



**AGENDA**  
**REGULAR MEETING OF THE WOU BOARD OF TRUSTEES**  
**OCTOBER 25, 2017**  
**1:00-6:00 PM**  
**WERNER UNIVERSITY CENTER, COLUMBIA ROOM**  
**MEETING NO. 21**  
[wou.edu/livestream](http://wou.edu/livestream)

- I. CALL-TO-MEETING/ROLL CALL
- II. CHAIR'S WELCOME
- III. CONSENT AGENDA (July 26, 2017 meeting minutes) (Page 1)
- IV. PUBLIC COMMENT
- V. SHARED GOVERNANCE REPORTS
  - (1) Faculty Senate
  - (2) Staff Senate
  - (3) ASWOU
- VI. PRESIDENT'S REPORT (Page 11)
- VII. SHOWCASE: CAMPUS MASTER PLAN SELECTION PROCESS (Page 38)
- VIII. FINANCE & ADMINISTRATION COMMITTEE (FAC)
  - (1) Committee Chair Report
  - (2) Committee Recommendations for Board Action/Discussion
    - (a) FY2018 University Budget (Page 63)
    - (b) FY2018 Q1 Report (Page 68)
- IX. BREAK

- X. OCTOBER DISCUSSION THEME: ENROLLMENT MANAGEMENT (Page 72)
- XI. ACADEMIC & STUDENT AFFAIRS COMMITTEE (ASAC)
  - (1) Committee Chair Report
  - (2) Committee Recommendations for Board Action/Discussion
    - (a) [NWCCU Ad Hoc report](#)
    - (b) Proposal: BA/BS, Sustainability (New Degree Program) (Page 84)
    - (c) Proposal: BA/BS/BFA, Art & Design (Reconfigured Degree Programs) (Page 107)
    - (d) Campus Climate Survey Results (Page 130)
    - (e) National Study of Learning, Voting, and Engagement Results (Page 150)
- XII. EXECUTIVE GOVERNANCE & TRUSTEESHIP COMMITTEE (EGTC)
  - (1) Committee Chair Report
  - (2) Committee Recommendations for Board Action/Discussion
    - (a) University Dashboards (Page 163)
    - (b) Board Vacancies
- XIII. FINAL ANNOUNCEMENTS
- XIV. ADJOURNMENT



**REGULAR MEETING OF THE WOU BOARD OF TRUSTEES**

**JULY 26, 2017**

**2:00-6:00 PM**

**WILLAMETTE ROOM, WERNER UNIVERSITY CENTER**

**MEETING NO. 20**

[wou.edu/livestream](http://wou.edu/livestream)

**DRAFT MINUTES**

**I. CALL-TO-MEETING/ROLL CALL**

Chair Jim Baumgartner called the meeting to order at 2:04 PM and asked Board Secretary Ryan Hagemann to take the roll. The following trustees were present:

Arredondo  
Baumgartner  
Fuller  
Habermann-Guthrie  
Hurtado  
Komp  
Kulongoski  
Martin (on phone)  
Mladenovic  
Shetterly

The following trustees were absent:

Ingle  
Koontz  
Paraskevas  
Taylor

**II. CHAIR'S WELCOME**

Baumgartner offered brief comments to welcome the Board and the audience to the July board meeting before turning to a full agenda.

**III. CONSENT AGENDA (April 26, 2017 and June 7, 2017 meeting minutes)**

Baumgartner asked if there were any objections to the consent agenda, consisting of draft minutes for the April 26, 2017 and June 7, 2017 meetings. There was unanimous consent to the consent agenda and both sets of draft minutes were approved.

**IV. SHARED GOVERNANCE REPORTS**

(1) Faculty Senate

Baumgartner recognized Dr. Adele Schpiege, Faculty Senate President, for a report. Schpiege started her report with a review of new curriculum programs. She shared results of Faculty Senate elections. Schpiege outlined Faculty Senate's involvement and progress with curricular reform, including the task force focused on the general education curriculum. Schpiege discussed on-line teaching with the Board, the change in name of the new Division of Education and Leadership, and learning outcomes work. Baumgartner asked about the catalyst for the general education curriculum reform and Schpiege outlined the complexity of WOU's requirements. Trustee Shetterly asked about the faculty's acceptance of the reform effort and Schpiege discussed how faculty were now engaged in the effort. Trustee Komp asked about teacher licensure titles related to the education leadership programs. Schpiege described how WOU's now has certificates for the endorsements. Trustee Kulongoski asked how WOU would address the passage of Measure 98. Schpiege described the research she conducted about CTE licensure programs in the state.

(2) Staff Senate

Baumgartner recognized Jesse Poole, Staff Senate President, for a report. Poole informed the Board about Staff Senate elections, the Staff Senate merger with the former Administrative Support Council (ASC), the creation of an Administrative Equity Committee, the Staff Senate Scholarship, and the change in Staff Senate bylaws regarding representation.

(3) ASWOU

Baumgartner recognized Jessica Freeman, ASWOU President, for a report. Freeman noted that the new ASWOU administration was in place. She shared information about the voter registration drive. Kulongoski asked if the statistics on voter registration were before or after the change in the state's "voter motor" legislation.

V. PUBLIC COMMENT

There were no individuals signed up to provide public comment to the Board.

VI. PRESIDENT'S REPORT

Baumgartner acknowledged President Rex Fuller for his president's report. Fuller referred the Board to his written report in the docket. He recognized the trustees that attended commencement and observed that it was WOU's largest commencement ever. Fuller reviewed some statistics about the graduating class and turned to some accomplishments over the past academic year. The accomplishments included the opening of the new Richard Woodcock Education Center, the strategic plan, the Us.Dream project, intervention with students that have stopped out, the hiring of thirteen new tenure-track faculty, retention rate improvement, and academic recognition for student-athletes. Fuller continued to review the objectives to emerge from the new strategic plan, including the University Budget Committee and University Council. Fuller noted that enrollment was trending according to projection. Kulongoski asked if WOU enrollment trends were matched by the other Oregon universities. David McDonald observed that results across the state were mixed. Kulongoski inquired as to whether there was data on

2-year and 4-year enrollments. McDonald noted that community college enrollments were declining and there were demographic factors at play with declining enrollments in various sectors. Kulongoski and McDonald discussed the Oregon Promise and its impact on enrollments. Fuller concluded his report by introducing new staff, including Athletic Director Curtis Campbell, Director of Institutional Research & Effectiveness Dr. Abdus Shahid, Erin McDonough's new interim role with the WOU Foundation, and Dean for Liberal Arts & Sciences Dr. Kathleen Cassity. Kulongoski asked how many non-tenure-track faculty members are hired into tenure-track lines and Provost Steve Scheck observed that, last year, there was one "in-house" transfer and the remainder of the positions were hired from outside of the university.

## VII. JULY DISCUSSION THEME: EVALUATION, ENTERPRISE RISK MANAGEMENT AND CONTINUOUS IMPROVEMENT

### (1) President's University Goals and Introduction to University Dashboards

Baumgartner turned the discussion to the university goals as included in the written docket materials. He reviewed the timeline with respect to the university goals, including the president's evaluation and reappointment. Baumgartner asked Fuller to describe the university goals. Fuller noted that he used the five pillars in the strategic plan to identify university goals for the 2017-2018 academic year. He observed that it was time for the divisions and units to revisit division plans in order to align them with the university's new strategic plan. Fuller shared that he expected the new university budget process to continue through the 2017-2018 academic year and that provisional plans would be in place during Spring 2018. Fuller continued, noting the diversity of revenue streams and fundraising would need to be a priority. Fuller outlined pathways to academic excellence and relationships with community colleges. In addition to reviewing the goals, Fuller also noted the need for university dashboards to measure progress. Trustee Mladenovic asked if there was a standard measure for affordability or cost of attendance used by other institutions and Shadid shared that he had not seen a standard measure before. Baumgartner stressed that affordability was a key issue and the Board needed a clear understanding of the university's approach. Kulongoski asked what measures that HECC used. Fuller described enrollment share and the various categories of undergraduate enrollments that flowed through the HECC funding formula. Kulongoski stressed flexibility.

Amid the dashboard discussion, Fuller noted that WOU would need to identify comparators. Baumgartner asked what the three most important things facing the university were and what the university and Board should be doing. Fuller stressed the university goals would be shared by the entire team. Mladenovic asked if student debt would be a reasonable measure for affordability. Mladenovic and Fuller turned the conversation to the impact of general education reform and the reduction in student debt. Fuller noted that one of the goals of the general education task force was to allow for flexibility with open credits. Kulongoski noted that the university needed a methodology to track what students were doing after graduation. Shetterly noted, in addition to university goals, that the president consider personal goals as part of the puzzle. Fuller observed that he appreciated the sentiment. Fuller noted that the conversation would be helpful for Shadid and others to revise the dashboards and measures for consideration. Kulongoski stressed the importance of HECC measures and gathering information that would help WOU vis-à-vis other Oregon universities. Trustee Komp noted that she was pleased to see McDonald taking on a larger role with HECC on behalf of the university. Baumgartner did not ask for a formal motion for the university goals and dashboards, but

explained that they would guide the president's progress and evaluation at the end of the academic year.

## VIII. FAC

### (1) Vice President for Finance & Administration

Baumgartner called on Vice President for Finance & Administration Eric Yahnke for a brief report. Yahnke reviewed the hard work of his team over the course of the year, the recent close of the past fiscal year, capital construction planning, including legislative approval of two capital projects and work for accommodation and accessibility upgrades. Kulongoski asked about funds for capital repair and Yahnke described the square footage process by which capital repair and deferred maintenance dollars are allocated.

### (2) Committee Chair

Baumgartner turned to Ivan Hurtado, sitting in for FAC Chair Cec Koontz, for any FAC updates or announcements. Hurtado noted that the FAC discussed capital projects and the progress of the University Budget Committee.

### (3) Committee Recommendations for Board Action or Discussion

#### (a) FY2017 Q4 Management Report

Baumgartner asked Yahnke to review the FY2017 Q4 Management Report materials. Yahnke noted that the university closed the year fiscally sound. He observed that the FAC is recommending the Board accept the preliminary report as included in the docket. Trustee Habermann-Guthrie observed that the numbers were not final when report was presented to FAC. Yahnke observed that the total revenue was up slightly, there was vacancy savings, supplies and services were up, and the fund balance was 16.3%. He noted with final analysis, he expected the fund balance to be up slightly. Kulongoski asked what the total percentage of the budget was dedicated to compensation and Yahnke answered 80-85%. Kulongoski inquired about the impact of the PERS budget and Yahnke noted that the rate would increase in subsequent years. After discussion, Baumgartner called for a motion to accept the report, consistent with the written docket materials. Hurtado moved approval, and Shetterly seconded the motion. The following trustees voted in favor of the motion:

Arredondo  
Baumgartner  
Habermann-Guthrie  
Hurtado  
Komp  
Kulongoski  
Martin (on phone)  
Mladenovic  
Shetterly

Fuller is non-voting.

There were no trustees opposed to the motion.

There were no abstentions.

Motion passed.

(b) FY2018 University Budget

Baumgartner recognized Yahnke to review the FY2018 University Budget materials. Yahnke observed that the written materials were a preliminary FY2018 budget. It assumed state appropriations would be proportionate to the previous year, included negotiated compensation increases, reflected a five percent decline in enrollment, and included the 6.9% increase in resident undergraduate tuition. Shetterly asked about the fund balance with a \$2 million structural deficit. Yahnke projected that the fund balance would be 13.2% at the end of the fiscal year. Fuller noted that the structural deficit motivated his charge to the new University Budget Committee to identify cuts and actions necessary to eliminate the deficit. Yahnke observed that the structural deficit was depicted in the written docket materials. Kulongoski asked if the legislature held some of its appropriation and Yahnke noted that he was not aware of any such action. Fuller added that the HECC's funding formula would continue to change its emphasis on outcomes. After discussion, Baumgartner called for a motion to approve the budget, consistent with the written docket materials. Hurtado moved approval, and Mladenovic seconded the motion. The following trustees voted in favor of the motion:

Arredondo  
Baumgartner  
Habermann-Guthrie  
Hurtado  
Komp  
Kulongoski  
Martin (on phone)  
Mladenovic  
Shetterly

Fuller is non-voting.

There were no trustees opposed to the motion.

There were no abstentions.

Motion passed.

(c) 2017-2018 Tuition & Fee Book Post-Legislative Resolution

Baumgartner acknowledged Fuller to review the 2017-2018 Tuition & Fee Post-Legislative Resolution. Baumgartner reviewed the timeline and history of the Board's consideration of tuition rates. He noted that this resolution was necessary to perfect a legislative budget note. After discussion, Baumgartner called for a motion to approve the resolution, consistent with the

written docket materials. Habermann-Guthrie moved approval. Before proceeding to the vote, Kulongoski observed that he would support the resolution, even though he had voted no on the original tuition range. He noted his objection to current service level budgeting. Fuller added that the University Budget Committee, per comments from Mladenovic and the Board, would not be considering across-the-board cuts in devising strategies to tackle the structural deficit. After discussion, and a motion, Baumgartner called for a vote. The following trustees voted in favor of the motion:

Arredondo  
Baumgartner  
Habermann-Guthrie  
Hurtado  
Komp  
Kulongoski  
Martin (on phone)  
Mladenovic  
Shetterly

Fuller is non-voting.

There were no trustees opposed to the motion.

There were no abstentions.

Motion passed.

IX. BREAK

X. ASAC

(1) Provost & Vice President for Academic Affairs

Baumgartner recognized Dr. Steve Scheck, Provost and Vice President for Academic Affairs, for a brief report. Scheck discussed the year one and ad hoc reports to NWCCU, Associate Provost Sue Monahan's work with assessment, mission fulfillment with the president's university goals, and progress on the general education curriculum reform effort. Shetterly asked how the presentation from the outside general education expert was received and Scheck indicated well.

(2) Vice President for Student Affairs

Baumgartner recognized Dr. Gary Dukes, Vice President for Student Affairs, for a brief report. Dukes reviewed expanded programs in the Student Health & Counseling Center, programming for the upcoming solar eclipse, and conference coordination capacity. Habermann-Guthrie asked if the eclipse programming was supposed to be revenue-generating.

(3) Committee Chair

Baumgartner asked ASAC Chair Shetterly for any updates or announcements from the Committee. Shetterly did not have a report. Before moving forward with the agenda, Fuller returned to the tuition discussion and thanked the Board for closing the funding gap. He observed that WOU would be about the same as SOU and that the university would be in the zone of affordability previously discussed. Fuller also observed that WOU was responding to the impact of the Oregon Promise with a Jump Start scholarship program designed to attract students with Oregon Promise eligibility. Komp asked for comparative prices with Chemeketa Community College.

(4) Committee Recommendations for Board Action or Discussion

There were no recommendation from the ASAC.

XI. JULY DISCUSSION THEME: EVALUATION, ENTERPRISE RISK MANAGEMENT, AND CONTINUOUS IMPROVEMENT

(1) Internal Audit Functionality and 2017-2018 Audit Plan

In the absence of Internal Auditor from the University Shared Services Enterprise (USSE) Kathy Berg, Baumgartner asked Hagemann to offer some brief comments on internal audit functionality and the 2017-2018 audit plan. Hagemann turned attention to materials in the red folder. He noted that internal audit capacity was added to the services from the University Shared Services Enterprise. Hagemann described how internal audit works with a separate board and that WOU, with Berg, had developed an initial audit plan for the year to include payroll, document imaging, contracts, and cash controls in athletics.

(2) Public University Risk Management & Insurance Trust (PURMIT)

Baumgartner recognized Ryan Britz from Berkley Risk and James Parker from the law firm of Davis Wright Tremaine for a presentation on the Public University Risk Management & Insurance Trust. Parker observed that it was his goal to inform the Board about what PURMIT is and what it does for WOU. He noted that PURMIT was an insurance provider that coordinates brokerage services. Parker offered the history of how risk management emerged from higher education governance reform. He shared that after each university had an independent board, the model moved to a self-insurance trust. He stated that the first year was focused on formation and eventually hired a third party administrator. Ryan Britz from Berkley Risk described the model, including institutional deductibles, pooled retention, and excess insurance coverage. Britz reviewed all of the areas of coverage, including property, fine arts, licensed professional liability, educators' legal liability, general liability, foreign, crime, media professional, and security risk. Hurtado asked about earthquake coverage, and Britz noted that it was a covered peril, but the limit was \$500,000. Britz described the positive impact of pooling and spreading risk. He noted that the trust is able to stabilize market fluctuations easier than an institution operating by itself. Kulongoski asked if all seven public universities were required to share risk under the former Oregon University System. Hagemann replied yes and Kulongoski asked why the University of Oregon is not a PURMIT member. Kulongoski and Mladenovic asked if other universities could leave PURMIT and Hagemann replied yes. Parker noted that there were protections built into the trust, including the inability to take surpluses upon departure.

