Plan. Below are examples:

- Built two new Computer Labs in Todd Hall.
- Completed **Natural Science Project**. Including the Grounds crew building a new pond. Replaced old roof separate from the overall project.
- Remodeled Old Ed to house ITC faculty and Staff displaced by the seismic upgrade.
- Completed Cottage Roof and siding project.
- Completed Administration Building HVAC modifications and improvements.
- Completed Rice Hall Lighting upgrades.
- Relocated and set up a new playground for CDC.
- Completed \$300K in modifications to Campus Boilers, which will save 6-7% in energy costs.
- Relocated and remodeled the 1st-floor wing of Todd Hall to accommodate MARCOM and Oregon Council of Presidents staff.
- Successfully began online sales for Campus Surplus of unused office equipment, generators, and even vehicles.
- Remodeled and relocated personnel in Legal and Finance and Administration on 3rd floor of Administration Building.

University Computing Solutions

The office continues to strengthen cybersecurity efforts, improve infrastructure, and to develop Campus Technology Plan with UTAC. Below are examples:

- Completed the technology updates to Natural Science on a very tight deadline.
- Completed the initial evaluation of CIS20 (computer information security).
- Implemented myWOU (Ellucian mobile).

Office of the President

- Completed performance, reliability, and security update to the SAN (storage area network).
- Implemented DUO (multi-factor authentication) for 383 faculty and staff.
- 1,277 computers upgraded to Windows 10. 100 left to go before January 10.
- New Parking application developed and implemented.

Public Safety

The office continues to implement campus-wide training and innovative solutions to improve student services and affordability. Below are examples:

- Earthquake drill and tabletop exercise.
- Implemented zone parking to improve affordability and neighborhood relationships.
- Fire extinguisher training offered.

Internal Audit Collaboration

Working with internal auditor to enhance internal controls. Below are examples:

- Working with accounting services to implement best practices in p-card program.
- Evaluate external agency requests for information.
- Review change orders for major capital projects.

Looking forward

- Update cash projections based on enrollment.
- Emergency and cybersecurity tabletop exercise.
- Campus Safety Academy will be initiated.
- Tuition & Fee Advisory Committee, Incidental Fee Committee, University Budget Advisory Committee and University Technology Advisory Committee starting back up
- OMA: We have finalized GMP and still working on a few value engineering opportunities. The demo has begun and the first part will focus on the new Print and Mailroom area. The budget is still tight but we are on target.
- ITC: All departments, faculty, and staff have been relocated to the Old Education building in preparation for construction. The Print and Mailroom will still occupy the basement space until their new space is ready in OMA no later than the end of January. We are doing an asbestos survey and making wall penetrations to gather more information prior to demo and construction which should start in a month.
- WOU Salem: We are scheduling the roof to be completed no later than the end of December. The cost will be \$375,000. We have selected Soderstrom to be the Architect for this project. Once we get the Architect on board we will firm up construction schedule and budget. However, with a \$700K budget that will include FF&E, Low Voltage, Security, ADA, and all other improvements, the scope will be limited. The roof is being paid for separate from the \$700K available.

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6. Student Affairs

Enrollment

Fall term enrollment is down approximately 5%. This is combination of many aspects. New freshmen are down by about 50 students. Transfer students are down by about 50 students. And continuing students are down by about 150 students. Our international student population is also down by nearly 100 students. Nationally, enrollment is down at most institutions. Chemeketa, our largest feeder community college, was predicting to be down about 5% this fall after also being down the previous year.

While Oregon's high school graduation rate is about flat, Oregon has one of the lowest college participation rate among graduating high school students. These will all continue to be challenges as we build our class for fall 2020.

This fall we have increased the diversity of our student body. In particular, the number of Hispanic / Latinx students attending WOU has increased by 112, which brings our percentage up to 18.6%.

Looking ahead to fall 2020, applications and admitted students are tracking ahead of the last three years so far. The average student attends college within 85 miles of where they live, so our admissions staff have increased their efforts within this region in their recruiting efforts. We are also seeing an early increase in the number of students from Hawaii applying and being admitted to WOU. Our Admissions staff have increased their efforts to provide more Saturday tour options for families. On November 9, for example tours were available for transfer students, English speaking families, and Spanish speaking families. In each of these categories, students also had the opportunity to meet with an admission counselor or our transfer specialist.

We also have our first Preview Day on November 16. Registration for this event is up compared to last year.

Financial Aid and our Demographics

A recent article published by the Educational Advisory Board noted that on average, 30% of students who file the FAFSA will be selected for verification. However, that number goes **up to around 50%** for students who come from low-income families. And of that 50%, 22% won't complete the process.

Given our demographics, this is an area we need to pay more attention to. Going forward, our Financial Aid and Admission offices are to working to inform students of the process and provide information and assistance on how to complete the process

successfully. It was also noted that the current White House administration has made it more difficult for students to upload all of the documents needed for the FAFSA making the completion process more difficult in general.

University Diversity and Inclusion Advisory Committee (UDIAC)

UDIAC met this summer on a retreat to plan their activities for the year. Establishing a Diversity Plan for the University is a key goal for this group. UDIAC will also be looking at the hiring process for faculty and staff and examining ways for this process to be more inclusive and draw more faculty and staff of color to WOU.

Voter Registration and Voting (2018)

We recently received our report for the number of WOU students who were registered and voted in the 2018 election. ASWOU has a tradition of doing a phenomenal job in getting students registered to vote and actually voting in the election. This year was no different. 79.2% of our students were registered to vote as compared to 78.4% of college students nationally. 51.8% of our students voted in the 2018 election as compared to 39.1% of college students nationally. 51.8% is a 15-point increase for WOU as compared to 2014, and ranks among the highest nationally. ASWOU deserves all of the credit for this achievement.

7. Foundation and Strategic Communications & Marketing (MarCom)

Creative Services

Major print and web projects completed:

- Western Edge magazine Fall/Winter
- Admissions recruitment materials (e.g., Marion County fair brochure and view book in English and Spanish, revised outcome fliers for top ten majors and programs)
- Capital Planning Proposal
- Multiple webpage overhauls
- MyWOU app graphics

Future projects:

- Western Edge magazine Spring/Summer issue
- SEO/Accessibility back-log project
- WOU "newsroom" website
- Wolves Auction materials
- Why I Love WOU social media campaign
- Giving Day, direct mail and other advancement design
- Comprehensive Campaign materials
- Digital presentation for recruitment booths

Marketing & Communications

By the numbers:

- Increase in number of Instagram followers since July 1
- 18,732 followers between Instagram, Facebook and Twitter
- Feature stories written since new writer hired in October
- 869,253 impressions and 3,480 link clicks in month-long Facebook and Instagram ad campaign targeting Alaska, California and Hawaii in August
- Number of opt-in subscribers to 30 Days to WOU series in September: 129
- 25 WOU flags procured for display on Main Street in Monmouth during important event weekends
- 6 marketing consultations for divisions/departments on campus (Housing, CJ, MSedIT, EMIL, Social Sciences, Humanities)

Highlights:

- Marketing plan created and implementation begun
- 3-month run of Spanish language radio ads created and placed
- Highly popular 30 Days to WOU series created by students for students
- New student search and marketing vendor selected through RFP process
- Contributed to capital projects proposal for HECC, including research, writing and editing
- First-gen webpages in English and Spanish went live
- Grand Ronde pow wow support partnership with Admissions

Future projects:

- Java jacket partnership with IKE Box/Isaac's for WOU:Salem visibility
- YouTube ads using student-made videos planned to start running in December
- Northern Lights Theatre Pub ads to start running in December
- Candy cane glowsticks planned for Holiday Tree Lighting

Development

Gifts through Nov. 1, 2019:

- Overall committed: \$1,603,216 (includes pledges)
- Overall received: \$1,556,517

Gifts of note:

- Nearly \$800,000 realized planned gift for the Jean Spencer Endowed Scholarship
- \$200,000 from Dr. Richard Woodcock to launch Student Success Endowment supporting general scholarships and Emergency Student Aid Fund
- 4 Spirits Distillery pledged \$25,000 to create an endowment for a Veteran's Scholarship

- Student Philanthropy Center student caller broke the single gift record by securing a \$1,500 gift over the phone
- Year-in-review direct mail letter generated \$8,275 via checks

Other accomplishments of note:

- Completed Target Analytics review along with massive email and address search
- Giving Day preparation under way including soliciting matching gifts, recording videos, etc.
- Rebranded the Annual Fund to the *Fund for WOU*
- Absorbed mailing to athletic donors to streamline process
- Sent report to campus regarding last year's accomplishments

Future projects:

- Wine, Warmth & Music event at Historic Gentle House
- Giving Day Campaign – with largest goal to-date -- \$100,000
- Continue to cultivate and solicit donors

