



PUBLIC MEETING OF THE WOU BOARD OF TRUSTEES
MEETING NO. 17
JANUARY 25, 2017
2:00-6:00 PM
COLUMBIA ROOM, WERNER UNIVERSITY CENTER
wou.edu/livestream

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**WESTERN OREGON UNIVERSITIES BOARD OF TRUSTEES
REGULAR MEETING OF THE FULL BOARD
OCTOBER 26, 2016
WERNER UNIVERSITY CENTER, COLUMBIA ROOM
2:00-6:00 PM
MEETING NO. 16**

DRAFT BOARD MINUTES

I. CALL-TO-MEETING/ROLL CALL

Chair Baumgartner called the meeting to order at 2:00 PM and asked Board Secretary Ryan Hagemann to take roll.

The following trustees were present: Arredondo (left meeting at 5:00 PM), Baumgartner, Guthrie, Hurtado, Ingle, Koontz, Martin, Minahan (present by phone), Mladenovic, Paraskevas, Shetterly (arrived at 2:05 PM), and Fuller (non-voting). Incoming trustee Betty Komp joined the meeting. Her term is not official until January 10, 2017. Trustees Kulongoski and Taylor were not present.

II. CHAIR'S WELCOME

Chair Baumgartner welcomed everyone to the October meeting and briefly described the development of the board agenda, with a strategic focus on certain themes, shared the appointment of Representative Betty Komp (effective after her current term in the Oregon House of Representatives is concluded), the reappointment of Marshall Guthrie and the appointment of Kelsee Martin to the WOU Board of Trustees, noted the appointment of Lane Shetterly as the chair of the Board's Academic and Student Affairs Committee, and observed the inclusion of written reports by all of the vice presidents in the docket materials.

III. CONSENT AGENDA

Chair Baumgartner called for a motion to approve the consent agenda. The consent agenda consisted of the minutes for the January 28, 2016 and the July 27, 2016 board meetings. After the spelling of name in the minutes was corrected, Trustee Mladenovic moved approval of the consent agenda and Trustee Ingle seconded the motion. The following trustees voted in favor of the motion:

Arredondo, Baumgartner, Guthrie, Hurtado, Ingle, Koontz, Martin, Minahan, Mladenovic, Paraskevas, and Shetterly. Fuller is non-voting. There were no trustees opposed and there were no abstentions. The motion passed.

IV. PRESIDENT'S REPORT

Chair Baumgartner recognized President Fuller for his report. In addition to the written report in the docket, President Fuller shared information about the opening of the Woodcock Education Center, the diversity of the incoming class and brief comments on the enrollment mix of the incoming class, the dual enrollment agreement with Clackamas Community College, the construction of the Student Health & Counseling Center, and the creation of the Strategic Communications & Marketing Unit. Fuller noted that there would be a longer update on accreditation later in the meeting.

V. SHARED GOVERNANCE REPORTS

(1) Faculty Senate

Chair Baumgartner recognized Dr. Adele Schpiege, Faculty Senate President, for her report. Dr. Schpiege shared information about the WICHE Passport and university-wide assessment efforts. Shetterly asked about the relationship between the faculty's work on assessment and the NWCCU accreditation reports and Schpiege confirmed that the WICHE Passport and assessment work was purposeful. Provost Scheck described WOU's participation in the WICHE program and noted that WOU was the only public four-year university participating in Oregon. He shared that the Higher Education Coordinating Commission would like all universities to be passport universities.

(2) Staff Senate

Chair Baumgartner recognized Chris Solario, Staff Senate President, for his report. Solario stated that the Staff Senate continued work on professional development, staff mentoring, quarterly newsletters, the creation of a Staff Senate Scholarship, and the exploration of a merger with the Administrative Support Council (ASC).

(3) Associated Students of Western Oregon University (ASWOU)

Chair Baumgartner recognized Alma Pacheco, ASWOU President, for her report. Pacheco outlined the students' voter registration efforts, coordination with the Oregon Student Association, the interest in the upcoming Students of Color Conference, efforts of the ASWOU Equity Director, description of LGBT resources, and the WOUUnited initiative. She described a candidate forum held on campus and Trustee Koontz echoed the participation of the Monmouth-Independence Chamber of Commerce. Pacheco described the efforts of the WOU Food Pantry and Shetterly asked for information about how trustees might participate.

VI. PUBLIC COMMENT

No individuals offered public comment to the Board.

VII. COMMITTEE/VICE PRESIDENTS' REPORTS

(1) EXECUTIVE, GOVERNANCE & TRUSTEESHIP

(a) Vice President & General Counsel

Chair Baumgartner observed that there was a written report from the Vice President & General Counsel in the docket materials and asked the Board if there were any questions for VPGC Hagemann. Hagemann offered brief comments about the upcoming 2017 legislative session, PURMIT (the Public Universities Risk Management & Insurance Trust), and the WOU Policy Council. Hagemann discussed efforts by all of the public universities to prepare for the legislative session, described the submission of the consolidated budget to the HECC and anticipation of the Governor's Recommended Budget, the significant work by the Policy Council and interns to make all WOU policies and procedures searchable on the new website, and noted that the PURMIT was preparing to select an insurance broker to start renewals of all of the insurance policies that cover university activities. Chair Baumgartner asked about the new Oregon Council of Presidents and Hagemann introduced Dana Richardson, the new executive director, and Ellie Boggs, the new executive assistant.

(b) Committee Chair

Chair Baumgartner offered a brief summary of EGTC activities, noting that the committee was less active since the last Board meeting. He described board vacancies, HECC evaluations, presidential evaluation, and the meeting with the HECC Chair, HECC executive director, and the Board Chairs from all of the public universities. Baumgartner also observed that the Board would be keeping a close eye on accreditation progress and that he asked committees to remain focused on the efforts. He expanded on the work the committee would face regarding presidential evaluation and contract and filling board vacancies, with all board members facing the expiration of their term in 2018.

(c) Committee Recommendations for Board Action

There are no EGTC recommendations for Board action

(2) FINANCE & ADMINISTRATION

(a) Vice President for Finance & Administration

Chair Baumgartner observed that there was a written report in the docket materials from the Vice President for Finance & Administration Eric Yahnke and asked trustees if there

were any questions. Yahnke offered a brief description of the capital repair allocation methodology, the natural sciences building renovation, the availability of an internal auditor through the University Shared Services Enterprise (USSE), and the ongoing work of the external audit firm. Baumgartner noted that the Board would consider action items from the FAC later in the meeting.

(b) Committee Chair

Trustee Hurtado offered the FAC report due to Chair Taylor's absence. He described the ongoing work of the external audit firm, the presentation of USSE Treasury Services regarding investments, the issues with the purchase of furniture for the new Woodcock Education Center, and the 2017-2019 capital request.

(c) Committee Recommendations for Board Action

(i) Fiscal Year 2017 Initial Budget

Chair Hurtado and Vice President Yahnke presented the Fiscal Year 2017 Initial Budget. Yahnke offered some high-level observations about the initial budget, including a 17% fund balance, anticipation of a 4% decrease in student FTE, and a \$790,000 increase in tuition revenue due to a changing mix of student enrollment. He noted that 63% of the budget supports instruction, research and academic support. Yahnke shared that there would be a \$900,000 increase in state appropriations due to how the state distributes money to universities and state agencies, with 49% in the first year of the biennium and 51% in the second year. He cautioned the Board about the impact of declining enrollment and noted the offset from mechanisms, such as regional support funding. Baumgartner confirmed that the initial budget considered both the 4% decrease in student FTE and the \$790,000 increase in student tuition dollars. President Fuller reiterated the slight increase in student FTE and slight decrease in student headcount. Fuller and Yahnke reiterated the impact of declining enrollment on WOU's ability to get state appropriation through the HECC funding formula. Yahnke described how HECC bases the appropriation and formula off of projections and reconciles actual numbers later in the process. Baumgartner asked if the FAC recommended the initial budget and Trustee Koontz observed that the FAC did not have an official quorum when it considered the document, but that it appeared to be in order. Baumgartner called for motion to approve the 2017 Fiscal Year Initial Budget as presented and included in the docket materials. Mladenovic moved approval of the budget and Shetterly seconded the motion. The following trustees voted in favor of the motion:

Arredondo, Baumgartner, Guthrie, Hurtado, Ingle, Koontz, Martin, Minahan, Mladenovic, Paraskevas, and Shetterly. Fuller is non-voting. There were no trustees opposed and there were no abstentions. The motion passed.

(ii) FY2017 Q1 Management Report

Chair Hurtado and Vice President Yahnke presented the FY2017 Q1 Management report. Yahnke shared that there were three sections to the report. He reviewed the Education & General, Auxiliary Enterprises, and Designated Operations/Service Centers portions of the management report. Koontz observed that there is not much variance to consider in the first quarter of the year. Baumgartner asked Yahnke about the increase in incidental fees and Yahnke explained the phenomenon of raising the fees necessary for current services with an enrollment decline. Baumgartner called for motion to approve the FY2017 Q1 Management Report as presented and included in the docket materials. Shetterly moved approval and Mladenovic seconded the motion. The following trustees voted in favor of the motion:

Arredondo, Baumgartner, Guthrie, Hurtado, Ingle, Koontz, Martin, Minahan, Mladenovic, Paraskevas, and Shetterly. Fuller is non-voting. There were no trustees opposed and there were no abstentions. The motion passed.

(3) ACADEMIC & STUDENT AFFAIRS

(a) Provost & Vice President for Academic Affairs

Chair Baumgartner observed that there was a written report from the Provost & Vice President for Academic Affairs in the docket materials and asked trustees if they had any questions for Provost Steve Scheck. Scheck introduced the interim Dean of Liberal Arts & Sciences Dr. Robert Winningham and asked Associate Provost for Academic Effectiveness Dr. Sue Monahan to give a brief report to the Board about assessment efforts. She emphasized the alignment and assessment work necessary to improve WOU's academic programs. Monahan offered that WOU was collecting all programs outcomes so curriculum maps could be developed. She shared that specific learning outcomes were selected and that assessment was a process of continual improvement. She noted the graduate learning outcomes pilots focused on quantitative literacy. Baumgartner asked how the assessment efforts reinforced the deliverables for NWCCU.

(b) Vice President for Student Affairs

Chair Baumgartner observed that there was a written report from the Vice President for Student Affairs in the docket materials and asked trustees if they had any questions for Vice President Gary Dukes. Dukes touched on the neighborhood walks, successful third-cycle DOJ/VAWA grant for Abby's House, and the new position in the Student Enrichment Program (SEP) office. Trustee Guthrie and Arredondo asked clarifying questions about the TriO grant application.

(c) Committee Chair

Chair Shetterly noted that much of the committee's work was focused on assessment and observed that there were no action items from ASAC on this meeting's agenda.

(d) Committee Recommendations for Board Action

There are no ASAC recommendations for Board action.

VIII. UPDATE ON STRATEGIC PLANNING

Chair Baumgartner turned the Board's attention to strategic planning, explaining the preliminary work in the previous months to set the stage for the development of the strategic plan. He asked for input and questions as President Fuller and Dr. Laurie Burton—strategic planning committee co-chairs, updated the Board the planning process. Fuller described the process elements of the committee's work, including the significant town halls designed to gather reaction and input. He noted that there were town halls planned for the future and that the committee's goal was to present a final plan to the Board in January 2017 for approval. Fuller turned to the docket materials and shared the new, proposed mission statement with the Board. He described the key elements of "creating opportunity for student success" in the new statement. He continued, noting that WOU wanted to be a renowned campus of choice. Fuller reviewed many of the questions and observations that emerged from the town halls. Shetterly asked about the deletion of the word "accessible" from previous drafts. Fuller and Burton walked through the five pillars of the draft plan, starting with student success. Burton observed that the planning process has generated substantial excitement on campus. She outlined the tenets of the student success pillar and the strategic initiatives focused on student success, including streamlining university requirements and academic pathways, transfer pathways, and a systematic assessment system. She also described the impact of four-year degree plans, the role of athletics and student enrichment activities, the library, faculty advising, and a student success center. After the student success pillar, Burton turned to academic excellence. She noted that there was extensive feedback on the proposed academic excellence pillar. Fuller continued with the proposed community engagement pillar and discussed student internships in the community. Fuller also explained the necessity of performance metrics to ensure how the university would know it was successful. He described the need to build key messages and to be data-driven. He reviewed the final pillars of communication and accountability and sustainability. Fuller shared that significant feedback was focused on investing in students to ensure success. He noted that accountability, sustainability, and stewardship should all drive to student success. Burton offered that there was substantial focus on shifting campus culture to measure success. Fuller asked Hurtado and Koontz—board liaisons to the planning committee—if they had any comments. Hurtado echoed the connection between strategic initiatives and budget decisions and Koontz observed the great sense of opportunity. Fuller turned to the Board for comments and asked if the planning committee was moving in the right direction.

Mladenovic shared that she was impressed with the amount of collaborative work and offered her support for institutional research and a focus on technology. She also noted that it was important to call out the environment in which faculty are cultivated and retained. Fuller and Koontz walked through the language of the plan to echo

Mladenovic's comments on faculty environment. Mladenovic also asked for clarification about the definition of ethical transparency. Trustee Minahan asked about enrollment and whether it was a strategic or tactical issue. Fuller responded that enrollment was both a strategic and tactical issue and Minahan agreed with the sentiment, stressing the urgency of addressing any enrollment issues or declines. Minahan also asked for more information about the WOU Foundation and fundraising for scholarships. Minahan explored metrics to demonstrate success, such as "scholarship money exceeds operational costs." Shetterly focused attention on diversity and accessibility and how to highlight the concepts more in the draft plan. Burton observed that there was significant discussion the use of the terms in the plan. Arredondo asked for more information on how focusing on underserved populations is captured in the plan—offering that stories about student experience could be particularly effective. Arredondo asked about sustainability and whether or not WOU was a Hispanic-serving institution. Trustee Paraskevas echoed the excitement about strategic planning and focused her comments on the faculty environment. Mladenovic noted that Paraskevas's comments about the faculty environment was the concept she was describing earlier. Baumgartner asked about specific programs and highlighting excellence and Fuller noted that the committee hesitated to include specific programs because needs and populations could change. Mladenovic asked if there were too many bullet points under each initiative and Fuller described the difference between goals and tactics. Baumgartner observed that he would like to see some more distillation in the final product and Fuller noted that the committee would work on ways, including a website, "smart document" or glossary to assist readers in understanding what the various elements of the plan means. Baumgartner noted that he wanted to ensure that the plan was a compelling call-to-action.

IX. OCTOBER DISCUSSION THEME: ENROLLMENT MANAGEMENT

Chair Baumgartner recognized VPAA Scheck, Associate Provost David McDonald, and Director of Admissions Rob Findtner for a strategic conversation—the first of the Board's thematic meetings—on enrollment. McDonald starting with background information, including a snapshot of current enrolment. McDonald that overall enrollment was down, but that it was up in particular categories and down in others. He noted that retention was up significantly, including retention of Latino students and under-represented students. McDonald noted that resident numbers had dropped, but non-resident student numbers were up. McDonald shared that he was going to review three major elements to the enrollment presentation—environment, building a new class, and SWOT analysis. As for environment, he noted that two-thirds of undergraduates come to WOU as first-time freshmen, high school graduate populations are projected to be flat, but Latino high school graduates are projected to triple. He noted that one-third of the undergraduate population are transfer students, but there is some worry about the number of the transfer students community colleges are producing. McDonald reviewed the essential elements of building a class, including contact, prospect, applicant, and enrolled. He described direct mail pieces, personalized Facebook websites, and emphasizing WOU's competitive strengths. McDonald, for SWOT purposes, noted that WOU's strengths included location, campus

size, nice facilities, and Latino student enrollment. He noted some weakness, including lack of staff and budget and low level of institutional scholarship aid available to students. McDonald shared that the Willamette Promise, Bilingual Scholars, and certain academic programs offered some enrollment opportunities. Baumgartner asked McDonald—with the current threats and weaknesses—how would WOU achieve 2% enrollment growth that is included in the draft strategic plan. McDonald acknowledged that WOU—on the current path—could not achieve that. Mladenovic asked how enrolment management measures the effectiveness of the various strategies it employs. She asked, in an environment of doing “more with less,” whether there were expensive initiatives that could be eliminated. She asked specifically if there was a return on printed materials. Findtner explained the dynamic admissions process and that not meeting the expectations of students and parents could be damaging. McDonald described the difference in student expectations—with students applying to as many as ten institution and parents asking if universities could do more with financial aid packages. Koontz asked about flexible approaches with students and Findtner reiterated that every student is different and has much more control in the admission process. Guthrie asked if we gather information from students that do end up coming to WOU. Baumgartner asked if there were particular academic programs that draw students, and Findtner offered that education, exercise science, nursing, and business tend to draw students. Baumgartner returned to the draft strategic plan and asked how WOU would link the goal of “developing an array of meaningful programs” with enrollment goals. McDonald noted that one possibility would be to examine the student body of the future and their expectations for academic programs, including pre-professional and partnership programs. Koontz inquired as to how effective WOU was in examining those trends. Baumgartner asked President Fuller how 2% enrollment growth could be achieved in the current environment. Fuller offered several observations, including understanding data, emphasizing areas of strength, revisiting marketing materials, and determining whether or not a different proportion of resident students was acceptable or satisfactory to the Board. He also described the impact of the Willamette Promise and WOU alumni in eighty percent of Oregon classrooms. Fuller also described the positive impact of the retention rate and how the WOU community could be deployed to sustain that success. Paraskevas asked about the influence of high school counselors and alternative programs. McDonald and Findtner discussed the impact of alternative programs and the move of some institutions to hire regional admission representatives in particular geographic markets. Baumgartner thanked the Board for the robust discussion on enrollment and its impact on the health of the university. He noted that the next strategic thematic discussion would be on the cost of attendance at the January 2017 meeting.

X. FINAL ANNOUNCEMENTS

Baumgartner asked for final information on the strategic plan and NWCCU draft reports. He asked Board members to review upcoming events and to ensure the upcoming board meetings were on each of their calendars.

XI. ADJOURNMENT

Chair Baumgartner adjourned the meeting at 5:58 PM with a quorum (Baumgartner, Fuller, Guthrie, Hurtado, Ingle, Koontz, Martin, Minahan, Mladenovic, Paraskevas, and Shetterly)

A handwritten signature in black ink, appearing to read 'RJH', with a long horizontal flourish extending to the right.

Ryan James Hagemann
Secretary to the Board



Board of Trustees, January 25, 2017

President's Report

1. Dual Enrollment

Western and Clackamas Community College signed a dual enroll agreement on November 14, 2016. The agreement will create a streamlined pathway for students to transfer from Clackamas to Western. This partnership is designed to build a visible pathway for community college students to complete a bachelor's degree. With the increases in community college enrollment and support from programs such as the Oregon Promise, such a pathway will lead to improved educational attainment and degree completion.

2. Deferred Action for Childhood Arrivals (DACA)—update

In the aftermath of the presidential election, there has been renewed discussion about the future of DACA students on college campuses. Western and Oregon have provided access for DACA students and plan to continue to provide such access in the coming years. DACA students from Oregon are treated “as if” they are legal residents—that is they pay in-state tuition and fees. However, DACA students are not eligible for the Oregon Opportunity Grant.

November 11—with ASWOU President Alma Pacheco, Western hosted a “WOU Alive Student Forum,” which was attended by over 75 faculty, staff, and students. The purpose of the panel was to provide guidance for DACA students and other marginalized students. Panelists included: Rebecca Chiles, Gary Dukes, Rex Fuller, Ryan Hagemann, and Jaime Silva.

<http://www.polkio.com/news/2016/nov/16/coping-fallout-wou-students-staff-unite/>

These events also led to continued discussions about this matter by the Faculty Senate. Following these discussions, and in an effort to support our values, Western issued a statement that reaffirms WOU's commitment to educational access and diversity.

<http://www.wou.edu/president/files/2016/11/WOU-Sanctuary-11.28.16.pdf>

Office of the President

January 2017—Western signed an agreement with TheDeam.US to provide access for DACA students from locked-out states with the Western Undergraduate Exchange (WUE¹) states and Oregon. TheDeam.US will provide scholarship funding of \$20,000 per year for four years to support the selected students. Tuition and fees will be set in accord with WUE rates and students will live in the residence halls during their studies. (See attached)

3. Veterans

Western learned that 36 Oregon members of the Marine Corps Reserves had been denied G.I Bill education benefits during a six-month deployment to Honduras. Despite their time spent renovating a hospital, building a school and completing other aid projects, the reservists learned when they arrived home that they had not accrued benefits under the little-known Section 12304b of Title 10 of the U.S. Code.

WOU developed a solution came in the form of an expanded Voyager Award program. The scholarship opportunity, which already existed and offers tuition assistance in addition to G.I. Bill funds, now will cover reservists who were denied benefits and who qualify under the rules of the program.

4. Enrollment Data

Winter Enrollment	2016 01.12.16	2017 01.17.17	Change 2017-2016	%Δ
New Freshmen	29	34	5	17.24%
Freshmen/Transfer	11	14	3	27.27%
Continuing Freshmen	915	783	(132)	-14.43%
Sophomore	844	903	59	6.99%
Junior	1070	1103	33	3.08%
Senior	1545	1541	(4)	-0.26%
Post Bacc	79	62	(17)	-21.52%
Graduate	554	511	(43)	-7.76%
Non-admit	89	81	(8)	-8.99%
Total HC	5136	5032	(104)	-2.02%
Total FTES	4430.08	4400.15	(29.93)	-0.68%
Resident	3974	3841	(133)	-3.35%
Non-resident--US	790	826	36	4.56%
Non-citizen Alien Resident	88	80	(8)	-9.09%
International	284	285	1	0.35%

¹ WUE states are Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, US Pacific Territories, Utah, Washington, and Wyoming. WUE locked-out states are: Alaska, Idaho, North Dakota, and South Dakota.

Winter Enrollment	2016 01.12.16	2017 01.17.17	Change 2017-2016	%Δ
Male	1963	1855	(108)	-5.50%
Female	3169	3169	0	0.00%
Unknown	4	8	4	100.00%
American Indian/Alaskan Native	90	83	(7)	-7.78%
Asian	217	208	(9)	-4.15%
Black	176	169	(7)	-3.98%
Hispanic	548	655	107	19.53%
Hawaiian/Pacific Islander	114	135	21	18.42%
White	3476	3309	(167)	-4.80%
2 or more races	12	6	(6)	-50.00%
Declined	217	181	(36)	-16.59%
*Note: -110 FTES → a loss in expected tuition revenue of about \$1,000,000 (assuming current mix of resident and non-resident tuition)				

5. Governor's Recommended Budget (GRB)

The Governor's Recommended Budget for higher education held funding flat between 2015-17 and 2017-19. The GRB held the Public University Support Fund (PSUF) at \$667 million. This amount falls short of the amount need to fund current service level (CSL) calculations by a margin of about \$115 million.

In March the Oregon Council of Presidents submitted its budget request to the HECC. This request included a number of scenarios, one scenario requested \$765 million. This figure was originally identified as the amount needed to cover CSL and to keep tuition increases, for most universities including Western Oregon University, to less than 5%. Since then, additional refinement of actual CSL costs has increased the gap from the GRB of \$667 million to \$115 million. To summarize, the public universities need an additional \$115 million over the GRB in order to limit tuition increases to less than 5%.

6. Career Mentoring Grant

HECC awarded the Career Mentoring grants in January 2016 and Western Oregon University (WOU) was awarded \$184,320. WOU hired Annie Friedman in June 2016 to coordinate the grant.

Below are excerpts from Annie Friedman's report to HECC on January 11, 2017:

Objective 1

- The first objective was to conduct a needs assessment to determine student needs and preferred delivery mechanisms for career advising and mentorship.
- WOU conducted a needs assessment survey in Spring 2016 with current undergraduate and graduate students to get a sense of the student perspective on career mentors. The demographics of respondents were consistent with the larger makeup of campus, with 68.4% identifying as White and 16.8% identifying as Hispanic/Latino. Additionally, 40.4% said they were the first person in their family to go to college.
- Of the students who responded, 71.7% said they were interested in meeting a WOU graduate in a career that interests them. Students agreed that a mentor could help them with their future career by helping connect them to other people and opportunities, providing advice on making career decisions, and helping them build the skills they need for a career.

Objective 2

- The second objective was to identify mentorship and practicum opportunities and develop a centralized resource for disseminating this information.
- Looking deeper into experiences available to WOU students around mentorship, internships, and practicums, we found that many were likely established and certainly maintained in siloes and none of the current programs included alumni. In talking with campus partners, it became evident this program was fulfilling a need on campus by offering students alumni mentors.
- The hope is the coordinator position will serve as a centralized resource both internally and externally, assisting both campus partners and other Oregon institutions.