Kulongoski reiterated his concern about a larger institution leaving PURIMT and the impact on the smaller institutions. Komp asked for the PURMIT agreements.

## XII. EGTC

### (1) Vice President & General Counsel

#### (a) 2017 Legislative Session Recap

Baumgartner recognized Hagemann for a recap of the 2017 Legislative Session. Hagemann referred the Board to the written materials in the docket. He noted that, in a difficult budget year, the public universities emerged relatively well. He observed that the universities received \$736.8 million in operating funds, restored the Sports Action Lottery funding that had been cut, and that WOU got both capital projects for which it asked. Hagemann pointed out several policy bills worth consideration, including SB 1067 on cost containment, PERS fixes, Measure 100 fix, textbook affordability, a grant program for veteran services, HB 2998 transfer requirements, HECC 'clean up' bill, and changes to public records.

### (2) Committee Chair

Baumgartner reviewed EGTC matters with the full Board. He discussed presidential appointment and goals. He noted that EGTC discussed internal audit capacity and reports. Baumgartner briefly discussed board vacancies and work with the Governor's Office. He noted that there would be much work with board appointments over the coming year.

### (3) Committee Recommendations for Board Action or Discussion

#### (a) Board Vice-Chair Election

Baumgartner introduced the EGTC's recommendation to re-elect Koontz as the Board's vice chair. Baumgartner offered that he discussed the reappointment with Koontz and she was willing to serve. Shetterly noted that, with a two-year term, Koontz would be vice-chair to 2019, but would need to be reappointed to the Board in 2018. After discussion, Baumgartner called for a motion to elect Koontz, consistent with the written docket materials. Shetterly moved approval, and Baumgartner called for a vote. The following trustees voted in favor of the motion:

Arredondo  
Baumgartner  
Habermann-Guthrie  
Hurtado  
Komp  
Kulongoski  
Martin (on phone)  
Mladenovic  
Shetterly

Fuller is non-voting.

There were no trustees opposed to the motion.

There were no abstentions.

Motion passed.

(b) Internal Audit Final Report: Payroll Operations

In the absence of Internal Auditor from the University Shared Services Enterprise (USSE) Kathy Berg, Baumgartner asked Hagemann to review the final audit report for payroll operations. Hagemann noted that he was bringing the final report to the Board because Berg was present at the EGTC consideration of the final report. He stated that Berg identified that appropriate controls were in place and had identified several areas of improvement for the payroll operations function. Hagemann reported Berg noted segregation of duties, overpayments, and pay advances. Hagemann called the Board's attention to the recommendations in the report and that management had agreed will all recommendations. Fuller echoed management's agreement with the recommendations and observed action steps the university was pursuing to respond to the audit's findings. Shetterly confirmed that Berg would be available for future reports. After discussion, Baumgartner called for a vote to accept the report, consistent with the written docket materials. The following trustees voted in favor of the motion:

Arredondo  
Baumgartner  
Habermann-Guthrie  
Hurtado  
Komp  
Kulongoski  
Martin (on phone)  
Mladenovic  
Shetterly

Fuller is non-voting.

There were no trustees opposed to the motion.

There were no abstentions.

Motion passed.

XIII. JULY DISCUSSION THEME: BOARD EVALUATION, ENTERPRISE RISK MANAGEMENT, AND CONTINUOUS IMPROVEMENT

(1) Board Survey and Evaluation

Baumgartner turned the Board's attention to the docket materials on the board survey and evaluation. Baumgartner shared that he appreciated the Board responses to the survey. He noted that trustees feel their participation and service are meaningful. He observed that there was some tension between the efficiency of the meetings and desire to drill down into topics, but

little interest to expand the meetings. Baumgartner stated that he asked Hagemann to survey the other universities about Board function and that WOU's Board met the least often and for the shortest amount of time. Baumgartner shared that he liked that the committees met ahead of the Board meeting in order to consider issues and topics in-depth. Fuller stated that some changes were introduced on the basis of the survey, including a new docket template. Shetterly noted that it would be helpful for the committee chair to get notes or a "cheat sheet" from staff in order to streamline the chair's report. Baumgartner echoed the Board's commitment to thematic meetings. He noted that meetings would start an hour earlier in order to permit a showcase item at each Board meeting, with a new theme to be introduced for the April meeting. He stressed using the strategic plan as the northstar for meetings. Baumgartner reiterated the themes of enrollment (October), cost (January), and compliance/evaluation (July). Mladenovic asked whether or not the strategic plan should be a theme, and Baumgartner replied that it would not be a meeting theme, but should impact everything that the Board and university do. Hurtado echoed support for showcase items. Komp added the importance of highlighting the ability to donate to the university. Kulongoski added that he was concerned about the proportion of the budget that was dependent on the federal government and impact of the federal budget. Fuller noted that WOU monitors this activity closely and is poised to join efforts from national organizations to advocate for higher education. Mladenovic asked if there would be a presentation from the WOU Foundation. Baumgartner noted that the Board had heard from the foundation last year and it would be interesting to hear from the Foundation again.

#### XIV. FINAL ANNOUNCEMENTS

Before adjournment, Baumgartner reminded Board members about the dinner in the Richard Woodcock Education Center immediately following the meeting.

#### XV. ADJOURNMENT

Baumgartner adjourned the meeting with a quorum (Arredondo, Baumgartner, Fuller, Habermann-Guthrie, Hurtado, Komp, Kulongoski, Martin (on phone), Mladenovic, Shetterly) at 5:58 PM.



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Ryan James Hagemann,  
Secretary, WOU Board of Trustees



## Board of Trustees, October 25, 2017

### President's Report

#### 1. Year in review

- The graduating class of 2017 totaled 1,668 individuals with just over 1,000 attending commencement.
- 86% received a bachelor's degree and 14% received a master's degree.
- 2017 graduates represented:
  - 33 of 36 counties in Oregon;
  - 24 states from Alaska to Florida, and the U.S. Territory of Puerto Rico;
  - 8 countries with our largest number of students from China and Saudi Arabia.
- Completed strategic plan, *Forward Together: 2017-23* and revised university mission statement
- Submitted year one report to NWCCU in March and an ad hoc report earlier this month. Thank you to Dr. Sue Monahan for her efforts.
- This year we will renovate the Natural Science Building—this project will begin in January 2018 with a completion date of December 2018. The Natural Science Building will remain in use throughout the project. This project will improve the building infrastructure, but more importantly, it will vastly improve the learning spaces for our current and future students. To accomplish these outcomes, we will need to secure an additional \$2.7 million.
- Western now has a new Student Health and Counseling Center. The new space is about 11,000 square feet which increases our capacity to provide the services our students need. The new center was dedicated on Monday, October 2.
- The former student health center will be remodeled, at a cost of less than \$240,000, to accommodate the academic advising staff and staff that support the Student Enrichment Program. This change will address issues that we face in the current space in APSC related to student privacy. The building will be known as the Advising Center and we expect the remodeling to be completed this fall.
- High academic success rates for student athletes—the NCAA Division II

motto of “life in the balance “ continues to serve our student athletes well.

- Improved access to college through our Willamette Promise program whereby high school seniors earn college credit in dual credit courses in Biology, Chemistry, Mathematics, Psychology, Writing, Communications, Spanish, and Computer Science.
- Finished last fiscal year with a fund balance that meets Board policy—slightly better than budget due to prudent management of our resources.
- On the alumni front—we continued outreach efforts through events in Bend, Medford and most recently Southern California. These efforts have grown our Alumni network—and we connect on a regular basis though social media, monthly enews and regional volunteers.

## 2. Enrollment

- Enrollment projections for fall 2017 continue to show that overall enrollment will be down about 3%. This is due to a smaller freshman class—with the greatest decrease among Oregon residents— a decrease of 100 compared to last year. However, Oregonians still comprise about 78% of our undergraduate enrollment.
- On a positive note, undergraduate enrollment from other states increased by 5% over last year. As we look to the demographics of Oregon over the next six years, high school graduates will remain near 36,000. And, within that number, the fastest growing segment will be Hispanics. By 2027, 10 years from now, Hispanics will represent 25% of Oregon high school graduates.
- Hispanic students will exceed 15% of total enrollment this fall and represented nearly 20% of our incoming freshman class.
- Finally, transfers at Western have increased this year, and we continue to make progress on developing and promoting transfer pathways for students from Oregon’s community colleges.

<b>Enrollment Report Fall 2017( October 2, 2017) vs. Fall 2016 (October 3, 2016)</b>						
	<b>Fall 2017</b>	<b>%</b>	<b>Fall 2016</b>	<b>%</b>	<b>Δ</b>	<b>%Δ</b>
Total Enrollment	5,281		5,380		-99	-1.8%
Total Credit Hours	66,336		67,336		-1,000	-1.5%
Total FTE *	4,487.2		4,558.5		-71.2	-1.6%
*Note: -100 FTES → a loss in expected tuition revenue of about \$1,000,000 (assuming current mix of resident and non-resident tuition)						

	Fall 2017	%	Fall 2016	%	Δ	%Δ
Male	1,931	36.6%	2,018	37.5%	-87	-4.3%
Female	3,308	62.6%	3,361	62.5%	-53	-1.6%
Other	42	0.8%	1	0.0%	41	4,100.0%
No Response	0	0.0%	0	0.0%	0	100.0%
<b>Undergraduate Breakout</b>						
Resident	3,551	67.2%	3,623	67.3%	-72	-2.0%
Non-Resident, Other State:						
- WICHE/WUE	785	14.9%	781	14.5%	4	0.5%
- Non-WICHE/WUE	72	1.4%	79	1.5%	-7	-8.9%
Non-Citizen Resident Alien	65	1.2%	72	1.3%	-7	-9.7%
Foreign/International	272	5.2%	240	4.5%	32	13.3%
Tuition Equity	30	0.6%	38	0.7%	-8	-21.1%
Unknown	0		0			
Total	4,775		4,833		-108	-1.2%
<b>Graduate Breakout</b>						
Resident	404	7.7%	459	8.5%	-55	-12.0%
Non-Resident, Other State:						
- WICHE/WUE	1	0.0%	3	0.1%	-2	-66.7%
- Non-WICHE/WUE	52	1.0%	39	0.7%	13	33.3%
Non-Citizen Resident Alien	7	0.1%	11	0.2%	-4	-36.4%
Foreign/International	42	0.8%	35	0.7%	7	20.0%
Unknown	0		0			
Total	506		547		-41	-7.5%
<b>All Students</b>						
Non Resident Alien	350	6.5%	312	5.7%	38	12.2%
Hispanic	781	14.8%	707	13.1%	74	10.5%
American Indian/Alaskan Native	86	1.6%	88	1.6%	-2	-2.3%
Asian	228	4.3%	223	4.1%	5	2.2%
Black/African American	180	3.4%	196	3.6%	-16	-8.2%
Pacific Islander	140	2.7%	145	2.7%	-5	-3.4%
White	3,297	62.4%	3,506	65.2%	-209	-6.0%
Two or More Races	21	0.4%	8	0.1%	13	162.5%
Unknown/Did Not Respond	198	3.7%	195	3.6%	3	1.5%
<b>Freshmen</b>						
Freshmen	1,181	22.4%	1,801	33.5%	-620	-34.4%
<b>Sophomores</b>						
Sophomores	895	16.9%	714	13.3%	181	25.4%
<b>Juniors</b>						
Juniors	1,212	23.0%	856	15.9%	356	41.6%
<b>Seniors</b>						
Seniors	1,413	26.8%	1,373	25.5%	40	2.9%
<b>Post Bacc / Non-Graduate</b>						
Post Bacc / Non-Graduate	62	1.2%	64	1.2%	-2	-3.1%
<b>Graduate Masters</b>						
Graduate Masters	445	8.4%	497	9.2%	-52	-10.5%

	Fall 2017	%	Fall 2016	%	Δ	%Δ
Post Baccalaureate	0	0.0%	0	0.0%	0	
Non-Admit Undergraduate	12	0.2%	25	0.5%	-13	-52.0%
Non-Admit Graduate	61	1.2%	50	0.9%	11	22.0%
<b>New Students</b>						
New Students	1,173		1,241		-68	-5.5%
-New Freshmen	706	13.4%	878	16.3%	-172	-19.6%
-Sophomores	107	2.0%	32	0.6%	75	234.4%
-Juniors	150	2.8%	124	2.3%	26	21.0%
-Seniors	210	4.0%	207	3.8%	3	1.4%
<b>Transfer Students *</b>						
Transfer Students *	570		523		47	9.0%
-Freshmen	114	2.2%	493	9.2%	-379	-76.9%
-Sophomores	152	2.9%	9	0.2%	143	1,588.9%
-Juniors	258	4.9%	18	0.3%	240	1,333.3%
-Seniors	46	0.9%	3	0.1%	43	1,433.3%
* Transfer Student Level is based on the number of credits in Banner on the day this report data was captured. It can take several months for credits from another institution to appear on a student's record, at which time their level will be changed accordingly.						
<b>Continuing Students</b>						
Continuing Students	2,958		2,980		-22	-0.7%
-Freshmen	361	6.8%	430	8.0%	-69	-16.0%
-Sophomores	636	12.0%	673	12.5%	-37	-5.5%
-Juniors	804	15.2%	714	13.3%	90	12.6%
-Seniors	1,157	21.9%	1,163	21.6%	-6	-0.5%

### 3. Legislative Session and Budget update

#### Capital budget

Western received \$7.7 million toward a total cost of \$8.3 million for renovation of the OMA building. This fall, we will hire a consultant who will meet with campus representatives to discuss the best use of the space. The building affords the campus a unique opportunity to develop space that will assist our efforts to provide conferences focused on such things as first-generation enrollments and graduate certificate programs. The lower floor is likely to house admissions and financial aid, as well as classroom space to enable families to apply for financial aid in a one-stop shop environment. The second floor is envisioned as a combination of living and learning space to host groups and/or individuals on campus.

Western also received \$5.5 million of a total project cost of \$6 million to remodel the lower 2 floors of the Instructional Technology Center (ITC). The ITC project will include safety and seismic upgrades as well as improved classrooms and facilities. The project will upgrade the HVAC as well as the mechanical, electrical, and plumbing systems. ITC is home to our programs in computer science, visual communication design and the Academic Innovation Center. This project is slated to start in the latter part of the 2017-19 biennium.

### **Operating budget**

The final operating budget for higher education was \$736.9 million, an increase of about \$70 million over the Governor's recommended budget. The Public University State Funding (PUSF) is allocated to each university via a funding formula. The formula includes a portion of funding based on activity—that is weighted student credits hours and outcomes—primarily degrees granted to Oregon undergraduates.

Starting in July 2018, 60% of the funding will be determined by outcomes. By contrast, 80% of 2016's budget was determined by student credit hours. This gradual move toward greater emphasis on degree production is intentional and stresses the importance of student success as measured by degree completion. The funding model plays to Western's historic advantage in promoting a campus where student success is a core value.

### **Budget process 2017-18**

In a few weeks, we will have final enrollment numbers and this will enable Western to determine the extent to which we will have a structural deficit. With current enrollment figures the deficit is likely to be under \$2 million annually.

As we finished 2016-17, budget unit heads submitted budget reduction scenarios that were vetted by the Cabinet and forwarded to the University Budget Committee (UBC) for review and consideration. The alternatives totaled nearly \$3.5 million.

The UBC considered the proposals in light of the strategic plan with a goal of ensuring continued progress toward degree completion for our students and a focus on the other aspects of the plan. Following its deliberations and review,

the UBC identified eighteen proposals that totaled about \$3.2 million. These proposals remain under consideration as we enter 2017-18.

As we start AY2017-18, we will use a portion of our reserves in the current year to balance the budget, but Western will need to make decisions that lead to a balanced budget for 2018-19.

This means that we will use the current year to engage in the planning and decision making process that ensures a balanced budget by July 1, 2018, and to implement budget saving actions as early as possible.

### **Public University State Funding (PUSF) in FY2017-18**

Each year, HECC reevaluates the performance based funding for universities in light of actual outcomes and activity levels—Student Success and Completion Model (SSCM) true-up process.

For FY2017-18, Western’s operating budget was reduced by **(\$209,758)**. The reasons for the reduction include the following: 1) reduced SCH vs. expected value, and 2) reduced outcomes, primarily number of degrees awarded compared to expected level.

As I stated in my State of the University address, the outcomes portion of the operating budget will now account for 80% of the allocation in FY2018-19 and beyond. This speaks to the clear need for Western to meet its enrollment targets and to see our enrolled students earn degrees.

## **4. Strategic Planning Implementation**

A group of 30 colleagues from throughout campus met on September 7<sup>th</sup> to develop next steps in implementation of the strategic plan. The participants worked in teams on the five initiatives: student success, academic excellence, community engagement, accountability, and sustainability & stewardship. The group used the strategic plan to develop three primary and three secondary goals for each area. This work continues as we start the year. The group also met on October 6 to finalize the goals for each area. Once these goals are finalized, they will be shared with campus.