WOU Foundation

- Continuing to actively work on tasks needed to launch campaign including policies and procedures as prescribed by consultant
- Established two development sub-committees
 - Annual Programs: goals to raise money for scholarships and track current fiscal year growth and initiatives
 - Campaign Steering: goal is to track progression, support hiring of campaign manager and track campaign goals and progress
- Held Campaign Research Celebration at The Independence Hotel to thank and share results with people that participated in research

Alumni Relations

Events to engage alums and friends of the university:

- New event series What's New at WOU held in a variety of locations (Portland, Monmouth, Hood River, Hermiston)
- Volunteer led events – Alumni & Friends After Hours – occur monthly in a variety of locations (Astoria, multiple-Salem locations, Monmouth)
- Homecoming & Wolves Reunion Weekend – activities included beverage tent for students, luncheon, life-long learning classes, student-athlete reunion, breakfast, tailgate

8. Athletics: NCAA II

Spring 2019 Team GPA's			
Men	GPA	Women	GPA
Baseball	3.17	Basketball	3.15
Basketball	2.24	Cross Country	3.55
Cross Country	3.36	Soccer	3.42
Football	2.69	Softball	3.35
Track	3.17	Track	3.47
		Volleyball	3.33
Men Average	2.92	Women Average	3.37
Overall	3.14		

Student Success: Summer and Fall Quarters 2019

Cross Country

- Earned pair of GNAC Runner of the Week awards (Justin Crosswhite, Neal Cranston)
- Women placed second at Ash Creek Invitational hosted by WOU
- Justin Crosswhite and Grace Knapp both earned All-GNAC honors after finishing in the top-10 at the GNAC Championships with Crosswhite placing second and Knapp fifth
- Both teams placed fifth in the Sundowner hosted by WOU
- Both teams placed sixth at GNAC Championships
- Hosted NCAA West Regionals Nov. 9
- 15 named to GNAC Academic Team

Soccer

- Clinched spot in GNAC Tournament for the first time since 2013
- 9 wins this season the most since the team won 9 during the 2013 season
- 12 named to GNAC Academic Team
- Won first-ever game at Concordia
- Alex Qualls named GNAC Player of the Week twice
- Defeated Seattle Pacific for first time in 17 years
- At one point had a five-match unbeaten streak and are 5-1-1 at home this season, only loss in regulation to nationally-ranked Western Washington

Football

- 7 wins this season already surpasses last year's 5-6 record, the most since 2015, have earned a share of the conference title the first time in school history

Office of the President

- Won at Central Washington for the first time since 1998
- Earned 10 GNAC Player of the Week honors (Ty Currie (twice), Andrew Gross (twice), Tyrell Cummings, Omari Land, Curtis Anderson (twice), Jaylin Parnell, Marquis Sampson)
- 14 named to GNAC Academic Team
- The win over Midwestern State snapped a streak of 21 straight regular season wins for the Mustangs in non-conference games against NCAA Division II opponents dating back to 2002

Volleyball

- 4 wins this season, swept Saint Martin's in GNAC play
- Posted a pair of sweeps in non-conference play against Holy Names and Notre Dame de Namur
- Juliana Cameron and Aubrey Stanton were named to the GNAC Academic Team
- Delaney Smith leads the GNAC in hitting percentage

Accountability: Winter Quarter 2019

- Completed the Federal EADA Financial Report due October 31, 2019
- Provided Banner system budget training for all head coaches
- Administrative staff is receiving Purchase Card training

Sustainability and Stewardship: Winter Quarter 2019

- Athletic Auction raised \$85,000
- "Wolves on the Green Golf Tournament" raised \$12,768
- Wolves Club memberships raised \$33,791
- Athletic Sponsorships as of 10/31/19: \$44,350
- Continuing to solicit and secure gifts for the Drive for 325 and Athletic Alumni Challenge

9. Outreach

- What's New at WOU, Columbia Sportswear, July 9
- Summer Orientation & Registration (SOAR) June 28, 29, July 12, and 20
- WOU Football Golf fundraiser, July 22
- Oregon Council of Presidents, retreat, Hood River, August 2-3
- Coastal Caucus, Florence, OR, August 21-22
- WOU Women's Athletics Golf fundraiser, August 1
- NCAA Division 2 President's Council, Indianapolis, August 6-7
- Met with new president of Chemeketa Community College, Dr. Jessica Howard, August 27

Office of the President

- WOU Emeritus Society luncheon, September 3
- SEDCOR annual awards, September 6
- WOU Foundation Campaign Celebration, September 13
- WOU home football, September 14; October 5, 19 & 26; November 9 & 16
- State of the University Address, September 16
- New faculty reception, September 23
- Oregon Higher Education (FEMA) Leadership Tabletop Exercise, September 26
- WOU Athletic Welcome, September 29
- What's New at WOU, Hood River and Hermiston, October 1 & 3
- President's Club Dinner, October 5
- Homecoming October 18-19
- Diversity Scholars Dinner, October 23
- NCAA Division 2 President's Council, Atlanta, October 29-30
- Foundation Campaign Steering Committee, Portland, November 6
- Free Speech Campus Forum, November 7
- SEDCOR, Business Forum, November 13
- Fall 2020 Preview day, November 16

Board of Trustees - November 20, 2019 Enrollment Summary

Fall, 2019

Included is a summary of enrollment for fall, 2019. Compared to fall, 2018, enrollment is down overall by approximately 5%, or about 250 students. New freshmen are down approximately 50 students from last fall. Transfer students are also down by approximately 50 students from last fall. Continuing students make up the remaining approximately 150 students. Nationally, enrollments are down for colleges and universities.

Women continue to go to college in larger numbers than men, and our campus reflects this changing demographic as we have a larger population of women this year than last.

The number of international students also continues to decline nationally, and our population reflects a decrease of approximately 100 international students.

A highlight for WOU is our increased number of Latinx students enrolling. Just this year we have increased the number of Latinx students attending WOU by 3% for a total of 18.6% overall.

Another highlight is we have increased our freshman to sophomore retention rate over this past year from 68.9% to 73.9%. It is our hope that we not only to continue to increase our retention rates, but also our persistence rates of all of our students.

Fall, 2020

Also included is the most recent weekly enrollment report. We are well into our recruitment efforts for fall, 2020. Fall Preview has a larger number of individuals registered for this event than average. Enrollment reports vary from week to week, but generally we are even to slightly ahead of numbers from previous years.

Our Admissions Office is offering more opportunities on Saturday for students and their families to tour campus and meet with an admissions counselor. Specifically, we are identifying Saturday programs for Transfer students, English language students, and Spanish language students. On Saturday, November 9, we had 87 students from South Albany High School attend and participate in a special program for their AVID students. There were also an additional 60 students and their families who attended either a Transfer, English language, or Spanish language tour and presentation on that same Saturday.

Research shows the average student attends college within 85 miles of where they live, so our admissions staff have increased their efforts within this region in their recruiting efforts.

Our Admissions Office is also increasing contact in Beaverton, Hillsboro, Hood River, Woodburn, and Salem-Keizer schools where there is a higher population of Latinx students

We are also seeing an early increase in the number of students from Hawaii applying and being admitted to WOU.

Our Financial Aid office will send out early award letters in mid-December to all students who have filed a FAFSA with WOU. We are also trying to offer more workshops on how to complete the FAFSA.

Some of the challenges we have moving forward include:

- Chemeketa, our largest feeder community college, was predicting an enrollment decline of 5%.
- While Oregon's high school graduation rate remains relatively flat, the number of graduating seniors going to college is one of the lowest in the country
- Washington and Oregon have both introduced free tuition programs for students residing in their states.