Objective 3

- Expanding alumni networks providing mentorship was our third objective. WOU went from having no alumni networks providing mentorship opportunities to now having a database of over 60 alumni who want to be involved in mentoring current students. Attending alumni events with the Alumni Relations Coordinator and emailing specific groups, including alumni from the Student Enrichment Program and Multicultural Student Services Program, were the primary methods of recruitment.

- We invited alumni from our mentoring database to our first programming event, World After WOU, a networking opportunity for students and alumni. The event was a great success with a total of 27 students and eight alumni from a variety of majors, industries, and interests.
- Another event held was the Public Service Career Connect. The purpose of this event was to offer students the opportunity to meet and talk with alumni in their field of interest, many of whom work for local, state, or federal government. Students spent the first 10 minutes of the event learning about networking best practices. This event had 23 students and six alumni in attendance.

Objective 4

- The fourth objective was to use an iterative process in which traditionally underserved populations in identified programs – Student Enrichment Program, Multicultural Student Services Program, and Abby’s House – engage in the activities and provide feedback for improvement.
- These programs serve students who are first generation, low income, have documented disabilities, are culturally underrepresented, or non-traditional. We focused on these groups, as they not have a network for career development, so could potentially benefit from an alumni mentor. The needs assessment indicated our students are interested in this opportunity, but campus partners believe the students may need incentives to participate, especially as many work and take a full load of classes. Additionally, it was evident these students would benefit from exposure to alumni and mentoring concepts in order to have the tools to successfully navigate a relationship with a mentor.
- The fall term has allowed for attempts at different methods of mentoring, including an in-person student-alumni networking event, bringing alumni into classrooms, and group mentoring both virtually and in person. The Student Enrichment Program, which is partially TRiO-funded at WOU, was a partner in the first round of piloting, and will continue to work with us. The program will expand to include other identified populations by specifically inviting participants in the advising exploratory track, Multicultural Student Services Program, and Abby’s House.
- We will offer a one-on-one formal mentoring program starting this winter term and are building assessments to receive feedback on this mentoring method. To best engage underserved populations, this method is designed to help students identify and contact a mentor, set goals, ask for feedback and reflect

on their experiences. Mentors and mentees will be provided with program goals and expectations so all participants have confidence in their abilities and know their resources, based on lessons learned from the pilots last term.

- At each point students had contact with alumni, the experience was assessed to continually evaluate our efforts. Thus far, feedback from students regarding the value of alumni mentor interactions highlight the importance of networking and communication for career development. Other valuable information included building relationships, getting involved in the community and participating in internships, the sharing of general life experiences from the alumni, and being open to potential opportunities.

Objective 5

- Creating a sustainable system for all students to have the opportunity to access career advising and mentorship opportunities is our final objective. Based on feedback from the pilot program, we will determine what methods are viable for the future. Thus far, the Career Mentoring Program has connected 86 students with 19 alumni. About half of those students are affiliated with the Student Enrichment Program, which serves populations who are first-generation, low-income, and students with disabilities.
- WOU is committed to expanding partnerships and continuing to offer a variety of mentoring opportunities to all students to provide them with career advising services that align with their needs and stage of career development.

7. Alumni & Outreach

Outreach activities since October BOT meeting:

- November 11—WOU Alive
- November 13—alumni event at Columbus Sportswear
- November 14—site visit to St. Andre Nativity School in northeast Portland
- November 19—community town hall for strategic planning process
(See: <http://www.polkio.com/news/2016/nov/23/western-invites-community-input/>)
- December 2—Holiday Tree lighting
- December 3—holiday reception at President's home
- December 7—holiday campus reception
- January 6—meeting with Columbia Sportswear CEO
- January 6—meeting with Portland Business Alliance CEO
- January 14—hosted Senator Ron Wyden
- January 18—Martin Luther King celebration dinner opening comments

Alumni Engagement Comparison Chart (updated 01/17)					
Project/Activity	FY 14	FY 15	FY 16	FY 17 YTD	Notes
# of Board Members	13	15	20	18	Amount of positions filled out of 23 allowed. In FY 16 we lost 4 members and added 2 new ones
Alumni Volunteer Networks	0	6	9	9	Total regions w/ alumni volunteers established
Total event attendees	300	700	871	425	2014 is an est., FY '17 is in progress
Recipients of e-news	None sent	8,494	8,748	8,586	Based on total recipients in January of each year
# of alumni giving	493	436	494	504	Totals each year through December
# of Events	4	14	15	9	Several of the FY 17 events are tentative only. Final number is a projection.
Project/Activity	FY 14	FY 15	FY 16	FY 17 YTD	Notes
Facebook Followers	900	1,100	1,285	1,350+	Per January, 2017
LinkedIn Connections	300	450	530	660+	Per January, 2017
Graduates Contact info	150	375+	400	360	Ongoing process. Will know final numbers in fall of 2017
Sr. Kick off Attendees	n/a	250	125	95	Switched from a Tuesday night to a Wednesday night, may account for decrease in attendance
Sr. Sendoff Attendees	225	375	300 +/-	N/A	In 2016, we had more than 400 registrants but the weather was poor on and off so fewer people showed up. Final numbers will be available in July 2017

Donor Comparison Chart

	FY11	FY12	FY13	FY14	FY15	FY16	FY17 (year-to-date)
FY Total	\$891,353	\$1,924,120	\$1,113,041	\$1,502,501	\$2,028,519	\$1,868,849	-
Total YTD (Jul-Dec)	\$485,451	\$1,191,701	\$481,860	\$490,998	\$826,405	\$1,449,951	\$689,222
Donors YTD (Jul-Dec)	1527	1511	1368	1286	1307	1359	1324
New Donors	455	356	230	446	495	423	384
Renewals	758	793	923	681	615	753	730
Reactivated	314	362	215	159	197	183	210
Total Year Average Gift \$ per donation	\$197	\$419	\$249	\$362	\$468	\$425	\$309

Notes:

1. FY17 average gift reflects through December.
2. FY17 Top 5 gifts equal \$190k compared to FY16 Top 5 gifts totaling \$797k attributed mainly to final the payment of pledge toward Woodcock Education Center and an estate gift which was received.
3. FY17 largest gift is \$75k. Gift from JFR Foundation is allocated for scholarships. Previous largest gift from the donor was \$45k.
4. Second payment of \$30k received from Pastega Family Foundation toward commitment of \$150k for scholarships for College of Education.

8. Athletics: NCAA II

Barb Dearing has announced her retirement, effective June 30, 2017. I want to take this opportunity to thank her for her efforts to improve our athletic programs, with a special focus on the success of our athletes in the classroom and in their chosen sport. Barb embodies the credo of NCAA Division II athletics with a focus on the whole person and development of student athletes as campus leaders. The search and screen committee will be co-chaired by Dean Braa and Kathy Farrell, both of whom serve as faculty athletic representatives. We expect to have a successor in place before the end the current year.

<http://www.wou.edu/woustories/2016/12/08/executive-director-intercollegiate-athletics-barbara-dearing-retire/>

“Make it Yours” with focus on life in the balance for the student-athlete: athletic success, academic success and community engagement

Athletics Engaged in Community Service

Through December 2016 Student-athletes have contributed over 1000 hours of campus and community service in such activities as:

Campus	Community
<ul style="list-style-type: none">• WOU Food Pantry (special food pantry game for each team)• Gentle House Clean Up Day (softball)• Lil Wolves Softball Club• WOU Christmas Tree Lighting & Activities (all)	<ul style="list-style-type: none">• Road Clean Up (women’s basketball-Riddell Rd)• Reading in elementary schools (Monmouth, Ash Creek, and Independence – all)• Youth camps/clinics (football, baseball, basketball, volleyball, softball, soccer)• Ash Creek Elementary School Jog-a-thon (softball, football)• Independence Elementary School Fitness testing (softball, track)• Smith Fine Arts Auction (football)• Officiating Youth Sports (football)• Middle School/High School Cross Country Meet (XC, track)• Assisted with moving (4) community members (baseball, football)• Assisted community members with yard work (football)• Ash Creek Elementary School Family Fun Night (football)

	<ul style="list-style-type: none"> • 4th of July Parade (volleyball, football, softball) • Monmouth Senior Center (soccer) • Homeless Shelter Donations (softball) • Salvation Army Bell ringing (softball)
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Through fall 2016, **WOU SAAC** (student-athlete advisory committee) **members have raised \$551 for the NCAA D2 Make-a-Wish national campaign** (\$1K goal). Additional dates are planned for the winter and spring sports.

Academic Success in the Classroom

	Fall 2016 Team GPA	WOU Honor Roll	GNAC All-Academic Honors	Number on Team	Number completed eligibility	SAs with remaining eligibility who left WOU after F16	SAs Graduated after F16
Baseball	3.01	8	NA	49	0	4	3
Men's Basketball	2.90	4	NA	19	0	4	1
Football	2.64	9	6	109	10	11	3
Men's Track & Field/Cross Country	TX = 3.18, XC = 3.33	11	2 XC	38	0	1	0
Men's Sports Overall	3.01	32	8	215	10	20	7
Women's Basketball	3.57	8	NA	14		1	0
Soccer	3.4	16	11	26	8	1	0
Softball	3.07	5	NA	26		1	3
Women's Track & Field/Cross Country	TX = 3.28, XC = 3.57	19	7 XC	38	0	1	0
Volleyball	3.18	9	7	17	2	1	1
Women's Sports Overall	3.34	57	25	121	10	5	4
Athletics Over-All	3.17 GPA	89	33	336	20	92.6% Retention rate	11 SA's who graduated fall 2016
Notes: Overall Athletics GPA for Fall 2016 is 3.17 which is up from 3.05 last year (fall 2015) Athletic Success on the Field/Court for Fall 2016 Sports							

	Overall Win/Loss Record	GNAC Win/Loss Record	GNAC Finish	GNAC All-Conference Honors	NCAA Post Season Participation
Football	4-6	3-5	T3/5	14*	-
Men's Cross Country	NA	NA	4 th /11	NA	-
Women's Soccer	5-11-1	2-9-1	7 th /9	4	-
Women's Cross Country	NA	NA	9 th /11	NA	-
Volleyball	10-17	7-13	7 th /11	2	-
*Jeremy Moore named GNAC Football Defensive Lineman of the Year					

For immediate release: Jan. 4, 2017

Opportunity Scholarship deadline nears for DACA-eligible students

MONMOUTH, Ore. – [Western Oregon University](#) (WOU) has partnered with TheDream.US scholarship fund to provide Opportunity Scholarships to Deferred Action for Childhood Arrival (DACA) eligible students who are barred from colleges in four “locked out” states. WOU is one of only five colleges in the nation where the Opportunity Scholarship can be used and the only higher education institution west of the Mississippi.

Students who plan to graduate this year from a high school in **Alaska, Idaho, North Dakota or South Dakota** have until 11:59 p.m. on Feb. 1, 2017, to apply for an Opportunity Scholarship to attend WOU. These awards cover tuition, fees, on-campus housing and meals up to \$80,000 for four years of full-time study for students from states where attending college is virtually impossible. Alaska, Idaho, North Dakota and South Dakota are part of the Western Undergraduate Exchange alliance, as is Western Oregon University.

President Rex Fuller said, “The partnership with TheDream.US enables Western to continue its long tradition of serving underrepresented students. More important, the program will benefit Oregon by closing the educational attainment gap for underrepresented groups. Investments and partnerships such as this one ultimately benefit all of us.”

“Western Oregon University wholeheartedly encourages DACA students from these four states to apply for the Opportunity Scholarship,” said Associate Provost David McDonald. “This program provides new and meaningful scholarship funds to students who want to continue to be contributing members of our communities and economy by earning their college degrees. The university is proud to be a national partner.”

The scholarship application also serves as an admissions application to Western Oregon University. The full list of eligibility requirements is [available online](#). The application form can be found on [TheDream.US website](#). All materials must be submitted by 11:59 p.m. on Feb. 1, 2017.

Links

Requirements: <http://www.thedream.us/wp-content/uploads/2016/11/Opportunity-Scholarship-Application-Guidelines.pdf>

Application: <http://www.thedream.us/scholarships/opportunity-scholarship/>

About Western Oregon University

Western Oregon University, founded in 1856 and located in Monmouth, is Oregon’s oldest public university. The university has received national recognition for excellence for its focus on student learning and success by the Education Trust, US News and World Report, American Association of State Colleges and Universities, National Association of Academic Advisors, and Parade Magazine. In 2010 WOU was recognized by the Education Trust as being the top university in

Media contact

Lisa Catto, Strategic Communications and Marketing
503-838-8163 | cattol@wou.edu

America at eliminating the Latino graduation gap. WOU is fully accredited by the Northwest Commission on Colleges and Universities.

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Interview contact

David Velazquez, program officer at TheDream.US
David.velazquez@thedream.us or 703-345-6463

David McDonald, associate provost at WOU
mcdonald@wou.edu and 503-510-6488 (cell)

Rex Fuller, president at WOU
president@wou.edu, 503-838-8888

Media contact

Lisa Catto, Strategic Communications and Marketing
503-838-8163 | cattol@wou.edu

Board of Trustees, January 25, 2017

Vice President & General Counsel Report

Government Affairs/2017 Legislative Session

Western Oregon University, the seven public universities, and the Oregon Council of Presidents (OCOP) are all working hard in preparation for the upcoming legislative session. As with the 2015 and 2016 sessions, now that the public universities are now separate legal entities, the focus is on collaboration and cooperating with each other on a common agenda to support all universities. In preparation for the session, the Legislative Advisory Council (LAC), comprised of the government affairs professionals at each of the campuses, developed an agenda to guide the universities and their presidents. This agenda was developed after several half-day sessions with the LAC and OCOP staff. This report, using the LAC framework, also introduces observations relevant uniquely to WOU.

Operating Budget

In its submission to the Higher Education Coordinating Commission, the public universities offered several funding scenarios for the Public University Support Fund (PUSF), ranging from \$616M to \$934M. Emerging from this narrative, the universities advocated that the PUSF would need at least \$100M more than the 2015-2017 biennium in order to maintain the investments of the 2015 legislative session, in addition to paying for the various legislative and state requirements—most notably the PERS assessments. With further analysis of the PERS assessments, in order to capture a current service level budget, the universities have relayed that the PUSF would actually need close to \$115M. On December 1, after the failure of Measure 97, the Governor released her recommended budget (GRB), which flat-funded the universities at \$667M. This level of funding creates significant upward pressure on tuition and possible programmatic cuts that would threaten progress in student success initiatives.

Capital Construction

To assist the HECC in recommending a consolidated budget to the Governor, the public universities submitted a “tier one” capital construction list of approximately \$284M. Western Oregon University had two projects on this list—the Instructional Technology Center and the Oregon Military Building—as well as a portion of the capital repair funds. With a major gift from Phil and Penny Knight at the University of Oregon for its scientific impact campus, the HECC was asked to reorder its capital list. At that time, the UO project, as well as additional monies for the OSU-Cascades campus were added to the list. The Governor’s Recommended Budget also included monies for the UO and OSU-Cascades projects, as well as reducing the amount dedicated to capital repair. These actions moved WOU projects, as well as reduced the amount of capital repair monies available to the public universities, including WOU. The university presidents agreed that, notwithstanding the HECC and GRB, they would support the original Tier One capital list, which includes the two WOU projects and the \$65M capital repair figure, and

turn to additional projects if there was bonding capacity. Our advocacy will be motivated by this direction.

Endangered Species

Ballot Measure 100, the “Wildlife Trafficking Prevention Act”, was approved by voters in November. The intent of the measure is to prohibit the sale or purchase of covered animal species, or parts or products from those species, by anyone in Oregon. Some universities, however, work regularly with the different types of animals specified by the proposed law. We have met with the Humane Society and are working through a possible technical fix that includes an exemption for public universities that use certain animals in research. We have a draft from LC and Representative Rayfield has agreed to sponsor a bill.

Applied Baccalaureates

LAC members continue to work to inform legislators, HECC members, and the Governor’s office about the purpose of AB degrees, types of students served, actions that would increase enrollment and success of students in AB programs, and the willingness of universities to fill any market gaps.

Oregon Promise

The Governor’s Recommended Budget funded Oregon Promise at \$39.7M which would extend the program with two new cohorts for the 2017-19 biennium. There is still general agreement amongst the public universities, community colleges, and the Higher Education Coordinating Commission (HECC) that the program should not expand beyond its current size and that state investment priorities should focus on the Oregon Opportunity Grant (OOG) because it serves students with the highest financial need. At a recent meeting, the HECC received initial information evaluating the implementation and impact of the program. Key preliminary findings about applicants to participate in the program include:

- About 1/3 of all HS graduates applied
- Almost half of the applicants were not Pell-eligible
- Approximately 1%-3% of applicants were from families with expected family contributions above \$81,000
- Oregon saw the largest jump nationwide in FAFSA completion even though the overall number of HS graduates was flat

Key preliminary findings about recipients of OR Promise awards include:

- Generally, there were declines in postsecondary enrollment
- OR Promise students represent about 5% of all CC students
- About half of OR Promise recipients do not receive Pell grants
- Most OR Promise dollars go to recipients with higher incomes

The HECC also contracted with Education NW that conducted a qualitative survey on the program roll out to 1,442 individuals. Key findings from that report include:

- 81% of respondents were at least familiar with OR Promise;
- Nearly 1/3 of first generation students reported that without OR Promise they would not have gone to college;
- 52% of first-generation students indicated that they had originally planned to attend a four-year university but, because of OR Promise, chose to attend community college first then transfer; and
- 43% of non-first-generation students indicated that they had originally planned to attend a four-year university but, because of OR Promise, chose to attend community college first then transfer. The Provosts' work group will continue to review the program data and work with HECC staff to conduct additional analysis as necessary.

Additional Services for Veterans Students

Working with Rep. Brad Witt (D-Clatskanie), the public universities have developed a bill that will revise legislation passed during the 2015 session that created a priority registration process for veterans at community colleges and the 4-year universities. The goal of the revision is to accommodate differences in the ways institutions classify their students. The primary goal is to ensure that veteran students have access to the courses they need throughout their entire academic careers to make maximum use of the federal benefits available to them. The proposal ensures that continuing qualified students can register for courses before students within the "same classification." This means that institutions have the ability to provide priority registration based on the different classification systems they use. Some institutions use class standing (students who have accrued more credits) as classifications. Other institutions differentiate on the basis of whether students are "new or continuing." Since registration systems operate under different classification systems, we are seeking a state statute that acknowledges these differences while ensuring that qualified veterans benefit from priority registration throughout their entire academic careers.

Priority registration addresses just one concern for veteran students. The universities are also working with Rep. Witt and the Oregon Department of Veteran Affairs to provide funding enabled by the passage of Ballot Measure 96 which provides 1.5 percent of state lottery funds for veterans' services. Based on the most recent revenue forecast this will be approximately \$18 million in the 2017-19 biennium. The Governor's Recommended Budget replaced some of the Oregon Department of Veterans Affairs budget with Measure 96 dollars, so much remains to be studied as the legislative session opens.

Sports Action Lottery

In 1989, the Oregon Legislature gave the Oregon Lottery statutory authority to establish a sports betting program. The Sports Lottery game began in September 1989 as a way to raise money for intercollegiate athletics at the seven OUS institutions. In 2005, the Legislature removed the statutory authority for the Lottery to run sports betting games. It

replaced the revenue with a guaranteed 1% of the lottery money transferred to the Economic Development Fund. The 2007-09 biennium was the only time a full 1% of lottery revenue was directed to the universities. In all subsequent biennium to date, the Legislature has established a dollar cap on the amounts made available to the universities. The program was referred to as “Sports Action Lottery” until the passage of HB 3466 (2005) when the program became simply Sports Lottery.

The Legislature authorized the State Board of Higher Education and later the Higher Education Coordinating Commission to allocate Sports Lottery funding to the universities within certain statutory requirements. 88% of the funds are to fund athletic programs and 12% to graduate scholarships. Various allocation methods have been used. The HECC is now charged with the allocation of funds to the universities, but legislative action takes precedence. In 2013, the legislature began capping amounts allocated to Oregon State University and the University of Oregon.

The universities support a return to the statutory one-percent for Sports Lottery that would benefit students in several ways. The 12% portion is directed to graduate scholarships, providing a much needed source for students seeking advanced degrees. Much of the 88% portion allocated for athletic programs takes the form of grants-in-aid to student athletes, providing affordable access. Being engaged in intercollegiate athletics, while pursuing an academic degree, generally has a positive multiplier effect on students. It promotes the very skills that universities are teaching in the classroom as well: teamwork, problem solving, and informed decision making. Sports Lottery funding is also a primary way that campuses are able to meet Title IX requirements to equitably fund women’s athletics. Investment in student athletes also supports the overall goal of student diversity at every level: gender, geographic, ethnic, and economic background.

The Governor’s Recommended Budget zero-funded Sports Action Lottery, so the universities will be focused on developing an advocacy strategy to restore this funding and, possibly, return to the original legislative intent and requirement of 1% of Lottery funds for athletic and graduate scholarships.

Oregon Renewable Energy Center (OREC)

OREC at Oregon Tech was created by the Legislature in 2001 to advance renewable energy solutions in Oregon, but has not received dedicated state funding as a state program. The universities support a dedicated funding line of \$985,000 per biennium to achieve OREC’s mission and support student experiential learning and applied research. The HECC included a dedicated funding line for OREC as a Policy Option Package in their Agency Recommended Budget.

Postdoctoral Retirement Benefits

Universities and labor are proposing a statutory amendment to exclude postdoctoral scholars from the employees eligible for PERS and ORP and define the terms of a “postdoc.” Institutions would independently pursue more cost effective alternatives to remain competitive in attracting postdoctoral scholars to their respective institutions.

Fighting Fund

The research universities will seek the establishment of a legislatively-created, renewable fund that would enable them to better compete at the national level for federal innovation funds. While Oregon's public research universities frequently compete as members of national teams for federally funded grants, they are handicapped by Oregon's biennial budget process. Without a state commitment to leverage funding, the universities are limited in opportunities to play leading roles on these proposals and to position the state's interests effectively to leverage significant federal funding back to the state, if awarded. The universities are not able to point to a meaningful state commitment because of the lead time needed to build funding into state budgets.

Universities will seek an initial \$20 million allocation in the 2017-19 biennium based on the 2013-15 biennium's "plus beginning balance." The \$20 million (3.8% of the total from the 2013-15 biennium) would flow to the HECC to be available during the 2017-19 biennium to universities that succeed in competing for qualified federal research funding. If no university proposals are successful in obtaining federal funds, the fund balance would carry over to the next biennium.

In the event that a university, or university consortium, is successful, the HECC would be authorized to allocate the fighting fund. To the extent that allocations are made during the 2017-19 biennium, the "plus beginning balance" from that biennium would be used to replenish the fighting fund for the 2019- 21 biennium. Future allocations would be based on the existence of a "plus beginning balance" as determined in the first-quarter revenue forecast in the calendar year following the end of the biennium.

The allocation would be in an amount necessary to attain the \$20 million balance. This proposal would not reduce the funding already made available to the rainy day fund. The HECC would provide a quarterly report to the legislature outlining the funds that have been pledged and allocated for university research proposals.

The designated fund would increase the viability and credibility for Oregon's public research universities as they compete in the federal arena. It would also advance innovation and economic development in the state.

Out-of-State PERS Employees

The public universities are still considering pursuing a statutory amendment during the 2017 session to resolve an error related to their out-of-state employees' participation in the Oregon Public Service Retirement Plan. The bill would retroactively include compensation that is not taxable in Oregon for all employees hired between August 29, 2003 and December 31, 2017. Counsel is still collecting data on the effected employee populations.

Human Resources

Human Resources is amid an active recruitment season in winter and spring terms. In addition to working on several workflow documents that will allow the drafting of HR policies and procedures, as well as university policies and procedures for the Policy

Council, HR is currently managing twenty-one (21) active recruitments for eight (8) staff positions and thirteen (13) faculty positions. Currently, there are 214 applicants for the eight staff positions and 773 applicants for the thirteen faculty positions.

In addition to recruitments, the benefits office is actively managing a significant portfolio of worker's compensation and medical leave claims. Currently, there are four (4) open SAIF claims, with seventeen (17) total claims in 2016 and thirty-three (33) open FMLA/OFLA claims, with a total of fifty-three (53) in 2016.