Implementation of the strategic plan will also lead us to create a **University Council**. The Council will consist of a broad cross-section of the university.

The University Council will be responsible for determining the degree to which the university is meeting its mission and is engaged in comprehensive, ongoing, systematic assessment of its work that leads to mission fulfillment and continuous improvement. The council will also be crucial in our on-going effort to meet Northwest accreditation standards as we move through the next seven-year cycle.

Western will revise its **campus master plan** in 2017-18. We are in the final phases of hiring an external consultant to engage in the process by which we reevaluate the space and facility needs of the campus. Our last master plan used enrollment forecasts that have not been realized and we will need to calibrate our space and facility needs with our new realities related to enrollment. The plan will also need to be responsive to the changing needs of our learning environment for all students.

A final aspect of implementation relates to the development of an **enrollment management plan** that will lead to sustainable enrollments. The most important aspect of the enrollment management plan will be the identification of new markets, new and modified degree programs and new (or enhanced) degree pathways.

## 5. Academic Affairs

### Northwest Accreditation Updates

- **New mission and core themes received formal approval:** Western received a formal notice of approval on July 31, 2017.
- **Fall 2017 ad hoc report was submitted—September 2017:** Dr. Sue Monahan, Associate Provost for Academic Effectiveness, led the report writing. Copies are in your packet and can also be found under Accreditation at the Academic Affairs web site. The report will be reviewed at the December 2017 NWCCU Commission meeting.
- **Updated Year 1 report due March 2018:** As noted at the July 2017 Board of Trustees meeting, we will be submitting an updated Year 1 report by March 2018. We will edit the previous Year 1 report (submitted in March 2017) for factual updates and incorporate any appropriate responses to NWCCU's review of our ad hoc report.

**Transfer Pathways:** Dr. Tad Shannon, associate professor of computer science, will be serving on the HECC advisory committee dealing with HB 2998 – the transfer student bill of rights. This legislation sets out deliverables for 30 universally-accepted transfer college credits and establishment each year of three new transfer pathways in high demand or high value degree programs. Dr. Shannon is a former Faculty Senate president at WOU and currently serves as one of our two representatives on the Inter-Institutional Faculty Senate (an assembly representing the seven public universities). The work on-going at WOU for the 180-credit degree should align us well with HB 2998 goals.

**General Education Redesign:** A task force led by Dr. Breeann Flesch and Provost Scheck met over the summer and developed a proposal that is now being vetted by the larger campus community. The A formal proposal is scheduled to be presented to the Faculty Senate in November. Documentation about the general education curriculum can be found at the Faculty Senate General Education Committee web site – <http://www.wou.edu/facultysenate/committees/general-education/>

## 6. Student Affairs

**Student Health and Counseling Center:** The Student Health and Counseling Center was officially dedicated on October 2, 2017. Jaime Silva, Director of the Student Health and Counseling Center, Dr. Rex Fuller, President, and Jessica Freeman, ASWOU President spoke at the event. Cec Koontz spoke on behalf of the Board. Students are very pleased with the new facility. The staff have been extremely busy with the start of the year.

**Housing:** Even with lower enrollments, housing is at similar occupancy as it was a year ago. A major reason for this is the number of transfer students who are living on campus. The number of freshmen living on campus is down by about 100 students, but the number of transfer student living on campus is up by about 100 students. University Housing started offering communities within a couple of residence halls which was only transfer students. This seemed to be a popular option and one which will continue to be offered.

**Student Deaths:** Two students passed away in separate automobile accidents within a week time span. Nick Lyngheim, a freshman football player from Gresham, Oregon passed away on September 14, and Elizabeth Hoke, a freshman from Silverton Oregon passed away on September 22. Deaths such as these challenge the university to draw together to grieve and mourn our loss and extend our deepest condolences to the families and friends of the victims.

**Deferred Action for Childhood Arrivals (DACA):** Western has close to 50 students on our campus who likely are a part of the DACA program and affected by the executive order to end the DACA program. We continue to work with these students and talk with our legislatures of the impact this decision will have on our campus. A community march in support of DACA was organized and started at Western with its conclusion at Riverside Park in Independence on October 15, 2017.

## 7. Finance and Administration

**Oregon Military Academy and ITC Update:** Final sale closed on October 4, 2017 for a purchase price of \$5 million. An RFP for architectural services is posted and we expect to have a contract in place no later than December.

Similarly, an RFP for architectural services in support of the ITC renovation is posted and we expect to have a contract in place no later than December.

**External Audits:** Eide Baily conducted most of their field work during the first two weeks of October and will finalize their audit field work and issue the final audited financial reports by the State's November 15<sup>th</sup> deadline.

Eide Baily is also conducting a review of Athletics – all expenses and revenues for or on behalf of WOU Athletics, which includes the WOU Foundation. This review is required by the NCAA every three years and the report's primary purpose is to ensure that the president is made aware of all financial activity (both internal and external) for athletics purposes and to assist the institution in exercising control over financial activity made by or on behalf of the intercollegiate athletics program. Furthermore, the review is meant to assist with evaluating whether the statement of operations (revenue & expense) is in compliance with NCAA Bylaws.

The report's secondary purpose is to ensure the accuracy of the data the institution is submitting for sports sponsorship, Pell grants and grants-in-aid, which determines the calculation of several revenue distributions.

**Natural Science building renovation:** Construction is expected to begin in January of 2018 with a completion date of December 2018. Thanks to Dr. Steve Taylor for his leadership on this project and his colleagues who have participated in developing the project scope. The project will improve the building infrastructure, but more importantly, it will vastly improve the learning spaces for our current and future

students. To accomplish these outcomes, Western will need to secure an additional \$2.7 million.

## **8. Vice President & General Counsel**

**Government Affairs and Legislative Advisory Council (LAC):** The government affairs representatives and lobbyists for all seven public university, OHSU, and the Oregon Council of Presidents (OCOP) continue to meet once a week throughout the summer, including a July retreat and an August OCOP retreat, to chart the course for the 2018 legislative session and lay the groundwork for the 2019 legislative session, including the 2019-2021 budget request. The LAC has several workgroups focused on topics of interest to the Legislature and stakeholders, including the PUSF budget request, tuition statute revision, Title IX, and cost containment measures outlined in SB 1067. As mentioned at the last Board meeting, Dave McDonald has joined the public affairs team as the Associate Vice President for Public Affairs and Strategic Initiatives. The capacity and expertise Dave brings will assist WOU enormously in Salem, the Capitol, and HECC.

**University Attorneys:** On October 13, WOU hosted the in-house attorneys from all seven public university campuses. The attorneys meet quarterly to discuss common issues. In addition to the quarterly meetings, there are monthly phone calls with the general counsels, an employment law subgroup, and a transactional law subgroup.

**Policy Council:** On October 16, the Policy Council met for its quarterly meeting. After it established the structure and process by which it would consider university policies and procedures, it turned to introducing new policies and revising or deleting old policies from either WOU or the Oregon University System. With the structure and quarterly meeting schedule now in place, this year, in addition to any policy or procedure any unit would like to promulgate, the Policy Council has identified thirty policies or procedures to review to determine whether or not a new policy is needed or old statements should be revised or deleted. Substantial progress or updates on the 2017-2018 agenda will be expected at the Policy Council's quarterly meeting in January.

**Deferred Action for Childhood Arrivals (DACA):** In September, the State of Oregon joined a lawsuit against the Trump Administration, arguing the rescission of the Deferred Action of Childhood Arrivals (DACA) was unlawful.

As a part of the complaint, the Attorney General asked the public universities for declarations to demonstrate the negative impact the rescission would have on the State. [WOU offered a declaration to the State of Oregon's complaint.](#)

**Internship:** The President's Office is participating again in the Service Learning and Career Development Office's internship program. The program funds a two-term internship. In the past, the President's Office has had interns focused on the Policy Council and legislative sessions. Applications were due on October 17.

## 9. External Relations/Foundation

### WOU Foundation Board

#### *Officers:*

New: Cori Frauendiener – Chair and Pat Stineff – Secretary

Continuing: John Schrenk – Vice Chair and Ryan Skogstad – Treasurer

#### *Members:*

New at-large: Carly Neal

New ex-officio: Scott McClure – Smith Fine Arts and Jessica Freeman – ASWOU

#### *Actions:*

- Held retreat on October 6 and 7
- Activated Development Committee
- Reactivated Competitive Grants Committee
- Established formal nomination, orientation and training process

### Annual Giving

- Phone-a-thon has kicked off for academic year
- Direct response activities underway
- Save the date – WOU Giving Day is March 6, 2018
- To date (10/13) 190 donors have given \$22,448 in unrestricted funds.

### Alumni & Friends

- Board added eight new members, for a total of 22 members
- In August and September, alumni events were held in Monmouth, Salem, central Oregon, and southern California
- Emeritus Society has 87 members and continues to have monthly meetings and field trips. Three Emeritus Society \$1,000 scholarships have been awarded for 2017-18.

## **Strategic Communications and Marketing**

### **Projects**

#### *Completed:*

- Policy completed and official
- Eclipse – including chairing university wide committee, organizing visibility activities including Video Lecture Series and Western Oregon Learning Fun Zone in Independence as well as materials for campus guests.
- Tour for Monmouth & Independence Chamber of Commerce
- Monmouth and Independence utility inserts

#### *Upcoming/ongoing:*

- Website redesign
- Weekly communications and marketing tips emails to create consistency across campus
- Western Edge magazine Fall/Winter edition
- Graphic design, writing, editing, outreach/promotion for clients from across campus

## **10. Athletics**

### **Student Success:**

- Cross Country: Men's Team ranked No. 13 in NCAA DII, hosting NCAA DII West Regional Championships on November 11, 2017
- Football: 2-4 overall, 1-3 GNAC, has played 5 of 6 games on the road including at D1 Idaho State
- Soccer: 2-7-2 overall, 1-4-2 GNAC, roster has one senior, with eight freshmen and six sophomores
- Volleyball: 6-9 overall, 2-6 GNAC, held match point against then undefeated and DII No. 10 ranked Northwest Nazarene
- Seven GNAC Players of the Week so far: Cross Country – 1, Football – 4, Soccer – 1, Volleyball - 1

### **Academic Excellence:**

- Baseball Team GPA: 2.91
- M-Basketball Team GPA: 2.89
- M-Cross Country Team GPA: 3.34
- Football Team GPA: 2.71

- M-Track Team GPA: 3.06
- **Men's Teams Combined GPA: 2.98**
- W-Basketball Team GPA: 3.53
- W-Cross Country Team GPA: 3.54
- Soccer Team GPA: 3.57
- W-Track Team GPA: 3.31
- Volleyball Team GPA: 3.22
- **Women's Teams Combined GPA: 3.38**
- **Athletic Departments Combined GPA: 3.18**

### **Community Engagement:**

- Team Camps: Football (June), M-Basketball (June/July), W-Basketball (July/September), Baseball (November, December, January, August), Volleyball (July), Softball (June/August), Soccer (July)
- Speed and Agility Camp (July)
- Cheerleading Camp (October/March)
- Cross Country Hosted Oregon Middle School State Championship
- Jog-A-Thon at Ash Creek Elementary School
- Fitness Testing at Independence Elementary School
- YMCA Youth Sports-Coaching and Officiating Clinic
- Adopt-A-Highway
- Monmouth Independence Day Parade

**Accountability:** Currently undergoing required audit of athletic finances. Per NCAA outside audit is required every three years for athletics. Discussions with staff and coaches on how our budgets are utilized; separating “needs” from “wants.” Discussed with each head coach the need to field competitive teams. Discussed with students about being responsible for their actions and how they will be held accountable for their behavior.

**Sustainability and Stewardship:** Meeting with alums and supporters in Central Oregon and Southern California to inform them about the financial needs of athletics, pitching my \$20 a month plan. Hosting the first annual Student-Athlete Alumni Reception at Homecoming. Hall of Fame induction Ceremony October 14, 2017 immediately following the football game.

## **President's Cabinet Quarterly Reports, October 2017**

- 1) Academic Affairs, Vice President Steve Scheck
- 2) Student Affairs, Vice President Gary Dukes
- 3) Finance & Administration, Vice President Eric Yahnke
- 4) Vice President & General Counsel, Vice President Ryan Hagemann
- 5) University Advancement & WOU Foundation / Strategic Communications & Marketing, Executive Director Erin McDonough
- 6) Intercollegiate Athletics, Executive Director Curtis Campbell

**Board of Trustees, October 25, 2017**  
**Provost and Vice President for Academic Affairs Report**

**1. Northwest Commission on Colleges and Universities (NWCCU) update**

**A. New mission and core themes received formal approval**

As noted at the July 26, 2017 Board of Trustees meeting, we were expecting to receive notice of approval of our new mission statement and core themes. NWCCU did issue a formal notice of approval on July 31, 2017.

**B. Fall 2017 ad hoc report was submitted**

Dr. Sue Monahan, Associate Provost for Academic Effectiveness, led the report writing. Copies are in your packet and can also be found under Accreditation at the Academic Affairs web site. The report will be reviewed at the December 2017 NWCCU Commissioners meeting.

**C. Updated Year 1 report due March 2018**

As noted at the July 2017 Board of Trustees meeting, we will be submitting an updated Year 1 report by March 2018. We will edit the previous Year 1 report for factual updates and incorporate any appropriate responses to NWCCU's review of our ad hoc report -- if we get the responses in time. Our timetable for the updated Year 1 reporting is on solid footing.

**2. 180-credit to degree initiative**

A. The first critical step to fulfilling the 180-credit initiative (informally tagged as 30-60-90) was launched this summer with the impaneling of the general education task force that worked to craft a new curricular framework. Public discussion about this framework is ongoing with a series of town hall meetings and online survey system in place for collecting comments/suggestions. Academic divisions are also holding faculty meetings to review the proposal and contribute feedback. The task force is also meeting with student leadership groups.

- a. A formal proposal is scheduled to be presented to the Faculty Senate in November. Documentation about the general education curriculum can be found at the Faculty Senate General Education Committee web site –
- b. <http://www.wou.edu/facultysenate/committees/general-education/>
- c. The General Education Task Force will transfer oversight of the curricular process to the Faculty Senate General Education Committee for ongoing oversight of the general education curriculum.

B. Another part necessary to support the 180-credit initiative is for academic programs to update their B.A. and B.S. degree programs such that they are not dependent upon students taking specific general education classes in order to be able to graduate in 180 credits. Programs that wish to continue requiring a minor (a default

requirement for most B.A./B.S. degrees) will need to account for that minor work within the 90 units allocated for major curriculum programming.

- C. Associated with the general education work is WOU's continued participation in Western Interstate Commission for Higher Education's (WICHE) Passport program. This program supports a general education reciprocity exchange for participating colleges and universities in the 16 western states. WOU was the lead school in Oregon in participating in WICHE-Passport.
- D. Dr. Tad Shannon, associate professor of computer science, will be serving on the HECC advisory committee dealing with HB 2998 – the transfer student bill of rights. This legislation sets out deliverables for 30 universally-accepted transfer college credits and establishment each year of three new transfer pathways in high demand or high value degree programs. Dr. Shannon is a former Faculty Senate president at WOU and currently serves as one of our two representatives on the Inter-Institutional Faculty Senate (an assembly representing the seven public universities). The work on-going at WOU for the 180-credit degree should align us well with HB 2998 goals.

- 3. **Two degree proposals:** 1) BA/BS/BFA in Art & Design, and 2) a new BA/BS in Sustainability – are being presented to the Board of Trustees, today, for approval. Because of calendaring issues, the proposals were already submitted to and received positive reviewed by the Public University Provosts Council at its September 13, 2017 meeting. Subsequent to Board review/approval, today, the proposals will be forwarded to the HECC and then NWCCU for their approvals, respectively. Expected launch will be summer/fall 2018.
- 4. Through the efforts of Vice President and General Counsel Ryan Hagemann, WOU is now officially recognized by the U.S. Department of Homeland Security as an American Institution of Research. This designation at Homeland Security enables our permanent foreign resident faculty (*i.e.*, green card holders) to be able to be out-of-country for longer periods of time, such as when on sabbatical leaves, than without this designation.
- 5. In order to better brand the services it provides, President Fuller has authorized the renaming of the Academic Advising and Learning Center to the Student Success and Advising Office. This office is scheduled to relocate during winter break to the recently-vacated and subsequently renovated old student health and counseling center on Church Street. This relocation will provide confidential advising offices for advisor – student conversations. The long-time director of academic advising, Karen Sullivan-Vance, has taken a new position on the east coast. Jesse Poole, current assistant director, will step in to serve as interim director while we prepare for a national search for a new, permanent director later this academic year.
- 6. As part of President Fuller's reconfiguration of the university budget to be in a sustainable position with the 2018-2019 fiscal year, the deans are working with division

chairs on winter and spring term curricular offerings. We are continuing to reduce the number of course sections taught by instructors on non tenure track appointments. This does cause some frustration by students because the variety or frequency of course offerings will be modestly diminished; but students will not be held back from normal progression to degree completion.