Enrollment Summary - Fall 2019 (4th Week Census)

	Fall_2019	Percent_2019	Fall_2018	Percent_2018	Change	Percent_Change
Total	4929	100.0%	5185	100.0%	-256	-4.9%
Undergraduate	4426	89.8%	4648	89.6%	-222	-4.8%
Graduate	503	10.2%	537	10.4%	-34	-6.3%
Total_Credit_hours	61125	100.0%	64567	100.0%	-3442	-5.3%
Undergrad_Credit_hours	57597	94.2%	60756	94.1%	-3159	-5.2%
Graduate_Credit_hours	3528	5.8%	3811	5.9%	-283	-7.4%
Total_FTE	4133.8	100.0%	4368.0	100.0%	-234.2	-5.4%
Undergraduate_FTE	3839.8	92.9%	4050.4	92.7%	-210.6	-5.2%
Graduate_FTE	294.0	7.1%	317.6	7.3%	-23.6	-7.4%
Female	3178	64.5%	3249	62.7%	-71	-2.2%
Male	1651	33.5%	1858	35.8%	-207	-11.1%
Other	100	2.0%	78	1.5%	22	28.2%
Full_time	4039	81.9%	4193	80.9%	-154	-3.7%
Part_time	890	18.1%	992	19.1%	-102	-10.3%
Oregon_Residents	3840	77.9%	3965	76.5%	-125	-3.2%
Out_of_State_Residents	1089	22.1%	1220	23.5%	-131	-10.7%
American_Indian_Alaskan_Native	58	1.2%	72	1.4%	-14	-19.4%
Asian	188	3.8%	206	4.0%	-18	-8.7%
Black_or_African_American	150	3.0%	176	3.4%	-26	-14.8%
Hispanic_or_Latino	917	18.6%	804	15.5%	113	14.1%
Nonresident_Alien	198	4.0%	299	5.8%	-101	-33.8%
Pacific_Islander	92	1.9%	121	2.3%	-29	-24.0%
White	3009	61.0%	3189	61.5%	-180	-5.6%
Two_or_more_races	177	3.6%	132	2.5%	45	34.1%
Unknown	140	2.8%	186	3.6%	-46	-24.7%
Oregon_Counties	36		36			
States_excluding_Oregon	30		34			
US_Territories	3		4			
Countries_excluding_US	16		21			
New_Students	711		760		49	-6.4%
New_Transfer_Students	498		549		51	-9.3%
Freshman_to_Sophomore_Retention		73.9%		68.9%		4.0%

Finance & Administration Committee (FAC), Revolving Line of Credit Recommendation

Following the Board of Trustees June 3, 2019 decision to pursue a Revolving Line of Credit, staff engaged a procurement of proposals from financial institutions. The selection committee was comprised of Dr. Ana Karaman, VP Finance & Administration, Ashley Wolfe, Controller, and Darin Silbernagel, University Treasurer. The committee also consulted with financial advisors - North Slope Capital Advisors.

Comparison:

Terms	Washington Federal Bank	JP Morgan
Line of Credit Amount	\$5,000,000	\$5,000,000
Rate	2.51% Tax-Exempt Fixed Rate	LIBOR + 100 bps Variable Rate*
Unused Commitment Fee	\$5,000 – assessed annually if average annual utilization is less than \$3 Million	Assessed annually on unused portion at 10 bps (\$5,000 if none used)
Bank Legal Fee	\$5,000 one time	No fee if accept standard contract conditions
Term	5 Years + optional 2 year extension	Up to 3 years

* We would have the option to choose between the one, two, three, six or twelve month LIBOR Rates. As of 10/30/2019, the LIBOR Rates ranged between 1.79% and 1.99%, which would result in an interest rate on the line of credit of 2.79% to 2.99%.

Based on comparison of the terms and discussion with financial advisors, Staff identifies Washington Federal Bank proposal as offering more favorable terms. Washington Federal Bank has offered a fixed rate that is less than JP Morgan’s current variable rate for an unsecured line of credit. Washington Federal Bank has also offered a longer term of 5 years. JP Morgan is only able to offer a term of up to 3 years for an unsecured line, a longer term would require security.

COMMITTEE RECOMMENDATION:

The WOU Finance and Administration Committee recommends that the Western Oregon University Board of Trustees approve establishing a Revolving Line of Credit for \$5 million with the terms as presented on the Washington Federal Proposal dated October 28, 2019.



Pete Sullivan
Vice President
425 Pike Street
Seattle, WA 98101
206-626-8111
pete.sullivan@wafd.com

October 15, 2019

Tatyana (Ana) Karaman, Ph.D.
VP for Finance and Administration & CFO
Western Oregon University
345 Monmouth Ave N
Monmouth, OR 97361
karamana@mail.wou.edu

Regarding: \$5,000,000 Revolving Line of Credit

Dear Dr. Karaman:

We enclose a summary of terms and conditions outlining the proposed terms under which Washington Federal Bank N.A. (Wafd Bank) may extend credit to the Western Oregon University (WOU). Please note that this is not a commitment to lend.

Wafd Bank appreciates the opportunity to provide our financing proposal. Please call Pete Sullivan at 206-626-8111 to discuss any questions or comments you may have regarding our proposal. We look forward to working with you.

Sincerely,

A handwritten signature in blue ink that reads "Pete Sullivan".

Pete Sullivan
Vice President

Parties to the Transaction:

BORROWER: Western Oregon University (the “Borrower”)
LENDER: Washington Federal Bank N.A. (the “Bank”)

The Facility:

FACILITY: Revolving Line of Credit (the “Credit Facility”)
FACILITY AMOUNT: \$5,000,000 (not to exceed)
CLOSING DATE: November 22, 2019 (estimated)
DRAWS Draws under the Credit Facility may be requested on any banking day with minimum draw amounts of \$100,000.
INTEREST CALCULATION: All calculations of interest and fees shall be made on the basis of actual number of days elapsed in a 360-day year.
REPAYMENT: The Borrower must repay the Credit Facility in quarterly payments of accrued interest (January 1, April 1, July 1 and October 1).
PREPAYMENT: The Borrower may prepay the Credit Facility at any time without penalty.
MATURITY: Unless extended, the Credit Facility will mature, and all unpaid principal and interest will be due and payable at maturity on 12/31/2024.
CAPACITY INCREASE Borrow may request that the Bank increase the amount of the Credit Facility up to \$10 million, however the Bank will require a separate credit approval before the commitment can be increased.
CAPACITY DECREASE: Borrow may elect a “step down” option on the Facility Amount, which would allow the Borrower to reduce the Facility Amount of the line. One such step down is permitted during the initial term of the line. The Borrower may decide the amount and the timing of the step down.
EXTENSION: Upon achieving the criteria described below, the maturity date of the line may be extended for one 2-year period (total of 7 years from origination).

All of the following must be attained to qualify for the extension:

- 1) Borrower's Change in Net Position minus depreciation, amortization and pension expense for the 12-month period just ending is 110% of annual debt service;
- 2) Borrower's GO debt rating is A or better (or equivalent);
 - a. If the Borrower does not have a bond rating at the time of the extension, the rating requirement will be waived.
- 3) Compliance with all other terms of the Credit Agreement.

If the line is extended, the Facility balance amount in place at the time of the extension:

- (a) The rate will convert to a 2-year fixed interest rate based on the 2-year Bloomberg Swap Rate (or comparable index), plus 1.55%, multiplied by the calculation of 100 minus the highest marginal tax rate applied to subchapter C corporations, expressed as a decimal (currently 0.79);
- (b) If LIBOR is no longer available, then the rate will be based on the Secured Overnight Financing Rate (or comparable index) plus 1.55%, multiplied by the calculation of 100 minus the highest marginal tax rate applied to subchapter C corporations, expressed as a decimal (currently 0.79).

SECURITY:

The Credit Facility is a general revenue obligation of the Borrower. Legally available revenues include all tuition, fees, charges, rents, revenues, receipts and other income (including interest and dividends) of the Borrower if and to the extent such funds are not restricted in their use by law, regulation or contract. The Credit Facility is to be issued on parity with the Borrower's current and future obligations.

Fees and Expenses:

ORIGINATION FEE: \$0.00

UNUSED COMMITMENT FEE: \$5,000 - assessed annually

- (a) The unused commitment fee will be waived in 2019.
- (b) The unused commitment fee will be waived in subsequent years if the average annual utilization is \$3 million or more.
 - i. Average Annual Utilization means the sum of the daily aggregate principal amount of all revolving credit advances for the year, divided by 360.

BANK COUNSEL FEE: \$5,000 – Hillis, Clark, Martin & Peterson

Rates:

INTEREST RATE: One week prior to closing the Borrower may choose to either:
(a) Accept the rate below, which will be held firm until closing; or
(b) Elect to reset the rate below based on the formula below.
i. Either rate choice will become a fixed rate from closing until the line of credit's initial maturity on 12/31/2024.

2.51% Tax-Exempt Fixed Rate

Interest Rate Formula: The 5-year rate will be based on the 5-year Bloomberg Swap Rate (or comparable index), plus 1.75%, multiplied by the calculation of 100 minus the highest marginal tax rate applied to subchapter C corporations, expressed as a decimal (currently 0.79).

Rates quoted are for the WOU, a Tax-Exempt entity.

EXPIRATION: This proposal letter shall automatically expire on November 22, 2019.

Covenants and Financial Reporting Requirements:

COVENANTS: Usual and customary for transactions of this type.

REPORTING REQUIREMENTS: The Borrower shall provide the following information and statements in form and content acceptable to the Bank:
(a) Within 270 days after the close of each financial year of the Borrower, the complete audited financial statements of the Borrower.

