



**Western Oregon University Board of Trustees:
Academic & Student Affairs Committee
Meeting No. 6 – April 14, 2017**

**Public Site: Lieuallen Administration Building, President's Conference Rm 207D
09:30 am – 10:30 am**

AGENDA

- (1) Call-to Meeting / Roll Call**
- (2) Approval of December 15, 2016 Draft Minutes**
- (3) Action item: Proposal for new minor in Youth Crime Studies**
- (4) Report / Update items**
 - (a) [Final Year One Report](#) to Northwest Commission on Colleges & Universities (NWCCU)**
 - (b) University learning outcomes assessment status update for fall ad hoc report to NWCCU**
 - (c) Planning preparations for 180 credit to degree and general education revision**
 - (d) Health & Counseling Center construction update**
 - (e) Enrollment statistics for spring term and new student applications/admissions**
 - (f) Other**
- (5) Adjournment**



DRAFT MINUTES

**WESTERN OREGON UNIVERSITY BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE (ASAC)
REGULAR TELEPHONIC MEETING
DECEMBER 15, 2016
Ochoco Rm., WARNER UNIVERSITY CENTER
10:30 AM - Noon**

DRAFT COMMITTEE MINUTES

Due to inclement weather and campus closure the meeting was held telephonically, only. Public notice with call in number and code was issued the evening of December 14.

(1) Call-to-Meeting and Roll Call

Committee Chair Lane Shetterly called the committee meeting to order at 10:30 AM and roll was called. Trustees Shetterly, Gloria Ingle, Kelsee Martin, Dr. John Minahan and Dr. Cornelia Paraskevas were present; quorum present. Provost and Vice President for Academic Affairs Stephen Scheck (present); Vice President for Student Affairs Gary Dukes (absent). Invited guests attending: Dr. Sue Monahan, Associate Provost for Academic Effectiveness; Dr. Dan Clark, Director of the Center for Academic Innovation; Tina Fuchs, Dean of Students and Associate Provost David McDonald.

(2) Approval of October 15, 2016 Draft Minutes

Trustees unanimously approved the minutes as drafted.

(3) Report/Update Items

(a) Northwest Commission on Colleges & Universities (NWCCU) core themes review for Year-1 report

Scheck reviewed progress on staff preparation for the Year-1 accreditation report. Clark walked the committee through the organizational template being used by the Year-1 report team to map developments from the university's strategic planning process to reporting on mission, core themes and how to best measure mission fulfillment for the Year-1 report. Further refinement on the measurements and performance targets for substantiating mission fulfillment will be done in time for presentation to the full Board on January 25, 2017.

(b) General education assessment status update

Monahan updated the committee members on progress since the October 15 report. All program learning outcomes are now collated and collection of course alignment goals to undergraduate general education learning outcomes is on schedule. Once all course learning outcomes goals are collated we will be able to map our curriculum to university learning outcomes and core themes on student success and academic excellence.

(c) WOU affordability report preparation

McDonald reviewed the major topics related to affordability of attending WOU that will be examined in a formal presentation to the full Board on January 25, 2017. The presentation will review both how we compare to competitor schools in tuition/fees/housing costs; how a student's attendance costs are structured (e.g., loans, scholarships, work); how we might invest new dollars into student retention/successful enrollment at WOU.

(4) Informational Items

(a) Provost & Vice President for Academic Affairs

Scheck reported that the university is making efforts to establish meaningful, dual-enrollment relationships with select community colleges.

(b) Vice President for Student Affairs

Dr. Dukes was unavailable to attend due to participation on a student service learning trip. Dean Tina Fuchs reported status of construction on the new Health and Wellness Center: contractor now preparing to begin construction on the second floor.

Fuchs noted that much attention this week has been devoted to providing care and support for those affected by the sudden/untimely death of Associated Students of WOU President Alma Pacheco. Ms. Pacheco's funeral was on Dec. 14 and was well-attended by WOU members. A number of gofundme accounts have been established to support the family.