## **Board of Trustees, October 25, 2017**

### **Vice President for Student Affairs Report**

#### **New Student Week**

As part of our continuing orientation program, new students are encouraged to participate in New Student Week which occurs the week before classes start. Generally 95% of our new students participate in this week and engage in major presentations on alcohol use, sexual misconduct and assault, bystander intervention, diversity, health relationships, and succeeding in college. In addition, smaller sessions are offered on various services and activities on campus, as well as more detailed sessions on student success skills. Social events such as a hypnotist, dance, and variety show round out the week. This week provides a great opportunity for our students to become familiar with campus, locate their classes, and meet other students before the start of classes.

#### **Student Health and Counseling Center**

The Student Health and Counseling Center was officially dedicated on October 2, 2017. We had good attendance for the event. Jaime Silva, Director of the Student Health and Counseling Center, Dr. Rex Fuller, President, and Jessica Freeman, ASWOU President spoke at the event. Cec Koontz spoke on behalf of the Board. Students are very pleased with the new facility. The staff have been extremely busy with the start of the year.

#### **Enrollment**

Enrollment is down slightly from last year. Headcount is down by 100 students or 1.9%. FTE is down by 70 students or 1.5%. If you remember, we were predicting enrollment to be down by 3-5% back in July, so while we would prefer to be at level or growing enrollment, we are also happy to see our enrollment where it is currently.

#### **University Housing**

Even with lower enrollments, housing is at similar occupancy it was a year ago. A major reason for this is the number of transfer students who are living on campus. The number of freshmen living on campus is down by about 100 students, but the number of transfer student living on campus is up by about 100 students. University Housing started offering communities within a couple of residence halls which was only transfer students. This seemed to be a popular option and one which will continue to be offered.

#### **Student Deaths**

We had two students pass away in separate automobile accidents within a week time span. Nick Lyngheim, a freshman football player from Gresham, Oregon passed away on September 14, and Elizabeth Hoke, a freshman from Silverton Oregon passed away on September 22.

#### **DACA**

We have close to 50 students on our campus who likely are a part of the DACA program and affected by the executive order to end the DACA program. We continue to work with these students and talk with our legislatures of the impact this decision will have on our campus.

**Board of Trustees, Oct 25, 2017**  
**Vice President for Finance & Administration**

**The sale of the building formerly known as the Oregon Military Academy** closed on October 4, 2017 for a purchase price of \$5 million. An RFP for architectural services is posted and we expect to have a contract in place no later than December.

Similarly, an RFP for architectural services in support of the ITC renovation is posted and we expect to have a contract in place no later than December.

**Finance and Administration Training Opportunities**

**Fall Kickoff Week Training**

Every fall, before the beginning of the academic term, Finance and Administration staff provide training seminars which are open to all employees.

This year 14 one-hour sessions were offered on 13 topics. Topics included emergency preparedness, reporting from the University data warehouse, the use of Excel and Google Suite Applications, and student employment processes.

In total there were 162 attendees benefiting from these training/staff development sessions.

**Ongoing Business Process Training**

Monthly training seminars are offered throughout the year to departmental business support staff. This training effort provides opportunities for new employees to learn about WOU policy and processes as well as providing a refresher to our more seasoned support staff.

**Campus Public Safety**

This year Campus Public Safety will provide four to six ALICE seminars. A.L.I.C.E (Alert, Lockdown, Inform, Counter and Evacuate) educates and empowers individuals to make their own decisions in order to increase the survivability in an active killer situation. Traditional lockdown drills are outdated and have proven ineffective. A.L.I.C.E trained individuals can become leaders to overcome indecision in the event of an active killer situation.

Additionally, there will be an active fire drill this year and a table top exercise simulating a major civil unrest/protest scenario. Such exercises allow members of the campus review and discuss the actions they would take in a particular emergency, testing their emergency plan in an informal, low-stress environment. Tabletop exercises are used to clarify roles and responsibilities and to identify additional campus mitigation and preparedness needs. The exercise should result in action plans for continued improvement of the emergency plan.

**Annual Closing of the Books & Financial Statement Preparation**

Fiscal year 2017 closed on July 24<sup>th</sup>. Fiscally strong, we ended the year with a 17.4% fund balance slightly better than the 16.9% budgeted fund balance.

The external financial auditors, Eide Bailly conducted most of their field work during the first two weeks of October and will be finalize their audit field work and issue the final audited financial reports by the State's November 15<sup>th</sup> deadline.

Eide Bailly is also conducting a review Athletics all expenses and revenues for or on behalf of WOU Athletics which includes the WOU Foundation. This review is required by the

NCAA every three years and the report's primary purpose is to ensure that the president is made aware of all financial activity (both internal and external) for athletics purposes and to assist the institution in exercising control over financial activity made by or on behalf of the intercollegiate athletics program. Furthermore, the review is meant to assist with evaluating whether the statement of operations (revenue & expense) is in compliance with NCAA Bylaws.

The report's secondary purpose is to ensure the accuracy of the data the institution is submitting for sports sponsorship, Pell grants and grants-in-aid, which determines the calculation of several revenue distributions.

The Equity in Athletics Data Analysis (EADA) report is due October 15, 2017.  
The NCAA report is due January 16, 2018.

### **Fiscal Year 2018 Budget Development**

#### **Initial Base Budget Work is complete**

- VP's provided with preliminary budget worksheets
- Existing positions are accounted for
- Salary and Benefits – budgeted at base rates
- Departmental Supplies & Services
- Budget enhancement requests received
- Legislative Outcome – State appropriations is known
- Union Negotiations Outcome – SEIU & WOUFT contracts are complete

#### **Remaining Considerations**

- Enrollment – student levels and mix Fall Fourth week count will be complete October 20<sup>th</sup>**
- Reductions needed to meet a \$1.4M budget deficit.

### **University Budget Committee**

The University Budget Committee (UBC) were invited to attend the FAC meeting on October 12, 2017 to view the 2018 Initial Budget.

The UBC will be engaged in a full cycle of budget development this year as we prepare the 2019 budget.

#### **UBC Work concluded in July 2017:**

The University Budget Committee (UBC) is a 16 person committee consisting of representation from faculty, classified staff, unclassified exempt staff, students and administrators. This body is advisory to the President and all members are appointed by the President based on recommendations from appropriate constituencies.

The UBC began meeting in April to first review a number of informational items, providing a basic foundation for understanding the university budget and then to consider a number of cost reduction proposals brought forward by the President.

Information provided to the UBC included the WOU Board presentation on tuition rate setting, State funding levels, the Student Success and Completion Allocation Model, legislative updates such as the Governor's Recommended Budget and a letter from the Ways and Means Committee, and the 2017 WOU budget document.

On June 2nd, President Fuller presented 24 budget reduction proposals to the UBC. These 24 proposals were vetted by the President's Cabinet and totaled approximately \$3.5 million in potential E&G budget savings. The UBC began deliberations, and while this year's process was accelerated to meet tight deadlines, the committee worked diligently and thoughtfully to evaluate these reduction proposals in light of the strategic plan.

In general, proposals resulting in layoffs or a reduction in student wage budgets were not supported due to limited information regarding the impact to existing employees and students. The UBC further recommended that any action taken to reduce budgets be reassessed to determine whether that action is sustainable and whether there is a detriment to the university or our students.

Ultimately, the UBC supported 18 proposals totaling approximately \$3.2 million; the complete proposal list and the UBC scoring rubric is included in the FY 2018 budget proposal.

### **Capital Construction**

**Natural Science building** renovation planning continues. Construction is expected to begin in January of 2018 with a completion date of December 2018. Dr. Steve Taylor for his leadership on this project and his colleagues who have participated in developing the project scope. With their participation and insight, I am convinced that the project will improve the building infrastructure, but more importantly, it will vastly improve the learning spaces for our current and future students. To accomplish these outcomes, we will need to secure and additional \$2.7 million.

With the strong support of our students, Western now has a **new Student Health and Counseling Center**. The new space is about 11,000 square feet which increases our capacity to provide the services our students need. The new center will be dedicated on Monday, October 2 at 3 pm and more details will follow.

**The Advising Center (former student health center)** will be remodeled, at a cost of less than \$200,000 to accommodate the academic advising staff and staff that support the Student Enrichment Program. This change will address issues that we face in the current space in APSC related to student privacy. The building will be known as the Advising Center and we expect the remodeling to be complete by the end of this calendar year.

### **July Updates:**

SB 5505 Bond Authorization authorizes \$264.3 million of general obligation bonds to finance 14 university capital construction projects across the state. Western's top projects were among those approved.

The \$8.2 million Oregon Military Academy building renovation will address academic success, student success, and ADA needs. The \$6.0 million Information Technology Center (ITC) Phase III Renovation will make seismic improvements, replace mechanical systems and address ADA needs were approved.

WOU Board action taken last July to set aside \$500K in E&G funding for each of these projects, providing a 50% Article XI-G Bond match, gives Western the ability to launch these projects in advance of the bond sale scheduled for this biennium; the bond sale is likely to take place in the spring of 2019.

## Western Oregon University Capital Construction Budget

Project Total	State-Paid Debt					University Resources					
	XI-G	XI-Q	Lottery	Bond Issuance Costs	Total State-Paid	University General Fund	University Auxillary	Gift/Foundation	XI-F	Total University	
<b>2017 - 19 Capital Repair and Renewal</b>	\$ 3,468,192	\$ -	\$ 3,468,192	\$ -	\$ -	\$ 3,468,192	\$ -	\$ -	\$ -	\$ -	\$ -
<b>2017 - 19 Approved Capital Projects</b>											
Oregon Military Academy - Phase2 Renovation	\$ 8,375,000	\$ 500,000	\$ 7,200,000	\$ -	\$ 175,000	\$ 7,875,000	\$ 500,000	\$ -	\$ -	\$ -	\$ 500,000
Information Technology Center - Phase 3 Renovation	\$ 6,110,000	\$ 500,000	\$ 5,000,000	\$ -	\$ 110,000	\$ 5,610,000	\$ 500,000	\$ -	\$ -	\$ -	\$ 500,000
<b>In Process</b>											
Natural Science Renovation	\$ 6,000,000	\$ -	\$ 6,000,000	\$ -	\$ -	\$ 6,000,000	\$ -	\$ -	\$ -	\$ -	\$ -
* Student Health & Counseling	\$ 3,900,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,000,000	\$ -	\$ 900,000	\$ 3,900,000
Richard Woodcock Education Center	\$ 18,600,000	\$ 1,400,000	\$ 15,800,000	\$ -	\$ -	\$ 17,200,000	\$ -	\$ -	\$ 1,400,000	\$ -	\$ 1,400,000

\* University Auxillary includes \$1.9M BUC loan to be paid back with \$11/term/per student fee.

**Board of Trustees, October 25, 2017**  
**Vice President & General Counsel**

**Government Affairs and Legislative Advisory Council (LAC)**

The government affairs representatives and lobbyists for all seven public university, OHSU, and the Oregon Council of Presidents (OCOP) continue to meet once a week throughout the summer, including a July retreat and an August OCOP retreat, to chart the course for the 2018 legislative session and lay the groundwork for the 2019 legislative session, including the 2019-2021 budget request. The LAC has several workgroups focused on topics of interest to the Legislature and stakeholders, including the PUSF budget request, tuition statute revision, Title IX, and cost containment measures outlined in SB 1067. As mentioned at the last Board meeting, Dave McDonald has joined the public affairs team as the Associate Vice President for Public Affairs and Strategic Initiatives. The capacity and expertise Dave brings will assist WOU enormously in Salem, the Capitol, and HECC.

**PURMIT**

Since the PURMIT presentation to this Board in July, the PURMIT board has met twice—August 18 and September 21—to continue work on behalf of the six member institutions. For more information on PURMIT beyond the July presentation, see: [www.purmit.org](http://www.purmit.org).

**NACUA**

Every year, amid several webinars and other educational programming, the National Association of College and University Attorneys (NACUA) hosted three major conferences: the annual conference and a fall and spring CLE conference. The fall conference alternates each year between research administration and compliance. This November, in part to prepare for the July 2018 board meeting on evaluation and compliance, the VPGC will attend the College and University Compliance Programs: Succeeding in an Era of Change NACUA conference. For a link to the schedule of sessions, see: <http://www.nacua.org/program-events/cle-workshops/2017-november-cle-workshop/program-schedule>.

**University Attorneys**

On October 13, WOU hosted the in-house attorneys from all seven public university campuses. The attorneys meet quarterly to discuss common issues. In addition to the quarterly meetings, there are monthly phone calls with the general counsels, an employment law subgroup, and a transactional law subgroup.

**Training**

The VPGC offered a training session on the Policy Council during Welcome Week and joined the Dean of the College of Education and the College directors/divisions chairs to answer questions about legal issues and government affairs work in Salem.

**Policy Council**

On October 16, the Policy Council met for its quarterly meeting. After it established the structure and process by which it would consider university policies and procedures, it turned to introducing new policies and revising or deleting old policies from either WOU

or the Oregon University System. With the structure and quarterly meeting schedule now in place, this year, in addition to any policy or procedure any unit would like to promulgate, the Policy Council has identified thirty policies or procedures to review to determine whether or not a new policy is needed or old statements should be revised or deleted. Substantial progress or updates on the 2017-2018 agenda will be expected at the Policy Council's quarterly meeting in January.

### **DACA**

In September, the State of Oregon joined a lawsuit against the Trump Administration, arguing the rescission of the Deferred Action of Childhood Arrivals (DACA) was unlawful. As a part of the complaint, the Attorney General asked the public universities for declarations to demonstrate the negative impact the rescission would have on the State. [WOU offered a declaration to the State of Oregon's complaint.](#)

### **Human Resources**

On September 11, the Office of Human Resources held its annual retreat to plan for the year.

### **Department Plans**

As a part of the strategic plan, divisions and departments are drafting plans and goals to accomplish the strategic objectives of the university's plan. The VPGC is working with government and public affairs, human resources, and institutional research and effectiveness to identify 2017-2018 goals.

### **Internship**

The President's Office is participating again in the Service Learning and Career Development Office's internship program. The program funds a two-term internship. In the past, the President's Office has had interns focused on the Policy Council and legislative sessions. Applications were due on October 17.

**Board of Trustees, October 25, 2017**  
**Interim Executive Director, University Advancement/WOU Foundation**

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**WOU Foundation Board**

*Officers:*

New: Cori Frauendiener – Chair and Pat Stineff – Secretary

Continuing: John Schrenk – Vice Chair and Ryan Skogstad – Treasurer

*Members:*

New at-large: Carly Neal

New ex-officio: Scott McClure – Smith Fine Arts and Jessica Freeman – ASWOU

*Actions:*

- Held retreat on October 6 and 7
- Activated Development Committee
- Reactivated Competitive Grants Committee
- Established formal nomination, orientation and training process

**Annual Giving**

- Phone-a-thon has kicked off for academic year
- Direct response activities underway
- Save the date – WOU Giving Day is March 6, 2018
- To date (10/13) 190 donors have given \$22,448 in unrestricted funds.

**Alumni & Friends**

- Board added eight new members, for a total of 22 members
- In August and September, alumni events were held in Monmouth, Salem, central Oregon, southern California
- Senior Kick-off held on Oct. 17
- Upcoming events – Homecoming Nov. 3 & 4 and Alumni Day Dec. 1
- Emeritus Society has 87 members and continues to have monthly meetings and field trips. Three Emeritus Society \$1,000 scholarships have been awarded for 2017-18.

**Staff**

- Welcome Rosita Olalde as board assistant & advancement specialist and Jill Fankouser responsible for gift processing & donor relations.