Description of Basic Terms and Conditions

DOCUMENTATION: Documentation will be usual and customary for transactions of this type, including:

- (a) A copy of the Resolution passed by the Council/Board authorizing the issuance of the Credit Facility;
- (b) A receipt of the original signed Note or Bond at closing;
- (c) The resolution or financing/bond purchase agreement ("Agreement"), prepared by bond counsel and subject to approval by Bank Counsel.
 - i. The Agreement will include, but is not limited to, the terms and conditions outlined herein, as well as provisions that are customary and standard with respect to conditions precedent, representations and warranties, covenants, events of default and remedies;
- (d) An unqualified legal opinion of nationally recognized bond counsel, in form and substance acceptable to Bank and its legal counsel that:

- i. The resolution and all documents related to the Credit Facility have been properly adopted, authorized and executed; and
- ii. The resolution and all documents related to the Credit Facility constitute a legally binding obligation of the Borrower and enforceable according to their terms (subject to standard exceptions).
- iii. Opinion of counsel that the term portion of the loan under the revolving line of credit option will be treated in parity with all other senior lien holders at the time of conversion.

EVENTS OF DEFAULT: Usual and customary in transactions of this type including, without limitation the following:
 (a) Nonpayment of principal, interest, fees or other amounts; or a
 (b) Failure to perform or observe covenants/reporting requirements set forth in the loan documentation;

Description of the Process:

THE PROPOSAL: This summary of terms is not a commitment. It represents a willingness on the part of the Bank to seek approval to provide the commitment indicated herein and consummate a transaction based on the terms and conditions outlined in the proposal and is subject to:
 (a) Final credit approval (see "Credit Process" below),
 (b) Such any due diligence as Bank may require, and
 (c) Agreement as to all final terms and conditions and satisfactory documentation thereof (including satisfactory legal opinions).

CREDIT PROCESS: The credit process will take approximately 4-weeks from the point at which the Bank is officially awarded the transaction and has in its possession all materials necessary to undertake a full credit analysis.

Washington Federal is a Seattle based; FDIC insured financial institution with total assets in excess of \$16 billion. Washington Federal and assigned contacts have specific experience in lending to governmental issuers.

BILLING STATEMENTS: Unfortunately, the Bank is unable to provide separate account and billing statements for each respective project.

Contacts:

BANK: Washington Federal N.A.
 Pete Sullivan
 425 Pike Street
 Seattle, WA 98101
 206-626-8111



pete.sullivan@wafd.com

BANK COUNSEL:

Hillis Clark Martin & Peterson P.S.
Brandon Pond
999 Third Avenue, Suite 4600
Seattle, Washington 98104
206.470-7623
brandon.pond@hcmp.com

Agreement by the Borrower:

By signing below, the Borrower agrees to engage the Bank to provide the Credit Facility pursuant to the terms and conditions stated in this proposal, including the Borrower's responsibility for the Bank's legal fees even if closing & funding does not occur.

Please evidence your agreement with the foregoing by signing and returning a copy of this document to the Bank.

Accepted and Agreed to:

Western Oregon University

Signature: _____ **Date:** _____

Printed Name: _____

Disclosure:

The transaction contemplated by this term sheet is an arm's length, commercial transaction between you and the Bank, in which the Bank (i) is acting solely as a principal and for its own interest; (ii) is not acting as a municipal advisor or financial advisor to you; (iii) has no fiduciary duty pursuant to Section 15B of the Securities Exchange Act of 1934 to you with respect to the transaction contemplated hereby and the discussions, undertakings and procedures leading thereto; and (iv) is not recommending that you take any action with respect to the transaction contemplated by this term sheet, and before taking any action with respect to the contemplated transaction, you should discuss the information contained herein with your own legal, accounting, tax, financial and other advisors, as it deems appropriate.

The only obligations the Bank has to you with respect to the transaction contemplated hereby are set forth in this term sheet. If you would like a municipal advisor in this transaction that has legal fiduciary duties to you, you are free to engage a municipal advisor to serve in that capacity. This term sheet is provided to you pursuant to and in reliance upon the "bank exemption" provided under the municipal advisor rule of the Securities and Exchange Commission, Rule 15Ba1-1 et seq.

UNDER OREGON LAW, MOST AGREEMENTS, PROMISES AND COMMITMENTS MADE BY US CONCERNING LOANS AND OTHER CREDIT EXTENSIONS WHICH ARE NOT FOR PERSONAL, FAMILY OR HOUSEHOLD PURPOSES OR SECURED SOLELY BY THE BORROWER'S RESIDENCE MUST BE IN WRITING, EXPRESS CONSIDERATION AND BE SIGNED BY US TO BE ENFORCEABLE.

J.P.Morgan

Western Oregon University

Revolving Line of Credit

Summary of Terms and Conditions

October 15th, 2019

This Summary of Terms and Conditions (the “Term Sheet”) is confidential and is intended as a statement of indicative terms only, and is provided to facilitate additional discussion. It is a proposal for your consideration only and not a commitment by JPMorgan Chase Bank, N.A. or its affiliates (“JPMorgan”) to provide the financing described in this Term Sheet or any other financing. The rates and fees set forth in this proposal are indicative and are subject to market conditions at all times until JPMorgan would commit to such financing in writing and, in any event, should not be regarded as indicative after the date of this Term Sheet. Subject to the foregoing, the terms in this proposal shall expire on October 31st, 2019.

PRINCIPAL TERMS:

Lender	JPMorgan Chase Bank, N.A. (the “Bank”).
Borrower	Western Oregon University (the “University” or the “Borrower”).
Facility/Amount	Revolving Line of Credit Facility (the “Facility”) in an amount not exceeding \$5,000,000.
Purpose	To replenish liquidity of the University and other general corporate purposes.
Interest Rates See attached Appendix for additional details	LIBOR + 100 bps
Fees	Unused Fee of 10 bps
Financial Covenants	None.
Term	Up to 3 years (the term is referred to herein as the “Maturity Date”).
Legal Fees	Legal documentation would be handled internally at no cost to the Borrower on the Bank’s standard form. Material changes to the standard form may require the Bank to engage outside counsel. The Borrower shall pay any legal fees of the Bank.

Additional customary terms and explanations follow in the attached Appendix
APPENDIX

INTEREST RATES, PAYMENTS AND FEES

Variable Interest Rate: The loans (the “Loans”) under the Facility would accrue interest at a variable rate per annum equal to One, Two, Three, Six or twelve Month LIBOR (at the Borrower’s option) plus the applicable spread set forth below, based upon the tenor selected by the Borrower.

Initial Interest Rate Period *	% Spread over Libor	Unused Fee
3 Years	100 bps per annum	10 bps

* Any Loan may be repaid at par on the last day of any LIBOR interest rate period (each, a “LIBOR Contract Renewal Date”). Any repayment of any Loan on any date other than a LIBOR Contract Renewal Date shall be subject to the payment of the Bank’s standard LIBOR breakage costs, if any.

In the event that the Lender determines, based upon certain prescribed triggering circumstances, that LIBOR is no longer available or deemed to be an appropriate reference rate upon which to determine the interest rate on Eurodollar loans, Lender and the Borrower shall endeavor to establish an alternate reference rate to the LIBO Rate that gives due consideration to the then prevailing market convention for determining a rate of interest for bank loans in the United States, provided that, until such alternative reference rate is determined as described herein, any such Eurodollar Borrowing shall be repaid or the interest rate on such Borrowing shall be converted to the Prime Rate on the last day of the then current Interest Period applicable thereto, and if any Borrowing Request requests a Eurodollar Borrowing, interest on such Borrowing shall be at the Prime Rate, provided that, if such alternate rate of interest shall be less than zero, such rate shall be deemed to be zero for the purposes of this Agreement.

Lender does not warrant or accept any responsibility for, and shall not have any liability with respect to, the administration, submission or any other matter related to LIBOR or other rates in the definition of “LIBO Rate” or with respect to any alternative, successor rate thereto, or replacement rate thereof, including without limitation, whether the composition or characteristics of any such alternative, successor or replacement reference rate will be similar to, or produce the same value or economic equivalence of the LIBO Rate or have the same volume or liquidity as did LIBOR prior to its discontinuance or unavailability.

Loan Payments / Amortization:

Interest only until the Maturity Date; interest would be payable on the last day of each LIBOR interest rate period. Principal would be due in full on the Maturity Date.

Prepayment:

The Loans under the Facility may be prepaid in whole or in part, without premium or penalty, on any LIBOR Contract Renewal Date as defined above. Any prepayment on any date other than on a LIBOR Contract Renewal Date, irrespective of whether such prepayment is due to acceleration upon an Event of Default, is subject to breakage costs payable by the Borrower.

Facility Fees:

Unused Fee of 10 bps payable quarterly in arrears.