Finally, HR sits on the WOU bargaining team for the WOU-WOUFT contract and is contributing to the preparation for bargaining this session. As a participant in the University Shared Services Enterprise (USSE), WOU has accessed the services of the new Assistant Director of Labor Relations Carson Campbell to serve as the university's chief spokesperson for faculty collective bargaining. Carson is originally from Ohio and received his undergraduate degree from Wake Forest University, his master's degree in industrial relations and collective bargaining from Cornell University, and his law degree from Duke University. In addition to faculty bargaining with WOUFT, Judy Vanderburg, WOU's HR Director, is WOU's representative for bargaining with the Service Employees International Union (SEIU). The public universities and SEIU have a three-year contract and will be bargaining a reopener on economic issues.

Institutional Research & Effectiveness

The vacancy for the new Director of Institutional Research & Effectiveness position is posted on the WOU site at <http://www.wou.edu/hr/files/2015/08/E99796-Director-Institutional-Research.pdf>. Dr. Ella Taylor of The Research Institute (TRI) has graciously agreed to chair this search committee. This position will allow WOU to implement a revitalized institutional research function in order to be responsive to requests from the Higher Education Coordinating Commission and the state's outcomes-based funding model, as well as measuring the effectiveness of the university's new strategic plan and accreditation/assessment initiatives.

Public Universities Risk Management and Insurance Trust (PURMIT)

The PURMIT, which as a risk pool, purchases insurance on behalf of WOU, as well as the other public universities that participate in the pool. I, as VPGC, serve as WOU's PURMIT trustee. The PURMIT met on November 30, 2016 to, after a RFP and competitive procurement, select an insurance broker to go to market and secure the insurance policies and renewals for the pool. The PURMIT will meet again, tomorrow, January 26, 2017.

Information on the PURMIT may be viewed at: <http://purmit.org/>

Policy Council

The Policy Council, with all of the former Oregon University System (OUS) rules, policies, and procedures imported into the Policy Library, along with all of the current

WOU policy statements, is turning its attention to the revision and deletion of old statements and the drafting and approval of new policy statements that will be required of a university with its own governing board. Over the past year, the Policy Council was assisted immensely by interns from the Service Learning & Career Development programs. The Council (as well as the government affairs function) is grateful to have another intern for the next two terms. Rosita Olalde, a senior from Salem, Oregon majoring in Public Policy & Administration, has joined our office. After graduation, Rosita plans to pursue a master/s degree in Adult and Higher Education Leadership.

The Policy Council's site can be viewed at: <http://www.wou.edu/policycouncil/>

The Policy Library can be viewed at: <http://www.wou.edu/policycouncil/policy-library/>

Conferences

I plan to attend the National Association of College & University Attorneys (NACUA) General Counsel Institute in New Orleans next week. The Institute is an intensive conference designed for university chief legal officers and is held every other year. The agenda for the conference can be viewed at: <http://www.nacua.org/program-events/cle-workshops/2017-general-counsel-institute/program-schedule>.

Board of Trustees, January 25, 2017
Vice President Finance & Administration Report

WOU Teamwork in Action – E-Disbursement Transition

In July of 2016, Western Oregon University received notice that U.S. Bank had elected to discontinue E-Disbursement processes developed between WOU and US Bank. The E-Disbursement process provides an avenue for Western to electronically and securely deposit refunds directly to students' bank accounts; not only is this a convenience to students but also saves the university the cost of printing and mailing thousands of refund checks every year.

Notice that this process would terminate as of December 15, 2016 created an urgent need to find a replacement which was no trivial task; not only would Western need to locate an acceptable service provider but also re-engineer internal processes that touch all student accounts and interface with the State Treasury and the selected service provider. Adding to the transition challenge were competing priorities of multiple activities such as year-end close, the financial audit, and accommodating the well-deserved vacation schedules of multiple staff.

I am very pleased to inform you that a successful transition is complete. On January 5th, Western completed the first E-Disbursement with a new service provider distributing in excess of \$2.3M to over 880 students.

I would like to recognize the transition team for their teamwork, diligence, and dedication to Western and our students.

Transition Team

- **Business Services:** Faye Whitenack, Michele Van Deusen, Dona Vasas, Tim Vogel, Darin Silbernagel
- **University Computing Services:** Shea Hawes, Ron Swartzendruber, Michael Soukup, Nick Miller

Capital Repair and Renewal Funding Allocation

HECC has finalized the Capital Repair and Renewal funding allocation. Since the initial notice in September 2016, Oregon universities have reviewed and adjusted their E&G square footage resulting in various changes in the allocation.

For Western, the addition of 123K square feet of space related to the acquisition of the Oregon Military Academy and the Richard Woodcock buildings resulted in \$562K additional funding. This funding will be available over the next biennium.

The final allocation of \$65M follows:

Final 2015-17 Capital Repair Allocation Summary							
Institution	2015-17			2013-15		Increase over	% increase
	E&G SF	% of Total	Allocation	Allocation	%	2013-15	
EOU	606,898	3.90%	\$ 2,512,146	\$ 1,345,525	4.50%	\$ 1,166,621	83.40%
OIT	666,922	4.20%	\$ 2,760,604	\$ 1,076,642	3.60%	\$ 1,683,962	151.90%
OSU	5,848,180	37.20%	\$ 24,207,492	\$ 10,232,574	34.30%	\$ 13,974,918	136.30%
PSU	2,619,048	16.70%	\$ 10,841,080	\$ 5,548,741	18.60%	\$ 5,292,339	100.90%
SOU	1,024,655	6.50%	\$ 4,241,376	\$ 1,993,648	6.70%	\$ 2,247,728	144.00%
UO	4,099,491	26.10%	\$ 16,969,110	\$ 8,005,917	26.90%	\$ 8,963,193	108.80%
WOU	837,865	5.30%	\$ 3,468,192	\$ 1,596,924	5.40%	\$ 1,871,268	82.00%
Total:	15,987,237	100.00%	\$ 65,000,000	\$ 29,799,970	100.00%	35,200,030	118.10%

HB 5005 (2015), the “bond bill,” included the following project scope related to CR&R funds for the 2015-17 biennium: Capital renewal, code compliance, and safety; approved \$65,770,000 Article XI-Q bonds to maintain facilities and keep the deferred maintenance backlogs from growing. These projects do not involve acquisition of buildings, structures, or land. The approved amount includes \$65,000,000 for project costs and \$770,000 for issuance costs. HECC initially will allocate funds to the individual universities based on square footage in education and general services facilities, following past OUS practice.

There is concern about continuing this allocation based on E&G square footage as growth at the three large institutions has significantly outpaced that of regional universities. This allocation methodology is a topic of future and ongoing discussions with HECC.

Capital Construction Update

- 1. New Student Health and Counseling Center:** Construction is on schedule to complete in early June; the framing is approximately 90% complete, with roofing scheduled to be completed by mid-January. Once the roof is on, the contractor will bring in portable heaters to dry-out the building in preparation for drywall installation.

The Planning staff is currently working with Student Health and Counseling Center staff to identify furniture needs. It appears the project will be approximately \$160K over budget due to unanticipated excavation and HVAC control costs. We will continue to monitor the budget, as the project proceeds, looking for opportunities to economize.

- 2. Natural Sciences Building Renovation:** Plans to launch this spring 2017 renovation project continue to develop.

Four architectural firms have been selected as RFQ finalists; the architect selection process is currently on-hold while the Administration and Sciences Department establish a proposed project schedule. Once the project schedule has been determined, a Request for Proposal (RFP) will be issued to the finalist. This final phase of the architect selection process will take approximately six weeks to complete.

Closely coinciding with the architectural selection process, an RFQ/RFP will be posted to select a Construction Manager/General Contractor (CM/GC) for the project. This project delivery method will allow the Owner, Architect and Contractor to work closely together to clearly identify the scope and schedule while maintaining better budget control.

Key to the ongoing operations of Natural Science to create interim space within the old Education Building to temporarily accommodate the labs and faculty offices while the NS Building is being renovated. President Fuller, Provost Scheck, and VP Yahnke have met with a team of Natural Science faculty to discuss alternative remodeling concepts.

We have reviewed five concepts developed by an architect for consideration. These concepts have estimated costs that range from \$469K to \$732K; these in addition to moving costs and the cost of a temporary greenhouse are not included in the \$6 million project and will need to be funded from sources other than the project.

- 3. Richard Woodcock Education Center:** With 23 new classrooms and nearly 100 new offices, we continue to make necessary adjustments and address punch list items. There is also a number of relatively minor warranty items that the contractor is addressing.

Another list, submitted by the department, identifies items to be supplied or installed from the remaining project funds. The Physical Plant maintenance staff is working with the COE staff to better prioritize and complete those items. All of the furniture originally ordered for the building has now been delivered and installed.

2016 – 17 Student Tuition Advisory Committee

The Student Tuition Advisory Committee has met three times since November 14, 2016. A meeting scheduled for January 11th was canceled because of inclement weather. Meetings are open to all WOU students to discuss Western's resident undergraduate tuition rates (both current and proposed), to review information considered by leadership in determining next year's rates, and to provide students with a comfortable venue for candid conversations.

Student attendance and engagement has been robust. Meeting materials and minutes are available at: <http://www.wou.edu/financeandadministration/tuition-advisory-committee>.

SEIU Classification Compensation Project:

Recently we have been in communication with SEIU to determine their willingness to commit to the merit-based compensation system we proposed in a December 2015 memorandum to SEIU. The merit-based compensation system was essential to the success of the agreed-upon classification system, and worked by collapsing the current salary ranges for the classifications into one salary range for each new classification, with salary bands and control points for each competency level within each salary range. In the December memorandum we said that if SEIU supported the proposed merit-based compensation system, the Universities would negotiate with SEIU for an across-the-board COLA and a merit pool during the upcoming economic reopener.

SEIU recently informed us that they could not commit to the merit-based system we proposed and, as a result, we have decided to suspend the classification and compensation project.

As we noted in March, we owe a debt of gratitude to the University and SEIU members of the Classification and Compensation Advisory Committee (“CCAC”) who have spent countless hours leading and working on this project. It is quite possible that, in the future, we will reconvene the project. In the event we do, we will once again call upon the CCAC to move the project forward.

Documents related to the project, may be accessed at: <https://usse-oregon.org/labor-relations/classification-compensation-study>.

Finance & Administration Committee

Action Item - FY2016 Annual Financial Statements

The Western Oregon University 2016 Annual Financial Report was prepared by Western Oregon University in conjunction with the University Shared Services Enterprise (USSE). The audit opinion issued by Edie Bailly is an unmodified opinion; i.e., their opinion as to the fair presentation of the financial statements was issued without modifications. ([2016 Annual Financial Report](#))

Edie Bailly also performed testing of Western's compliance with certain provisions of laws, regulations, contracts and grant agreements. This testing resulted in a report on compliance for each major federal program, a report on internal control over compliance, and a report on expenditures of federal awards required by uniform guidance.

These reports and detailed findings are provided in the **Federal Awards Reports in Accordance with the Uniform Guidance** document which communicates certain matters related to the conduct of the audit to those who have responsibility for oversight of the financial reporting process.

While it is the Auditor's opinion that the University complied, in all material respects, with the compliance requirements that could have a direct and material effect on each of Western's major Federal programs, they did identify two significant deficiencies important enough to merit attention.

Management's responses and planned corrective actions are included in a separate memorandum. Management concurs with all of the recommendations and has implemented corrective actions. (WOU Management Response.)

Staff Recommendation to the Board: Staff recommends that the Board approve the external audit conducted by Edie Bailly of the Western Oregon University FY2016 Annual Financial Statements.



Federal Awards Reports in Accordance with the Uniform
Guidance

June 30, 2016

Western Oregon University

Independent Auditor’s Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*..... 1

Independent Auditor’s Report on Compliance for Each Major Federal Program; Report on Internal Control Over Compliance; and Report on Expenditures of Federal Awards Required by the Uniform Guidance 3

Schedule of Expenditures of Federal Awards..... 6

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Summary Schedule of Prior Year Findings 14



Independent Auditor’s Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

To the Board of Trustees
Western Oregon University
Monmouth, Oregon

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Western Oregon University (the University) as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise the University’s basic financial statements, and have issued our report thereon dated November 14, 2016. Our report includes a reference to other auditors who audited the financial statements of Western Oregon University Development Foundation (the Foundation), as described in our report on the University’s financial statements. The audit of the financial statements of the Foundation were not performed in accordance with *Government Auditing Standards* and accordingly, this report does not include reporting on internal control over financial reporting or compliance and other matters that are reported on separately by those auditors.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the University's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the University’s internal control. Accordingly, we do not express an opinion on the effectiveness of the University’s internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity’s financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the University's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in black ink that reads "Eide Sully LLP". The signature is written in a cursive, flowing style.

Boise, Idaho
November 14, 2016

Independent Auditor's Report on Compliance for Each Major Federal Program; Report on Internal Control Over Compliance; and Report on Expenditures of Federal Awards Required by the Uniform Guidance

To the Board of Trustees
Western Oregon University
Monmouth, Oregon

Report on Compliance for Each Major Federal Program

We have audited the Western Oregon University's (the University) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the University's major federal programs for the year ended June 30, 2016. The University's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on the compliance for each of the University's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the University's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the University's compliance.

Opinion on Each Major Federal Program

In our opinion, the University complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major Federal programs for the year ended June 30, 2016.

Report on Internal Control over Compliance

Management of the University is responsible for establishing and maintaining effective internal control over compliance with the compliance requirements referred to above. In planning and performing our audit of compliance, we considered the University's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the University's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, we identified certain deficiencies in internal control over compliance, as described in the accompanying schedule of findings and questioned costs as 2016-001 and 2016-002 that we considered to be significant deficiencies.

The University's response to the internal control over compliance findings identified in our audit are described in the accompanying schedule of findings and questioned costs. The University's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Report on Schedule of Expenditures of Federal Awards Required by the Uniform Guidance

We have audited the financial statements of the business-type activities and the discretely presented component unit of Western Oregon University, as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise the University's basic financial statements. We issued our report thereon dated November 14, 2016, which contained unmodified opinions on those financial statements. Our audit was performed for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the Uniform Guidance and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the

financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the financial statements as a whole.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Eide Bailly LLP

Boise, Idaho
November 14, 2016

Western Oregon University
 Schedule of Expenditures of Federal Awards
 Year Ended June 30, 2016

Program Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures	Amounts Passed-Through to Subrecipients
Department of Agriculture				
<u>Direct Programs</u>				
Research and Development Cluster: Child and Adult Care Food Program	10.558	N/A	\$ 5,009 *	\$ -
Total Department of Agriculture			<u>5,009</u>	<u>-</u>
Department of Education				
<u>Direct Programs</u>				
Research and Development Cluster: English Language Acquisition State Grants	84.365	N/A	420,817 *	67,502
Total Research and Development Cluster			<u>420,817</u>	<u>67,502</u>
Student Financial Aid Cluster:				
Federal Supplemental Educational Opportunity Grants	84.007	N/A	223,300	-
Federal Work-Study Program	84.033	N/A	294,568	-
Federal Perkins Loans	84.038	N/A	4,915,426	-
Federal Pell Grant Program	84.063	N/A	8,523,482	-
Federal Direct Student Loans	84.268	N/A	29,695,322	-
Teacher Education Assistance for College & Higher Education Grants	84.379	N/A	137,712	-
Postsecondary Education Scholarships for Veteran's Dependents (Iraq and Afghanistan Service Grants)	84.408	N/A	3,540	-
Total Student Financial Aid Cluster			<u>43,793,350</u>	<u>-</u>
TRIO Cluster:				
TRIO Student Support Services	84.042	N/A	356,609	-
TRIO Upward Bound	84.047	N/A	268,841	-
Total TRIO Cluster:			<u>625,450</u>	<u>-</u>
Rehabilitation Long-Term Training	84.129	N/A	551,511	-
Training Interpreters for Individuals who are Deaf and Individuals who are Deaf-Blind	84.160	N/A	294,435	93,650
Special Education - Personnel Development to Improve Services and Results for Children with Disabilities	84.325	N/A	610,364	6,000
Special Education Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities	84.326	N/A	2,390,814	683,812
Supporting Effective Instruction State Grant (formerly Improving Teacher Quality State Grants)	84.367	N/A	578,132	517,883
<u>Total Department of Education Direct Programs</u>			<u>49,264,873</u>	<u>1,368,847</u>

Western Oregon University
Schedule of Expenditures of Federal Awards
Year Ended June 30, 2016

Program Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures	Amounts Passed-Through to Subrecipients
<u>Pass-Through Programs</u>				
Oregon Department of Education				
Special Education - IDEA Cluster:				
Special Education Grants to States	84.027	9212	314,730	-
Special Education Grants to States	84.027	34441	12,540	-
Special Education Grants to States	84.027	10488	67,356	-
Special Education Preschool Grants	84.173	32494	32,475	-
Total Special Education - IDEA Cluster:			427,101	-
Twenty-First Century Community Learning Centers	84.287	DASPS-2432-15	178,120	-
Twenty-First Century Community Learning Centers	84.287	39333	8,314	-
Mathematics and Science Partnerships	84.366	34674	373,710	57,999
Race to the Top - Early Learning Challenge	84.412	10452	1,404,704	12,000
Race to the Top - Early Learning Challenge	84.412	14-063	1,322	-
California State University Northridge				
Special Education Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities	84.326	F-11-2963 H326D110003	141,776	-
Oregon Health & Science University				
Special Education Educational Technology Media, and Materials for Individuals with Disabilities	84.327	H327S130010	23,660	-
<u>Total Department of Education Pass-Through Programs</u>			2,558,707	69,999
Total Department of Education			51,823,580	1,438,846
Department of Health and Human Services				
<u>Direct Programs</u>				
Research and Development Cluster:				
Maternal/Child Health Federal Consolidated Programs	93.110	N/A	120,026 *	-
ACL National Institute on Disability, Independent Living, and Rehabilitation Research	93.433	N/A	186,911 *	27,422
<u>Total Department of Health and Human Services Direct Programs</u>			306,937	27,422
<u>Pass-Through Programs</u>				
Oregon Department of Education				
Child Care and Development Block Grant	93.575	10452	948,003	29,590
Oregon Childhood Development Coalition				
Research and Development Cluster:				
ARRA - Head Start	93.708	20-038	8,632 *	-

Western Oregon University
Schedule of Expenditures of Federal Awards
Year Ended June 30, 2016

Program Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures	Amounts Passed-Through to Subrecipients
Mississippi State University ACL National Institute on Disability, Independent Living, and Rehabilitation Research	93.433	053700.362868.02	44,825	18,688
Oregon Department of Human Services Chafee Foster Care Independence Program	93.674	150249	300	-
<u>Total Department of Health and Human Services Pass-Through Programs</u>			<u>1,001,760</u>	<u>48,278</u>
Total Department of Health and Human Services			<u>1,308,697</u>	<u>75,700</u>
Department of Justice				
<u>Direct Programs</u>				
Grants to Reduce Domestic Violence, Dating Violence, Sexual Assault, and Stalking on Campus	16.525	N/A	112,196	-
Public Safety Partnership and Community Policing Grants	16.710	N/A	76,822	-
Edward Byrne Memorial Competitive Grant Program	16.751	N/A	232,247	-
Total Department of Justice			<u>421,265</u>	<u>-</u>
National Science Foundation				
<u>Pass-Through Programs</u>				
Willamette University Research and Development Cluster: Mathematical and Physical Sciences	47.049	WU-NSFRCN-06-2013	6,155 *	-
Total National Science Foundation			<u>6,155</u>	<u>-</u>
Total Expenditures of Federal Awards			<u>\$ 53,564,706</u>	<u>\$ 1,514,546</u>
* Subtotal of the Research and Development Cluster			<u>\$ 747,550</u>	

Note 1 – Basis of Presentation

The accompanying schedule of expenditures of federal awards includes the federal grant activity of Western Oregon University (the University), and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of the Uniform Guidance. The University received federal awards both directly from federal agencies and indirectly through pass-through entities. Federal financial assistance provided to a subrecipient is treated as an expenditure when it is paid to the subrecipient.

Note 2 – Significant Accounting Policies

Expenditures in the schedule of expenditures of federal awards are recognized on the accrual basis of accounting. The University’s summary of significant accounting policies is presented in Note 1 in the University’s basic financial statements.

The University has not elected to use the 10% de minimis cost rate.

Note 3 – Federal Student Loan Programs

The federal student loan programs listed subsequently are administered directly by the University and balances and transactions relating to these programs are included in the University's basic financial statements. Loans made during the year are included in the federal expenditures presented in the schedule. The balance of loans outstanding at June 30, 2016 consists of:

<u>CFDA Number</u>	<u>Program Name</u>	<u>Outstanding Balance at June 30, 2016 (in thousands)</u>
84.038	Perkins Loan Program	\$4,262

Section I – Summary of Auditor’s Results

FINANCIAL STATEMENTS

Type of auditor's report issued	Unmodified
Internal control over financial reporting:	
Material weaknesses identified	No
Significant deficiencies identified not considered to be material weaknesses	None Reported
Noncompliance material to financial statements noted?	No

FEDERAL AWARDS

Internal control over major program:	
Material weaknesses identified	No
Significant deficiencies identified not considered to be material weaknesses	Yes
Type of auditor's report issued on compliance for major programs:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance 2 CFR 200.516:	Yes

Identification of major programs:

<u>Name of Federal Program</u>	<u>CFDA Number</u>
Student Financial Aid Cluster	
Federal Supplemental Educational Opportunity Grant	84.007
Federal Work-Study Program	84.033
Federal Pell Grant Program	84.063
Perkins Loan Program	84.038
Federal Direct Student Loans	84.268
Teacher Education Assistance for College & Higher Education Grants	84.379
Postsecondary Education Scholarships for Veteran's Dependents (Iraq and Afghanistan Service Grants)	84.408
Special Education Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities	84.326
Race to the Top Early Learning Challenge	84.412
Child Care and Development	93.575
Dollar threshold used to distinguish between type A and type B programs:	\$750,000
Auditee qualified as low-risk auditee?	No

Section II – Financial Statement Findings

None Noted

Section III – Federal Award Findings and Questioned Costs

**2016-001 Department of Education
Program Title and CFDA # Student Financial Aid Cluster (84.007, 84.033, 84.038, 84.063,
84.268, 84.379)**

Compliance Requirement: Special Tests and Provisions

Type of Finding: Significant Deficiency in Internal Control over Compliance

Criteria: 34 CFR section 685.304(b)(1) states that a school must ensure that exit counseling is conducted with each Direct Subsidized or Direct Unsubsidized Loan borrower and graduate or professional student Direct PLUS Loan borrower shortly before the student borrower ceases at least half-time study at the school.

Condition: There were four instances noted where there was no evidence that exit counseling had taken place for students that had received Direct Loans.

Cause: The control process in place was not sufficient to ensure that the exit counseling was conducted prior to the student ceasing at least half-time study at the University.

Effect: The University did properly conduct the exist counseling for the direct loan recipients prior to their ceasing at least half-time status as the University.

Questioned Costs: None Reported

Context/Sampling: A nonstatistical sample of 60 transactions out of 1,200 total transactions were selected for special tests and provision testing.

Repeat Finding from Prior Year: No

Recommendation: The University should implement a process where exit counseling takes place for students receiving direct loans prior to their ceasing at least half-time status as the University.

Views of Responsible Officials: Per Federal regulations and as stated in the Federal Student Aid Handbook, V2-127, the WOU Financial Aid Office will be notifying students at their home email address within 30 days of learning that they have either 1) dropped below half-time enrollment, 2) stopped attending the University, or 3) graduated. The process will be implemented through multiple channels; 1) official withdrawal files throughout the term, 2) Census Date revisions processed during the third week of each term, 3) various revisions that occur throughout each term, and 4) a selection set review process that will be run every month to pick up files not processed in the first three channels. The students who receive the exit counseling materials will have their files processed by the Director as part of the withdrawal calculations and also the counseling staff during award revisions from the Census Date project and other revisions that occur throughout the term. All files from the Director and counseling staff will be forwarded to the Office Specialist II, who will process exits for these students in addition to the students she picks up from the selection set that she runs each month. Office Specialist II is then responsible for sending the actual exit counseling email and materials to the student.

2016-002 **Department of Education**
Program Title and CFDA # Student Financial Aid Cluster (84.007, 84.033, 84.038, 84.063, 84.268, 84.379)

Compliance Requirement: Special Tests and Provisions
Type of Finding: Significant Deficiency in Internal Control over Compliance

Criteria: 34 CFR section 668.164(a)(2) states that if a credit balance is created after the first day of classes from federal financial aid, the credit balance must be reimbursed to the student or parent no later than 14 days after the credit balance has occurred.

Condition: During our testing over students that had been granted aid, there were two students tested where a credit balance had been created from the receipt of student financial aid funds, however, the credit balance was not reimbursed to the student within the required 14 day time period.

Cause: The control process in place was not sufficient to ensure that the credit balances were remitted to the students within a timely manner.