**Executive Director, Strategic Communications & Marketing**

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**Projects**

*Completed:*

- Policy completed and official
- Eclipse – including chairing university wide committee, organizing visibility activities including Video Lecture Series and Western Oregon Learning Fun Zone in Independence as well as materials for campus guests.
- Tour for Monmouth & Independence Chamber of Commerce
- Monmouth and Independence utility inserts

*Upcoming/ongoing:*

- Website redesign
- Weekly communications and marketing tips emails to create consistency across campus
- Western Edge magazine Fall/Winter edition
- Graphic design, writing, editing, outreach/promotion for clients from across campus

**Board of Trustees, October 25, 2017**  
**Executive Director, Intercollegiate Athletics**

**1. Student Success:**

- Cross Country: Men's Team ranked No. 13 in NCAA DII, hosting NCAA DII West Regional Championships on November 11, 2017
- Football: 2-4 overall, 1-3 GNAC, has played 5 of 6 games on the road including at D1 Idaho State
- Soccer: 2-7-2 overall, 1-4-2 GNAC, roster has one senior, with eight freshmen and six sophomores
- Volleyball: 6-9 overall, 2-6 GNAC, held match point against then undefeated and DII No. 10 ranked Northwest Nazarene
- Seven GNAC Players of the Week so far: Cross Country – 1, Football – 4, Soccer – 1, Volleyball - 1

**2. Academic Excellence:**

- Baseball Team GPA: 2.91
- M-Basketball Team GPA: 2.89
- M-Cross Country Team GPA: 3.34
- Football Team GPA: 2.71
- M-Track Team GPA: 3.06
- **Men's Teams Combined GPA: 2.982**
  
- W-Basketball Team GPA: 3.53
- W-Cross Country Team GPA: 3.54
- Soccer Team GPA: 3.57
- W-Track Team GPA: 3.31
- Volleyball Team GPA: 3.22
- **Women's Teams Combined GPA: 3.385**
  
- **Athletic Departments Combined GPA: 3.18**
  
- Division II ADA Academic Achievement Award Winners (3.5 and above) – 52
  
- GNAC Faculty Athletic Representative Award Winners (3.85 and above) - 21

**3. Community Engagement:**

- Team Camps: Football (June), M-Basketball (June/July), W-Basketball (July/September), Baseball (November, December, January, August), Volleyball (July), Softball (June/August), Soccer (July)
- Speed and Agility Camp (July)
- Cheerleading Camp (October/March)
- Cross Country Hosted Oregon Middle School State Championship
- Jog-A-Thon at Ash Creek Elementary School
- Fitness Testing at Independence Elementary School
- YMCA Youth Sports-Coaching and Officiating Clinic
- Adopt-A-Highway

- Monmouth Independence Day Parade
- Ash Creek Carnival
- 2017 Great Eclipse

#### **4. Accountability:**

- Currently undergoing required audit of athletic finances. Per NCAA outside audit is required every three years for athletics
- Discussions with staff and coaches on how our budgets are utilized; separating “needs” from “wants”
- Discussed with each head coach the need to field competitive teams
- Discussed with students about being responsible for their actions and how they will be held accountable for their behavior

#### **5. Sustainability and Stewardship:**

- Meeting with alums and supporters to inform them about the financial needs of athletics, pitching my \$20 a month plan
- Hosting the first annual Student-Athlete Alumni Reception at Homecoming
- HOF Induction Ceremony October 14, 2017 immediately following the football game
- Discussed with staff and coaches on how budgets are utilized; separating “needs” from “wants”

# Master Plan 2017 - 2018

SRG was selected as the Architecture Firm to revise our Master Plan.

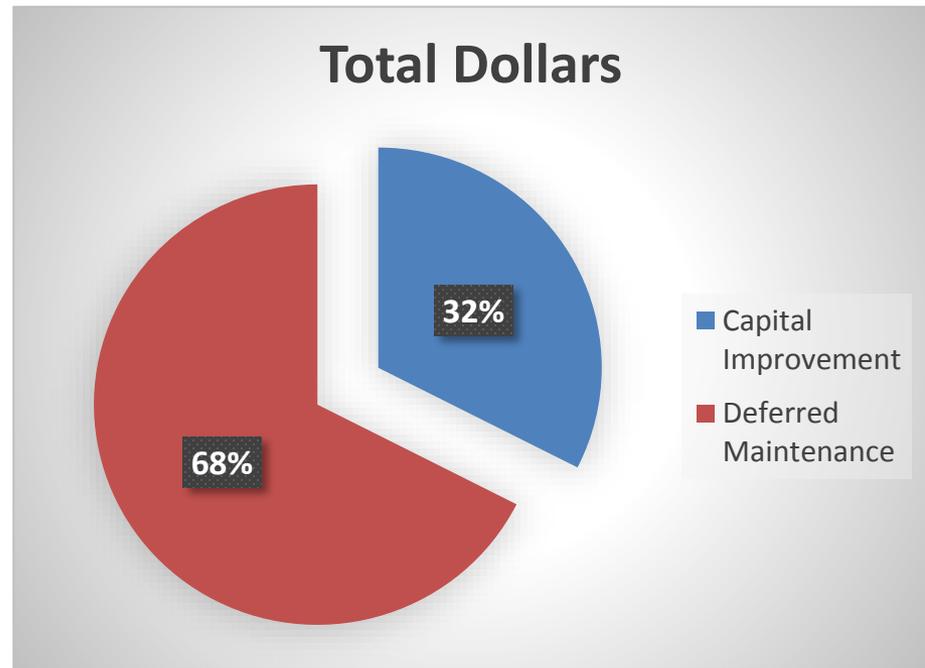


- The revision of the Master Plan will help shape our priorities.
- Look at creating new Projects that will offset DM.
- Help adjust existing priorities to meet our strategic goals.



# WOU FACILITIES PLANNING GUIDE

## Capital Improvements vs. Deferred Maintenance

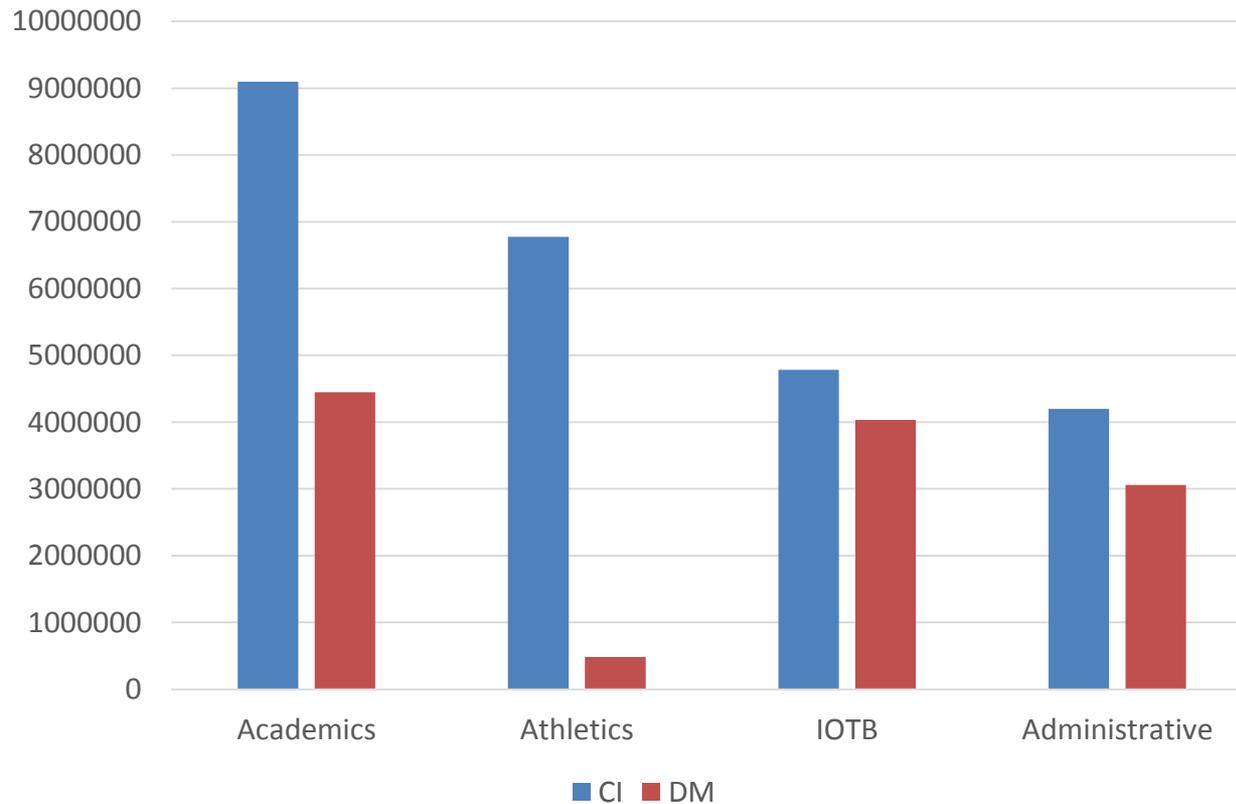


### WOU Facilities Workbook

- All CI & DM Projects
- Allows us to set Priorities
- Ability to quickly summarize projects by any category.



# Totals by Dedicated Use



# SRG



## Facilities Master Plan

Board of Trustees Briefing, October 25, 2017

# Agenda



1. The Consultant Team
2. Planning Schedule
3. Topics & Approach
4. Discussion: Defining Success

# OUR TEAM

## SRG Partnership



**Kent Duffy**  
Principal-in-Charge



**Eric Ridenour**  
Project Manager,  
Senior Planner



**Nicolai Kruger**  
Planner, Higher  
Education Architect



**Aaron Pleskac**  
Athletic Facilities Resource



**Lisa Petterson**  
Sustainability Resource

## Biddison Hier



**Tom Hier**  
Project Leader for  
Space Analyses

## Walker Macy



**Michael Zilis**  
Principal Landscape Architect

**Ken Pirie**  
Planner, Project Manager

**Andrea Kuns**  
Landscape Architect

## PAE

**Scott Bevan**  
Principal Electrical Engineer

**Nick Collins**  
Principal Mechanical Engineer

## Kittelson & Associates

**Phill Worth**  
Principal Planner

**Fred Wismer**  
Senior Engineer

## BHE Group

**Monica Anderson**  
Principal Civil Engineer

**Geoff Larsen**  
Civil Engineer, Project Manager

# Schedule

	16-Oct-17	23-Oct-17	30-Oct-17	06-Nov-17	13-Nov-17	20-Nov-17	27-Nov-17	04-Dec-17	11-Dec-17	18-Dec-17	25-Dec-17	01-Jan-18	08-Jan-18	15-Jan-18	22-Jan-18	29-Jan-18	05-Feb-18	12-Feb-18	19-Feb-18	26-Feb-18	05-Mar-18	12-Mar-18	19-Mar-18	26-Mar-18	02-Apr-18	09-Apr-18	16-Apr-18	23-Apr-18																					
		WOU Board				Thanks-giving		Finals	Winter Break	Winter Break	Campus Closed	Winter Break			WOU Board									Finals	Spring Break				WOU Board																				
Discovery																																																	
Work Sessions			WS										WS																																				
Reports										D																																							
Exploration																																																	
Work Sessions																		WS																															
Reports																													D																				
Decision																																																	
Work Sessions																								WS																									
Reports																										D			D																				

# Supporting the Strategic Plan

## Vision:

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

### STUDENT SUCCESS

Provide a **campus environment that enhances learning** & the development of the whole person.

### ACADEMIC EXCELLENCE

Ensure appropriate class sizes to **maximize faculty-student & student-student interactions**.

### COMMUNITY ENGAGEMENT

Expand **activities & partnerships** with local & regional organizations.

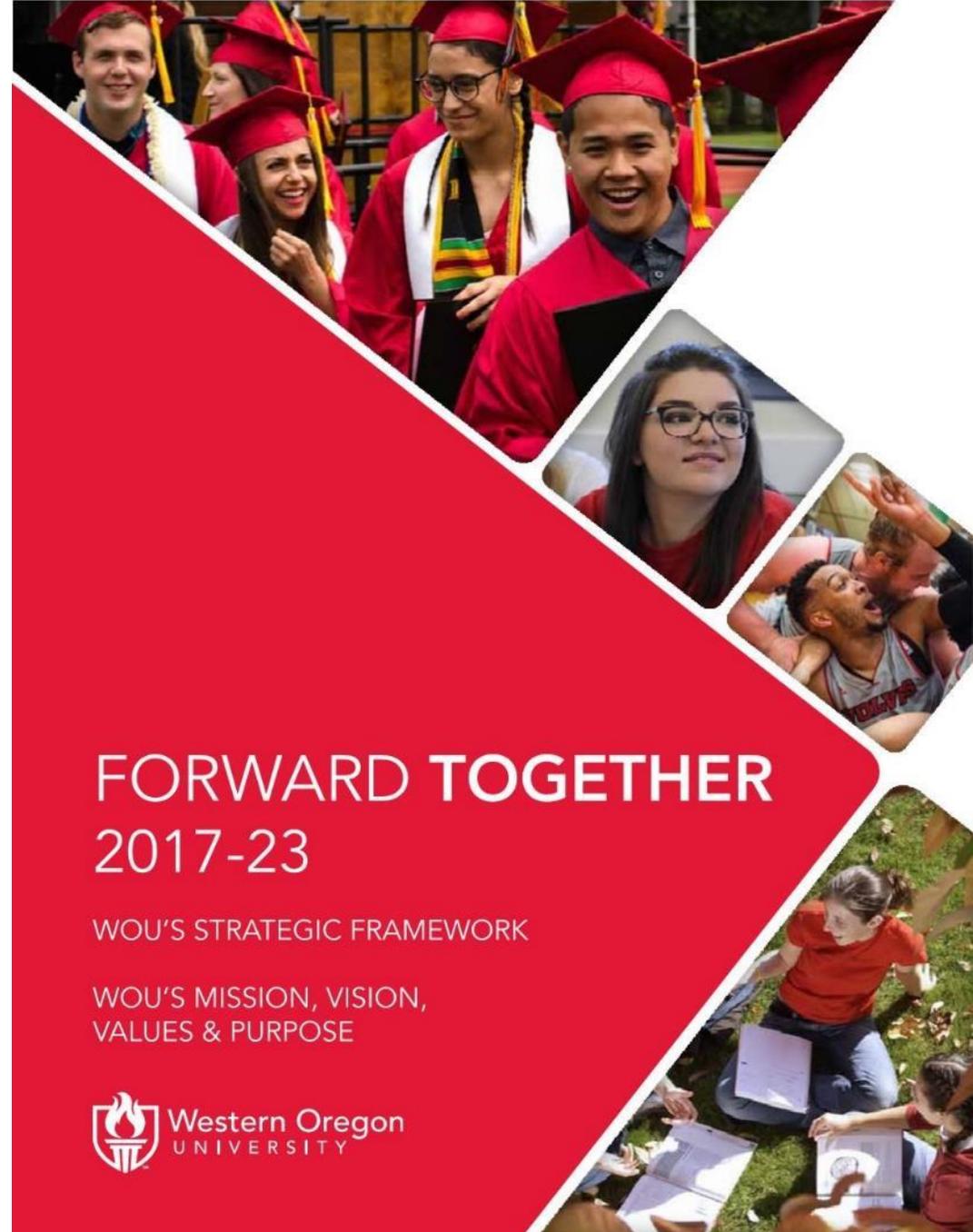
### ACCOUNTABILITY

Strengthen & expand **community college** partnerships...

### SUSTAINABILITY

Increase & support **sustainable environmental systems** for campus grounds, infrastructure & physical facilities.

Ensure the availability & **effective utilization** of **accessible & comfortable** classrooms, offices & meeting spaces



## FORWARD TOGETHER 2017-23

WOU'S STRATEGIC FRAMEWORK

WOU'S MISSION, VISION,  
VALUES & PURPOSE





- Strength:

**Character:** Beautiful Campus; Compact & Walkable Scale

- Challenge:

**Exposure:** 'If we can get people here, they see what a gem this campus is.'



Strength: Bold **Open Spaces** (Grove, etc.)

Challenge: Make the Campus Experience More **Cohesive**

## Strong Existing Programs:

- Education:
  - Deaf Studies/ASL
  - Leadership
  - Health & Exercise
- Music
- Gerontology
- Pre-Nursing
- Business
- Behavioral Sciences

## Challenge:

- What's Next?



# Class of 2017 demographics

- 1,668 individuals have earned 1,680 degrees
- ~975 are attending Commencement
- 86% of grads are receiving a bachelor's
- 14% of grads are receiving a master's
- Our youngest grad receiving a bachelor's is 19 years old
- Our youngest grad receiving a master's is 21 years old.
- The most experienced grad receiving a bachelor's is 63 years young
- The most experienced grad receiving their master's is 61 years young
- Grads come from 33 of 36 Oregon counties; 25 states and 9 countries
- 11 students have completed 2 bachelor's degrees
- One student is completing 2 master's degrees.
- 14 students receiving a bachelor's degree have a 4.00 GPA
- 63 students receiving a master's degree have a 4.00 GPA
- 166 students are graduating Summa cum laude (GPA >3.8)
- 128 students are graduating Magna cum laude (GPA 3.65-3.79)
- 135 students are graduating Cum laude (GPA 3.5-3.64)

#wougrad



University Diversity Committee (UDC)  
Diversity Initiative Grant

## NON-TRADITIONAL STUDENT LOUNGE



Come in and meet fellow non-traditional students, make connections, hang out or have a cup of coffee.