(5) Adjournment

Chair Shetterly asked for any further discussion, hearing none, he thanked all for their participation; meeting was adjourned at 11:30 AM.



Proposal for a New Academic Program

Institution: Western Oregon University

College/School: College of Liberal Arts and Sciences - Social Science Division

Department/Program Name: Criminal Justice

Degree and Program Title: Minor in Youth Crime Studies

1. Program Description

- a. Proposed Classification of Instructional Programs (CIP) number: 43.0110

Detail for CIP Code 43.0110

Title: Juvenile Corrections.

Definition: A program that prepares individuals to specialize in the provision of correction services to underage minor populations. Includes instruction in corrections, juvenile delinquency, juvenile development and psychology, juvenile law and justice administration, social services, record-keeping procedures, and communication skills.

(National Center for Education Statistics – US Department of Education)

- 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.

The Minor in Youth Crime Studies explores through theory and practice, the understanding of causes as well as implementation of research tested approaches and pathways to success appropriate for young people both in and outside the criminal justice system. It aims to engage the most accurate explanations of causes and interventions of youth offending through analyses of the effects of victimization and family dynamics on at risk children and teens. The program further explores research-based ideas for appropriately responding to juvenile crime and promotes practical and theoretical knowledge while equipping students with skill sets necessary for successful careers in juvenile justice through analyses of juvenile justice laws that shape the work of juvenile justice professionals. Finally, it prepares graduates with in-depth knowledge toward acquisition of necessary skills to ensure success in diverse jobs including direct services to high risk youth and families, juvenile justice case management and intervention, administration of youth agencies, youth advocacy and policy in governmental or nongovernmental agencies.

Worldwide, criminal justice systems legally recognize juveniles as a separate group of offenders with different needs. Definitions, causes, and interventions of juvenile offending are different

and separate from those relating to adult offenders. A criminal justice graduate must understand both sets of causes, laws, and interventions to be considered fully knowledgeable and prepared with the skills necessary to be effective in the field of Criminal Justice, and this proposed Minor in Youth Crime Studies seeks to provide that, as it seeks to close an existing gap in the Criminal Justice program here at Western Oregon University.

Students completing this minor will:

1. Understand the uniqueness of juveniles as a separate group of offenders with separate needs within the criminal justice system (Program Specific Learning Outcome)
 2. Critically evaluate and understand the methods of responding to youth crime in the criminal justice system (Integrative Learning University Learning Outcome)
 3. Understand through theory and practice, the causes of youth crime and the most effective approaches to addressing youth crime (Integrative University Learning Outcome)
- a. Course of study – proposed curriculum, including course numbers, titles, and credit hours.

Program Requirements: 20-28 credits (Students not majoring in criminal justice require an additional 8 credits to pursue this minor).

I. Required Courses (16-24 credits):

Students not majoring in criminal justice:

- CJ 213 Introduction to Criminal Justice (4)
- CJ 451C Youth, Crime and Society (4)

All students:

- CJ 411 Families and Crime (Note. CJ 451C is a prerequisite) (4)
- CJ 461 Youth Immigration and Crime (4)
- CJ 449 Youth Gangs in American Society (4)
- CJ 463D Topics on Juvenile Issues (4)

II. Required Elective (4 Credits): Choose one course from the list below

- CJ 444 Restorative Justice Compared: Exploring International Systems (4)
- CJ 455D Correctional Casework and Counseling (4)
- SOC 409D Practicum: Latino/a Ed Mentor (4)
- CJ 403 Field Study (4)

- c. 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 program is poised to be offered on campus at Western Oregon University as well as online through the existing Moodle platform.

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

The proposed program is comprised of courses that are already regularly offered in the criminal justice program. This proposal organizes a recommended list of already existing classes that creates this minor. The current faculty teaching these classes are already in place within the existing criminal justice program to offer this program.

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

No new faculty instructors are required to make this program work. Faculty already exist and teach these classes on a regular basis.

- f. Other staff.

No additional staff needed

- g. Adequacy of facilities, library, and other resources.

No additional resources required.

- h. Anticipated start date.