Day Basis/Year:	Actual number of days elapsed in a year of 360 days.
Maximum Interest Rate:	No limitation would exist in the applicable Facility documentation or authorizing resolution that restricts the interest rate to any rate lower than the maximum rate permitted by law.
Default / Default Rate:	The then applicable interest rate + 4.00%

OTHER TERMS AND PROVISIONS

Security:	<p>Unsecured obligation of the Borrower on parity with other obligations of the Borrower both present and future.</p> <p>Should the University like to explore facilities of longer tenor than presented above, the Bank would be willing to provide pricing options on a secured basis.</p>
Extension of Expiration Date:	Extensions of the Maturity Date would be within the sole discretion of the Bank and subject to its timely receipt of advance notice of request for an extension a more particularly described in the Loan Documents.
Required Documents:	The terms of this financing would be evidenced by agreements, instruments and documents (collectively, the "Loan Documents") that are usual and customary for a Revolving Line of Credit transaction. The required documentation would include, but not limited to, the terms and conditions outlined herein as well as the Bank's standard provisions with respect to representations and warranties, covenants, events of default, remedies, conditions precedent, indemnification (gross negligence standard), right of set-off, waiver of sovereign immunity, waiver of jury trial, compliance with anti-corruption laws, protections against increased costs and other general provisions that the Bank and its counsel deem necessary and would otherwise be satisfactory in form and substance to the Bank and its counsel.
Conditions Precedent:	<p>Usual and customary representations and warranties and other conditions prior to the issuance of the Facility for like situated borrowers and for the type and term of the Facility, including absence of default, absence of material litigation and absence of material adverse change from the Borrower's financial conditions and operations as reflected in the financial statements of the Borrower June 30th, 2018.</p> <p>Additional conditions precedent would include delivery of acceptable loan documentation and legal opinions, including an opinion of legal counsel as to the validity and enforceability of the Borrower's obligations under the Loan Documents and an opinion of the Borrower's legal counsel as to the Borrower's ability to enter into the agreement outlined herein.</p>
Reporting Covenants:	<p>The Borrower would provide the following items in an electronic format acceptable to the Bank:</p> <ol style="list-style-type: none"> 1. Annual, audited, consolidated and consolidating financial statements of the Borrower within 150 days of the fiscal year end. 2. Annual Statistics: Annual enrollment statistics, including number of FTE students (undergraduate and graduate), undergraduate applications and admissions, average

SAT/ACT scores, freshman retention rate, graduation rate (5 years) and faculty data (% full-time and tenured)

3. Additional information as reasonably requested by the Bank.

Yield Protection:

The Facility would contain customary provisions that require the Borrower to reimburse the Bank for any increased costs or loss of yield due to a change in law, rule or regulation imposed upon the Bank after execution of the Loan Documents, including but not limited to changes in reserve requirements, tax code, capital adequacy and other requirements of law or governmental authority and in connection with the Dodd Frank Wall Street Reform and Consumer Protection Act and Basel III.

Waiver of Jury Trial:

The Borrower and the Bank would waive, to the fullest extent permitted by applicable law, any right to have a jury participate in resolving any dispute in any way related to this Term Sheet, any Loan Documents, related documentation or the transactions contemplated hereby or thereby.

Governing Law:

All aspects of the Facility being discussed including this Term Sheet and any Loan Document would be governed by the laws of the State of Oregon.

OTHER BANK REQUIREMENTS

Municipal Advisor Disclosure:

The Borrower acknowledges and agrees that (i) the transaction contemplated herein is an arm's length commercial transaction between the Borrower and the Bank and its affiliates, (ii) in connection with such transaction, the Bank and its affiliates are acting solely as a principal and not as an advisor including, without limitation, a "Municipal Advisor" as such term is defined in Section 15B of the Securities and Exchange Act of 1934, as amended, and the related final rules (the "Municipal Advisor Rules"), agent or a fiduciary of the Borrower, (iii) the Bank and its affiliates are relying on the Bank exemption in the Municipal Advisor Rules, (iv) the Bank and its affiliates have not provided any advice or assumed any advisory or fiduciary responsibility in favor of the Borrower with respect to the transaction contemplated hereby and the discussions, undertakings and procedures leading thereto (whether or not the Bank, or any affiliate of the Bank, has provided other services or advised, or is currently providing other services or advising the Borrower on other matters), (v) the Bank and its affiliates have financial and other interests that differ from those of the Borrower, and (vi) the Borrower has consulted with its own financial, legal, accounting, tax and other advisors, as applicable, to the extent it deemed appropriate.

Expenses:

The Borrower would pay or reimburse the Bank for all its out-of-pocket costs and expenses and reasonable attorneys' fees where not prohibited by applicable law and incurred in connection with (i) the development, preparation and execution of the Loan Documents, and (ii) in connection with the enforcement or preservation of any rights under any agreement, any amendment, supplement, or modification thereto, and any other loan documents both before and after judgment.

Information Sharing:

The Borrower would agree that the Bank may provide any information or knowledge the Bank may have about the Borrower or about any matter relating to the Facility described

in this Term Sheet to JPMorgan Chase & Co. or any of its subsidiaries or affiliates or their successors, or to any one or more purchasers or potential purchasers of the Facility, or participants or assignees of the Facility described in this letter.

Website Disclosure: As a best practice to maintain transparency, final loan documentation may be posted by the Borrower on a national public bond market repository provided that certain information is redacted by the Borrower as directed by the Bank consistent with the requirements of MSRB and SEC regulations. Items that should be redacted include signatures/names, account numbers, wire transfer and payment instructions and any other data that could be construed as sensitive information.

Confidentiality: This Term Sheet is for Borrower’s confidential review and may not be disclosed by it to any other person other than its employees, attorneys, board members and financial advisors (but not other commercial lenders), and then only in connection with the transactions being discussed and on a confidential basis, except where disclosure is required by law, or where the Bank consents to the proposed disclosure.

Bank Credit Decision: Satisfactory final due diligence, in the Bank’s sole discretion, would be required consisting of, but may not be limited to, full review of requested financial statements and financing documents and discussions with management and other background due diligence of the Borrower and its management. Should the Borrower request financing substantially on the terms and conditions described in this Term Sheet, the Bank’s credit decision would be made promptly after receipt of such request and completion of due diligence.

Bank Contacts:

Ryan Neumeister
 Commercial Banker
 1301 2nd Ave, Floor 24
 206.500.4621
 ryan.neumeister@jpmorgan.com

Blake Reeves
 Underwriting Associate
 300 S Grand Ave, Floor 3
 213.621.8173
 blake.j.reeves@jpmorgan.com

If you have any questions regarding the above indicative terms, please do not hesitate to contact either of us.

Sincerely,

Ryan Neumeister

 Ryan Neumeister

Blake Reeves

 Blake Reeves

Finance & Administration Committee (FAC), FY2020 Budget Revision

Based on the first quarter management report, in combination with actual tuition and fee revenues for summer and fall terms and projected for winter and spring terms, staff developed several budget scenarios. Due to enrollment decline, all scenarios result in less budgeted revenues. To contain the projected budget deficit not to exceed the \$1.311 million budget deficit as approved by the Board of Trustees in June 2019, staff incorporated a series of cost containment scenarios across personnel and service and supplies expenses. In order not to exceed \$1.311 million budget deficit, expenses would need to be reduced by \$3.828 million, as reflected in scenario 3. These cost savings are allocated \$2.956 million in personnel savings and \$871k in service and supplies reductions.

The staff has taken initial steps to achieve these savings. \$2.956 million in personnel savings includes an estimated \$2 million in savings attributed to typical turnover and vacant positions. \$871k in service and supplies reduction represents a total 10% reduction. Thus far, campus budget managers have been informed that their service and supplies budgets will be reduced by 4.5% and salary savings will be held centrally. In addition, the budget and planning office is in process of meeting with budget managers across campus to identify additional savings to achieve the target of \$3.828 million.

STAFF RECOMMENDATION:

The WOU Finance and Administration Committee recommends that the Western Oregon University Board of Trustees adopt the FY20 Proposed Adjusted Budget as presented in the docket.