Effect: The University did not reimburse student credit balances created with federal financial aid within the 14 day requirement.

Questioned Costs: None Reported

Context/Sampling: A nonstatistical sample of 60 transactions out of 1,200 total transactions were selected for testing, which accounted for \$828,765 of \$43,763,350 of federal program expenditures.

Repeat Finding from Prior Year: No

Recommendation: The University should implement a process where student credit balances are reviewed when student financial aid is applied to student accounts to verify that the credit balance is reimbursed to the student within the 14 day requirement.

Views of Responsible Officials: We are in the process of changing our automated refund procedures to release all Federal refunds within the 14 day period regardless of adjusted course work which we believe will alleviate this situation going forward.

State of Oregon

**2015-037 US. Department of Education
Program Title and CFDA # Student Financial Aid Cluster (84.007, 84.033, 84.038, 84.063,
84.268, 84.379)**

**Compliance Requirement: Special Tests and Provisions
Type of Finding: Significant Deficiency, Noncompliance**

Initial Fiscal Year Finding Occurred: 2015

Finding Summary: Review of enrollment reporting data from Western Oregon University showed that errors were not corrected and returned to NSLDS within the prescribed timeframe.

Status: Finding corrected in the current year.

State of Oregon

**2015-038 US. Department of Education
Program Title and CFDA # Student Financial Aid Cluster (84.007, 84.033, 84.038, 84.063,
84.268, 84.379)**

**Compliance Requirement: Special Tests and Provisions
Type of Finding: Significant Deficiency**

Initial Fiscal Year Finding Occurred: 2015

Finding Summary: During the testing, it was noted that Western Oregon University did not have proper controls in place to ensure compliance with verification requirements.

Status: Finding corrected in the current year.

State of Oregon

**2015-039 US. Department of Education
Program Title and CFDA # Student Financial Aid Cluster (84.007, 84.033, 84.038, 84.063,
84.268, 84.379)**

**Compliance Requirement: Special Tests and Provisions
Type of Finding: Significant Deficiency**

Initial Fiscal Year Finding Occurred: 2015

Finding Summary: During review of the borrower data transmission reconciliation process, it was noted that Western Oregon University did not have adequate controls over the reconciliation process. Western Oregon University did complete the reconciliation each month; however there were no controls in place to ensure the reconciliation was completed or accurate.

Status: Finding corrected in the current year.



CORRECTIVE ACTION PLAN

Western Oregon University respectfully submits the following corrective action plan for the year ended June 30, 2016.

The finding from the schedule of findings and questioned costs are discussed below. The finding is numbered consistently with the number assigned in the schedule.

FINDINGS – FINANCIAL STATEMENT AUDIT

2016 – 0001 Significant Deficiency in Internal Control over Compliance

Finding: There were four instances noted where there was no evidence that exit counseling had taken place for students that had received Direct Loans.

Corrective Action Planned: Per Federal regulations and as stated in the Federal Student Aid Handbook, V2-127, the WOU Financial Aid Office will be notifying students at their home email address within 30 days of learning that they have either 1) dropped below half-time enrollment, 2) stopped attending the University, or 3) graduated. The process will be implemented through multiple channels; 1) official withdrawal files throughout the term, 2) Census Date revisions processed during the third week of each term, 3) various revisions that occur throughout each term, and 4) a selection set review process that will be run every month to pick up files not processed in the first three channels. The students who receive the exit counseling materials will have their files processed by the Director as part of the withdrawal calculations and also the counseling staff during award revisions from the Census Date project and other revisions that occur throughout the term. All files from the Director and counseling staff will be forwarded to the Office Specialist II, who will process exits for these students in addition to the students she picks up from the selection set that she runs each month. Office Specialist II is then responsible for sending the actual exit counseling email and materials to the student.

Anticipated Completion Date: Completed, August 2016

Contact Person: Kella Helyer, Director of Financial Aid

Contact Phone: 503-838-8679

2016 – 0002 Significant Deficiency in Internal Control over Compliance

Finding: During our testing over students that had been granted aid, there were two students tested where a credit balance had been created from the receipt of student financial aid funds, however, the credit balance was not reimbursed to the student within the required 14 day time period.

Corrective Action Plan Planned: We are in the process of changing our automated refund procedures to release all Federal refunds within the 14 day period regardless of adjusted course work which we believe will alleviate this situation going forward.

Anticipated Completion Date: December 1, 2016

Contact Person: Darin E. Silbernagel, Director of Business Services

Contact Phone: 503-838-8176

FINDINGS – FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

No findings reported in the current year.

Finance & Administration Committee

Action Item - FY2017 Q2 Management Report

The attached quarterly management report is as of December 28, 2016. In order to accommodate early scheduling needs of the Finance and Administration Committee, the management report was compiled in advance of the close of the second quarter. Subsequent review has shown no material variances to be reported.

Staff Recommendation to the Board: Staff recommends that the Board accept the December 28, 2016 Quarterly Management Report. The next management report for the quarter ending March 31, 2017 is scheduled to be presented to the FAC in April 2017.

Western Oregon University
Quarterly Management Report
(Unaudited, non-GAAP, For management purposes only)

As of December 28, 2016
For the Fiscal Year Ended June 30, 2017

	Year-to-Date					Budget		Projections				Notes
	YTD Actual	YTD as a % of Projected	Prior QTD as % of PY Actual	% chg Current/Prior YTD	Notes	Prior Yr. Actual	Adjusted Budget	Projected 6/30/2016	Variance from Adj. Budget	Chg since Prior Report	% chg Projection to PY Actual	
(in thousands except enrollment)												
EDUCATION & GENERAL												
State General Fund	14,294	60%	60%	4%		22,988	23,888	23,888	0	0	4%	
Tuition & Resource Fees, net of Remissions	27,711	70%	67%	7%		38,388	39,179	39,756	577	577	4%	
Other	1,644	46%	48%	-10%	(1)	3,792	3,561	3,593	32	32	-5%	
Total Revenues	43,649	65%	63%	6%		65,168	66,628	67,237	609	609	3%	
Personnel Services	(18,252)	33%	43%	-17%	(2)	(51,509)	(54,686)	(54,686)	0	0	6%	
Supplies & Services & Capital Outlay	(3,105)	35%	39%	7%	(3)	(7,409)	(8,961)	(8,961)	0	0	21%	
Total Expenditures	(21,357)	34%	42%	-14%		(58,918)	(63,647)	(63,647)	0	0	8%	
Net from Operations	22,292					6,250	2,981	3,590	609	609		
Transfers In	37	51%	99%	-93%	(4)	529	0	73	73	73	-86%	(5)
Transfers Out	(1,219)	41%	32%	-26%	(6)	(5,069)	(2,982)	(2,982)	0	0	-41%	
Fund Additions/(Deductions)	0					0	0	0	0	0		
Change in Fund Balance	21,110					1,710	(1)	681	682	609		
Beginning Fund Balance	11,328					9,618	11,328	11,328	0	0		
Ending Fund Balance	32,438					11,328	11,327	12,009	682	682	6%	
% Operating Revenues						17.4%	17.0%	17.9%			3%	
Student FTE Enrollment - Summer, Fall & Winter	3,083	68%	65%	0%		4,744	4,552	4,565	13	13	-4%	
AUXILIARY ENTERPRISES												
Enrollment Fees	4,789	70%	67%	4%		6,844	6,845	6,845	0	0	0%	
Sales & Services	5,391	36%	40%	-10%		14,865	15,075	15,075	0	0	1%	
Other	780	46%	41%	10%	(7)	1,714	1,706	1,706	0	0	0%	
Total Revenues	10,960	46%	48%	-3%		23,423	23,626	23,626	0	0	1%	
Personnel Services	(3,999)	38%	47%	-16%		(10,176)	(10,668)	(10,481)	187	187	3%	
Supplies & Services & Capital Outlay	(4,659)	32%	39%	-8%		(13,016)	(14,367)	(14,367)	0	0	10%	
Total Expenditures	(8,658)	35%	42%	-12%		(23,192)	(25,035)	(24,848)	187	187	7%	
Net from Operations	2,302					231	(1,409)	(1,222)	187	187		
Transfers In	1,310	44%	52%	-14%	(8)	2,930	2,807	2,987	180	180	2%	
Transfers Out	(1,937)	80%	47%	60%	(9)	(2,558)	(514)	(2,414)	(1,900)	(1,900)	-6%	(9)
Additions/(Deductions) to Unrestricted Net Assets	(3,879)			128%	(10)	(1,292)	(660)	(2,560)	(1,900)	(1,900)		(10)
Change in Unrestricted Net Assets	(2,204)					(689)	224	(3,209)	(3,433)	(3,433)		
Beginning Unrestricted Net Assets	8,841					9,530	8,841	8,841	0	0		
Ending Unrestricted Net Assets	6,637					8,841	9,065	5,632	(3,433)	(3,433)	-36%	
						37.7%	38.4%	23.8%				

Western Oregon University
Quarterly Management Report
(Unaudited, non-GAAP, For management purposes only)

As of December 28, 2016
For the Fiscal Year Ended June 30, 2017

	Year-to-Date					Budget		Projections				Notes
	YTD Actual	YTD as a % of Projected	Prior QTD as % of PY Actual	% chg Current/Prior YTD	Notes	Prior Yr. Actual	Adjusted Budget	Projected 6/30/2016	Variance from Adj. Budget	Chg since Prior Report	% chg Projection to PY Actual	
(in thousands except enrollment)												
DESIGNATED OPERATIONS, SERVICE DEPARTMENTS, CLEARING FUNDS												
Enrollment Fees	84	59%	56%	33%	(12)	112	143	143	0	0	28%	
Sales & Services	161	41%	27%	29%	(13)	469	397	397	0	0	-15%	
Other	1,120	42%	46%	18%	(14)	2,067	2,645	2,645	0	0	28%	
Total Revenues	1,365	43%	43%	20%		2,648	3,185	3,185	0	0	20%	
Personnel Services	(377)	38%	56%	19%	(15)	(566)	(1,038)	(982)	56	56	73%	(15)
Supplies & Services & Capital Outlay	(842)	46%	58%	16%	(16)	(1,251)	(1,811)	(1,811)	0	0	45%	
Total Expenditures	(1,219)	44%	57%	17%		(1,817)	(2,849)	(2,793)	56	56	54%	
Net from Operations	146					831	336	392	56	56		
Transfers In	6	11%	44%	-87%	(17)	103	54	54	0	0	-48%	
Transfers Out	0	n/a	100%	-100%	(18)	(126)	0	0	0	0	-100%	
Additions/(Deductions) to Unrestricted Net Assets	208					(302)	(302)	(302)	0	0		
Change in Unrestricted Net Assets	360					506	88	144	56	56		
Beginning Unrestricted Net Assets	1,307					801	1,307	1,307	0	0		
Ending Unrestricted Net Assets	1,667					1,307	1,395	1,451	56	56	11%	
						49.4%	43.8%	45.6%				
Total unrestricted fund balance						21,476	21,787	19,092				
Days of expenditures						93	87	76				

Notes:

General Fund:

- (1) Other Revenue, budget and projected, reduced from prior year due to the prior year sale of University House.
- (2) Personnel Services budget and projection increase reflects negotiated salary increases and new positions beginning this fiscal year.
- (3) Supplies & Services & Capital Outlay second quarter burn rate higher than prior year to date due to timing differences.
- (4) Prior year Transfers-in are related to capital construction bridge funding returned from the RWEC project.
- (5) Transfers In projected to increase for repayment of E&G funds used to cover overdrawn TR Child Development Centers.
- (6) Budgeted transfers out lower than prior year due to bridge funding in prior year to support upcoming capital projects.

Auxiliary:

- (7) Current YTD Other Revenue higher than prior year due to earlier payment to Housing for classroom use in Ackerman Building.
- (8) Transfers In actual YTD higher than prior fiscal year due to pay raises and staffing changes in Athletics.
- (9) Current YTD and projected Transfers Out higher than prior year due to transfer of \$1.9M for the construction of the new Student Health & Counseling Center.
- (10) Change in Additions/(Deductions) to Unrestricted Net Assets compared to prior year due to recognition of liability for Student Health & Counseling construction loan.

Designated Ops/Service Cntrs:

- (12) Enrollment Fees actual YTD and budgeted increased for the addition of the Traffic Safety Program.
- (13) Sales & Services YTD revenue higher than prior year related to timing of Telecommunications receipts. Budget and projected Sales & Services expected to be lower than prior year.
- (14) Other Revenue YTD increase due to the addition of the Council of Presidents this fiscal year.
- (15) Personnel Services budget higher for 2017 due to addition of the Council of Presidents and staffing changes in Telecommunications.
- (16) Service & Supplies budget increased for the addition of the Council of Presidents.
- (17) Transfers-In made in 2016 for Telecommunications equipment are not expected in 2017.
- (18) Transfers-out in FY17 are not expected.

Western Oregon University
Transfers Schedule
As of December 28, 2016
For the Fiscal Year Ended June 30, 2017
(Unaudited, non-GAAP, for management purposes only)

	E&G		Auxiliary		Des Ops - Serv Dept.	Grants	Plant fund		Total
<u>Transfers In E&G</u>			(a) 36,661	(b) 36,756					73,417
<u>Transfers Out E&G</u>			(c) 1,130,306	(d) 1,677,147			(e) 88,266	(f) 86,734	2,982,453
<u>Transfers In AUX</u>	(c) 1,130,306	(d) 1,677,147					(g) 179,195		2,986,648
<u>Transfers Out AUX</u>					(h) 48,356		(i) 465,221	(j) 1,900,000	2,413,577
<u>Transfers In DO, SD</u>				(h) 48,356		(k) 5,694			54,050
<u>Transfers Out DO, SD</u>									-

Type	Description
(a) Actual	Transfers In for repayment of E&G funds used to cover overdrawn TR Child Development Centers.
(b) Budgeted	Projected for repayment of E&G funds used to cover overdrawn TR Child Development Centers.
(c) Actual	Year to date Athletic operations support
(d) Budgeted	Athletic operations support - Staff/Coach salaries and OPE
(e) Actual	Year to date transfer out of funds to SELP
(f) Budgeted	Transfer out of funds to SELP debt service fund for payment
(g) Actual	Transfer in funds from equipment reserve for replacement equipment
(h) Budgeted	Auxiliary funded scholarships
(i) Budgeted	Fund building & equipment replacement reserves for Housing, Dining, Parking, Health & Wellness Center, and the Werner University Center.
(j) Actual	Transfer out of funds for new Student Health Center construction
(k) Actual	Transfer from TR grant funds to close fund.

Board of Trustees, January 25, 2017

Provost and Vice President for Academic Affairs Report

1. Searches in process

- a. Tenure track faculty searches are progressing on schedule. Searches completed are in computer science and political science. Searches in progress: criminal justice (2 positions); community health; rehabilitation & mental health counseling; (English as a second language) ESOL/bilingual; teacher education—literacy; teacher education--multicultural/critical pedagogy; special education; writing--1st year writing coordinator; psychological sciences--clinical counseling/clinical neuropsychology; business—management; finance or entrepreneurship (2 positions); mathematics—math/math education
- b. A joint WOU-WOUFT Study Committee has been meeting to examine ways to improve recruitment of and support of early career tenure track faculty.
- c. The LAS Dean search committee, chaired by Dr. Carol Harding, is in review phase—cutoff date for full consideration is Jan 27—a very robust pool, close to 100 applications.

2. Higher Education Coordinating Commission (HECC) update

- a. The HECC's draft of WOU's university evaluation was review in late December by president's staff and suggested edits were submitted. The final report was presented to the HECC Commissioners at their January 12, 2017 meeting. The full report can be found at:
<http://www.oregon.gov/highered/about/Documents/Commission/COMMISSION/2017/01-Jan-12-16/12.2h.UniEvalWOU2016.pdf>
- b. As requested by the HECC Commissioners in 2015, a progress report was provided to the Commission on accomplishments of the Willamette Promise – the 2-yr-old initiative to introduce new opportunities to high schools for college dual credit (accelerated learning). The cover letter for this update is included as a docket item; the complete report along with the cover letter can be located at the HECC:
http://www.oregon.gov/highered/about/Documents/Commission/COMMISSION/2016/12-Dec-8-16/5.2b.PublicCommentWillamettePromiseAnnualReport_SteveScheckWOU.pdf

Willamette Promise continues to be a creative disruptor on the accelerated learning playing field with more school districts being attracted to the Willamette Promise enterprise because of the substantial engagement of

university faculty with district teachers in the professional learning communities.

Because high school students enroll after successfully completing the work, the course must be transcribed as “assessment based” credit. This has caused confusion at some colleges/universities on how to treat such assessment based credit since they are more accustomed to such credit being from challenge exams, traditional credit-for-prior-learning, etc. and may have had policies against accepting such transfer credit. This should eventually settle out; indeed, at a January 2017 joint Provosts – Community Colleges Chief Academic Officers meeting, those present recognized that higher-ed is evolving in how students “earn” college credit and hard-fast policies may need to change. How quickly colleges and universities do adapt remains to be seen.

3. Curricular alignment update

- a. Dr. Sue Monahan, Associate Provost for Academic Effectiveness, continues to work with departments/programs to align WOU curricular offerings with university general education learning outcomes, undergraduate program learning outcomes and graduate program learning outcomes. 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. Detail of this work will be reported in our fall 2017 ad hoc report to NWCCU.

4. Natural Science Building renovation project

- a. Biology and earth/physical science faculty are working closely with a consulting architect on how to reconfigure the old College of Education building for temporary quarters for the science programs affected by closure of the Natural Science Building during the 2017-2018 renovation. Those involved are focusing on approaches to stage essential academic programming while minimizing university costs for the temporary facilities in the COE building.

November 9, 2016

Higher Education Coordinating Commission
c/o Ben Cannon, Executive Director
255 Capitol Street NE, Third Floor
Salem OR 97301

Dear Director Cannon and members of the Higher Education Coordinating Commission,

I wish to update the Commission on progress made since the Commission, at its June 11, 2015 meeting, supported pilot implementation of the competency-based “dual credit” programming employed in the Willamette Promise initiative. A detailed report on Willamette Promise activities and initial results during the 2015-2016 AY accompanies this letter.

Willamette Promise was developed in response to a 2014 Oregon Department of Education and Oregon Education Investment Board “Regional Promise” replication grant initiative. The novel (to Oregon) approach to accelerated learning employed by Willamette Promise did necessitate the creation of new state-wide standards for “sponsored dual credit” and “assessment-based learning” which were adopted by the Commission at its June 9, 2016 meeting.

In its engagement with Willamette Promise, Western Oregon University uses the following practices to offer opportunities for accelerated credit, to assess student learning, and to ensure that credits and grades are granted when students achieve college-level learning outcomes:

- Courses in the Willamette Promise portfolio are basic AAOT – OTM courses.
- Students earn credit when they have demonstrated achievement of clearly stated course learning goals that align with learning goals in similarly-numbered WOU courses.
- College faculty have developed the assessments (*i.e.*, assignments, exams, projects, portfolios and associated scoring rubrics), and regularly update them. The assessments are kept on a secure website and are checked out by teachers when a student (or a class cohort of students) is ready to complete the assessment.
- Our faculty meet at least four times a year with partner high school teachers in their subject areas (in Professional Learning Communities or PLCs) to reinforce college-level proficiencies, calibrate scoring of assessments, develop effective assessments and share pedagogical strategies. Faculty are also available for individual consultation.
- Students enroll in a high school course where the teacher is approved by WOU to participate in the Willamette Promise program, and the opportunity to develop college-level proficiencies is provided and supported by Willamette Promise PLCs.
- Our partner teachers in high schools assess student work and assign grades.
- We validate the assessment of a random sample of work submitted by each teacher by cross-scoring 20% of submissions from each teacher. Cross-scoring is done by other

members of the subject-area PLC. In the case of disagreement in scoring, a third reader – always a college faculty member – reviews the work.

- Results of validation through cross-scoring are used to help teachers improve their alignment of scoring with college level outcomes.
- All student work leading to college credit is archived for future study.

Because we monitor student outcomes, we are confident in the achievement of the student and the integrity of the college-level credits issued. We are confident that the measure of student learning is comparable to the student learning we measure in similar WOU classroom courses.

With the adoption by the Commission of the new accelerated learning standards -- and to be in compliance with NACEP (National Alliance of Concurrent Enrollment Partnerships) on what “counts” as a dual credit course -- Willamette Promise courses will have to be transcribed as assessment-based credits because the students enroll in the Willamette Promise course *after* they have successfully completed the coursework. In anticipation of the implementation of the new standards, Western Oregon University began transcribing Willamette Promise credits with an “Assessment Based Learning” designation effective June 2016. We are in the process of communicating this, along with information on Willamette Promise processes to ensure quality, to Oregon’s public colleges and universities.

Colleges and universities have discretion as to what types of credit to accept when articulating college credits awarded by another institution. We appreciate the support of the Commission in recognizing that courses offered through Willamette Promise represent substantial engagement with the student via supervised college-level work and that such credits should be given fair review by admissions and articulation offices at Oregon public institutions.

Enrollment statistics for 2015-2016 academic year: 1,819 students (10,494 credit hours).

As of end of October 2016, 438 Willamette Promise students have requested a total of 841 transcripts.

The general information web site for Willamette Promise can be found at:
<http://www.wesd.org/willamettepromise>

A direct link to the course standards of Willamette Promise courses is at:
<http://www.wesd.org/wphighered>

Sincerely,



Stephen Scheck
Provost and Vice President for Academic Affairs
schecks@wou.edu

Enclosure: 2015-2016 annual report on Willamette Promise

Board of Trustees, January 25, 2017

Vice President for Student Affairs Report

Passing of Student Body President

As you all are aware, Alma Pacheco, ASWOU Student Body President, passed away unexpectedly on December 9. Alma was a recognized leader on our campus and will be greatly missed. January 17, the University held a celebration of life for her on campus which was well attended. The University will plant a living tree recognizing Alma's contributions to campus.

I was traveling out of the country when Alma passed, but many of my staff along with others from across campus stepped up to work with Alma's family, roommates, and friends. We have a great staff at WOU and I thank all of those individuals who stepped up in a very difficult situation.

Budget Process

We are in the process of developing budgets and possible cost and fee increases for the 2017-2018 academic year. University Housing and Campus Dining are working on budgets for FY18. Budgets are presented to the Housing and Dining Advisory Committee and the Residence Hall Association for feedback prior to submitting to the University. University Housing and Campus Dining are not anticipating needing to increase their operational budgets more than 5%.

The Student Health and Counseling Center is also working to determine how much the Student Health Fee may have to increase for next year. In all likelihood, the Health Fee will not increase more than 3%.

The Incidental Fee Committee has also started its process to determine the fee for students next year. To maintain current services, the Committee would need to increase the fee by \$10 per student per term, an increase of 3%. The Committee will meet throughout the remainder of winter term to determine the fee for next year.

Service Learning Trips

I had the good fortune to travel with eight of our students to Villa Soleada, Honduras over a portion of winter break. We partnered with a Non-Governmental Organization called Students Helping Honduras. This organization was started by a U.S. student some 10 years ago who set a goal of building 100 schools in Honduras. He now has changed his goal to build 1,000 schools in Honduras and has been completing about 10 schools a year for the last three years.

Our team worked on four different schools during our 12 days. Most of our work involved mixing concrete to be used as mortar for the concrete block construction or for use as flooring or footings. We also moved several tons of sand to fill the base for the floors. Our team also spent a day digging a trench for the footing of a sidewalk and

spent a day painting a completed school. When we were not working, our team was interacting with kids and families in the local village. We spent two afternoons tutoring students in the local school. Our students were comprised of first-generation, Latino students. All of our students were fluent in Spanish which provided a rich experience interacting with kids, families and locals.

We had a second group of nine students travel to La Carpio, Costa Rica to work at a child care center organized by Maximo Nivel. They spent their days teaching older students English and playing games and engaging in activities with younger students. Most of the work involved teaching English to these students. This team also had the opportunity to go to the beach on one day and enjoy the culture of the country. This WOU group was a mix of first-generation, underrepresented students, and majority students. Out of the 17 students who participated in these trips, only one was male and led this trip. Getting men to participate in service and leadership continues to be a challenge.

Students who participate in these trips are responsible for all costs and spend a tremendous amount of time fundraising for costs related to their trips.

Student Health and Counseling Center Construction Update

Construction on the Student Health and Counseling Center continues to stay on schedule. As you may have noticed on your drive in, the two story shell is up, the roof is on, interior framing is complete, and we are working on drying out the building. Windows will be going in and brickwork will be starting soon.