**What is a Non-Traditional student?**  
WOU defines a Non-Traditional student as any student that is, but not limited to:

- 25 years or older
- Has a dependent
- Returning to school after an extended break



## Women of Culture Celebration Dinner

3.8.17 • 6-8 p.m.  
The Summit • Tickets \$3



Nationally renowned spoken word poet & author  
**Dominique Christina**



## 2016 AFRICAN CULTURAL NIGHT

May 7 5 p.m. - 7 p.m.

AFRICAN FOOD, FASHION SHOW, AFRICAN DANCE, KEYNOTE ADDRESS AND MORE \$3

INSIDE AFRICA: THE OPPORTUNITIES ABOUND  
KEYNOTE ADDRESS WILL BE PROVIDED BY DR. ISIDORE LOENBE, ASSOCIATE PROFESSOR OF ANTHROPOLOGY AT WOU

Gentle House 855 Monmouth Ave. N., Monmouth, Oregon 97361




- Strength: Commitment to **Diversity**
- Challenge: Creating **Common Ground**

# Housing



- Strength: Recent **Successful Models**
- Challenge: **Dispersed and Outmoded** Housing Models



- **Master Planning for Space Optimization:** Schedule, Utilization, & Efficiency

# Change Factors in Higher Education

- Changes in teaching and learning
- Increasing diversity of populations
- Reaping efficiencies in a challenging funding climate



**All have implications for facilities  
and space optimization activities**

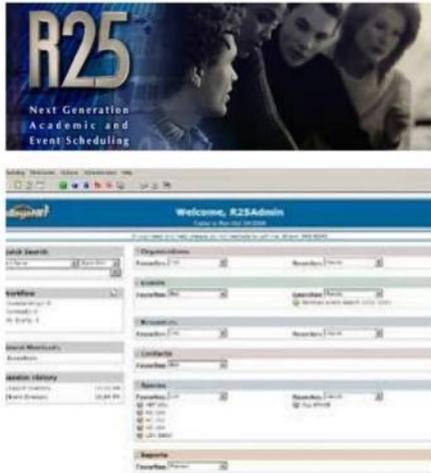
Data



Analyses &  
Metrics



Results &  
Recommendations

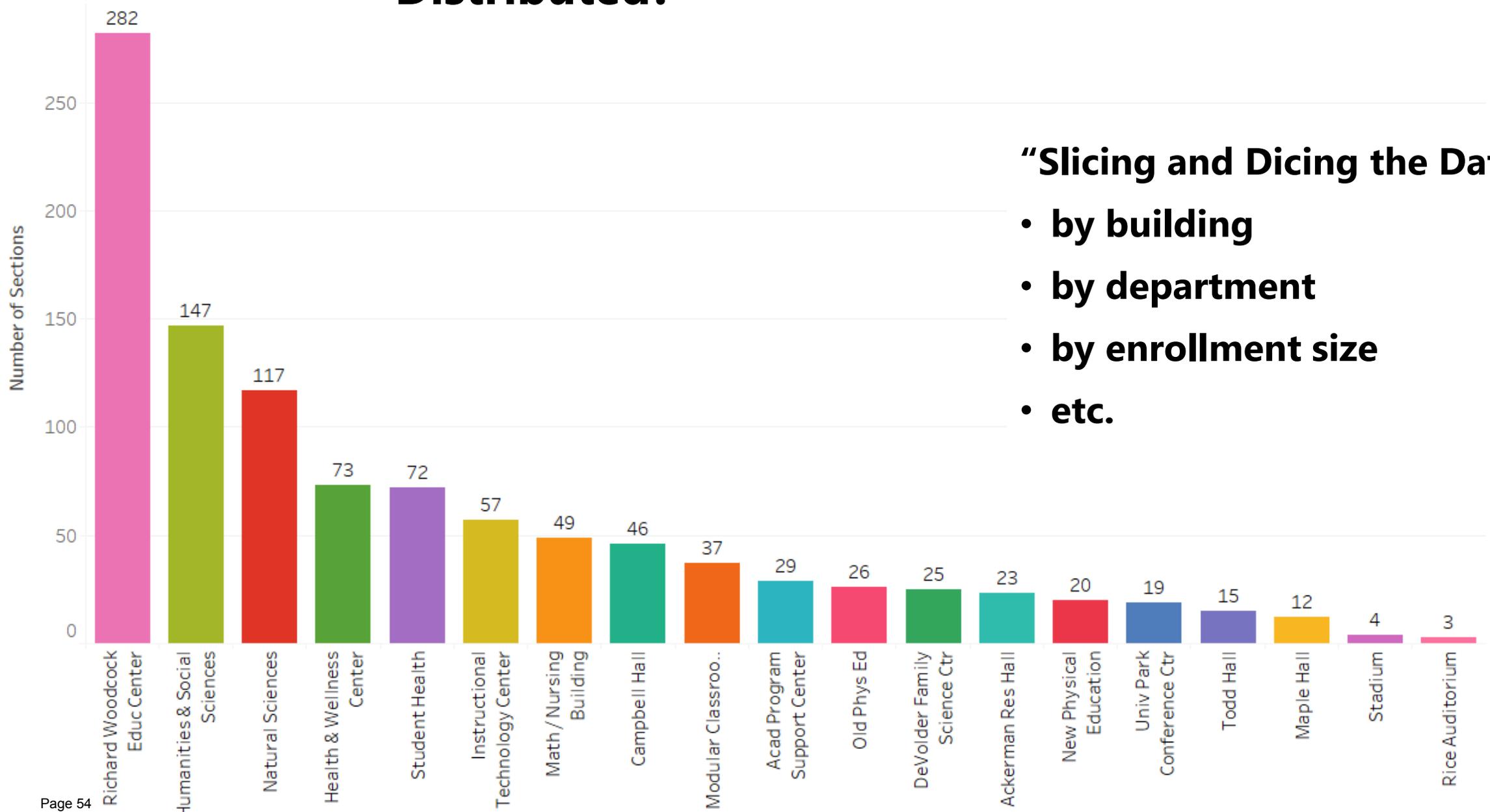


X25<sup>®</sup>



- › Inventory Size and Mix
- › Capacity for Growth
- › Support Spaces
- › Policies and Processes
- › Assessment Tools

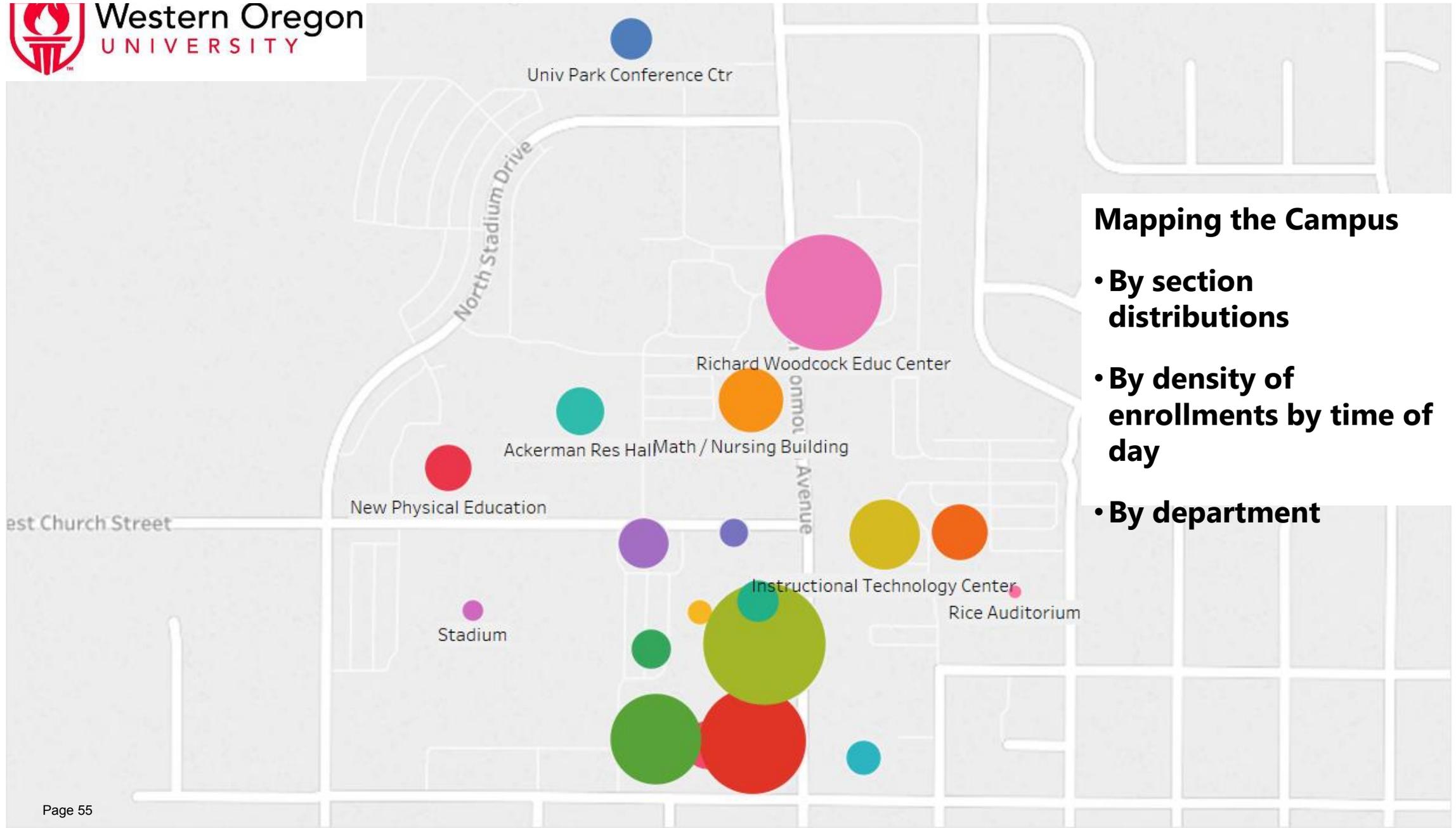
# How are WOU Sections Distributed?



## “Slicing and Dicing the Data”

- by building
- by department
- by enrollment size
- etc.

# Visualizing Space Use by Building



## Mapping the Campus

- By section distributions
- By density of enrollments by time of day
- By department



**Concept: Align spaces with pedagogies, rather than the reverse**



# Diversity and Space Planning

- Scheduling & Non-Traditional Students
- More Diversity in Delivery Methods
- Distance Learning & Hybrid Offerings





# Support the Student Athlete

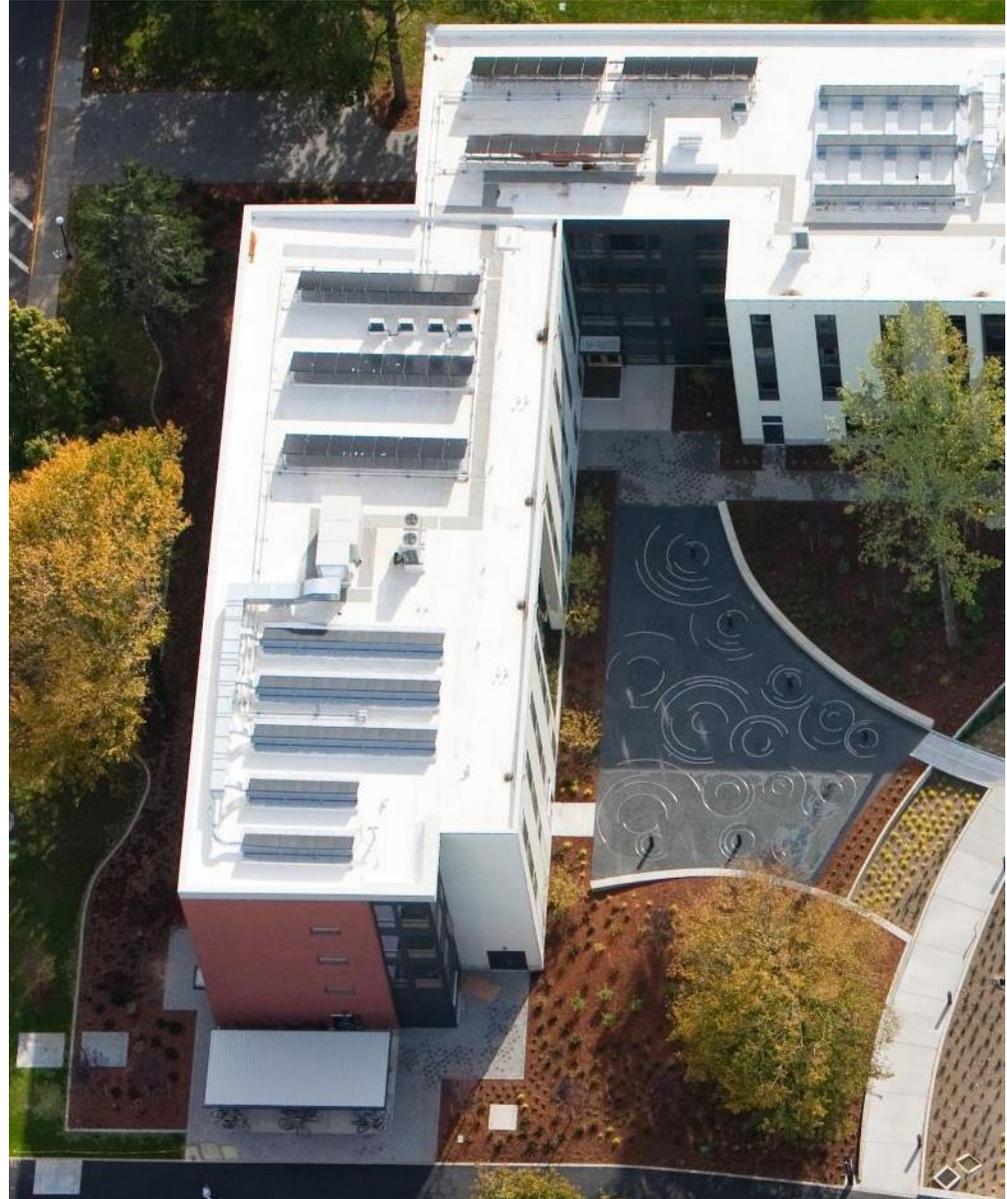






**How will the Master Plan enhance/promote  
Western Oregon University's identity in the community?  
How will the Master Plan enhance/promote  
our relationship with the community?**





# Discussion: How Do You **Define Success**?



## **Finance and Administration Committee (FAC), Initial Education and General Operating Budget for Fiscal Year 2018**

At its July 26, 2017 meeting, the Western Oregon Board of Trustees reviewed and approved an initial Education and General (E&G) operating budget for the fiscal year beginning July 1, 2017. This review and approval was made with the expectation of continued development and refinement as certain budget parameters became known.

Continued developments since that time have netted an approximate \$600k improvement to the initial budget ending fund balance. A summary of those adjustments follow:

- State appropriations are now budgeted at \$24.5 million. This is an \$88k improvement due to the HECC performing final settle-up and allocation calculations.
- Tuition revenue budget has increased \$900K due to improved enrollment projections. Previously budgeted with an expected 5% decline in student FTE actual enrollment appears to be a decline of only 2% - 3%. The budget is adjusted to a 3% decline.
- General fund tuition remissions have a budgeted increase of \$500K in support of the “jump-start” program for recipients of the Oregon Promise to attend Western. The jump-start program provides Oregon Promise recipients \$1,000 or \$1,500 in tuition discounts depending on family income level.
- Other revenue budget has increase by \$106K due to improved expectation for indirect cost recoveries from grant activity.
- Personnel expense budget increased by \$271K due to correction of an errant reduction in non-tenure track salary and benefits costs.
- Service and Supplies budget was reduced by \$342K as the adjustment to allowance for doubtful accounts is expected to less than previously budgeted.

For the fiscal year beginning July 1, 2017 the university proposes an initial Education and General operating budget comprised of operating revenue totaling \$68.3 million and expenditures totaling \$69.7 million with a budgeted reduction in fund balance of \$1.4 million.

## **Summary**

The proposed E&G operating budget is an estimate of anticipated revenue and expense necessary for the university to achieve its strategic operating goals. The estimate is built upon assumptions that are likely to vary to some degree as the year progresses.

At their October 12, 2017 meeting, the Board's Finance & Administration Committee reviewed the initial FY2018 Education & General Fund Budget of approximately \$69.7M.

The FAC reviewed programmatic budget allocations are proportionally similar to the prior year with the majority of funding in support of Instruction, Academic Support and Student Services. Similarly, the committee reviewed budget allocations by natural classification with the majority of funding supporting salaries and benefits.

Currently, the 2018 budget anticipates negotiated salary increases for the fiscal year and changes in service and supplies expenditures. The budget also projects a 3% decline in resident undergraduate and Western Undergraduate enrollment and is based on the four year (2014-2017) average decline in undergraduate enrollment.