Western Oregon University
Proposed Adjusted FY20 Budget

	Adopted FY20 Budget	Scenario 1 Down ~5% enrollment	Scenario 2 Balanced Budget	Scenario 3 Same Deficit - Proposed	Scenario 4 In Between	Note
Revenues						
Tuition						
UG Resident	20,551,684	17,690,000	17,690,000	17,690,000	17,690,000	
UG WUE	7,586,660	6,500,000	6,500,000	6,500,000	6,500,000	
UG NonResident	4,001,638	2,610,000	2,610,000	2,610,000	2,610,000	
UG Online	6,288,571	7,940,000	7,940,000	7,940,000	7,940,000	
Summer UG Resident	372,896	275,000	275,000	275,000	275,000	
Summer UG NonResident	446,829	310,000	310,000	310,000	310,000	
G Resident	1,127,548	750,000	750,000	750,000	750,000	
G NonResident	413,822	325,000	325,000	325,000	325,000	
G Online	3,489,789	3,630,000	3,630,000	3,630,000	3,630,000	
Summer G Resident	170,182	135,000	135,000	135,000	135,000	
Summer G NonResident	39,431	5,000	5,000	5,000	5,000	
Fac/Staff	219,362	130,000	130,000	130,000	130,000	
Total Gross Tuition	44,708,412	40,300,000	40,300,000	40,300,000	40,300,000	
Fees	1,966,865	1,868,522	1,868,522	1,868,522	1,868,522	Adjusted down by 5%
Fee Remissions	(6,270,000)	(5,349,000)	(5,349,000)	(5,349,000)	(5,349,000)	Adjusted down \$400k due to fewer students, \$521k to reallocated lottery
Total Net Tuition & Fees	40,405,277	36,819,522	36,819,522	36,819,522	36,819,522	
State	27,499,859	27,512,295	27,512,295	27,512,295	27,512,295	Adjusted to actual by HECC
Gifts Grants & Contracts	1,010,336	850,000	850,000	850,000	850,000	Adjusted based on actual earnings to date.
Investment	3,815,203	3,659,000	3,659,000	3,659,000	3,659,000	
Sales & Services	383,172	450,000	450,000	450,000	450,000	
Other Revenues	104,628	100,000	100,000	100,000	100,000	
Total Revenue	73,218,475	69,390,817	69,390,817	69,390,817	69,390,817	
Expenses						
Personnel	62,196,159	62,196,159	62,196,159	62,196,159	62,196,159	
Savings in Personnel	-	-	(4,267,119)	(2,956,246)	(2,487,846)	0%/6.86%/4.75%/4.00% Savings
Service & Supplies	8,714,119	8,714,119	8,714,119	8,714,119	8,714,119	
Reduction in S&S	-	-	(871,412)	(871,412)	(871,412)	10% Reductions
Net Transfers	3,619,069	3,619,069	3,619,069	3,619,069	3,619,069	
Total Expenses	74,529,347	74,529,347	69,390,816	70,701,689	71,170,089	
Net Revenues less Expenses	(1,310,872)	(5,138,530)	0	(1,310,872)	(1,779,272)	
Beginning Fund Balance FY20	13,207,619	13,207,619	13,207,619	13,207,619	13,207,619	
One-time Use of Fund Balance	(4,470,863)	(4,383,000)	(4,383,000)	(4,327,798)	(4,383,000)	Includes \$3.5M for Vick building, retirement window payment, textbook initiative, and hybrid courses.
Projected Ending Fund Balance	7,425,884	3,686,089	8,824,620	7,568,950	7,045,347	
Fund Balance as a Percent of Revenues	10.14%	5.31%	12.72%	10.91%	10.15%	
Fund Balance at 10%	7,321,848	6,939,082	6,939,082	6,939,082	6,939,082	
Difference	104,037	(3,252,992)	1,885,538	629,868	106,266	

Academic and Student Affairs Committee (ASAC), Proposal for a new undergraduate program – BS in Aquarium Science

The proposed Bachelor of Science in Aquarium Science is a self-contained 180-credit degree completion program delivered in a partnership between WOU and Oregon Coast Community College. Students will begin their degree at WOU and complete their general education requirements, Biology course work, Business course work, and upper division requirements over three years (118 credits). Students will spend their last year at OCCC taking their Aquarium Science course work (53 credits), which includes a 12-credit summer internship.

An Aquarium Science BS degree would teach students the practical skills needed to enter the workforce coupled with a broad liberal arts foundation, giving students skills that employers expect when they require applicants to have a four-year degree. Additionally, the Aquarium Science BS degree will give the students a foundation in Biology and Business that will complement their focused training in Aquarium Science.

Oregon Coast Community College (OCCC) offers a two-year Associate of Applied Science (AAS) degree in Aquarium Science. While the OCCC Aquarium Science program is very successful at placing students in entry-level jobs, the program alumni often find themselves limited in career advancement because they do not have a four-year degree. Additionally, an ever-increasing proportion of entry-level jobs require applicants to have four-year degrees. OCCC also offers a one-year certificate program for post-baccalaureate students; however, this pathway requires students to take five years of coursework (four years at a baccalaureate-issuing institution and one-year at OCCC) before they can enter the workforce. An Aquarium Science BS degree offered jointly by WOU and OCCC will reduce the time and money required to pursue a career in Aquarium Science for students who know that they want a four-year degree, and will create additional career opportunities that are not available for students with an AAS Aquarium Science degree.

The proposed Bachelor of Science degree received Faculty Senate Approval on October 22, 2019 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, HECC approval will be sought; pending HECC approval, the NWCCU will be notified of this change.

COMMITTEE RECOMMENDATION:

The WOU Academic and Student Affairs Committee recommends that the Western Oregon University Board of Trustees approve the introduction of a new undergraduate program in Aquarium Science as included in the docket material.



Proposal for a New Academic Program

Institution: Western Oregon University and Oregon Coast Community College

College/School: WOU: College of Liberal Arts and Sciences

Department/Program Name: WOU: Biology; OCCC: Aquarium Science

Degree and Program Title: Bachelor of Science in Aquarium Science

1. Program Description

- a. Proposed Classification of Instructional Programs (CIP) number.

03.0601: Wildlife, Fish and Wildlands Science and Management.

Definition: A program that prepares individuals to conserve and manage wilderness areas and the flora, marine and aquatic life therein, and manage wildlife reservations and zoological/aquarium facilities for recreational, commercial, and ecological purposes. Includes instruction in wildlife biology, marine/aquatic biology, environmental science, freshwater and saltwater ecosystems, natural resources management and policy, outdoor recreation and parks management, the design and operation of natural and artificial wildlife habitats, applicable law and regulations, and related administrative and communications skills.

- b. 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.

Oregon Coast Community College (OCCC) offers a two-year Associate of Applied Science (AAS) degree in Aquarium Science. While the OCCC Aquarium Science program is very successful at placing students in entry-level jobs, the program alumni often find themselves limited in career advancement because they do not have a four-year degree. Additionally, an ever-increasing proportion of entry-level jobs require applicants to have four-year degrees. OCCC also offers a one-year certificate program for post-baccalaureate students; however this pathway requires students to take five years of coursework (four years at a baccalaureate-issuing institution and one-year at OCCC) before they can enter the workforce. An Aquarium Science BS degree offered jointly by WOU and OCCC will reduce the time and money required to pursue a career in Aquarium Science for students who know that they want a four-year degree, and will create additional career opportunities that are not available for students with an AAS Aquarium Science degree.

An Aquarium Science BS degree would teach students the practical skills needed to enter the workforce coupled with a broad liberal arts foundation, giving students the skills that employers expect when they require applicants to have a four-year degree. Additionally, the Aquarium Science BS degree will give the students a foundation in Biology and Business that will complement their focused training in Aquarium Science.

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

The Bachelor of Science in Aquarium Science is a self-contained 180-credit degree completion program. Students will begin their degree at WOU and complete their general education requirements, Biology course work, Business course work, and upper division requirements over three years (118 credits). Students will spend their last year at OCCC taking their Aquarium Science course work (53 credits), which includes a 12-credit summer internship.

Students will apply to admission to the Aquarium Science degree during the Winter term of the year in which they plan to complete their course work at WOU, and will be notified before the start of the Spring term. The degree is structured so that students who do not get accepted into the Aquarium Science degree program can complete a Business BS degree with a Biology minor at Western in 180-credits.

Curriculum

The curriculum is comprised of four elements: Foundational Science courses, Business and Entrepreneurship courses, and Aquarium Science courses.

The Mathematics, Biology, Chemistry, and Earth Science coursework will create an important foundation for the Aquarium Science courses students take in their final year of the degree. The Business and Entrepreneurship courses will be valuable to students when they begin their careers because many AQS graduates work in small zoos and aquariums, or go into business for themselves.

The Aquarium Science courses listed below are identical to the required courses for AQS certificate students at Oregon Coast Community College.