Expansion of Voyager Program

After learning about struggles reservists experience from not receiving similar benefits compared to full-time military personnel, President Fuller along with Andrew Holbert, Veteran's Center Coordinator, and David McDonald, Associate Provost, worked to increase funding through the Voyager Award Program for these reservists. Andrew has had positive feedback from this effort including calls from the students involved in the article and interviews from the media such as KATU news.

Deferred Action for Childhood Arrivals (DACA) Students

Since the election in November, there has been general fear and concern among our DACA students. Students fear they will be deported by the new US President. I along with many of my staff and other WOU staff attended a DACA club meeting and have continued to meet and work with DACA students. President Fuller sent notice to the campus community at the end of November informing the campus what WOU would do with respect to immigration laws and re-emphasizing WOU's commitment to diversity. While the concern seems to have eased some, this issue is still heavily on the minds of our students and I'm sure will grow as we move forward with a new US President.

Activities

1. MLK Jr Celebration

We recently completed Martin Luther King Jr Celebration activities. Monday, students and staff spent the afternoon working at the Marion-Polk Food Share Community Garden. Tuesday, representatives from the Monmouth Police Department, Independence Police Department, Campus Public Safety, WOU student body and WOU staff participated in Community – Police panel dialogue. The event was well attended and provided good conversation on the topic. On Wednesday, Lasana Omar Hotep served as the featured speaker for the week. He currently serves as Dean of Student Equity and Support programs at Skyline College. He regularly speaks to audiences around the country on cultural identity and educational equity.

2. Tree Lighting

WOU's annual tree lighting drew hundreds of people from campus and the Monmouth-Independence community. Santa arrived as expected on the fire truck and the lights on the giant sequoia came on as planned. Other events continued in the Werner University Center including local school choirs performing in the Pacific Room and crafts and activities for kids.

Guidelines for the Preparation of Year One Self-Evaluation Reports

(Revised 4/10/14)

Structure and Contents

1. Title page to include:
 - a) Title of Self-Evaluation Report
 - b) Name of Institution
 - c) Date Submitted
2. Table of Contents
3. Institutional Overview [Two (2) pages maximum]
4. Preface
 - a) Brief update on institutional changes since the institution's last report
 - b) Response to topics previously requested by the Commission (i.e., Addenda)
5. Mission, Core Themes, and Expectations
 - a) Executive Summary of Eligibility Requirements 2 and 3
 - b) Standard 1.A *Mission* to include [Three (3) pages maximum]:
 - Institution's mission statement
 - Interpretation of mission fulfillment
 - Articulation of an acceptable threshold, extent, or degree of mission fulfillment
 - c) Standard 1.B *Core Themes* to include:
One Section for each Core Theme [Three (3) pages maximum per Core Theme]:
 - Title of the Core Theme
 - Brief description of the Core Theme
 - Objectives to be achieved via the Core Theme
 - Indicators of achievement of the respective Core Theme objectives
 - Rationale for the selection of the respective indicators of achievement—why they are assessable and meaningful measures of achievement of the associated Core Theme objectives.
6. Conclusion [One (1) page maximum]

Report Layout

1. Use letter size portrait orientation (8½" wide by 11" high) with 1" margins on all sides.
2. Use 11- or 12-point type face for the body of the report. Larger fonts may be used for major headings which should be in bold print face and double spaced from the text. Do not use script or italic as the primary font.
3. Number all pages (except Title page and Table of Contents page).
4. Single space text in the body of the report.

Print Version

1. Except for the front and back covers of bound reports, use **WHITE** 20 pound paper.
2. Other than the Title Page and Table of Contents page, print on **BOTH SIDES** of the paper.
3. Staple the report in the upper left corner

Submitted to Northwest Commission on Colleges and Universities

Western Oregon University

February 28, 2017

TITLE PAGE HERE

DRAFT 1-16-2017

Table of Contents

Title Page.....

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Mission, Core Themes, and Expectations.....

 Executive Summary of Eligibility Requirements 2 and 3.....

 Standard 1.A Mission.....

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 Core Theme 1.....

 Core Theme 2.....

 Core Theme 3.....

Conclusion.....

Appendices.....(Numbering to be adjusted).....

 A. Board of Trustees (use photo chart).....

 B. University Organizational Chart.....(9-2016 version)

 C. Higher Education Coordinating Commission, 2016 University Evaluation.....

 D. 2017-2023 WOU Strategic Plan [Title of Plan to be added].....

 E. Rubric for Planning Assessment.....

DRAFT 1-16-2017

DRAFT 1-16-2017

Institutional Overview

Western Oregon University (WOU) is an Oregon public, liberal arts institution located approximately 15 miles from the state capitol of Salem, Oregon. The University is governed by a 15-member [Board of Trustees](#)¹ (Appendix A) which includes the President of the University, Dr. Rex Fuller, as an ex officio, non-voting member. For an overview of all senior leadership, please see the university [organizational chart](#)² (Appendix B).

The Higher Education Coordinating Commission (HECC) articulates these key objectives for Oregon's public universities. State appropriations funding is then tied to performance levels, as described in the 2016 University Evaluation for Western Oregon University (Appendix C):

“...student success as measured by degree completion; access and affordability as measured by equity across socioeconomic, racial/ethnic and regional (urban/rural) groups; academic quality and research; financial sustainability, and continued collaboration across universities in support of the State's mission for higher education” (Page 3).

Programs and Degrees

WOU offers undergraduate and graduate [degree programs](#)³ in addition to graduate certificates and the associate degree linked to specific transfer degree completion programs in collaboration with several international university partners. At the undergraduate level, WOU offers the Bachelor of Art, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science, and Applied Baccalaureate degrees. There are 37 majors, with an additional 30 'concentration' programs of study within those majors. Most majors also have an associated minor option. Additionally, the Education major has 7 major areas for teaching or professional preparation, and 21 subject specializations for teacher preparation at the elementary, middle, and high school levels.

Graduate degree [programs](#)⁴ include the Master of Music in Contemporary Music, Master of Arts in Teaching, Master of Arts in Criminal Justice, Master of Arts in Interpreting Studies, Master of Science in Rehabilitation and Mental Health Counseling, Master of Science in Management and Information Systems, Master of Science in Deaf and Hard of Hearing Education and the Master of Science in Education. This last degree also allows students to more intensely specialize in information technology or special education.

Individual programs at WOU are accredited by the following organizations:

- National Council for Accreditation of Teacher Education (to migrate to Council for the Accreditation of Educator Preparation (CAEP)
- Council on Rehabilitation Education (CORE)
- Commission on Collegiate Interpreter Education (CCIE)
- National Association of Schools of Music (NASM)

¹ Board of Trustees: <http://www.wou.edu/board/>

² Organizational Chart: http://www.wou.edu/president/files/2016/09/WOU_Organizational_Chart-1.pdf

³ Degree programs: <http://www.wou.edu/resources/student-resources/academics/>

⁴ Graduate degree programs: <http://www.wou.edu/graduate/>

In addition, the University is in compliance with the Oregon Teacher Standards and Practices Commission (TSPC), which holds authority to approve teacher preparation programs offered by Oregon higher education institutions.

Students

WOU's students are primarily Oregonians (78.2%), enrolled fulltime, with nearly 44% receiving Pell Grants. Additionally, HECC reports that WOU's fall 2016 number of enrolled underrepresented minority students is the largest percentage of any Oregon public university (2016, HECC, pg. 10). In that term, WOU's students included 705 Hispanic undergraduate students and 145 Native Hawaiian & Pacific Islanders, an increase of 25% and 20.8% respectively from the prior year. WOU's four-year graduation rate for the 2009 first-time, full-time freshman cohort was 25.6% and the six-year graduation rate for that same cohort was 50.4%.

Faculty

WOU has 400 instructional faculty; 164 tenured or tenure-track faculty, 127 full-time and 109 part-time non-tenure track faculty positions⁵. Within the full-time⁶ instructional faculty, 69.8% hold a terminal degree (doctorate or terminal masters), 27.1% hold a master's degree that is not a terminal degree and 3% hold a bachelor's degree. Within the part-time instructional faculty, 14.7% hold a terminal degree, 79% hold a master's degree that is not a terminal degree and 6.3% hold a bachelor's degree. Additionally, there are 53 full-time and 7 part-time research faculty.

The 2015-2017 [collective bargaining agreement](#)⁷ with WOUFT, the faculty union, requires a terminal degree for rank of professor, associate professor, or assistant professor; a master's degree is required for the position of a non-tenure track instructor. The rank of lecturer is the only instructional role for which a bachelor's degree is adequate.

Women comprise 56% of faculty across all ranks; 17.3% of faculty identify as members of minority groups. ***For fall 2015, the student-to-faculty ratio⁸ is 15 to 1, based on 4,703 students. [CHECK # and source for 2016]***

⁵ IPEDS 2016-17 (SPECIFY REPORT)

⁶ Full time is defined as working at equal to or over .5 full-time equivalent (FTE); part time is less than .5 FTE.

⁷ Agreement: http://www.wou.edu/hr/files/2016/03/WOUFT_CBA_2015-2017.pdf

⁸ Ratio is calculated as the total full-time students plus one-third of part-time students to full-time faculty plus one-third part-time faculty.

PREFACE

Update since Year 7 Report in April 2016

Effective September 2016, Dr. Sue Monahan, former dean of the College of Liberal Arts and Sciences moved to the position of Associate Provost for Academic Effectiveness. In this new role, Dr. Monahan builds on her work with the Assessment Facilitation Steering Committee and university faculty to create and nurture a university-wide system of alignment and assessment for curriculum. This change will enable WOU to meet NWCCU-mandated benchmarks for student learning outcomes and to support academic programs as they develop processes to ensure ongoing adaptation to the evolving needs of our students.

The addition of the position of Director of Institutional Research and Effectiveness is planned and the national search opened late December, 2016. **(UPDATE CLOSER TO DUE DATE.)** This position will add critically-needed capacity for deeper analyses of institutional data for better decision-making, and contribute to creating a more-informed process for setting targets for mission fulfillment.

Finally, the institutional strategic planning process that commenced April 2016 (as reported in the 2016 Year Seven Report) concluded mid-January, one month before this report was to be submitted. The [2017-2023 Strategic Plan](#)⁹ (Appendix D) established a new mission, as well as statement of vision, values, purpose, and institutional priorities for the university. This plan was developed through the work of a 25-member committee composed of faculty, staff, students, Board of Trustee members and community representatives co-chaired by President Rex Fuller and immediate-past Faculty Senate President Dr. Laurie Burton. It was approved by the Board of Trustees on January 25, 2017.

Response to Topics requested by the Commission

a. Response to Spring 2016, Year Seven- Recommendation 1

The newly approved 2017-2023 Strategic Plan conveys a new mission statement that explicitly articulates WOU's intent to provide for "transformative education" and "student success". A transformative education requires academic excellence, and student success requires that students complete their degree programs. Consequently, the institution's leadership has also identified the first two Institutional Priorities as its Core Themes (Academic Excellence and Student Success) for NWCCU accreditation. The last three Institutional Priorities are operational imperatives (Community Engagement, Accountability, Sustainability and Stewardship) in that they help define how WOU and its members will conduct the institution's affairs. This moves components that were less central to WOU's purpose in WOU's last mission statement to a subordinate position and allows for greater emphasis on components of WOU's academic purpose. Altogether, these changes clarify the mission and provide better direction to assess mission fulfillment.

b. Response to Spring 2016, Year Seven- Recommendations 2 and 3

There have been substantial efforts and improved outcomes related to mission fulfillment and expectations as defined in the first objective under the new Core Theme 2: Academic Excellence. First, it is now an institutional priority to build campus-wide commitment to the premise that design of WOU's degree programs are integral to student success, and that there must be alignment between

⁹ Strategic Plan: <http://www.wou.edu/planning/>

stated program outcomes and program curriculum to ensure that students have the opportunity to gain the knowledge and skills expected of graduates. Consequently, academic effectiveness must be grounded in assessing student learning across all courses, programs, and degrees.

As described earlier, Dr. Sue Monahan as Associate Provost for Academic Effectiveness is leading the charge to build WOU faculty capacity to effectively set meaningful, assessable and verifiable learning outcomes at the course, program and institutional level. Additionally, she is leading efforts to define and establish policies, enable an online, centralized repository and ensure effective intra-institutional communication of assessment plans and results.

Review, revision and/or confirmation of program learning outcomes for all programs was completed in December 2016. The target date for submission of all undergraduate general education course goals and alignment was December 31, 2016 with [85% submitted](#)¹⁰ by mid-January. (*Finalize % in Feb*). By March 31, 2017 faculty are expected to provide information on course goals and their alignments with program outcomes and university learning outcomes for all courses at WOU. By June 2017, this information will be available for use in five distinct ways: (1) it will populate the university's curricular review system, strengthening collective faculty ownership of curriculum, (2) it will be used to organize university-wide assessment of undergraduate and graduate learning outcomes, (3) it will be used to inform curricular maps for all programs including undergraduate general education, (4) it will be published on a website, strengthening the transparency of our courses and curriculum, and (5) it will be used annually to update and/or generate template electronic syllabi for distribution to programs, to ensure consistency in core course elements (i.e., course goals) across instructors and/or terms.

Work accomplished to date can be seen at the [academic effectiveness website](#)¹¹. A detailed report on this work will be included in the fall 2017 Ad Hoc Report as requested by the Commission in its letter of June 14, 2016.

Progress on defining mission fulfillment on objectives under Core Theme 1 and remainder of the objectives under Core Theme 2 has been modest, but meaningful. Preparation for this Year 1 Report was constrained by uncertainty arising from changing details in the strategic plan. The simultaneous timeline of the strategic plan and the Year 1 Report complicated efforts to closely link the latter to the former, and efforts to vet details related to mission fulfillment with campus-wide constituents would have been challenged by that disconnect. (For example, the Board of Trustees reviewed and approved the final version of the strategic plan at the same January meeting at which it first reviewed and commented on this report to NWCCU.)

Consequently, in an effort to maintain momentum toward improving institutional systems and meeting reporting requirements for NWCCU, the Academic Affairs leadership team made several strategic decisions:

- 1) To prioritize and begin action on the needed curriculum assessment structures, described at the start of this section.
- 2) To prioritize and emphasize attributes of *student success* and *academic excellence* (as they came to be named as core themes) within the Year 1 Report, based on the strong identification of campus members to those as core values, the articulation of those as central to WOU's purpose for many years, and validation from members of the strategic planning committee.

¹⁰ Find chart at <http://www.wou.edu/cai/files/2017/01/How-is-my-program-doing-Gen-Ed-Goals.pdf>

¹¹ Academic Effectiveness website: <http://www.wou.edu/cai/initiatives/assessment/>

- 3) To establish an initial mission fulfillment matrix that articulated objectives, indicators, and evidence related to basic academic and co-curricular indicators and measures.

At this point, the strategic planning committee intends *(rewrite after Feb 3 Strategic Planning Committee meeting)* to define implementation strategies and next steps in key areas (i.e., budget and resource planning, technology) at its February 3, 2017 meeting. Building upon those decisions, academic leadership expects to engage with key parties as well as shared governance bodies (i.e., Faculty Senate, Staff Senate and the Associated Students of WOU) for discussion of the initial mission fulfillment matrix with a goal of adding needed indicators or measures, defining evidence, clarifying target goals and possibly expanding coverage, including a potential third core theme. Thus, a comprehensive matrix, although delayed, will be thoroughly vetted with campus constituents and submitted as part of the Fall 2017 Ad Hoc Report to enable WOU to meet the spirit and letter of Recommendations 2 and 3, and meet the two-year deadline as required U.S. Department of Education 34 CFR 602.20.

Finally, discussions have already begun on the requirements outlined in Recommendations 4, 6, and 7 of the Commission's findings and progress will be reported in detail in the fall 2017 Ad Hoc Report as requested in the Commission's letter of June 14, 2016. For example, the strategic planning committee's agenda for its February 3, 2017 meeting, intended to initiate implementation strategies in critical areas (i.e., budget and resource planning, technology) and the inclusion herein of assessment of planning as a measure of mission fulfillment (described in detail in Appendix E) are critical first steps to meeting requirements under Recommendations 5, 6, and 7.

DRAFT

ELIGIBILITY REQUIREMENTS 2 and 3

Eligibility Requirement 2. Authority

The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

Western Oregon University was originally authorized to offer associate, baccalaureate and masters degrees by Oregon Revised Statute 352.355; until June 30, 2015, oversight authority was held by Oregon State Board of Higher Education and the Oregon University System. This changed with the enactment of Senate Bill 80; changes are summarized in the Oregon State Bar's [summary of 2015 legislation](#)¹²:

"SB 80 abolished the Oregon University System and the State Board of Higher Education. The board's duties, powers, functions, and lawfully incurred rights and obligations pertaining to a university with a governing board are transferred to and vested in the university's governing board. Any administrative rules and policies adopted by the board continue in effect until superseded or repealed by the standards or policies of a university or its governing board."

Oregon State Bar, 2015 Oregon Legislation Highlights, pages 1-19.

Subsequently, the Board of Trustees of Western Oregon University was formed. [Bylaws](#)¹³ establish the Board's authority to govern the university and the [Board Statement on Delegation of Authority](#)¹⁴ (Section 1.7 Academic Affairs) provides information concerning the academic authority held by the Board:

1.7.1 The Board has the authority to establish, eliminate, control or substantially reorganize academic programs and units of operation. Any significant change in the University's academic programs as defined by the Higher Education Coordinating Commission must be approved by the Board prior to submission to the Commission. The Board confers academic degrees, certificates and other forms of recognition upon the recommendation of the faculty. Such academic degrees, certificates and other forms of recognition are granted in the name of the Board of Trustees of Western Oregon University and are executed by the Board Chair and the University President. The Board shall have the exclusive authority to approve honorary degrees.

1.7.2 The Board delegates to the President and the professors ("the faculty" as defined in ORS 352.146) authority relating to: (a) academic standards relating to admission to study at the University; (b) curriculum, curricular materials, method of instruction, grading, credits, and academic standards of the University; and (c) standards of student competence in a discipline.

¹² Summary of 2015 legislation: https://www.osbar.org/_docs/lawimprove/2015LegislationHighlights.pdf

¹³ WOU Board of Trustees Bylaws: http://www.wou.edu/board/files/2014/10/WOU_Bylaws1.pdf

¹⁴ http://www.wou.edu/board/files/2014/10/Board_Statement_on_Delegation_of_Authority.pdf

Eligibility Requirement 3. Mission and Core Themes

The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

The institutional strategic planning process that commenced in April 2016 (and was first reported in the 2016 Year Seven Report) concluded in January 2017 with its adoption by the Board of Trustees at its January 25, 2017 Board meeting. The newly-adopted mission and core themes have been forwarded to the Higher Education Coordinating Commission for formal recognition at the state level. After receiving that approval, the university will communicate this change throughout the campus community, alumni and local community.

Substantially all of the University's resources support its educational mission, as demonstrated by the percentage of total 2015-2016 general fund expenditures used for instruction, research and public service (Eric to insert %; Use data ending 12/31/2016?) and academic or student support services and financial aid (need %). Together, these expenditures account for nearly XX% of the total. The balance of expenditures includes administration, expenses for shared services among the public universities and physical plant. Detailed financial report can be found on the [Office of Finance and Administration website](#)¹⁵.

¹⁵ Office of Finance and Administration: <http://www.wou.edu/financeandadministration/documents/>

STANDARD 1.A MISSION

1.A.1. Mission: *The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.*

Western Oregon University's 25-member Strategic Planning Committee defined the institution's mission with discussion and input from the campus and local community over a 10-month planning process. This mission statement (below) was subsequently approved by the WOU Board of Trustees at its January 25, 2017 board meeting. In accordance with state statutes, the mission was then submitted to the Oregon Higher Education Coordinating Commission for review; approval is expected in spring 2017. *(REX/ RYAN: any further detail on next steps with HECC?)*

Western Oregon University creates lasting opportunities for student success through transformative education and personalized support. (version 1-10-2017)

The mission articulates a purpose appropriate for an institution of higher learning, particularly for a public, teaching-oriented institution in Oregon. The mission gives direction for WOU's efforts to advance student success, aspire to standards of academic excellence in all programs, and through community engagement, enhance access to and support for experiential learning and co-curricular activities.

1.A.2. Mission: *The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.*

Mission fulfillment is defined appropriately for WOU's purpose as a public, liberal arts institution of higher education. WOU prioritizes teaching and being student-centered; accordingly, it is characterized by smaller class sizes, courses taught by faculty rather than teaching assistants, and a student to faculty ratio less than 20 to 1, that enables frequent and meaningful faculty-student interactions. WOU's expectations of its programs are that students complete their degree programs in a timely manner. Altogether, WOU's purpose, characteristics and expectations give rise to its definition of mission fulfillment.

Performance on institutional objectives are evaluated based on two parts: outcomes along stated measures under Core Theme objectives, and an assessment of the *planning processes* that are enacted to achieve those outcomes. Thus, mission fulfillment is also tied to the institution's development of organizational capacity to effectively plan, implement, evaluate, communicate results, and integrate those results into subsequent decision-making, planning, and budgeting. (Details are included under Appendix E: Rubric for Planning Assessment)

WOU intends that a 'minimally acceptable' outcome for Objectives' measures for year two (and subsequent years) of the seven-year accreditation cycle is an outcome which maintains performance on par with the prior year's performance, assuming the measure is quantitatively based. For an assessment of 'satisfactory performance', performance must make progress toward the stipulated target goal. A 'minimally acceptable' outcome for assessment of planning processes for year two is achieving any level above Level I. For 'satisfactory performance', planning processes must be assessed at Level III or IV.

For those Objectives' measures that are not quantitative, but instead, dependent on provision of an internal report, or other documentation, WOU intends that a 'minimally acceptable' outcome for Objectives' measures for year two (and subsequent years) of the seven-year accreditation cycle is one in which the President's Cabinet reviews the documentation and by a majority vote, rates it as minimally acceptable. If the majority vote is not achieved, then performance is designated as less than acceptable. If performance is perceived to be stronger, than the rating of 'satisfactory performance', may be assigned based on the Cabinet's unanimous vote that substantial progress has been made toward the stated goal. Therefore, WOU has defined mission fulfillment and articulated a structure for core themes and outcomes that enables assessment of achievement relative to mission fulfillment.

Additionally, it is intended that the President's Cabinet will receive, minimally, an annual update on plans and institutional progress toward stated goals. Communication of progress reports through multiple channels will convey updates to the campus constituency.

STANDARD 1.B CORE THEMES

1.B.1 Core Themes: The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

Five institutional priorities were articulated within the 2017-2023 Strategic Plan; the first two are explicitly stated in the mission statement and therefore have been identified as the core themes by which to focus efforts on mission fulfillment. The remaining three priorities (Community Engagement; Accountability; Sustainability and Stewardship) will help to guide operational practices. The two core themes are:

1. Student Success: To promote student success, learning, and graduation through personalized support in a student-centered learning community.

2. Academic Excellence: To promote academic excellence in an engaged student-centered learning community.

Individually, these are specifically stated in the mission statement; this implicitly defines them as essential elements. Collectively, they illuminate the mission's intent that WOU is first and foremost focused on academic program quality, student learning and students' successful graduation. Although WOU, as a public university, may also be expected to serve the public good (e.g., community outreach or partnerships), those activities are not represented in core themes since they are not essential to mission, not part of performance evaluations by the Higher Education Coordinating Commission and not considered critical for determining state appropriations funding.

1.B.2. Core Themes: The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

CORE THEME 1: Student Success

Promote student success, learning, and graduation through personalized support in a student-centered learning community.

To promote student success, curriculum must be accessible to the full range of potential students in our region, which will require delivery modes beyond the traditional on-campus, 8am-5pm course offerings. Furthermore, time to degree is a critical variable for accessibility since extended time leads to increased cost to student. Thus, the curriculum should be attainable in 180 credits/four years which requires that degree programs (including majors, general education, and other university requirements) are designed so that students may have a reasonable expectation of completing their degree in a timely manner.

WOU must also improve factors that impact student progress, including transfer articulations with community colleges, program design and required total credits, university requirements, and students' timely completion of critical foundational coursework. Working to improve the quality and efficiency of these inputs is intended to lead to improvements in goals critical to mission fulfillment: students graduate at a higher rate, with fewer excess credits in a shorter time frame, controlling for other student characteristics.

Finally, WOU must prioritize supportive structures and personalized service and do so in a way that *anticipates* obstacles our students may face in navigating unfamiliar institutional systems. Many of our students and potential students, are 'New Majority' (i.e., first-generation, low-income or immigrant students). Such students bring strengths and value to the institution, but they may not have the social and cultural capital (e.g., knowledge of institutional systems, mentorship from friends and family with familiarity with the complexities of higher education) needed to navigate our specific programs, processes and structures. To fulfill our mission of student success, it is incumbent upon our university to design transparent and student-friendly systems, and foster relationships with students that allow us to proactively guide them towards important services (e.g., advising services) and opportunities (e.g., internships, co-curricular programs, leadership opportunities).