Fall of 2017

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.
- b. Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.
- c. Manner in which the program meets regional or statewide needs and enhances the state’s capacity to:
 - i. improve educational attainment in the region and state;
 - ii. respond effectively to social, economic, and environmental challenges and opportunities; and
 - iii. address civic and cultural demands of citizenship.

a. This minor supports Western Oregon University’s goal to provide high quality educational access to students from all sectors of the state, including non-traditional students and students located in rural communities who may not be able to physically access the campus because it is available both online and on campus. The program also provides avenues for students to engage with their communities through experiential learning and streamlines community college transfers in ways that make efficient use of student credits and thereby allow for more on-time graduation.

b. The Criminal Justice Program at WOU allows students the opportunity to complete their entire degree online after completing the AAOT at a community college, thereby promoting access and ease of completion of a four-year degree after completion of studies in community colleges.

c. The online option has increased access to the program for students across the State and beyond. A limitation to more access is the limited options available for these online students to complete their required Minor at WOU, since current existing options for completing a Minor online are very limited at WOU. Consequently, the Youth Studies Minor, with its readiness to be offered completely online as

well as on campus, would greatly enhance students' opportunities to complete their degrees online and help alleviate some of the current issues of access to the CJ program at WOU.

3. Accreditation

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

No additional accreditation beyond the Northwest Commission on Colleges and Universities

- 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.

The program will be able to meet accreditation standards through the University's ongoing program assessments.

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

Not a graduate program

- 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.

The program goals are aligned with the criminal justice program learning outcomes as well as the university learning outcomes and is ready to be assessed through existing structures in the university for meeting the Northwest Commission on Colleges and Universities accreditation standards and procedures.

4. Need

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

About 20 students each fall term.

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

We anticipate awarding the minor to both criminal justice majors and non CJ majors; affecting approximately between 100 and 120 students from the program over the next five years.

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

All students identified above

- d. Evidence of market demand.

The criminal justice program typically has between four and five hundred students in the major at any given time, and our interactions through student advising and advising data suggests that about 25% of students plan to work in youth services fields and will be interested in this minor.

- 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).

Not applicable

- 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?

Students with a minor in Youth Crime Studies can gain employment in Juvenile Corrections, Juvenile Parole and Probation, Youth Crime Prevention areas such as Community Based Prevention and Correctional Programs, Social Services, After School Programs, Community Policing, School Resource Officers, Court Appointed Special Advocates, Graduate Programs in Juvenile Delinquency, and many more.

5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.
 - 1. Understand the uniqueness of juveniles as a separate group of offenders with separate needs within the criminal justice system (Program Specific Criminal Justice)
 - 2. Critically evaluate and understand the methods of responding to youth crime in the criminal justice system (Integrative Learning University Learning Outcome)
 - 3. Understand through theory and practice, the causes of youth crime and the most effective approaches to addressing youth crime (Integrative Learning University Learning Outcome)

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

These learning outcomes are linked to the criminal justice program goals as well as to the University's Undergraduate Learning Outcomes and will be assessed according to the currently established modes of assessing undergraduate programs at WOU.

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

A core number of current faculty in the criminal justice program already have research and practical expertise in youth crime studies and will not be required to have additional preparation beyond their ongoing research in this area. Tenured and tenure track faculty in the program have doctoral degrees and years of research and work experience directly on this population.

6. Program Integration and Collaboration

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

There are no other programs related to this one on campus nor in other universities but majority of community colleges in Oregon offer two-year degrees AS/ASOT in this area.

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

This proposed program is largely aimed at allowing students transferring to WOU from community college with a juvenile justice focus to be able to continue pursuit of this focus via the minor while earning a four-year degree in a compatible area, e.g., criminal justice, sociology, psychology.

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

Not applicable

- d. Potential impacts on other programs.

No other programs impacted. A course in Sociology is required and the department has been consulted.

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.

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.

Note: this program is a formalization of on-going programming in the Criminal Justice Department; hence, the budget impact is classified as zero cost and budget sheets are not included with this proposal.