Foundational Science (43-45 credits)

- MTH 110: Applied College Mathematics or MTH 111: College Algebra (4)
- CH 104: Chemistry and the Environment (4)
- ES 106: Earth Systems Science (4)
- BI 211: Principles of Biology I (4)
- BI 212: Principles of Biology II (4)
- BI 213: Principles of Biology III (4)
- ES 331: Introduction to Oceanography (3)
- Choose 4 of the below
 - BI 317: Vertebrate Natural History (4)
 - BI 343: Analysis of Biological Data (4)
 - BI 360: Animal Behavior (4)
 - BI 361: Marine Ecology (5)
 - BI 451: Invertebrate Zoology (5)
 - BI 453: Marine Vertebrates (4)

Business and Entrepreneurship (22 credits)

- BA 211: Financial Accounting (4)
- BA 310: Principles of Marketing (3)
- BA 315: Financial Management (3)
- BA 361: Organizational Behavior (3)

- BA 362: Business Ethics (3)
- BA 370: Business and Society (3)
- ENT 350: Small Business Management (3)

Aquarium Science (53 credits)

- AQS 100: Introduction to Aquarium Science (3)
- AQS 110: Aquarium Science Practicum 1 (2)
- AQS 111: Aquarium Science Practicum 2 (2)
- AQS 165: Current Issues in Aquarium Science (1)
- AQS 186: Introduction to Scientific Diving (3)
- AQS 215: Biology of Captive Fishes (4)
- AQS 216: Elasmobranch Husbandry (2)
- AQS 220: Biology of Captive Invertebrates (4)
- AQS 226: Biology of Diverse Captive Species (2)
- AQS 232: Reproduction & Nutrition of Aquatic Animals (4)
- AQS 240: Life Support System Design and Operation (4)
- AQS 245: Animal Husbandry in a Research Capacity (2)
- AQS 252: Exhibits and Interpretation (4)
- AQS 270: Fish & Invertebrate Health Management (4)
- AQS 295: Aquarium Science Internship (12)

Electives of the student's choosing (free electives) (min 22 credits)

The WOU General Education Program constitutes at least 40 credits in addition to the courses listed above. To complete a baccalaureate degree, students will need to take at least 22 credits of elective courses. Students will work closely with an academic advisors to ensure that their elective courses include sufficient upper division course work to complete the 60 upper division credit requirement of WOU.

- d. 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 first three years of the program will be offered at WOU. WOU offers in-person, hybrid and on-line courses. In addition to the Monmouth campus, WOU also offers a limited number of courses in Salem. The final year of the program will be offered at OCCC. The OCCC Aquarium Science courses are offered in-person.

- e. Adequacy and quality of faculty delivering the program.

This program takes advantage of established programs at WOU and OCCC. The General Education courses, Foundational Science courses, and Business courses in the AQS BS degree are existing courses that are taught as part of the General Education program, the Biology curriculum, or the Business curriculum at WOU. The Aquarium Science courses are existing courses that are taught at OCCC. Both institutions have highly qualified faculty who will contribute to this program.

- f. Adequacy of faculty resources – full-time, part-time, adjunct.

This program takes advantage of existing courses which are adequately staffed by current faculty at WOU and OCCC.

g. Other staff.

The degree will be housed in the Biology Department at WOU and the Aquarium Science Program at OCCC. Academic advising will be provided by Biology faculty at WOU and Aquarium Science faculty at OCCC. A faculty advisory board will govern the program and provide academic advising to students. 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 faculty advisors, will be provided by the Office of Academic Affairs.

h. Adequacy of facilities, library, and other resources.

WOU already has the facilities, library, and other resources in place to support the courses offered by WOU. OCCC likewise has the resources in place to support the courses offered by OCCC.

i. Anticipated start date.

Pending approval by HECC and NWCCU, we anticipate beginning this program in Fall 2020.

2. Relationship to Mission and Goals

a. Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities.

WOU's mission is to create lasting opportunities for student success through transformative education and personalized support. WOU has made an enduring commitment to the value of teaching and learning, and emphasizes a student-centered, personalized approach to education. WOU places a high value on its role as an access institution in Oregon, offering programs that support the needs of our community members and makes education affordable. Our institutional priorities, as identified in our strategic plan, calls for the university to:

- Strengthen programs that support graduates' career, professional, and graduate school preparedness (I.1.3)
- Provide intentional and effective paths to graduation within 180 credits (I.2.1)
- Promote academic array that provides distinctive, high-quality programs (II.4.1)
- Promote interdisciplinary courses and degree programs that support collaborative and multidimensional educational experiences and pathways (II.4.4)
- Strengthen and expand community college partnerships to promote educational attainment (IV.3.5)

OCCC's mission include preparing students for success by providing educational pathways in response to the diverse needs of the community and to offer accessible and engaging programs that will enrich local community and beyond. One of their core objectives is to offer academic programs comprised of clear pathways to employment and self-development.

The proposed BS degree in Aquarium Science embodies WOU's and OCCC's missions in that it creates a clear educational pathway that combines the technical skills needed for a specific career

path with the fundamental skills of a liberal arts degree, such as communication, quantitative literacy skills, and critical thinking. While students can already combine a 4-year degree with an Aquarium Science certificate, the BS degree will allow students to complete their academic training in 4-years and 180 credits instead of 5 years and 233 credits. Likewise, students could currently earn an AAS in Aquarium Science degree then pursue a baccalaureate degree, but they would be entering the job market two years after completing their career-specific course work.

- 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.

In 2011, Oregon passed legislation creating the 40-40-20 goal which aspires to have 40% of Oregonians complete a 4-year degree, 40% complete a 2-year degree or certificate, and 20% earn a high school diploma. In 2017, Oregon passed additional legislation clarifying that these targets are for young Oregonians rising through the education system. The BS in Aquarium Science provides a clear, career-oriented pathway for students to earn a 4-year degree.

In 2013, Oregon created a STEM Investment Council to aid in the advancement of the state's STEM goals. The creation of a STEM degree that gives Oregon high school students a clear career pathway will give more students access to STEM careers and the opportunity to develop the knowledge and skills needed to thrive in a competitive workforce.

- 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;

One of the state goals is to increase the number of students earning 4-year degrees. Creating a clear pathway to a career-focused baccalaureate degree will help achieve that goal. Likewise, one of the state goals is to increase STEM education. The BS in Aquarium Science will give students an additional option for a STEM degree.

- ii. respond effectively to social, economic, and environmental challenges and opportunities; and

People with baccalaureate degrees have higher rates of employment than people with associate's degrees. For example, according to the National Center for Education Statistics, in 2017, 25- to 34-year old men with a bachelor's degree had 5% higher rate of employment than men with some college but no bachelor's degree. For women, the difference was 8%. Using different data and dividing the data into slightly different categories, the Bureau of Labor Statistics reported similar trends: in 2017, people with bachelor's degree had an unemployment rate of 2.5%, people with an associate's degree had an unemployment rate of 3.4%, and people with some college but no degree had an unemployment rate of 4.0%. The Bureau of Labor Statistics also reported that the average weekly income of people with a bachelor's degree (\$1,173) was 40% higher than the average weekly income of people with an associate's degree (\$836). Creating a clear pathway to a 4-year degree for student's interested in aquarium science will give students more employment opportunities and a greater earning potential.

- iii. address civic and cultural demands of citizenship.

This degree provides students interested in a career in aquarium science the opportunity to earn a degree that includes a broad-based liberal education, which will give them skills such as critical thinking skills, quantitative literacy skills, and communication skills which are essential in order for citizens to contribute constructively to society. Additionally, understanding how to properly care for aquatic organisms requires learning about ecology, environmental sustainability, and the proper management of resources; a healthy global society needs citizens who are well-versed in these valuable concepts.

3. Accreditation

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

4. Need

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

	Headcount projections, first 6 years of program					
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Cohort 1 ('20-21)	4	4	4	4		
Cohort 2 ('21-22)		5	5	5	5	
Cohort 3 ('22-23)			6	6	6	6
Cohort 4 ('23-24)				8	8	8
Cohort 5 ('24-25)					10	10
Cohort 6 ('25-26)						12
Total	4.0	9.0	15.0	23.0	29.0	36.0

Projections are based on the interactions that of AQS faculty and administrators have had with potential, current, and former AQS students. Potential AQS students have expressed reluctance to enroll in a program at a community college, rather than a four-year institution. Current and former AQS students have expressed a desire to be able to obtain AQS training as part of a four-year degree.

	FTE projections					
	(Average of 42.3 credits per year for years 1-3, 53 credits for year 4)					
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Cohort 1 ('20-21)	3.8	3.8	3.8	4.8		
Cohort 2 ('21-22)		4.7	4.7	4.7	6.0	
Cohort 3 ('22-23)			5.6	5.6	5.6	7.2
Cohort 4 ('23-24)				7.5	7.5	7.5
Cohort 5 ('24-25)					9.4	9.4
Cohort 6 ('25-26)						11.3
Total	3.8	8.5	14.1	22.7	28.6	35.4

We assume that students will attend full-time. 42.3 credits is 0.94 FTE. 53 credits is 1.2 FTE.

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

	Graduate projections, first 6 years of the program					
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Cohort 1 ('20-21)				4.0		
Cohort 2 ('21-22)					5.0	
Cohort 3 ('22-23)						6.0
Cohort 4 ('23-24)						
Cohort 5 ('24-25)						
Cohort 6 ('25-26)						
Total				4.0	5.0	6.0

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

There are only 10-15 colleges or universities in the United States which offer 4-year degrees in zoo or wildlife science. Of those, only three (Roger Williams University, St. Francis University, and the University of New England) have a degree that emphasizes aquarium science. Additionally, none of those institutions are in the Rocky Mountain region or western United States. As such, we expect this program to attract students from all over the United States, especially from Oregon, California, Idaho, Nevada and Washington. The AAS and certificate Aquarium Science programs currently offered at OCCC has attracted students from 13 states over the past 3 years.

d. Evidence of market demand.