Altogether then, the indicators are meaningful, the stipulated measures (direct and indirect) are assessable, and all evidence is able to be verifiable by internal and external reviewers.

The following chart (**CHART XX**) conveys the objectives, measures, and evidence that will be used to assess achievement and progress toward mission fulfillment. The chart also articulates goal target, along with the minimum performance threshold that is acceptable, as well as what would qualify as satisfactory level of performance relative to the target goal. In addition, for each measure, the chart includes the two columns that indicate the current and targeted goal levels for Planning Assessment. This allows the institution to convey not only the performance on the outcomes for the specific core theme measure (e.g., graduation rate), but the planning processes that are intended to support performance on the measure.

CORE THEME 1: Student Success

Objective	Indicator	Measure	Evidence *FTFTFR = first time, fulltime freshman	Minimum Threshold performance	Satisfactory performance	Target Goal	Planning Assessment Current	Planning Assessment - Goal
A. Empowers students to succeed academically through its <i>accessible curriculum</i> and <i>attainable programs</i> .	1. Curriculum is offered across multiple delivery pathways.	Flexible format course offerings (i.e., online, hybrid, evenings or weekends)	Percentage of programs which are able to be served by flexible LACC curriculum (Gen Ed).			Positive slope over 7 years using annual average	Level I	Level III
		Percentage of fully enrolled students, by term	% of UG enrolled in 15 credits; % of Grad students enrolled in 9 credits			Positive slope over 7 years using annual average	Level I	Level III
	2. Programs are offered which can be completed in a timely and efficient manner.	Graduation Rates	5 year graduation rate for students: UG, Grad, First-time freshmen, Transfer	Increase by 2%	Continued 2% increase/yr	Slope to 110% comparator group* average	Level I	Level III
		Total Credits at Graduation	Average total credits for students: UG, First-time freshmen, transfer	Not higher than 2016 average number	% graduating under 200 units	Negative Slope to 180	Level I	Level III
		Community College Articulation and/ or Degree Pathways	% of programs with articulated "90+90" pathways with 5 targeted community colleges	Add 2 community college articulations/yr	Increase in number of programs articulated with each CC	Positive slope relative to targeted CC list	Level I	Level III
		Number of Program Credits Required (Undergraduate)	% of Undergraduate programs that can be met within 180 credits			Slope to 100%	Level I	Level III
		Timely completion of requisite general education Math and Writing requirements (UG)	% of FTFTFR completing math and writing requirements by end of sophomore year		90% of students complete	100% of students complete	Level I	Level III

* The comparator group are 10 universities matched to WOU's characteristics using IPEDS data.

CORE THEME 1: Student Success (Continued from prior page.)

Objective	Indicator	Measure	Evidence	Minimum Threshold performance	Satisfactory performance	Target Goals Completion by	Planning Assessment-Current	Planning Assessment-Goal
B. WOU's supportive structures and personalized service support students in their educational endeavors.	1. WOU's supportive environment facilitates student persistence and success.	Retention Rate	5 Year Average: UG, Grad, Transfer, FTFTFR*			Slope to 110% of comparator group**	Level I	Level III
		NSSE – Advising Component	Responses on NSSE advising scale			Slope to 110% of comparator group**	Level I	Level III
		Graduation rate of underrepresented students (HECC priorities)	Graduation Rate of under-represented minority, veterans, rural, or economically disadvantaged			Positive 5yr trend		Level III
	2. WOU provides personalized service to its students.	NSSE: Engagement	Responses to NSSE engagement scale (Q 3, 13, 14).	Performance at current NSSE rating	Improvement over past measure	Slope to 110% of comparator group**	Level I	Level III
Student –Faculty Ratio		Student-Faculty ratio, using IPEDS definition			Maintain ratio no higher than 25:1	Level IV	Level IV	

* FTFTFR: First-time, full-time freshmen

** The comparator group are 10 universities matched to WOU's characteristics using IPEDS data.

CORE THEME 2:

Promote academic excellence in an engaged, student-centered learning community.

WOU's degree programs are integral to providing an educational experience leading to student success. Academic effectiveness focuses on assessing student learning in across all courses, programs, and university requirements. Achieving alignment between stated program outcomes and program curriculum ensures that students have the opportunity to gain the knowledge and skills expected of graduates.

The simple graphic below communicates the meaning and value of alignment:



These components are defined as:

Align: We coordinate our teaching efforts

Assess: We study learning as a community of scholars

Evolve: We use what we learn to improve

Shine: We celebrate our successes

Core Theme 2's objectives focus on the outcomes of the process: the demonstration of alignment as well as a reiterative regular review process. The first ensures a "purposeful learning experience" and the second enables "programs that are responsive to the evolving needs of students".

All indicators related to the first objective are dichotomous; the assessment task has been completed or it has not and action is designed to be tracked with progress noted on the Academic Effectiveness [website](#). Therefore, the indicators are meaningful, the stipulated measures (direct and indirect) are assessable, and all evidence is able to be verifiable by internal and external reviewers.

The remainder of the objectives speak to WOU's emphasis on "transformative education", the creation of which is possible through opportunities for students to participate in high-impact practices within courses or in co-curricular opportunities. Additionally, faculty excellence is linked to the student educational experience, and thus, measures that demonstrate outstanding teaching and scholarship are meaningful to assess institutional mission fulfillment. They are assessable, using direct and indirect means, and able to be verifiable by internal or external reviewers.

The following chart (**CHART XX**) conveys the objectives, measures, evidence and goal target that will be used to assess progress toward mission fulfillment. In addition, for each measure, the chart includes the two columns that indicate the current and targeted goal levels for Planning Assessment. This allows the institution to convey not only the performance on the outcomes for the specific core theme measure (e.g., graduation rate), but the planning processes that are intended to support performance on the measure.

CORE THEME 2: Academic Excellence

Objective	Indicator	Measure	Evidence	Minimum Threshold performance	Satisfactory performance	Target Goals	Planning Assessment- Current 1/ 17	Planning Assessment - Goal Jan 2018
C. Aligned and responsive academic practices provide a purposeful learning experience for students.	1. Alignment is demonstrated across course learning outcomes (goals), program learning outcomes, and university learning outcomes.	Verification of curricular and co-curricular alignment plan, process, schedule and demonstrated alignment.	Process for academic program and co-curricular alignment, published online		Alignments with program outcomes and university learning outcomes for all course goals for 100% courses published online	Full alignment X% of alignment reviewed annually	Level I	Level III
	2. Academic and co-curricular programs are responsive to the evolving needs of our students	Verification of data-driven curricular change	Documentation of practices and professional development to enable valid, data-driven curricula evaluations		Inventory of curricular changes (and explanation of data & analyses) resulting from assessment efforts; accessible online	Full alignment X% of curriculum reviewed annually, based on rotating schedule	Level I	Level III
		Evidence of ongoing undergraduate, graduate, program and co-curricular assessment.	Schedule of expected assessments published online		Completion of timely assessment according to schedule; at least X % of academic units participate	X% of curriculum reviewed annually, based on rotating schedule	Level 1	Level III

CORE THEME 2: Academic Excellence (Continued from prior page)

Objective	Indicator	Measure	Evidence	Minimum Threshold performance	Satisfactory performance	Target Goals	Planning Assessment-Current	Planning Assessment-Goal
D. WOU fosters a culture and climate of curiosity, critical inquiry, and scholarship.	1. Championing outstanding teaching, research, and scholarship	NSSE Engagement Survey	Comparison of student responses to peer group	Maintain current level		Trend comparison to peers over X time Vs. Slope to 110% of Peers	Level I	Level III
		Grants received for Instruction or Scholarship	Number and value of grants received	Maintain current level of grant activity		To be decided	Level I	Level III
		Faculty and Staff Research and Publication	Inventory of faculty/staff peer-reviewed publications, creative work, and products from professional development fund, and sabbatical accomplishments	Maintain current level of professional activity		Updated Report	Level I	Level III
		Graduate or professional school matriculation of students	Numbers of WOU graduates in postgraduate programs	Maintain current level of post-graduate enrollment		To be decided	Level I	Level III
	2. Student engagement in high impact-learning	Prevalence of student-faculty research collaborations	Student responses to NSSE question related to student/faculty research	Maintain current % level of engagement		Slope to 110% of comparator group	Level I	Level III
		Student engagement in high impact practices	Student Responses to NSSE HIP survey (Q11 and 12)	Maintain current % level of engagement		Slope to 110% of comparator group	Level I	Level III
		Availability of high impact opportunities	Inventory by program of practices, & percent of participants	Maintain current level of opportunities	Opportunities available in all programs	Updated Report	Level I	Level III

Objective	Indicator	Measure	Evidence	Minimum Threshold performance	Satisfactory performance on Mission Fulfillment	Target Goals:	Planning Assessment-Current	Planning Assessment-Goal
	3. Students engage with peers from a diversity of cultures, worldviews, or thought.	NSSE Question/Scale: Interactions with others unlike self.	Responses to NSSE questions.	Performance maintained at most recent level		Positive trend	Level I	Level III

DRAFT 1-16-2017

Conclusion

Since the Year-7 report was filed with the NWCCU in March 2017, the Western Oregon University community has undergone a focused, intensive engagement in examining the University mission through the strategic planning process. Significant public discussion among multiple constituencies has taken place on setting the course for the University's future mission and the strategic and tactical means by which that mission is pursued. We believe the mission and core themes adopted by the University's Board of Trustees in January 2017 best focus the University for the future. Further, the institution's response to the Commission's recommendations from the Year 7 review demonstrates that the institution's leadership is committing significant resources to give concerted attention to the processes for tracking mission fulfillment that will ensure our accountability and responsiveness to our constituencies. More in-depth update on the various steps taken since our Year 7 review will be forthcoming in our fall 2017 Ad Hoc Report.

DRAFT 1-16-2017

APPENDICES PLACED HERE...

Placeholder: APPENDIX D: Rubric for assessing planning processes

In addition to assessment of core theme-related success, WOU must also establish a means to assess planning activities, in addition to assessing key indicators. This leads to a rubric that enables institutional members to evaluate performance of the internal assessment planning progress, and ensures that WOU is more systematic in its planning processes. For example, it will be clearer how WOU is progressing on achieving better planning processes under an 'objective' as well as achieving the target 'indicator' under that objective (e.g., graduation rate).

Planning Rubric

The rubric is dependent upon four incrementally-higher levels of performance on planning as described in Chart 1. The levels are meant as a heuristic guide to a holistic evaluation of mission fulfillment rather than as standards to be strictly defined. The levels and content were developed based on insights from a similar rubric intended to evaluate plan progress for assessing academic outcomes, proposed by NWCCU at its Mid-Cycle Evaluation workshop (Seattle, 2016) and include reference to stages of planning, implementation, evidence-based evaluation of outcomes, integration of evaluation into subsequent plan, and communication.

CHART 1: LEVELS OF PERFORMANCE

LEVEL	Characterized by:
I - Initial	No formal plan; no feedback on plan from other constituents; non-specific outcomes; data/evidence not defined specifically, not collected, not reviewed for appropriateness, or not reviewed by others for validity check. No schedule to review data/evidence.
II - Emerging	Relies on intermittent or non-integrated planning; planning not communicated outside department; data/evidence (on outcomes or relevant factors) is appropriately defined and intermittently collected; no evidence of review or discussion for changes needed to planning or budgeting; some attempts at alignment between planning and budgeting
III – Developed	Clear written plan, communicated and adopted by relevant decision-making authority; Intended actions are defined, coordinated, and in progress; Data/evidence (on outcomes or relevant factors) is defined and available to assess outcomes with at least annual feedback to functional department or relevant parties. Alignment between budget and planning occurs informally or intermittently.
IV – Highly Developed	Clear use of planning for multiple years; Data/evidence (on outcomes or relevant factors) is collected and used to inform subsequent planning for achieving targeted goals; performance is communicated to appropriate campus constituents including senior executives and Board of Trustees as appropriate; Evidence of collaborative efforts to improve next cycle performance

The intent is that the levels under the rubric would then serve to assess the implementation of planning functions, which in turn supports mission fulfillment. Chart 2 displays how functional units might translate the score on the rubric to a rating for mission fulfillment.

CHART 2: Translating level of planning assessment to rating on mission fulfillment.

Level of Planning Assessment	Initial Level I	Emerging Level II	Developed Level III	Highly Developed Level IV
Rating for Mission Fulfillment	Unsatisfactory	Year 1- 2 : Somewhat Unsatisfactory Year 3 forward Unsatisfactory	Satisfactory	Excellent

Two scenarios help illustrate how this may be holistically applied to a specific Core Theme and Objective (see Chart 3, below), based on the difficulty of the indicators and the level assigned for planning. In Scenario 1, staff have decided that the majority of ratings will determine the mission fulfillment of planning for that Objective. Results in the chart show that over half of the items rate only at Level 1; therefore, Objective 1.2 receives a Level 1, Unsatisfactory, rating for its overall planning efforts. In Scenario 2, the ratings are equally split between Level II and III. However, since the two items with the higher ratings are complex planning situations involving multiple parties, the staff might rate Objective 1.2 as either Level II or III.

In practice, planning is expected to be ongoing; therefore, the Year 7 Report (2023) is expected to be able to demonstrate progress over the next seven years from this Year 1 Report.

CHART 3: EXAMPLE SCENARIOS

CORE THEME: STUDENT SUCCESS		
Objective 1.2: WOU offers programs that can be completed in a timely and efficient manner.		
Key Indicators	Scenario 1	Scenario 2
Graduation Rate	Level I – Initial	Level II –Emerging
Time to Completion	Level I – Initial	Level II –Emerging
Total Credits at Graduation	Level I – Initial	Level III -Developed
Degree Pathways for CC transfer sources	Level II –Emerging	Level III-Developed

Board of Trustees Strategic Planning Update

Laurie Burton and Rex Fuller, Co-chairs, SPC

January 25, 2017



Western Oregon
UNIVERSITY



Process

Dates	Activities
April 2016	25 person SPC formed, co-chaired by Laurie Burton and Rex Fuller Ginny Lang as facilitator
May 2016	SWOT analysis—SPC worked in teams of five to develop overview and SWOT summary
May 2016	Town Halls with campus regarding SWOT
May 2016	Mission, vision, values and linkage to NWCCU efforts
June 2016	Survey of graduates and faculty
July 2016	Committee deliberation and development strategic initiatives
August 2016	Strategic Plan draft completed



Process (continued)

Dates	Activities
September 2016	Plan review and revisions by SPC
October 5 and 6, 2016	Town Halls with campus regarding SWOT
October 2016	Plan review and revisions by SPC Update and review by Board of Trustees
November 2016	Student Town Hall Community Town Hall Campus Town Hall
December 2016	Development of final draft
January 2017	SPC moves to forward plan to Board of Trustees for final review and action



Mission

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

Vision

To become Oregon's campus of choice for students, faculty and staff who seek a student-centered learning community.



Values

Accessibility

Programs, resources, media, and structures supporting the needs of our community members; affordable cost of attendance; personalized support; welcoming, efficient, and user-friendly systems.

Accountability

Evidence-based decision making, integrity, and ethical transparency.

Collaboration

Effective communication; cooperative exploration, problem solving, and teamwork; shared governance; dialogue.



Values

Community

A trusting, caring, safe environment for the cultivation of peace, civility, and social justice; connections extending beyond the classroom, across campus, and into our local and global communities.

Diversity and Respect

Equity and inclusion; a fundamental basis in human diversity; appreciation for the complexity of the world; strength drawn from our variety of backgrounds, abilities, cultural experiences, identities, knowledge domains, and ways of expression.



Values

Empowerment

Knowledge, skills, pathways, technologies, and resources for all community members to effectively identify and utilize opportunities; student success in degree attainment; critical thinking.

Excellence

High standards for teaching, learning, scholarship, and service; co-curricular activities; advancement of knowledge, analytical skills, creativity, and innovation.

Sustainability and Stewardship

Leadership in service of the public good; action to improve the health of our planet; responsibility for preserving and enhancing the natural, structural, financial, intellectual, and human resources entrusted to us.



Institutional Priorities

- I. Student Success
- II. Academic Excellence
- III. Community Engagement
- IV. Accountability
- V. Sustainability and Stewardship



Action Item

- The SPC unanimously recommends that the Western Oregon University Board of Trustees approve the Strategic Plan.

Western Oregon University Strategic Plan
2017 - 2023

Forward Together: A Strategic Framework



Questions?



Western Oregon UNIVERSITY

Western Oregon University Strategic Plan 2017 - 2023

Forward Together: A Strategic Framework



Table of Contents (draft plan)

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Strategic Plan Committee Members

First Name	Last Name	Unit
Laurie	Burton	Mathematics Faculty
Adry	Clark	Service Learning & Career Development Director
Betty	Crawford	Alumni Board
Paul	Disney	Business Faculty
David	Foster	Psychology Faculty
Rex	Fuller	President
Camila	Gabaldon	Library and Media Services Faculty
Corbin	Garner	ASWOU
Megan	Habermann	Student Engagement Associate Director
Mark	Henkels	Political Science Faculty
Ivan	Hurtado	WOU Board of Trustees
Cec	Koontz	WOU Board of Trustees
Paul	Kyllo	Foundation Board
Melanie	Landon-Hays	Teacher Education Faculty
Randi	Lydum	Athletic Compliance Director
Dave	McDonald	Associate Provost, Enrollment Management
Alma	Pacheco	ASWOU
Peggy	Pederson	Health and Exercise Science Faculty
Adele	Schepige	Teacher Education Faculty
Chris	Solario	Student Enrichment Program Assistant Director
Linda	Stonecipher	Graduate Programs Director
Dan	Tankersley	Art Faculty
Ella	Taylor	The Research Institute Director
Steve	Taylor	Earth and Physical Sciences Faculty
Shelby	Worthing	ASWOU
Ginny	Lang	Facilitator

Mission, Vision, Values and Purpose

Our Mission Western Oregon University creates lasting opportunities for student success through transformative education and personalized support.

Our Vision To become Oregon's campus of choice for students, faculty and staff who seek a student-centered learning community.

Western Oregon University will achieve this vision by:

- Cultivating student success through personalized attention, mentoring and degree attainment.
- Raising awareness of our strengths, successes and contributions to the community through increased public outreach.
- Adapting to the changing world through continuous institutional improvement, evolving pedagogies and expertise, sustained scholarly and creative activities, and delivery of critical and innovative programs.
- Aspiring to standards of excellence in all programs.
- Challenging students, faculty and staff to grow profoundly through inspiring, thought-provoking educational experiences.
- Connecting students with communities through engagement in service, experiential learning, creative problem-solving opportunities and co-curricular collaborations.
- Supporting the inclusion of, respect for, and appreciation of all communities of students, faculty and staff as a defining characteristic of the university.
- Promoting the well-being of students, employees and the environment.

Our Values Our practices are guided by our values:

- Accessibility
Programs, resources, media and structures that support the needs of our community members; affordable cost of attendance; personalized support; welcoming, efficient and user-friendly systems.
- Accountability
Evidence-based decision making, integrity and ethical transparency.

- **Collaboration**
Effective communication; cooperative exploration, problem solving, and teamwork; shared governance; dialogue.
- **Community**
Trustworthy, caring, safe environment for the cultivation of peace, civility and social justice; connections extending beyond the classroom, across campus and into our local and global communities.
- **Diversity and Respect**
Equity and inclusion; a fundamental basis in human diversity; appreciation for the complexity of the world; strength drawn from our variety of backgrounds, abilities, cultural experiences, identities, knowledge domains and means of expression.
- **Empowerment**
Knowledge, skills, pathways, technologies and resources for all community members to effectively identify and utilize opportunities; student success in degree attainment; critical thinking.
- **Excellence**
High standards for teaching, learning, scholarship and service; co-curricular activities; advancement of knowledge, analytical skills, creativity and innovation.
- **Sustainability and Stewardship**
Leadership in service of the public good; action to improve the health of our planet; responsibility for preserving and enhancing the natural, structural, financial, intellectual, and human resources entrusted to us.

Our Purpose As the first public institution of higher education established in Oregon, we uphold an enduring commitment to the value of teaching and learning. Our academic and co-curricular activities enhance the economic, cultural and intellectual vitality of our region and the larger world. To serve the greater good, we educate individuals in an accessible and supportive environment. Our undergraduate students enjoy a personalized experience in a comprehensive, mid-sized public university. The knowledge and abilities cultivated in our graduate programs meet compelling needs for work, service and leadership beyond our campus. Western Oregon University empowers its students, employees and alumni to lead meaningful, responsible lives.

Institutional Priorities

- I. Student Success
- II. Academic Excellence
- III. Community Engagement
- IV. Accountability
- v. Sustainability and Stewardship

I. Student Success

Promote student success, learning and graduation through personalized support in a student-centered education community.

Strategic Initiatives

1. Cultivate academic success.
 - 1.1 Provide a campus environment that enhances learning and the development of the whole person.
 - 1.2 Strengthen and centralize programs and practices that support academic achievement for all students.
 - 1.3 Strengthen programs that support graduates' career, professional, and graduate school preparedness.
2. Streamline university requirements and academic pathways to graduation.
 - 2.1 Provide intentional and effective pathways to graduation within 180 credits.
 - 2.2 Provide intentional and effective transfer pathways to graduation.
 - 2.3 Improve access to coursework for degrees, programs and certificates.
3. Align, assess and improve the academic effectiveness of learning outcomes.
 - 3.1 Align curriculum with learning goals for all programs.
 - 3.2 Improve curriculum based on effective assessment of student learning outcomes.
 - 3.3 Support curricular innovation and accountability.
4. Streamline and improve university processes in support of student achievement.
 - 4.1 Improve academic advising for all students.
 - 4.2 Develop user-friendly catalog, scheduling and registration systems.
 - 4.3 Provide culturally responsive support for students from diverse communities.
 - 4.4 Strengthen commitment to diversity and equity by enhancing support services and academic accommodations for students.

II. Academic Excellence

Promote academic excellence in an engaged student-focused learning environment.

Strategic Initiatives

1. Student initiatives.

- 1.1 Ensure appropriate class sizes to maximize faculty-student and student-student interactions.
- 1.2 Increase support for programs and activities that demonstrate and inspire academic excellence.
- 1.3 Provide financial support for student conference presentations and other student activities that showcase the university's educational practices and unique accomplishments.
- 1.4 Implement student orientation programs that reflect diverse linguistic and cultural needs as well as differences in preparation and background.

2. Faculty initiatives.

- 2.1 Attract and retain faculty who reflect the diversity of our students and are excellent teachers and leaders in scholarly and creative pursuits within their respective fields of expertise.
- 2.2 Increase faculty development support for scholarly and creative pursuits as well as innovative curricular design and delivery efforts.
- 2.3 Provide competitive salaries and supportive working conditions that improve faculty recruitment and retention.
- 2.4 Increase faculty development support to implement culturally responsive pedagogy and curriculum.

3. Staff initiatives.

- 3.1 Attract and retain staff members who reflect the diversity of our students, excel in their areas of expertise and support academic excellence.
- 3.2 Increase professional development opportunities for staff in support of academic excellence and student achievement.
- 3.3 Provide competitive salaries and supportive working conditions that improve staff recruitment and retention.
- 3.4 Increase support for professional development for staff to provide culturally and linguistically responsive services.

4. Academic program initiatives.
 - 4.1 Promote academic array that provides distinctive, high-quality programs.
 - 4.2 Develop internal processes that regularly review academic programs to ensure academic effectiveness, relevance, quality and currency.
 - 4.3 Promote high-quality, diverse and innovative models of program delivery that enhance both undergraduate and graduate student access and achievement.
 - 4.4 Promote interdisciplinary courses and degree programs that support collaborative and multidimensional educational experiences and pathways.
 - 4.5 Redesign the general education program to be consistent with undergraduate learning outcomes and timely degree completion.

5. Identify and support activities, programs and practices that promote excellence in all academic programs.
 - 5.1 Create opportunities for all undergraduate programs to include high-impact activities that support achievement of undergraduate learning outcomes.
 - 5.2 Create opportunities for all graduate programs to include high-impact activities that support attainment of graduate learning outcomes.
 - 5.3 Continue and enhance support for Academic Excellence Showcase, PURE and other undergraduate research experience, presentation and publication opportunities.
 - 5.4 Promote enhanced communication and collaboration between staff and faculty pertaining to student excellence.

III. Community Engagement

Create meaningful opportunities for lasting partnerships with local communities and regional and global organizations.