**The initial E&G budget anticipates a \$1.4 million dollar operating deficit and ending fund balance of \$9.9 million which is 14.5% of total operating revenue.**

### **COMMITTEE RECOMMENDATION:**

The WOU Finance and Administration Committee recommends that the Western Oregon University Board of Trustees approve the Initial Education and General Operating Budget for Fiscal Year 2018 as included in the docket materials.

**Western Oregon University**  
**Education and General Fund Operations**  
**2017 - 19 Biennial Budget Projection**

	2017 Actual	FY17 Actual - FY16 Actual \$ Δ      % Δ	2018 Initial Budget	FY18 Budget - FY17 Actual \$ Δ      % Δ	2019 Projected Budget	FY19 Budget - FY18 Budget \$ Δ      % Δ
<b>Government Appropriations</b>						
State Appropriations	23,887,896	899,557    3.9%	24,521,389	633,493    2.7%	25,203,462	682,073    2.8%
State Fiscal Stabilization Fund	-	-            0.0%	-	-            0.0%	-	-            0.0%
<b>Total Government Appropriations</b>	<b>23,887,896</b>	<b>899,557    3.9%</b>	<b>24,521,389</b>	<b>633,493    2.7%</b>	<b>25,203,462</b>	<b>682,073    2.8%</b>
<b>Tuition and Resource Fees, Net of Remissions</b>						
<b>Tuition Revenue</b>						
<b>Academic Year Tuition</b>						
Resident Undergraduate	20,031,123	334,765    1.7%	20,563,523	532,399    2.7%	21,519,009	955,487    4.6%
Nonresident Undergraduate	4,716,883	(286,029) -5.7%	5,029,659	312,776    6.6%	5,285,404	255,745    5.1%
Resident Graduate	1,472,763	(4,607)    -0.3%	1,574,438	101,675    6.9%	1,653,357	78,919      5.0%
Nonresident Graduate	702,019	(113,543) -13.9%	749,802	47,783     6.8%	787,795	37,993     5.1%
Western Undergrad Exchange (WUE)	6,918,125	518,158    8.1%	7,142,680	224,555    3.2%	7,452,567	309,888    4.3%
Continuing Education	6,658,060	307,014    4.8%	6,891,092	233,032    3.5%	7,142,857	251,764    3.7%
Faculty & Staff	295,557	(41,392) -12.3%	301,500	5,943      2.0%	308,880	7,380      2.4%
<b>Total Academic Year Tuition</b>	<b>40,794,530</b>	<b>714,366    1.8%</b>	<b>42,252,694</b>	<b>1,458,163   3.6%</b>	<b>44,149,870</b>	<b>1,897,176   4.5%</b>
<b>Summer Session Tuition</b>						
Resident Undergrad Instruction	385,726	(140,987) -26.8%	400,711	14,985     3.9%	419,256	18,545     4.6%
Nonresident Undergrad Instruction	263,301	(90,447) -25.6%	278,138	14,836     5.6%	292,280	14,143     5.1%
Resident Grad Instruction Fee	123,550	(10,924) -8.1%	130,042	6,492      5.3%	136,560	6,518      5.0%
Nonresident Grad Instruction Fee	15,198	(14,686) -49.1%	15,621	423        2.8%	16,412	792        5.1%
Western Undergrad Exchange (WUE)	90,398	(49,566) -35.4%	97,588	7,190      8.0%	101,877	4,289      4.4%
<b>Summer Session Tuition</b>	<b>878,174</b>	<b>(306,610) -25.9%</b>	<b>922,100</b>	<b>43,926     5.0%</b>	<b>966,386</b>	<b>44,286     4.8%</b>
<b>Total Tuition Revenue</b>	<b>41,672,704</b>	<b>407,756    1.0%</b>	<b>43,174,793</b>	<b>1,502,089   3.6%</b>	<b>45,116,256</b>	<b>1,941,462   4.5%</b>
<b>Student Fees</b>						
Technology	32,130	1,155      3.7%	30,975	(1,155)    -3.6%	31,904	929        3.0%
Matriculation	685,104	73,348    12.0%	685,104	(0)        0.0%	712,618	27,514     4.0%
Other Student Fees	1,156,208	81,542    7.6%	1,074,666	(81,542) -7.1%	1,106,907	32,241     3.0%
<b>Student Fee Revenue</b>	<b>1,873,442</b>	<b>156,045    9.1%</b>	<b>1,790,745</b>	<b>(82,698)   -4.4%</b>	<b>1,851,429</b>	<b>60,684     3.4%</b>
<b>Less Fee Remissions</b>	<b>4,218,552</b>	<b>(375,783) -8.2%</b>	<b>4,940,000</b>	<b>721,448    17.1%</b>	<b>4,521,373</b>	<b>(418,627) -8.5%</b>
<b>Tuition and Resource Fees, Net of Remissions</b>	<b>39,327,594</b>	<b>939,584    2.4%</b>	<b>40,025,538</b>	<b>697,944    1.8%</b>	<b>42,446,312</b>	<b>2,420,774   6.0%</b>
<b>% Fee Remission to Gross tuition</b>	<b>10.12%</b>	<b>-1.0%</b>	<b>11.44%</b>	<b>1.3%</b>	<b>10.02%</b>	<b>-1.4%</b>

**Western Oregon University**  
**Education and General Fund Operations**  
**2017 - 19 Biennial Budget Projection**

	2017 Actual	FY17 Actual - FY16 Actual \$ Δ      % Δ	2018 Initial Budget	FY18 Budget - FY17 Actual \$ Δ      % Δ	2019 Projected Budget	FY19 Budget - FY18 Budget \$ Δ      % Δ
<b>Other Revenue</b>						
Indirect Cost Recoveries	606,196	86,912    16.7%	608,000	1,804    0.3%	608,000	-      0.0%
Sales & Services, Other Revenue	3,776,483	504,261   15.4%	3,128,899	(647,584) -17.1%	3,128,899	-      0.0%
<b>Other Revenue</b>	<b>4,382,679</b>	<b>591,173    15.6%</b>	<b>3,736,899</b>	<b>(645,780) -14.7%</b>	<b>3,736,899</b>	<b>-      0.0%</b>
<b>Total Operating Revenue</b>	<b>67,598,169</b>	<b>2,430,315    3.7%</b>	<b>68,283,826</b>	<b>685,657    1.0%</b>	<b>71,386,672</b>	<b>3,102,846    4.5%</b>
<b>Expenditures</b>						
Personnel	54,470,615	3,210,562    6.2%	57,366,527	2,895,913    5.3%	59,986,991	2,620,463    4.6%
Supplies & Services	7,383,436	332,752    4.7%	8,928,218	1,544,782    20.9%	8,928,218	-      0.0%
Capital Outlay	454,125	95,971    26.8%	202,691	(251,434) -55.4%	202,691	-      0.0%
<b>Total Expenditures</b>	<b>62,308,176</b>	<b>3,390,379    5.8%</b>	<b>66,497,436</b>	<b>4,189,261    6.7%</b>	<b>69,117,900</b>	<b>2,620,463    3.9%</b>
<b>Transfers</b>						
Transfers In	(143,661)	385,401   -72.8%	-	143,661    0.0%	-	-      0.0%
Transfers Out - Other	2,092,851	(317,514) -13.2%	299,523	(1,793,328) -85.7%	299,523	-      0.0%
Transfers Out - Athletics Support	2,821,603	162,616    6.1%	2,884,139	62,536    2.2%	2,884,139	-      0.0%
<b>Total Transfers</b>	<b>4,770,793</b>	<b>230,503    5.1%</b>	<b>3,183,662</b>	<b>(1,587,131) -33.3%</b>	<b>3,183,662</b>	<b>-      0.0%</b>
Fund Additions/(Deductions)	(490,000)					
<b>Change in Fund Balance</b>	<b>29,201</b>		<b>(1,397,272)</b>		<b>(914,889)</b>	
<b>Beginning Fund Balance</b>	<b>11,293,642</b>		<b>11,322,843</b>		<b>9,925,570</b>	
<b>Ending Fund Balance</b>	<b>11,322,843</b>	<b>(5,124)    0.0%</b>	<b>9,925,570</b>	<b>(1,397,272) -12.3%</b>	<b>9,010,681</b>	<b>(914,889) -9.2%</b>
<b>% Operating Revenues</b>	<b>16.8%</b>		<b>14.5%</b>		<b>12.6%</b>	

**Western Oregon University  
University Budget Committee Budget  
Reduction Scoring Rubric  
FY2017-18 General Fund**

*Agree with this recommendation*  
*Have concerns about this recommendation*  
*Disagree with this recommendation*

Organization	Department	Proposal Number	Proposal Description	Estimated Cost Reduction	Tier 1 Recommendations	Tier 1 Vote Count	Tier 2 Vote Count	Tier 3 Vote Count
<b>President</b>	<b>** Advancement</b>		<b>** Reduce 1 FTE (vacant) E99830</b>	<b>\$109,191</b>	<b>\$109,191</b>	<b>17</b>	<b>0</b>	<b>0</b>
Academic Affairs	Grad Office		Reduce Professional Staff 1 FTE (layoff) Position to be determined	\$61,235		0	8	5
Academic Affairs	Library		Reduce Professional Staff 1 FTE to .75 FTE (voluntary) E99786	\$42,512	\$42,512	16	0	0
Academic Affairs	Library		Reduce two Professional Staff positions from 1 FTE to .75 FTE each (voluntary move from 12 to 9 month appointment) E99719, E99782	\$42,907	\$42,907	15	0	0
Academic Affairs	Center for Academic Innovation		Reduce S&S	\$12,782	\$12,782	9	5	0
Academic Affairs	Center for Academic Innovation		Reduce Professional Staff 1FTE (layoff) E99527	\$59,593		0	7	6
<b>Academic Affairs</b>	<b>** Enrollment Management</b>		<b>** Reduce Professional Staff 1 FTE (retiring) E99549</b>	<b>\$78,763</b>	<b>\$78,763</b>	<b>15</b>	<b>0</b>	<b>0</b>
<b>Academic Affairs</b>	<b>** The Research Institute</b>		<b>** Leave 1 Professional Staff FTE vacant E99982</b>	<b>\$202,936</b>	<b>\$202,936</b>	<b>14</b>	<b>2</b>	<b>0</b>
Academic/Instructional	Multiple		Faculty early retirement with health coverage option	\$850,000	\$850,000	17	0	0
Academic/Instructional	Multiple		NTT FTE Reductions	\$400,000	\$400,000	12	4	0
Academic/Instructional	Multiple		Review TT openings and hires	\$150,000	\$150,000	12	3	0
Academic/Instructional	Multiple		Hold all non-critical AIC upgrades	\$200,000	\$200,000	12	4	0
Finance & Administration	Facilities Services		Reduce 2 custodial FTE (vacant)	\$102,000	\$102,000	16	1	0
Finance & Administration	Facilities Services		Reduce 1 FTE (retiring) E99600	\$116,000	\$116,000	14	3	0
Finance & Administration	Facilities Services		Reduce 1FTE (layoff) E99497	\$94,000		1	8	5
Finance & Administration	University Computing		Reduce 1 FTE (layoff) E99753	\$82,000		0	7	7
Finance & Administration	University Computing		Reduce 1 FTE (layoff) E99453	\$90,000		0	8	6
Finance & Administration	Multiple		Position Turnover	\$100,000	\$100,000	17	0	0
Finance & Administration	Multiple		Student Wages Reduction	\$4,000		0	3	13
Finance & Administration	Facilities Services		S&S Reduction (utilities)	\$189,000	\$189,000	17	0	0
Finance & Administration	Multiple		S&S Reduction (misc.)	\$175,000	\$175,000	14	3	0
Finance & Administration	Shared Services		S&S Reduction (shared services)	\$259,000	\$259,000	16	1	0
Finance & Administration	University Computing		Reduction in Smart Classroom Refresh Cycle	\$82,000	\$82,000	11	4	1
Student Affairs	Office of Disability Services		Reduce Professional Staff 1 FTE (vacant) E99XXX	\$61,036	\$61,036	15	2	0
				<b>\$ 3,563,955</b>	<b>\$ 3,173,127</b>	<b>N=18</b>		

\*\*President Fuller confirmed this is implemented.

**UBC Recommendation Summary**

Estimated Cost Reduction by Organization	Estimated Cost Reduction	Tier 1 Recommendations	%
President	\$109,191	\$109,191	3.4%
Academic Affairs / Non-Instruction	\$500,728	\$379,900	12.0%
Academic/Instructional Operations	\$1,600,000	\$1,600,000	50.4%
Finance & Administration	\$1,293,000	\$1,023,000	32.2%
Student Affairs	\$61,036	\$61,036	1.9%
<b>Total</b>	<b>\$3,563,955</b>	<b>\$3,173,127</b>	<b>100.0%</b>

## **Finance and Administration Committee (FAC), FY 2018 Q1 Management Report**

The Board's Finance & Administration Committee recommends the Board accept the FY2018 Q1 Management Report.

At their October 12, 2017 meeting, the Board's Finance & Administration Committee reviewed a preliminary FY2018 Q1 Management Report that compiled actual activity through October 2, 2017 with activity projected through the close of the fiscal year.

It is important to note that while the fiscal quarter formally ends on September 30 there are necessary accounting adjustments that are made for financial reporting purposes. This year, the adjustment period ended at the close of business on October 6, 2017.

The attached report and associated notes include all adjustments made to date.

The Board's Finance & Administration Committee notes no concerns with Education & General, Auxiliary Enterprise, Designated, or Service Department operations. The FAC also recognizes the projected Education and General Fund balance is within the board approved range of 10%-20% of total revenue

### **COMMITTEE RECOMMENDATION:**

The Finance & Administration Committee recommends that the Board accept the FY2018 Q1 Management Report.

**Western Oregon University**  
**Quarterly Management Report**

(Unaudited, non-GAAP, For management purposes only)

**As of September 30, 2017**  
**For the Fiscal Year Ending June 30, 2018**

	Year-to-Date					Budget		Projections				Notes
	YTD Actual	YTD as a % of Projected	Prior YTD as % of PY Actual	% chg Current/ Prior YTD	Notes	Prior Yr. Actual	Adjusted Budget	Projected 6/30/2018	Variance from Adj. Budget	Chg since Prior Report	% chg	
											Projection to PY Actual	
(in thousands except enrollment)												
<b>EDUCATION &amp; GENERAL</b>												
State General Fund	8,749	36%	36%	2%		23,888	24,521	24,521	0	0	3%	
Tuition & Resource Fees, net of Remissions	16,720	42%	39%	9%		39,328	40,026	40,026	0	0	2%	
Other	808	22%	19%	-4%		4,382	3,737	3,737	0	0	-15%	(1)
<b>Total Revenues</b>	<b>26,277</b>	<b>38%</b>	<b>37%</b>	<b>6%</b>		<b>67,598</b>	<b>68,284</b>	<b>68,284</b>	<b>0</b>	<b>0</b>	<b>1%</b>	
Personnel Services	(8,267)	14%	15%	2%		(54,471)	(57,367)	(57,367)	0	0	5%	(2)
Supplies & Services & Capital Outlay	(1,608)	18%	23%	-9%	(3)	(7,838)	(9,131)	(9,131)	0	0	16%	(3)
<b>Total Expenditures</b>	<b>(9,875)</b>	<b>15%</b>	<b>16%</b>	<b>0%</b>		<b>(62,309)</b>	<b>(66,498)</b>	<b>(66,498)</b>	<b>0</b>	<b>0</b>	<b>7%</b>	
<b>Net from Operations</b>	<b>16,402</b>					<b>5,289</b>	<b>1,786</b>	<b>1,786</b>	<b>0</b>	<b>0</b>		
Transfers In	0	n/a	0%	n/a		144	0	0	0	0	-100%	(4)
Transfers Out	(716)	22%	15%	3%		(4,487)	(3,184)	(3,184)	0	0	-29%	
Fund Additions/(Deductions)	0					(490)	0	0	0	0		
Change in Fund Balance	15,686					456	(1,398)	(1,398)	0	0		
<b>Beginning Fund Balance</b>	<b>11,323</b>					<b>11,294</b>	<b>11,323</b>	<b>11,323</b>	<b>0</b>	<b>0</b>		
<b>Ending Fund Balance</b>	<b>27,009</b>					<b>11,750</b>	<b>9,925</b>	<b>9,925</b>	<b>0</b>	<b>0</b>	<b>-12%</b>	
<b>% Operating Revenues</b>						<b>17.4%</b>	<b>14.5%</b>	<b>14.5%</b>			<b>-13%</b>	
Student FTE Enrollment - Summer	299	7%	6%	4%		4,552	4,432	4,432	0	0	-3%	
<b>AUXILIARY ENTERPRISES</b>												
Enrollment Fees	2,687	38%	36%	3%		7,260	7,043	7,043	0	0	-3%	
Sales & Services	1,922	13%	12%	8%		14,520	14,610	14,610	0	0	1%	
Other	427	24%	23%	-3%		1,948	1,803	1,803	0	0	-7%	(5)
<b>Total Revenues</b>	<b>5,036</b>	<b>21%</b>	<b>20%</b>	<b>4%</b>		<b>23,728</b>	<b>23,456</b>	<b>23,456</b>	<b>0</b>	<b>0</b>	<b>-1%</b>	
Personnel Services	(2,276)	21%	21%	5%	(6)	(10,360)	(10,883)	(10,883)	0	0	5%	(6)
Supplies & Services & Capital Outlay	(2,402)	18%	19%	5%	(7)	(12,346)	(13,396)	(13,396)	0	0	9%	(7)
<b>Total Expenditures</b>	<b>(4,678)</b>	<b>19%</b>	<b>20%</b>	<b>5%</b>		<b>(22,706)</b>	<b>(24,279)</b>	<b>(24,279)</b>	<b>0</b>	<b>0</b>	<b>7%</b>	
<b>Net from Operations</b>	<b>358</b>					<b>1,022</b>	<b>(823)</b>	<b>(823)</b>	<b>0</b>	<b>0</b>		
Transfers In	661	22%	23%	-2%		2,972	2,970	2,970	0	0	0%	
Transfers Out	86	-18%	0%	n/a		(2,873)	(470)	(470)	0	0	-84%	(8)
Additions/(Deductions) to Unrestricted Net Assets	(1,881)					(2,287)	(1,677)	(1,677)	0	0		
Change in Unrestricted Net Assets	(776)					(1,166)	0	0	0	0		
<b>Beginning Unrestricted Net Assets</b>	<b>7,675</b>					<b>8,841</b>	<b>7,675</b>	<b>7,675</b>	<b>0</b>	<b>0</b>		
<b>Ending Unrestricted Net Assets</b>	<b>6,899</b>					<b>7,675</b>	<b>7,675</b>	<b>7,675</b>	<b>0</b>	<b>0</b>	<b>0%</b>	
						<b>32.3%</b>	<b>32.7%</b>	<b>32.7%</b>				