A survey of the job listings on the Association of Zoos & Aquariums website shows that in the past year approximately 33% of aquarist or related aquarium jobs require a bachelor's degree, and the majority of job postings prefer a bachelor's degree. As stated above, the average salary for individuals with a bachelor's degree is 40% higher than individuals with an associate's degree. This difference in salary reflects a difference in the value that employers place on four-year degrees.

- 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).

No other Oregon public universities offer this program.

- 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?

Graduates of the Aquarium Science program at Oregon Coast Community College have a 94% rate of finding jobs in the aquarium industry. We envision that students with an Aquarium Science BS degree will be as successful at landing aquarium-related jobs, but will have access to higher-salary entry-level positions and will have greater opportunity for promotion and advancement in their career.

5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

Learning goals

Aquarium Science students will work to achieve WOU's Undergraduate Learning Outcomes: Quantitative Literacy, Written Communication, Inquiry & Analysis, Integrative Learning, and Diversity. The curriculum will also help students meet WOU's General Education Learning Outcomes (GELOs) which are as follows:

- **WOU GELO #1: Intellectual Foundations and Breadth of Exposure**
Practice different and varied forms of knowledge, inquiry, and expression that frame academic and applied learning
- **WOU GELO #2: Critical thinking**
Demonstrate the ability to evaluate information and develop well-reasoned and evidence-based conclusions.
- **WOU GELO #3: Citizenship**
Articulate the challenges, responsibilities, and privileges of belonging in a complex, diverse, interconnected world.
- **WOU GELO #4: Multidisciplinary learning**
Integrate knowledge, perspectives, and strategies across disciplines to answer questions and solve problems.

In addition, the BS in Aquarium Science will have the following program-specific learning outcomes. These learning outcomes are related to the Biology program and Business programs at WOU and the Aquarium Science program at OCCC.

1. Demonstrate critical thinking by engaging in laboratory experimentation, field research, data analysis and interpretation at multiple course levels.
2. Effectively communicate, verbally and in writing, scientific concepts, research findings and ideas to professionals and the general public.
3. Maintain, analyze, diagnose and repair aquarium life support systems and their components.
4. Perform basic water quality analysis using standard testing equipment.

5. Maintain healthy animals through proper set-up, monitoring and accepted animal husbandry practices.
6. Identify physically compromised animals and abnormal animal behaviors.
7. Work within a group to conceptualize, plan, construct and manage environments that promote healthy of fishes and invertebrates.

Students will achieve these outcomes through a curricular structure that ensures a balance between breadth and depth of exposure. Breadth is ensured through the general education courses the students will take at WOU, as well as the required Biology and Business courses. The depth of exposure will occur partially through the upper division course work students will take at WOU, as well as the year-long Aquarium Science course work students will take at OCCC.

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

The WOU University Learning Outcomes and General Education Learning Outcomes apply to all students enrolled at WOU and are assessed by university faculty committees.

Listed above are seven degree-specific learning outcomes. Learning outcome #1 is aligned with the WOU Biology major learning outcomes, and is assessed every three years by the Biology Department. Currently, the learning outcome is assessed through two mechanisms: 1) an exit survey required of all graduating Biology majors; and 2) a signature assignment in BI 331 General Microbiology. Because AQS students will not take BI 331, the Biology faculty will choose a signature assignment from one of the required Biology courses for AQS majors—BI 360, BI 361, BI 451, BI 453. The signature assignment will be assessed using the LEAP VALUE rubrics for Critical Thinking and Inquiry & Analysis.

The OCCC Aquarium Science Program undergoes annual review by a National Visiting Committee comprised of professionals in the aquarium industry. The program also is reviewed by a Local Advisory Board comprised of aquarium, aquaculture, and government science members.

A member of the WOU Biology Department and the OCCC Aquarium Science Program manager will meet annually to review assessment findings from the previous year. Curricular adjustments, such as required courses, course-specific learning outcomes, concept delivery strategy, etc., will be discussed with the Biology faculty at WOU and the AQS faculty at OCCC during the academic year and considered for implementation.

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

Faculty in the Biology Department at WOU are expected to meet the scholarly standards of their divisions. Faculty at WOU can demonstrate scholarly achievement in the scholarship of discovery, application, integration and teaching & learning. All tenure-track WOU faculty are expected to maintain engagement in at least one of these modes of scholarship.

6. Program Integration and Collaboration

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

There are not any closely related programs at other Oregon colleges and universities.

- 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.

The program offering at OCCC is unique in the state and as such there are no obvious collaboration possibilities.

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

The Aquarium Science BS program does not plan to formally collaborate with other programs across the state. However, the curriculum plan we have created for a BS degree offered jointly between a 4-year institution and a community college has the potential to be a template for similar degrees across the state. We are happy to collaborate with institutions that want to offer degrees in conjunction with either WOU or OCCC. We are also happy to provide guidance and advice for institutions looking to develop similar programs even if those programs do not include either WOU or OCCC. Additionally, as long as students satisfy WOU's residency and upper division requirements for graduation, students could transfer courses taken at other institutions into the Aquarium Science BS program.

- d. Potential impacts on other programs.

As there are not any closely related programs at other Oregon colleges and universities, there should not be any impacts on other programs in the state.

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.

N/A

Revised May 2016

Instructions on Budget Outline form

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: 2016-2017

Program:

	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
Personnel						
Faculty (Include FTE)	0	0	0	0	0	0
Graduate Assistants (Include FTE)	0	0	0	0	0	0
Support Staff (Include FTE)	0	0	0	0	0	0
Fellowships/Scholarships	0	0	0	0	0	0
OPE	0	0	0	0	0	0
Nonrecurring	0	0	0	0	0	0
Personnel Subtotal	0	0	0	0	0	0
Other Resources						
Library/Printed	0	0	0	0	0	0
Library/Electronic	0	0	0	0	0	0
Supplies and Services	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Other Resources Subtotal	0	0	0	0	0	0
Physical Facilities						
Construction	0	0	0	0	0	0
Major Renovation	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Physical Facilities Subtotal	0	0	0	0	0	0
GRAND TOTAL	0	0	0	0	0	0

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
Personnel						
Faculty (Include FTE)	0	0	0	0	0	0
Graduate Assistants (Include FTE)	0	0	0	0	0	0
Support Staff (Include FTE)	0	0	0	0	0	0
Fellowships/Scholarships	0	0	0	0	0	0
OPE	0	0	0	0	0	0
Nonrecurring	0	0	0	0	0	0
Personnel Subtotal	0	0	0	0	0	0
Other Resources						
Library/Printed	0	0	0	0	0	0
Library/Electronic	0	0	0	0	0	0
Supplies and Services	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Other Resources Subtotal	0	0	0	0	0	0
Physical Facilities						
Construction	0	0	0	0	0	0
Major Renovation	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Physical Facilities Subtotal	0	0	0	0	0	0
GRAND TOTAL	0	0	0	0	0	0

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

	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
Personnel						
Faculty (Include FTE)	0	0	0	0	0	0
Graduate Assistants (Include FTE)	0	0	0	0	0	0
Support Staff (Include FTE)	0	0	0	0	0	0
Fellowships/Scholarships	0	0	0	0	0	0
OPE	0	0	0	0	0	0
Nonrecurring	0	0	0	0	0	0
Personnel Subtotal	0	0	0	0	0	0
Other Resources						
Library/Printed	0	0	0	0	0	0
Library/Electronic	0	0	0	0	0	0
Supplies and Services	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Other Resources Subtotal	0	0	0	0	0	0
Physical Facilities						
Construction	0	0	0	0	0	0
Major Renovation	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Physical Facilities Subtotal	0	0	0	0	0	0
GRAND TOTAL	0	0	0	0	0	0

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
Personnel						
Faculty (Include FTE)	0	0	0	0	0	0
Graduate Assistants (Include FTE)	0	0	0	0	0	0
Support Staff (Include FTE)	0	0	0	0	0	0
Fellowships/Scholarships	0	0	0	0	0	0
OPE	0	0	0	0	0	0
Nonrecurring	0	0	0	0	0	0
Personnel Subtotal	0	0	0	0	0	0
Other Resources						
Library/Printed	0	0	0	0	0	0
Library/Electronic	0	0	0	0	0	0
Supplies and Services	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Other Resources Subtotal	0	0	0	0	0	0
Physical Facilities						
Construction	0	0	0	0	0	0
Major Renovation	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Physical Facilities Subtotal	0	0	0	0	0	0
GRAND TOTAL	0	0	0	0	0	0