Strategic Initiatives

1. Enhance access to and support for experiential learning and co-curricular activities.
 - 1.1 Adopt experiential learning guidelines and align high-impact practices with these guidelines.
 - 1.2 Articulate internship or service learning opportunities for all academic programs.
 - 1.3 Develop experiential and co-curricular activities that provide appropriate accommodations for faculty, staff and students.
2. Increase institutional engagement with local, regional and global communities.
 - 2.1 Increase support for student engagement in community service.
 - 2.2 Provide professional development for faculty and staff to promote engagement in community service.
 - 2.3 Establish processes to recognize faculty, staff and students for public service.
 - 2.4 Create and enhance educational partnerships with local communities, particularly for underrepresented student groups.
 - 2.5 Enhance educational partnerships with international universities that promote global connections for faculty, staff and students.
 - 2.6 Strengthen partnerships with community organizations and businesses and local, regional and state government agencies.
3. Improve the connections between university programs and activities and surrounding communities.
 - 3.1 Expand activities and partnership with local and regional organizations.
 - 3.2 Increase community and alumni participation in, and support for, campus activities.
4. Support knowledge, experiences and activities that promote a better understanding of diversity-related topics.
 - 4.1 Enhance diversity of university community as a matter of institutional priority and an integral component of academic success.
 - 4.2 Provide professional development to improve institutional climate and personal commitment to, and understanding of, cultural competencies.
 - 4.3 Recognize that knowledge of, and experience in, diversity-related topics are professional competencies that are expected of all employees.

IV. Accountability

Promote teamwork and transparency in budgeting, decision-making and the stewardship of resources.

Strategic Initiatives

1. Improve university budgetary systems.
 - 1.1 Develop and implement a transparent, evidence-based budget model that supports institutional priorities.
 - 1.2 Create campus budget advisory committee incorporating shared governance principles and budget transparency.
 - 1.3 Align budget process with the current Strategic Plan, mission and core themes.
 - 1.4 Maintain budget reserves to meet university Board of Trustees-approved policies.
2. Operate in manner that supports the university's values and continuous improvement.
 - 2.1 Develop institutional research capacity.
 - 2.2 Use institutional data to inform decisions, address program outcomes and meet strategic goals and accreditation standards.
 - 2.3 Promote culture of evidence-based decision-making and accountability.
3. Strengthen the university's visibility within Oregon.
 - 3.1 Create strategic communications and marketing unit.
 - 3.2 Support and enhance effective marketing and consistent branding.
 - 3.3 Utilize web presence, social media and other forms of media to expand the university's visibility.
 - 3.4 Enhance public awareness of community events and the scholarly and creative works of students, faculty and staff to help showcase the university's unique accomplishments in all program areas.
 - 3.5 Strengthen and expand community college partnerships to promote educational attainment.
4. Enhance and support campus communication systems.
 - 4.1 Enhance communications systems to disseminate campus-wide information and share expertise, successes and challenges.
 - 4.2 Improve teamwork and collaboration among students, faculty, staff and administration.
 - 4.3 Provide sufficient resources to develop and maintain timely communication avenues, such as websites and social media.

V. Sustainability and Stewardship

Promote effective university stewardship of educational, environmental, financial, human and technological resources.

Strategic Initiatives

1. Enhance financial sustainability through enrollment and fiscal strategies.
 - 1.1 Meet enrollment targets through effective recruitment and retention efforts.
 - 1.2 Support and enhance recruitment efforts for first-generation and underrepresented students, as well as a broad base of all Oregonians.
 - 1.3 Support growth of academic programs to include new and innovative degrees and certificates.
 - 1.4 Increase the role of long-term enrollment management planning in the budgeting processes.
2. Maintain access and affordability with regard to cost of degree attainment.
 - 2.1 Evaluate net cost of attendance versus median household income relative to peers and comparator institutions to ensure access and affordability.
 - 2.2 Provide students with meaningful financial support and effective connections as they transfer from other educational institutions.
 - 2.3 Expand support for undergraduate scholarships in second, third and fourth years of attendance.
 - 2.4 Evaluate and improve the outcomes of tuition-assistance programs on enrollment, retention, and graduation.
 - 2.5 Evaluate assumptions underlying our current tuition cost structure and compare our system to other fiscally sustainable institutions.
 - 2.6 Increase access to, and education about, scholarship opportunities, particularly for students of color, immigrants, rural and socio-economically disadvantaged students.
3. Diversify and expand revenue sources.
 - 3.1 Cultivate sustainable financial resources to achieve goals of the strategic plan.
 - 3.2 Advance financial resources through state appropriations, HECC, grants and WOU Foundation, ensuring all sources are considered and developed.
 - 3.3 Develop and implement a comprehensive fundraising plan to secure external funds that support the mission and goals of the university.

4. Embed sustainability as a fundamental value.
 - 4.1 Develop and promote sustainability-focused programs and opportunities for the university, the community, alumni and university partners.
 - 4.2 Increase and support sustainable environmental systems for campus grounds, infrastructure and physical facilities.
 - 4.3 Ensure the availability and effective utilization of accessible and comfortable classrooms, offices and meeting spaces.
 - 4.4 Create systems and processes for identifying sustainability opportunities, challenges and innovations.
5. Provide effective technology solutions that support campus programs in alignment with the mission and goals of the university.
 - 5.1 Maintain IT solutions that incorporate best practices in higher education.
 - 5.2 Provide technical support for faculty, staff and students to meet the goals and mission of the university.
 - 5.3 Develop and implement short- and long-term IT plans that are responsive to the needs of students, faculty and staff.
6. Enlist the talents of faculty and staff to increase workplace satisfaction and develop a superior workforce.
 - 6.1 Provide professional development opportunities for faculty and staff that advance the university mission.
 - 6.2 Maintain appropriate staffing levels to ensure the continuity of programs, units and departments.
 - 6.3 Implement process improvements to improve satisfaction and productivity of faculty and staff.
 - 6.4 Provide resources that improve the safety of faculty, staff and students by developing and implementing emergency planning systems.



Western Oregon UNIVERSITY

WOU Affordability

Challenge or Crisis

Outline

- Key Definitions
- National Context
- Competitor Comparison
- WOU Cost of Attendance
- WOU Financial Aid
- SWOT
- Next Dollar Ideas

“Low- and middle-income families face significant barriers that limit their ability to invest in education”

--2016 College Affordability Diagnosis

Key Definitions

- Total Cost of Attendance
- Financial Aid
- Net Price

Oregon median family income 2016: \$54,148

To pay for WOU would require 31% of annual family income.

National Perspective, one-year change

- Cost of attending college (public 4-year)
 - National increase: 2.9%
 - WOU increase: 3.6%
- Cost of room and board
 - National increase: 3.6%
 - WOU increase: -1.6%

Regardless of level of college preparation, low and moderate income students are less likely to enroll and complete college.

--White House Task Force on Middle Class Families

Comparison to Key Competitors 2014-15

School	Cost (on-campus)	Average other grant aid per new student	Average inst. aid per new student	Average net price	Ave net price for middle income*
PSU	\$23,634	\$5,392	\$4,766	\$13,476	\$15,009
EOU	\$21,906	\$4,505	\$2,472	\$14,929	\$17,034
SOU	\$24,501	\$6,937	\$2,560	\$15,004	\$15,646
UO	\$25,169	\$4,390	\$5,651	\$15,128	\$15,427
OR. Tech.	\$22,792	\$4,073	\$3,175	\$15,544	\$15,578
WOU	\$23,339	\$5,517	\$2,235	\$15,587	\$16,969
OSU	\$26,515	\$3,639	\$5,170	\$17,706	\$18,693
Linfield	\$52,814	\$4,998	\$21,511	\$26,305	\$22,537
Univ. Portland	\$57,040	\$3,903	\$21,257	\$31,880	\$30,522
Chemeketa	\$16,602	\$7,509	\$2,813	\$6,280	\$8,638
PCC	\$16,457	\$7,703	\$0	\$8,754	\$10,984
PCC	\$16,457	\$7,703	\$0	\$8,754	\$10,984

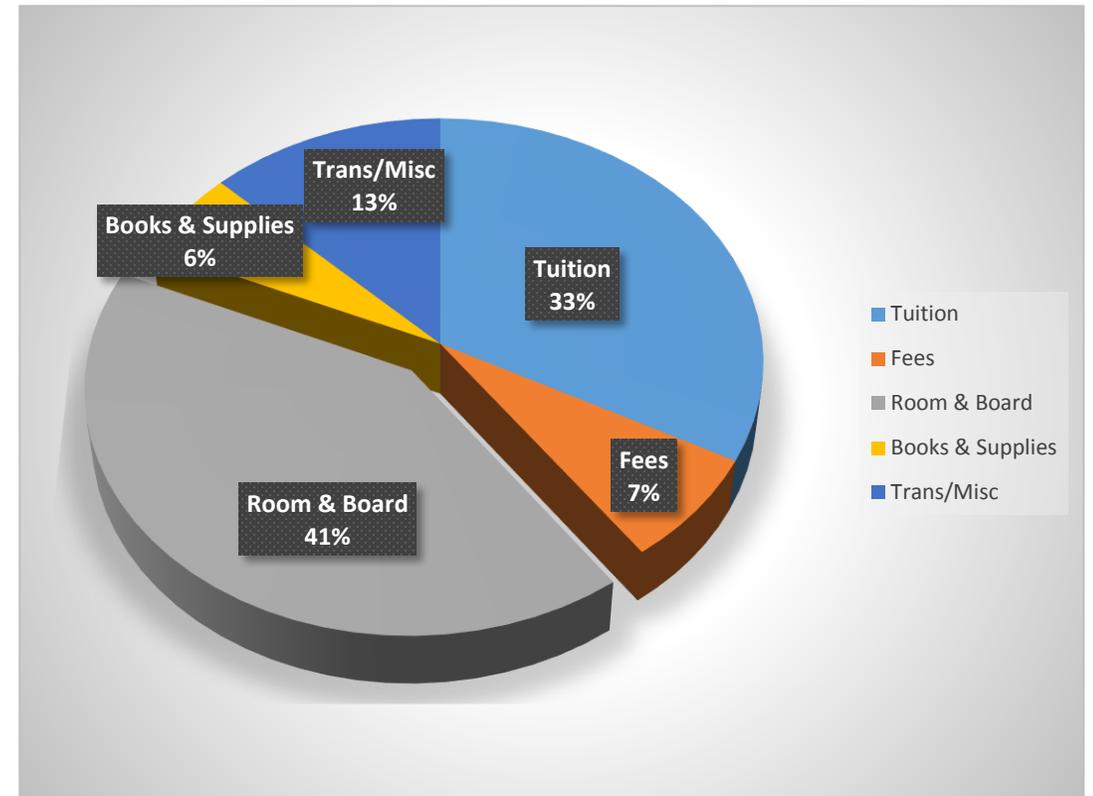
Source: National Center for Educational Statistics (NCES), US Department of Education, College Navigator

*family income \$48,001-75,000

WOU had lowest average institutional aid per new student among all Oregon publics

Resident Udg. Cost of Attendance (2016-17)

- Tuition: 36 credits: \$7,716
- Fees: \$1,710
- Books and Supplies: \$1,350
- Transportation & Misc.: \$2,982
- Room and Board (on-campus): \$9,498
- Total: \$23,556



Off-campus housing is \$3,000 less

2016-17 Housing Rate Comparison (other Oregon 4 year state institutions)

	Housing	Meals	Total
OIT	5,074	3,630	8,704
EOU	5,375	3,555	8,930
WOU	8,148	1,350	9,498
PSU	6,570	3,777	10,347
OSU	8,340	2,772	11,112
UO	11,584	-----	11,584
SOU	7,065	4,545	11,610

*dining overhead is included in the housing rate

*housing and dining rate is combined - meal plan #3

These rates compare a standard double room (in most cases) and the average meal plan offered

Financial Aid for WOU Students

UNDERGRADUATES

- Federal
 - Pell Grant
 - SEOG Grant (no change in 35+ years)
 - Perkins (ends 2016-17)
 - Work Study (no change in 35+ years)
 - Loans \$23M
- WOU
 - Fee Remission \$4.2M
 - Foundation \$400,000
- State
 - Opportunity Grant

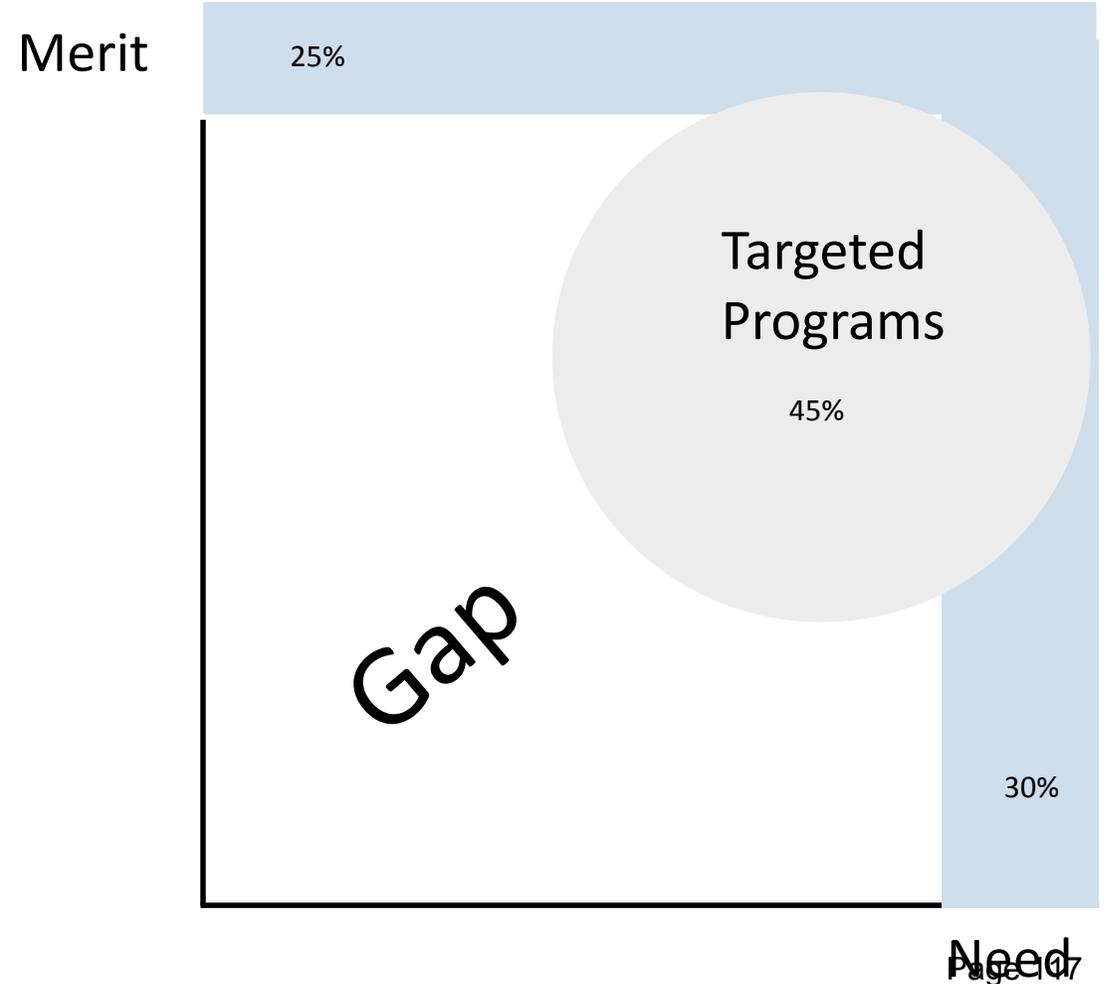
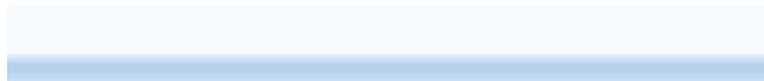
GRADUATE STUDENTS

- Federal
 - Loans
- WOU
 - Assistantships
- State
 - Lottery funds (0 GRB, 17-19)

Average Loan debt of 2015-16 WOU graduate: \$29,116

WOU Financial Support

- Fee Remissions
- Foundation



WOU Financial Aid Facts

- Median family income of WOU student

	2011-12	2016-17*	Change	Tuition Change
Oregon Resident undergraduate	\$42,968	\$42,123	-1.9%	41.5%
Non-resident undergraduate (WUE)	\$71,968	\$82,541	+14.7%	41.5%
Graduate student	\$18,775	\$20,463	+9.0%	38.9%

*2016-17 data is through fall term 2016, 2011-12 data uses year-end data

- Pell Grants awarded '15-16: \$8.6 M
- Total Opportunity Grant awarded '15-16: \$2.6M
- Federal Loans received '15-16: \$22.8 M

*Pell Grant cutoff for family of four: approximately \$65,000
Full Pell award cutoff is approximately \$50,000*

Strengths

- Tuition Choice—70% select traditional plan
- Textbook Rental
- Four-year award packages and President's Plus (retention)
- Early Awarding
- Western Undergraduate Exchange
- Lower cost of living in Monmouth/Independence

Textbook Rental Program saves WOU students \$500,000 per year

Weaknesses

- High cost of attendance
- Low aid per-student
- Retention funds largely limited to fee remissions, cannot meet non-tuition needs such as rent or food
- Low level of foundation dollars for scholarships
 - Restricted nature of most donor dollars available
- Limited loan capacity of low-income families
- Absence of formal policies regarding discount rate
- High number of credits required to graduate from WOU

Each credit costs students \$550

Opportunities

- Test-optional admissions policy and change to scholarship eligibility
- Tuition Promise is more appealing during periods of tuition increases

Threats

- Loss of Perkins Loan (\$1 million per year)
- Tuition increases
- Increased student retention
- Possible scaling back of Pell Grant and other federal aid
- Oregon Promise taking funds from Opportunity Grant
- Growth of scholarships by competitors (Measure 95)
- Loan capacity of WOU students

Oregon loan debt per student in a public non-doctoral 4th highest in the country

Next Dollar Ideas

- Create completion scholarship (\$100,000)
- Expand the minimum GPA for freshmen scholarship to 3.6 (\$200,000)
- Create WOU version of no-tuition for full Pell (\$1-5M)

- Expand Bilingual Teacher Scholars (\$20,000 per new student)*
- Create Bilingual CJ and Psychology programs (\$8,000 per student)*
- Create Willamette Promise Scholars (\$100,000, \$1,000 per student)
- Create Oregon Bilingual Seal Scholarship (\$50,000, \$1,000 per student)

* May require additional instructional or service FTE

New Enrollment Initiatives

- New Undergraduate Domestic
 - First time freshmen: New admission policy (test optional and higher GPA)
 - Transfer students: Partnership activity with community colleges
 - 2+2 degree completion pathway development
 - Student Success Team (retention and completion)
- Graduate
 - Elementary MAT (summer 2017)
 - MS in Human Performance (fall 2018)
 - Move into non-education professional-related fields
- International
 - Early Childhood Education fall (2017)
 - Additional Chinese universities and new countries

Questions and Comments

Western Oregon University Development Foundation

WOU Governing Board Meeting
January 25, 2017

How And Why We Began

- Received original 501©(3) status in February 1965
- WOU Development Foundation is the non-profit created to support the university through charitable giving
- Separate legal organization from the university with its own board of trustees who have fiduciary responsibilities for the foundation's assets
- Historic Gentle House is an asset of the foundation
- Serve as the “bank” for campus groups and organizations for their fundraising efforts
- A new MOU was agreed to in December and took effect January 1, 2017

Mission Statement

Our Mission:

The Western Oregon University Foundation exists to **strengthen** relationships and provide resources in order to **serve** and **support** the mission and vision of Western Oregon University.

Vision Statement

Our Vision:

Where we are going...

The Foundation will develop and provide Western Oregon University with strategic resources it requires in order to fulfill its goals of:

- Offering college level education to an increasing number of Oregon residents
- Reducing financial barriers to higher education through scholarships
- Securing high quality faculty and facilities graduates need to perform in the global economy
- Providing an exceptional student experience

Historical Perspective

- Total Assets
 - FY01 = \$6.88M
 - Total Assets FY16 = 14.08M
- Total Giving Received Between FY01 – FY16 = \$19.76M
- Scholarships
 - Scholarship Support Since FY09 = \$4.54M
 - Scholarship Endowments = 124
- Facilities Supported As Part of 2011 Campus Master Plan
 - Richard Woodcock Education Center
 - DeVolder Family Science Center

Previous Work

- Alumni non-donor focus groups (Fall 2011)
 - Relationships = Small classes; Professors who teach; WOU needs to be affordable
 - They want to know about graduates like themselves
 - Although not as important as DI scale, athletics is an opportunity
- Feasibility Study (Summer 2013)
 - Historically, advancement work has been episodic and opportunistic
 - Lack of consistent communication causes disconnection
 - Want broader base of support tied to university mission and strategic vision
- Challenges following completed work
 - Vacated positions not filled
 - Uncertain future due to changes in state legislation and direction

Where are our alumni?

- “Alumni of record” 30,000+
- Top States
 - Oregon, Washington, California, Alaska, Hawaii
- Take Care Of Your Backyard
 - Marion = 5,498
 - Polk = 3,045
 - Washington = 2,348
 - Clackamas = 2,114
 - Multnomah = 2,048

Moving Forward

- Develop needs assessment for first comprehensive campaign
- Work closely with university leadership to establish priorities and set goals
- Develop budget needs required for success:
 - Staffing
 - Technology
 - Research, cultivation, engagement
 - Events
 - And more
- Work closely with Strategic Communication and Marketing and other experts to build communication strategy for campaign

Moving Forward

- Various Boards, Advancement staff, campus, community leadership
- Phases: Planning, Leadership (Quiet), Public, Celebration
- Most campaigns are in the 5-7 year range in length following planning
- “Go public” event/announcement once 50% of goal is achieved
- Common to have 20%-30% of goal reached through realized bequests, bequest intentions, and various gifts funded through trusts and annuities
- Lead gift should be 10%-20% of campaign goal

Strategic Areas of Philanthropic Support

Forward Together | A Future For All

- Student Success
 - Advising
 - 1st Year Experience Opportunities
 - Internships
- Sustainability
 - Endowment
 - Current Use scholarships (Immediate)
 - Annual Giving

Strategic Areas of Philanthropic Support

Forward Together | A Future For All

- Facilities
 - OMA
 - ITC
 - Natural Science Building
 - Athletics including New PE
- Engagement
 - Academic Excellence
 - Faculty & Student Research
 - Honors Program
 - Fac/Staff Development

Additional Potential Opportunities

- Art programs and facilities
- Speaker/Lecture series growth
- Endowed/Enhanced faculty positions
- Growth in endowed scholarships particularly in growing fields including business, criminal justices, and psychology

A Few Campaign Components

- Setting the dollar goal based on data including needs, capacity, and inclination
- Understanding donor volume vs. donor capacity impact – 80/20 or 90/10 rule
- Aligning campaign budget with overall goal based on industry standards
- Understanding a key priority is to improve philanthropic culture

The raising of extraordinarily large sums of money, given voluntarily and freely by millions of our fellow Americans, is a unique American tradition... Philanthropy, charity, giving voluntarily and freely... call it what you like, but it is truly a jewel of an American tradition.

— John Kennedy

Now is the time for WOU to become a philanthropic priority and tradition

Questions?

Western Oregon University Board of Trustees
Finance and Administration Committee
Meeting No.6 - January 6, 2017
Werner University Center, Calapooia Room
9:00 AM – 1:00PM



Student Success And Completion Allocation Model Phase-in

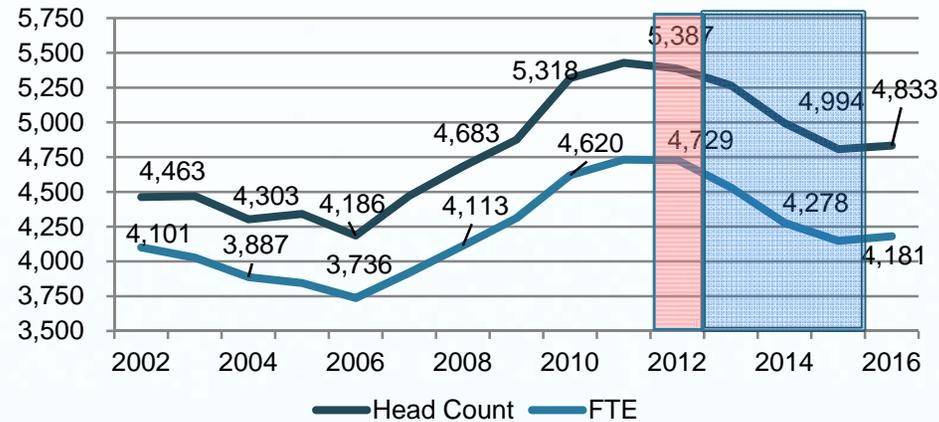
Table 1		Activity-Based and Outcomes-Based Funding Proportions				
Fiscal Year		2016	2017	2018	2019	2020
Outcomes-Based Allocation Proportion		20%	40%	60%	60%	60%
Activity-Based Allocation Proportion		80%	60%	40%	40%	40%

(1) Table 10		Stop Loss and Stop-Gain				
Fiscal Year		2016	2017	2018	2019	2020
Stop Loss		4.5%	2.0%	1.0%	0.0%	Disengaged
Stop Gain		1.5 x Δ PUSF	2016+10%	2017+10%	2018+10%	Disengaged



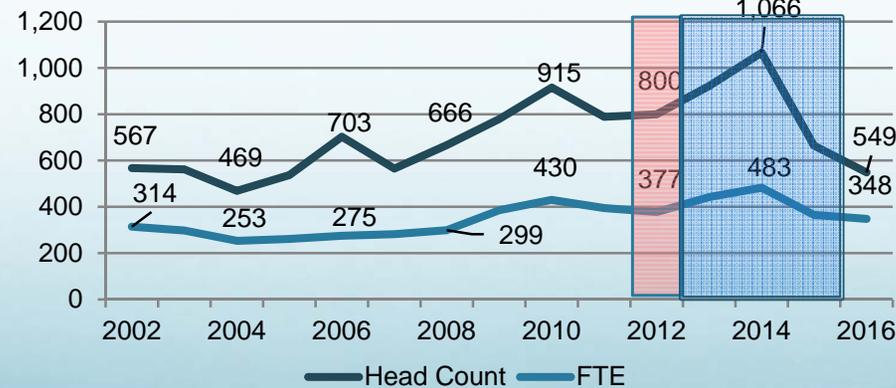
SSCM allocation is based on three year trailing degree and student credit hour data – 2013-14, 2014-15, and 2015-16.

Undergraduate Fall Enrollment



* Source: WOU Data Warehouse - Fall 4th week numbers

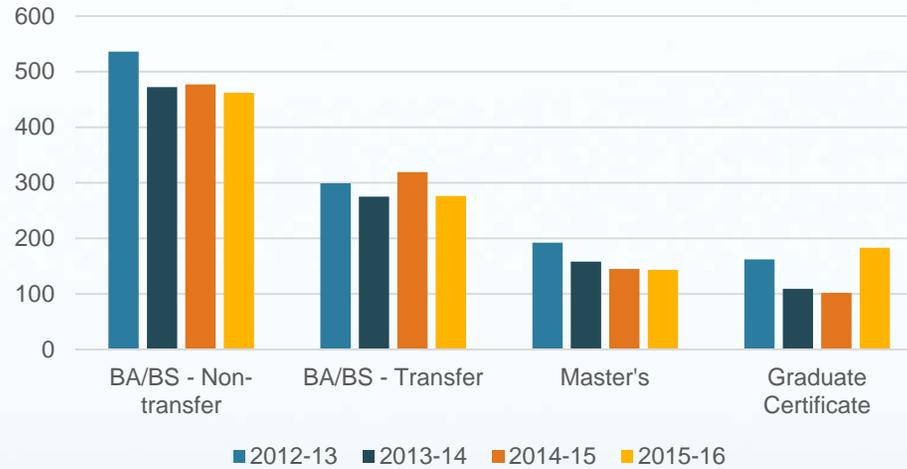
Graduate Fall Enrollment



* Source: WOU Data Warehouse - Fall 4th week numbers



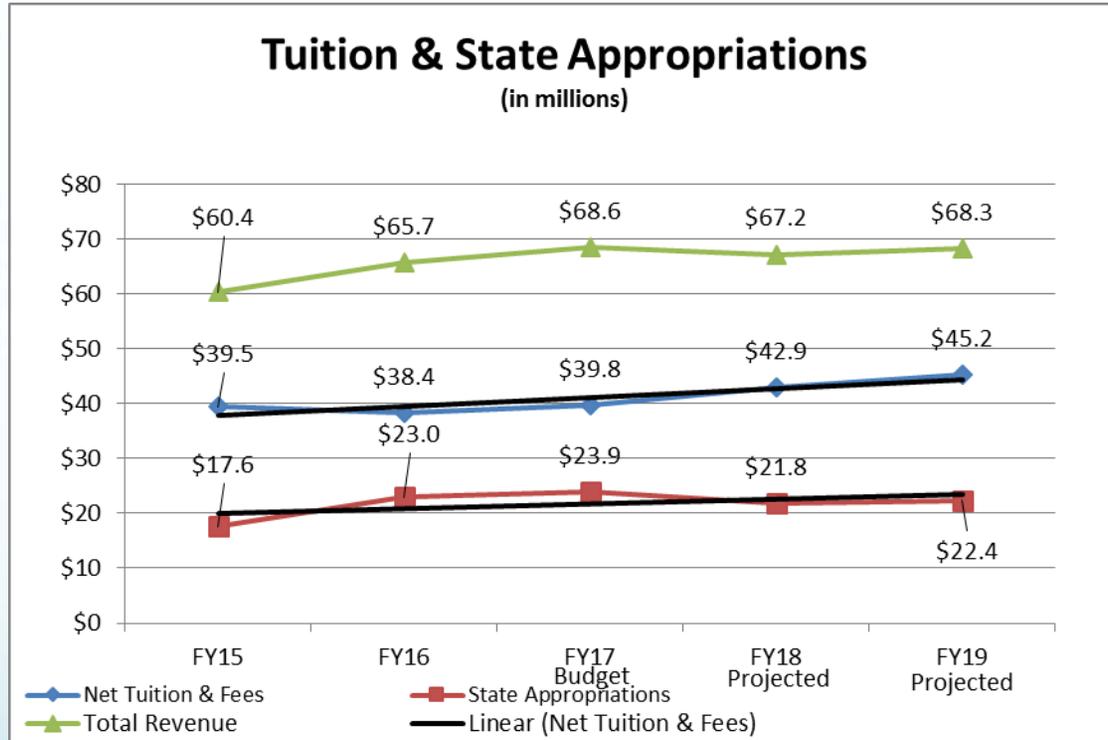
WOU Degrees Granted



WOU SSCM Degrees 2013-16 - Resident degrees only unless otherwise noted

	2012-13	2013-14	2014-15	2015-16
BA/BS - Non-transfer	536	472	477	462
BA/BS - Transfer	299	275	319	276
Master's	192	158	145	143
Graduate Certificate	162	109	102	183
Total	1,189	1,014	1,043	1,064



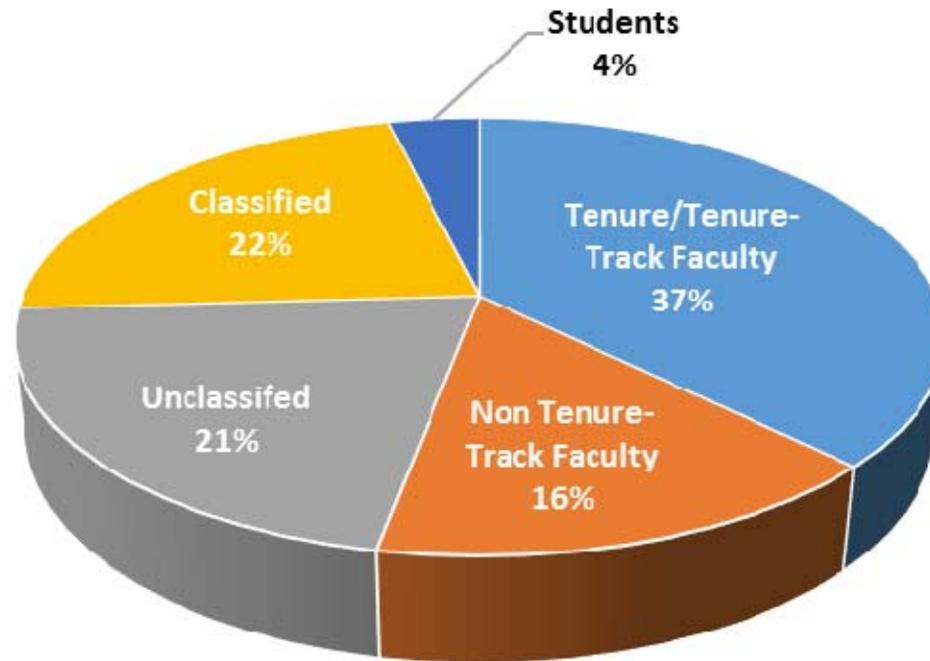


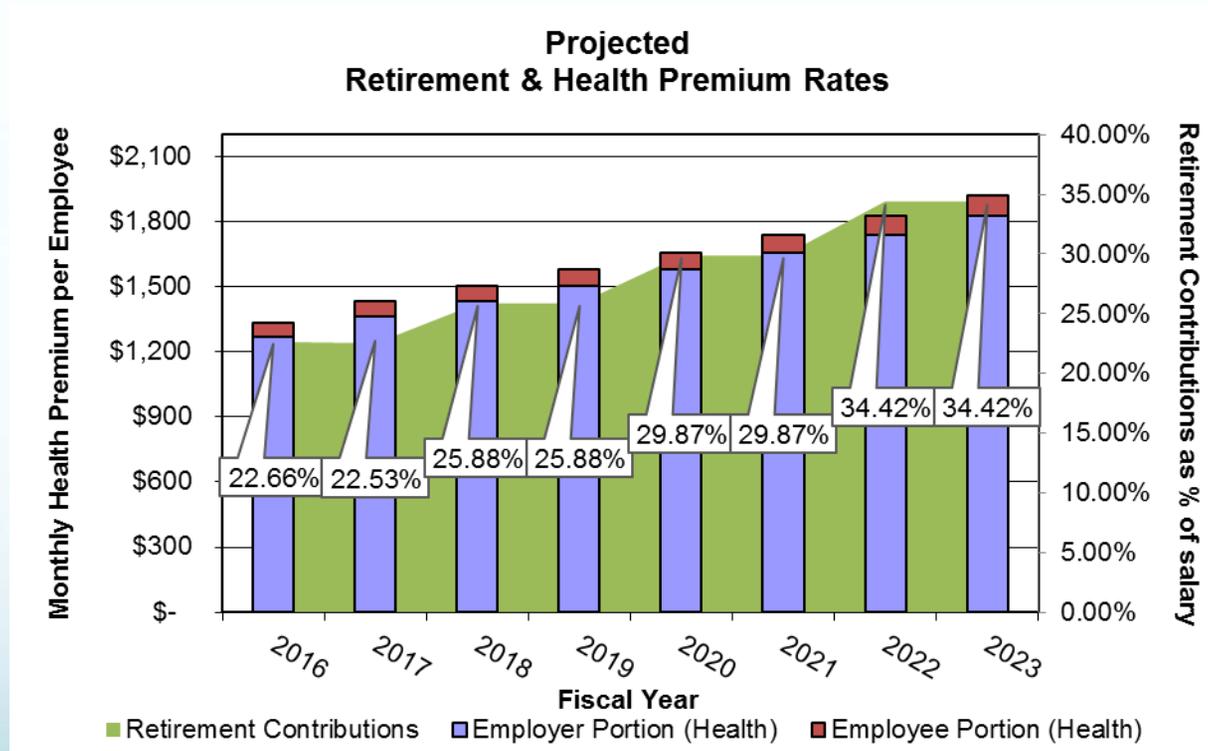
Western Oregon University
Education and General Fund Operations
2017 - 19 Biennial Budget Projection
Draft - For Discussion Purposes Only

GRB/Appropriations	\$667.3M	
Resident Undergrad Choice	10%	5%
Resident Promise	20%	20%

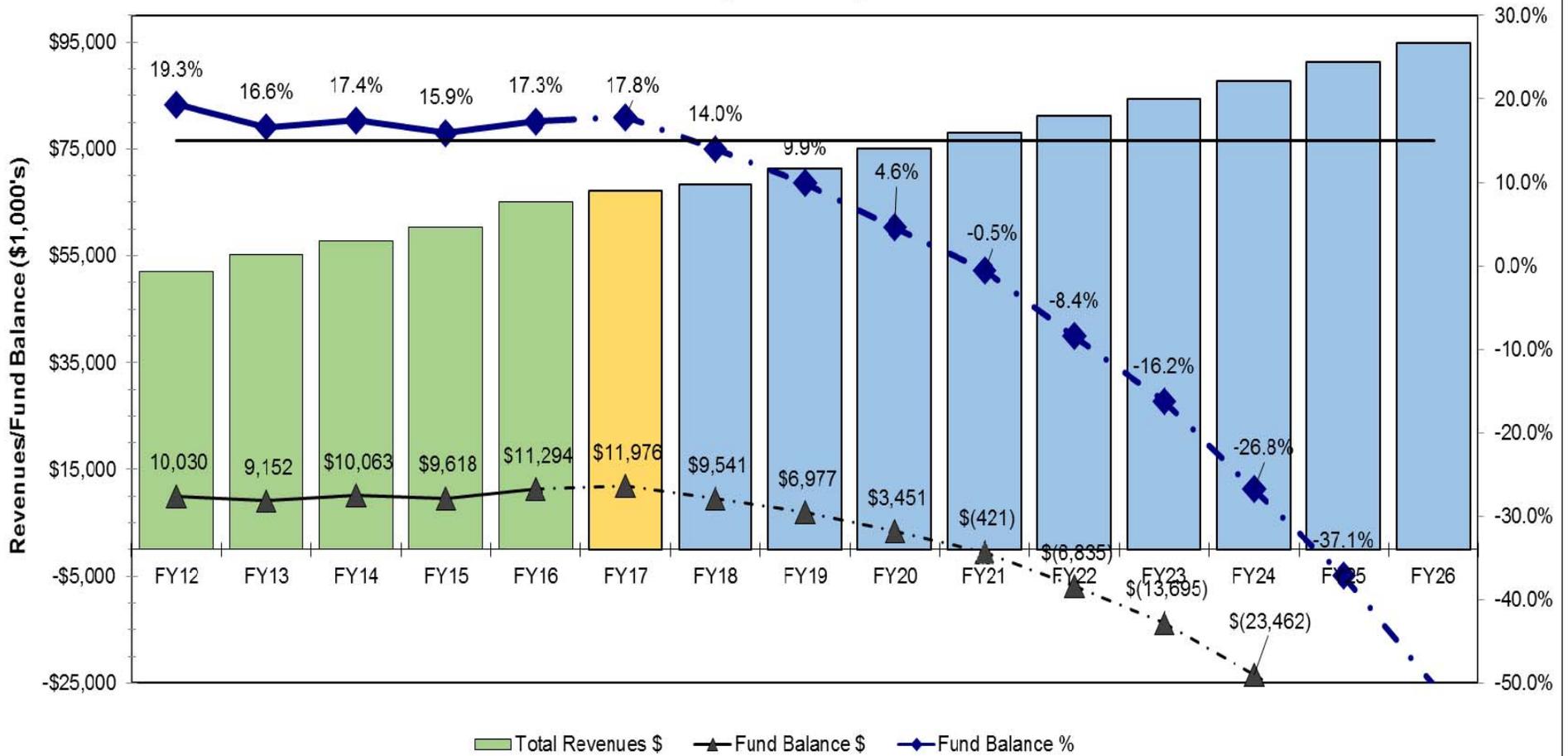
	2017 Q2 Projection	FY17 Projection - FY16 Actual		2018 Projected Budget	FY18 Budget - FY17 Budget		2019 Projected Budget	FY19 Budget - FY18 Budget	
		\$ Δ	% Δ		\$ Δ	% Δ		\$ Δ	% Δ
State Appropriations	23,887,904	899,565	3.9%	21,819,123	(2,068,781)	-8.7%	22,415,901	596,778	2.7%
Tuition and Resource Fees, Net	39,755,700	1,367,690	3.6%	42,900,061	3,144,361	7.9%	45,230,639	2,330,577	5.4%
Other Revenue	3,592,698	(198,807)	-5.2%	3,561,285	(31,414)	-0.9%	3,561,285	-	0.0%
Total Operating Revenue	67,236,302	2,068,448	3.2%	68,280,469	1,044,167	1.6%	71,207,824	2,927,355	4.3%
Expenditures									
Total Personnel	54,685,542	4,971,641	9.7%	58,300,130	3,614,588	6.6%	61,078,059	2,777,930	4.8%
Supplies & Services	8,757,964	1,672,956	23.6%	8,558,511	(199,453)	-2.3%	8,757,964	199,453	2.3%
Capital Outlay	202,691	(155,464)	-43.4%	202,691	-	0.0%	202,691	-	0.0%
Total Transfers	2,909,036	(1,631,254)	-35.9%	3,613,574	704,537	24.2%	3,682,345	68,771	1.9%
Total Expenditures	66,555,233	4,857,879	7.7%	70,674,905	4,119,672	6.2%	73,721,059	3,046,154	4.3%
Change in Fund Balance	681,069			(2,394,436)			(2,513,235)		
Beginning Fund Balance	11,293,642			11,974,711			9,580,275		
Ending Fund Balance	11,974,711	681,069	6.0%	9,580,275	(2,394,436)	-20.0%	7,067,040	(2,513,235)	-26.2%
% Operating Revenues	17.8%			14.0%	Board directive 10-20% with target of 15%.		9.9%	Board directive 10-20% with target of 15%.	

Salaries by Employee Type





WOU 10-year Projection



Western Oregon University

Proposed 2016-17 Tuition & Fees

Final Proposal

	% Increase	New Rate	Prior Rate	Tuition 15 Credits	Building	Incidental	Health Service	WOU Health Center Construction	Student Rec./Union Center	Total Fees	Total Tuition & Fees	2016-17 Academic Year Total	2015-16 Academic Year Total	\$ Change Over Prior Year	% Change
Undergraduate - Resident															
WOU Promise 2015	0.00%	\$172	\$168	2,580	45	341	130	11	42	569	3,149	9,447	9,369	78	0.83%
Promise 2014	0.00%	\$168	\$164	2,520	45	341	130	11	42	569	3,089	9,267	9,189	78	0.85%
Promise 2013	0.00%	\$164	\$157	2,460	45	341	130	11	42	569	3,029	9,087	9,009	78	0.87%
Promise 2012	0.00%	\$157	\$143	2,355	45	341	130	11	42	569	2,924	8,772	8,703	69	0.79%
UO	4.80%	\$198	\$189	2,971	45	224	161	-	165	595	3,566	10,697	10,289	408	3.97%
OSU	2.20%	\$187	\$183	2,805	45	344	135	-	-	524	3,330	9,989	10,107	(119)	-1.18%
WOU Promise 2016	5.23%	\$181	\$172	2,720	45	341	131	11	42	570	3,290	9,870	9,369	501	5.35%
OSU - Cascades	2.20%	\$178	\$174	2,667	45	175	-	-	-	220	2,887	8,662	8,790	(128)	-1.45%
Oregon Tech - Klamath	3.00%	\$168	\$163	2,515	45	325	150	-	-	520	3,035	9,105	8,838	267	3.02%
Oregon Tech - Wilsonville	3.00%	\$168	\$163	2,518	45	64	30	-	-	139	2,657	7,972	7,785	187	2.40%
PSU	2.63%	\$156	\$152	2,340	45	221	129	-	44	439	2,779	8,337	8,124	213	2.62%
WOU Regular	2.65%	\$155	\$151	2,330	45	341	131	11	42	570	2,900	8,700	8,433	267	3.17%
SOU	2.70%	\$151	\$147	2,265	45	307	123	-	35	510	2,775	8,324	8,145	179	2.19%
EOU Resident- Advantage 2016	8.16%	\$159	\$147	2,385	45	255	150	-	28	478	2,863	8,589	8,049	540	6.71%
EOU Regular	3.55%	\$146	\$141	2,190	45	255	150	-	28	478	2,668	8,004	7,758	246	3.17%

Western Oregon University

Proposed 2017-18 Tuition Rates

Proposed as "Not to Exceed"

	FY17 Rate	FY18 Rate	\$ Increase /SCH	% Increase	Projected FTE	% of Total FTE	Weighted Average Increase
Undergraduate:							
Resident							
Traditional - Variable Rate	155.00	171.00	16.00	10.32%	1,827	67.03%	6.92%
Promise - 2013	164.00	164.00	-	0.00%	8	0.30%	0.00%
Promise - 2014	168.00	168.00	-	0.00%	206	7.55%	0.00%
Promise - 2015	172.00	172.00	-	0.00%	210	7.69%	0.00%
Promise - 2016	181.00	181.00	-	0.00%	219	8.02%	0.00%
Promise - 2017		220.00	39.00	21.55%	256	9.40%	2.03%
					2,725	100.00%	8.95%
Non-Resident	483.00	531.30	48.30	10.00%	236	27.31%	10.00%
WUE							
Traditional - Variable Rate	233.00	257.00	24.00	10.30%	421	48.73%	5.02%
Promise - 2013	246.00	246.00	-	0.00%	1	0.12%	0.00%
Promise - 2014	252.00	252.00	-	0.00%	48	5.56%	0.00%
Promise - 2015	258.00	258.00	-	0.00%	33	3.82%	0.00%
Promise - 2016	272.00	272.00	-	0.00%	60	6.94%	0.00%
Promise - 2017		330.00	58.00	21.32%	65	7.52%	1.60%
					864	100.00%	16.62%
Graduate:							
Resident	363.00	399.30	36.30	10.00%			
Non-Resident	610.00	671.00	61.00	10.00%			

Finance & Administration Committee

Action Item – 2017-18 Tuition Range

SUMMARY The university continues to monitor the developing landscape of State funding and cost increase issues. The Governor’s Recommended Budget (GRB) includes “flat” funding for public universities for the 2017-19 biennium despite significantly increased costs related to state retirement and health insurance systems. The biennial cost increase for providing services at current levels is estimated to be about 8% - 10%.

The provided budget estimate continues assumptions shared with the board last spring in an early CSL projection. Assuming no increase in State support beyond the GRB of \$667.3M and no growth in enrollment or degrees awarded, it will take a resident tuition increase of 10% for the variable rate choice and 20% for the 2017 Promise cohort; even with these double digit tuition increases the University will use accumulated reserves (fund balance) of approximately \$2.4M next year to balance the operating budget.

[\(Exhibit/FAC Presentation\)](#)

The 2017-18 fiscal year budget will likely require cost reductions, in the absence of increased State support or increases in other revenue. These reductions could jeopardize critical strategic investments made recent years to support students, maintain quality in existing programs and services and to retain faculty and staff. The specific mix of these reductions is not yet clear, as it will depend in part on decisions by the State Legislature in the coming session.

STATE FUNDING OUTLOOK The state anticipates a \$1.7B shortfall in the revenues required to fund all state agencies for the next biennium at the “continuing service level” or CSL. This is the level of state support needed to provide the same services as in the previous biennium, including cost increases in personnel, services and other areas. The expected shortfall derives largely from very large increases in costs for statewide healthcare programs and for funding the Public Employee Retirement System (PERS). The PERS increases result from a court decision overturning previous pension reforms and lower than projected investment returns for the program. To create biennial budgets, the state calculates the CSL budget and then makes adjustments based on discrete policy decisions and overall revenues available. The public universities are disadvantaged in this calculation because the CSL is calculated at a flat 4.2% per biennium for the universities rather than at actual cost increases (many mandated by the state) as is done for state agencies. The universities estimated that actual CSL cost increases will be about 7.9% for the 2017-19 biennium. This approach by the state means that Oregon’s public universities take a disproportionate share of reductions in their funding to support other state functions. This either shifts costs onto students or requires a reduction in the scope and quality of programs the universities can offer.

The capital requests create additional budget pressure on state resources. The Governor's Recommended Budget includes \$45M for capital repair and renewal funds for the seven universities,

CONTINUING WORK

Western's leadership continues work to assess tuition rate structures and the future of the Western Oregon University Promise tuition program. While all Oregon public universities are experiencing similar budgetary pressures and likely similar double digit tuition increases, Western is critically aware of market perceptions and sensitivity to price - particularly where the higher initial cost of the Promise is concerned.

The WOU Promise tuition program brings a unique challenge to set an appropriate rate that will remain constant over four years and providing adequate revenue to cover anticipated cost increases over the same time frame without pricing the program out of reasonable market consideration.

Western's leadership also continues to seek opportunities to mitigate tuition increases through cost savings and new revenue opportunities. We also work with Oregon's six other public universities, students, and faculty to bring inform the State Legislature of the importance of continued funding.

Additionally we continue to work to inform Western students about funding realities and potential impacts to tuition via the Student Tuition Advisory Committee.

Staff Recommendation to the Board: Staff recommends that the Board approve proposed "Not to Exceed" tuition rates which provide a basis for continued planning and messaging with stakeholders and constituents.