**Western Oregon University**  
**Quarterly Management Report**

**As of September 30, 2017**  
**For the Fiscal Year Ending June 30, 2018**

(Unaudited, non-GAAP, For management purposes only)

	Year-to-Date					Budget		Projections				Notes
	YTD Actual	YTD as a % of Projected	Prior YTD as % of PY Actual	% chg Current/ Prior YTD		Prior Yr. Actual	Adjusted Budget	Projected 6/30/2018	Variance from Adj. Budget	Chg since Prior Report	% chg Projection to PY Actual	
(in thousands except enrollment)												
<b>DESIGNATED OPERATIONS, SERVICE DEPARTMENTS, CLEARING FUNDS</b>												
Enrollment Fees	65	45%	59%	-23%	(9)	142	143	143	0	0	1%	(9)
Sales & Services	130	34%	34%	18%	(10)	321	383	383	0	0	19%	(10)
Other	414	16%	21%	-22%	(11)	2,467	2,552	2,552	0	0	3%	
<b>Total Revenues</b>	<b>609</b>	<b>20%</b>	<b>25%</b>	<b>-16%</b>		<b>2,930</b>	<b>3,078</b>	<b>3,078</b>	<b>0</b>	<b>0</b>	<b>5%</b>	
Personnel Services	(328)	30%	22%	56%	(12)	(966)	(1,094)	(1,094)	0	0	13%	(13)
Supplies & Services & Capital Outlay	(493)	29%	47%	-19%	(14)	(1,296)	(1,726)	(1,726)	0	0	33%	
<b>Total Expenditures</b>	<b>(821)</b>	<b>29%</b>	<b>36%</b>	<b>0%</b>		<b>(2,262)</b>	<b>(2,820)</b>	<b>(2,820)</b>	<b>0</b>	<b>0</b>	<b>25%</b>	
<b>Net from Operations</b>	<b>(212)</b>					<b>668</b>	<b>258</b>	<b>258</b>	<b>0</b>	<b>0</b>		
Transfers In	86	179%	2%	1333%		260	48	48	0	0	-82%	
Transfers Out	0	n/a	n/a	n/a		0	0	0	0	0	n/a	
Additions/(Deductions) to Unrestricted Net Assets	(199)					(425)	(306)	(306)	0	0		
Change in Unrestricted Net Assets	(325)					503	0	0	0	0		
<b>Beginning Unrestricted Net Assets</b>	<b>1,762</b>					<b>1,259</b>	<b>1,762</b>	<b>1,762</b>	<b>0</b>	<b>0</b>		
<b>Ending Unrestricted Net Assets</b>	<b>1,437</b>					<b>1,762</b>	<b>1,762</b>	<b>1,762</b>	<b>0</b>	<b>0</b>	<b>0%</b>	
<b>Total unrestricted fund balance</b>						<b>60.1%</b>	<b>57.2%</b>	<b>57.2%</b>				
<b>Days of expenditures</b>						<b>21,187</b>	<b>19,362</b>	<b>19,362</b>				
						<b>89</b>	<b>76</b>	<b>76</b>				

Notes:

**General Fund:**

- Budgeted Other Revenue lower than prior year actual due to the prior year posting of realized gain on sale of investments.
- Personnel Services budget increase reflects negotiated salary increases, \$1.0 million due to PERS rate increases and seven new tenure-track faculty positions.
- Supplies, Services & Capital Outlay budget increased from prior year actual to reflect adjustment of prior year transfers out to support deferred maintenance back to S&S. Current year-to-date S&S expense is lower than the prior year and will be monitored through Q2.
- Budgeted Transfers In set to zero as there are no transfers in anticipated for current year. Prior year actuals contain transfers in for bridge funding from RWEC project.

**Auxiliary:**

- Budgeted Other Revenue reduced from prior year actual due to reduction in anticipated self-generated foundation revenue.
- Budgeted increase in personnel services due to salary increases, associated OPE, and staffing changes across auxiliary departments.
- Supplies & Services budgeted expenses higher compared to prior year actual due to prior year gains on bond refunding not anticipated for current year.
- Prior year transfers out higher than current year budget due to transfers during prior year to Health Center project fund not anticipated in current year.

**Designated Ops/Service Cntrs:**

- Enrollment Fees actual YTD lower than prior year actual due to timing difference in tuition for Traffic Safety.
- Sales & Services YTD and budgeted revenue over and above prior year due to increased program revenue from Regional Center for Deaf & Hard of Hearing.
- Current year to date Other Revenue down 9% compared to FY17 Q1 due to timing of payments from universities for Council of Presidents.
- Personnel Services current year to date expense higher than prior year to date due to timing of pay redistributions for telecommunications in prior year to match budgeted salary distribution.
- Personnel Services budget higher than prior year expense due to start dates of employees. In FY17, employees in Council of Presidents did not start until September 2016.
- Supplies & Services year to date expense lower than prior year to date due to timing differences in purchases for Council of Presidents.

**Western Oregon University**  
**Transfers schedule - Projected**  
**As of September 30, 2017**  
**For the Fiscal Year Ending June 30, 2018**  
(Unaudited, non-GAAP, for management purposes only)

	E&G			Auxiliary			Des Ops - Serv Dept.	Grants	Plant fund		Total
<u>Transfers In E&amp;G</u>											-
<u>Transfers Out E&amp;G</u>				(a)	(b)	(c)			(d)	(e)	
				661,476	2,222,663	85,752			55,320	158,451	3,183,662
<u>Transfers In AUX</u>	(a)	(b)	(c)								
	661,476	2,222,663	85,752								2,969,891
<u>Transfers Out AUX</u>							(f)		(g)		
							48,356		421,652		470,008
<u>Transfers In DO, SD</u>					(f)						
					48,356						48,356
<u>Transfers Out DO, SD</u>											-

Type	Description
(a) Actual	Year to date Athletic operations support
(b) Budgeted	Athletic operations support - Staff/Coach salaries and OPE
(c) Budgeted	Transfer out of funds to support Conference Services program staff
(d) Actual	Year to date transfer out of funds to SELP
(e) Budgeted	Transfer out of funds to SELP debt service fund for payment
(f) Budgeted	Auxiliary funded scholarships
(g) Budgeted	Fund building & equipment replacement reserves for Housing, Dining, Parking, Health & Wellness Center, and the Werner University Center.

# Strategic Enrollment Management Plan— Update

2017-23



Western Oregon  
UNIVERSITY





# Four Strategic Priorities

- Purposeful, targeted enrollment management
- Student-Centered delivery (access)
- Streamlining the Curriculum
- Improved Transfer Pathways



# Aligned with WOU Strategic Plan



Western Oregon  
UNIVERSITY

## Examples of alignment

	Student Success	Academic Excellence	Community Engagement	Accountability	Sustainability & Stewardship
<b>Curriculum Accessibility</b>					
Delivery Mode definitions	I.4.2				
Additional flexible course offerings	I.2.3	II.4.3		IV.1.3	V.1.3

<b>Graduate Education</b>					
Stabilize enrollment in current programs	I.2.3			IV.1.3	V.1.1
Develop new degrees		II.4.1		IV.1.3	V.1.3

<b>International Students</b>					
Expand geographic diversity	I.4.3	II.1.4	III.2.5	IV.1.3	V.1.1
Increase majors with international enrollment	I.1.2/ I.2.1		III.2.5		V.1.1

<b>Freshmen Recruitment</b>					
Increase number of Oregon partnerships	I.1.2/ I.2.1		III.3.1	IV.3.4	V.1.2
Increase out-of-state students	I.1.2/ I.2.1				V.1.1

<b>Transfer Recruitment</b>					
Chemeketa CC activities	I.2.2		III.2.6	IV.3.4	V.1.1/ V.2.2
Increase partnership work with Oregon CC's	I.2.2		III.2.6	IV.3.4	V.1.1/ V.2.2

<b>Retention</b>					
Increase Wolf Connection System effectiveness	I.4.1				
Improve affordability	I.2.1		III.3.2		V.2.1



# Freshmen

## **Objective: Stabilize and then increase the number of new freshmen enrolled**

- The number of new freshmen enrolling at WOU has declined by 13.9% since 2012. Factors that have contributed to the decline include increased competition, decreasing numbers of Oregon high school graduates, a reduction in institutional support for recruitment and outreach efforts, and higher cost of attendance.
- The implementation of the Oregon Promise in 2016 and the growth of the Cascades Campus in Bend have also negatively impacted enrollment numbers.

## **Strategies**

- Improve affordability by packaging financial aid and developing external support for scholarships
- Improved outreach to underrepresented populations
- Add or modify academic program offerings to better match current and future student academic interests as well as new areas of study.

# Transfer Students

**Objective: Increase the number of new transfer students annually by at least 3%**

- The majority of new transfer students come from Chemeketa Community College. However, Chemeketa, like all Oregon community colleges, is experiencing a multi-year decline in enrollment that is correlated to a strong economy.
- Chemeketa's headcount enrollment has declined by 14.3% since fall 2012. The number of Associate's degrees awarded statewide has declined by 6.7% in the same period.

## Strategies

- Jump Start to recognize and attract Oregon promise students
- Dual admission programs exist at Chemeketa and Clackamas—these need to be expanded to Mt. Hood and Portland CC

# Graduate Education

**Objective: Increase the proportion of WOU graduate students to 20% of the WOU overall enrollment by 2023.**

- The number of master's degrees awarded in the United States is projected to increase 36% between 2012-13 and 2024-25 (i.e., about 3% per year). To hit that mark, WOU will need to award 250 graduate degrees in 2022-23. To achieve that goal, WOU must increase enrollment in selected graduate programs and launch new degree programs.
- Develop new programs such as: organizational leadership, exercise and health science.

# International Students

**Objective: Increase the number of international students at WOU by 1-5% annually**

- Recruitment of international students has become significantly more competitive as more U.S. and international colleges and universities have become increasingly active in their efforts to recruit international students.
- The top majors for international students nationwide are largely STEM and professional degree programs and at Western the most popular majors are Business, Computer Science, Education, Music, and Art.
- Increase the number of international by adding more home countries to the mix → less reliance on China and Saudi Arabia.
- Increase recruitment of international students from community colleges that have academic profiles consistent with success at Western.

# Undergraduate Student Retention

**Objective: Increase year-to-year retention rates to be the highest among WOU peer institutions**

- The majority of retention efforts at WOU, and most universities, has been focused on the group of students with the highest risk: first-time-freshmen. Moving forward, WOU will continue to work to retain these students, while also expanding efforts to retain all students through the completion of their degree.
- Increase effectiveness of Wolf Connection System (WCS)—the early alert software that faculty and staff use to inform the Academic Success Team of students who are having difficulties. Alerts can be triggered for things such as missed classes, low grades, behavioral changes or comments the student may have made to the faculty or staff. Since fall 2015, **83%** of students referred to WCS were enrolled in the next academic term or graduated.
- Develop retention scholarships to reduce cost of attendance and boost retention

# Degree Pathways

**Objective: Increased accessibility of courses and programs through flexible-format delivery**

## ***Five Year Vision***

- WOU will offer an array of innovative, “flexible-format” pathways through the curriculum
- These pathways will provide increased flexibility and access for traditional and non-traditional students, serve as an inviting option for regional “degree completers” (particularly within the Salem market)
- This strategy will enable Western to inhabit a unique market niche that leverages its traditional strengths as a high-touch liberal arts institution.

# Measurable Outcomes



# Outcomes Summary

## Freshmen

- **Stabilize and then increase the number of new freshmen enrolled**

## Transfer Students

- **Increase the number of new transfer students annually by at least 3%**

## Graduate Education

- **Increase the proportion of graduate students to 20% of the overall enrollment by 2023**

## International Students

- **Increase the number of international students at by 1-5% annually**

## Undergraduate Student Retention

- **Increase year-to-year retention rates to be the highest among peer institutions**

## Develop Flexible Degree Pathways

- **Develop flexible degree pathway for Salem market**

## **Academic and Student Affairs Committee (ASAC), Proposal for a new degree program: B.A./B.S. in Sustainability**

The Department of Geography at Western Oregon University (WOU) is proposing a new major in Sustainability. The major will be housed in the department but will integrate expertise from several other departments.

Issues regarding sustainability are at the forefront globally and will likely continue to be throughout this century. WOU currently offers many courses that address biotic, economic, and cultural sustainability, but there is not a framework for students to pursue this variety of knowledge within a coordinated curriculum. The major in Sustainability will provide students with an understanding of the intricate interconnections between humans and the environment, critical thinking, research skills, and real-world experience that leads to success in their chosen careers. In making connections between different areas of knowledge and providing students with an interdisciplinary framework for critical investigation and action, the major will promote Integrative Learning and Inquiry and Analysis, both primary Undergraduate Learning Outcomes at WOU. Sustainability is an important component of the WOU Strategic Plan.

The major is designed to foster individual student interests while providing a strong core and foundation of knowledge. Students will be able to choose concentrations in either Environment or Business. It will be accessible to both quantitative and qualitative focused students. Sustainability is a pressing issue in both private industry and government. Diligent students will likely have many job opportunities after graduation.

Other programs at WOU will not be negatively affected and indeed, may pick up additional enrollment in some courses. The Department of Geography has consulted with affected programs, and responses indicate enthusiasm and flexibility to meet the potential need of additional students.

The proposed degree program received Faculty Senate Approval on March 14, 2017 and the proposal is supported by the dean and provost. It received Oregon Public University Provosts Council approval on September 13, 2017. The WOU Academic and Student Affairs Committee met on October 12, 2017 to review the proposal.

### **COMMITTEE RECOMMENDATION:**

The WOU Academic and Student Affairs Committee recommends that the Western Oregon University Board of Trustees approve the introduction of a new B.A./B.S. degree in Sustainability as included in the docket materials..



## Proposal for a New Academic Program

**Institution:** Western Oregon University

**College/School:** Liberal Arts and Sciences, Social Science

**Department/Program Name:** Geography/Sustainability

**Degree and Program Title:** B.A./B.S. in Sustainability

### 1. Program Description

**a. Proposed Classification of Instructional Programs (CIP) number:** 30.3301

Regarding CIP Classification, please see:

<https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cipid=89257>

**Title:** Sustainability

**Definition:**

A program that focuses on the concept of sustainability from an interdisciplinary perspective. Includes instruction in sustainable development, environmental policies, ethics, ecology, geography, urban and regional planning, economics, natural resources, sociology, and anthropology.

**b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.**

The Department of Geography at Western Oregon University (WOU) is proposing a new major in Sustainability. The major will be housed in the department but will integrate expertise from several other departments.

Issues regarding sustainability are at the forefront globally and will likely continue to be throughout this century. WOU currently offers many courses that address biotic, economic, and cultural sustainability, but there is not a framework for students to pursue this variety of knowledge within a coordinated curriculum. The major in Sustainability will provide students with an understanding of the intricate interconnections between humans and the environment, critical thinking, research skills, and real-world experience that leads to success in their chosen careers. In making connections between different areas of knowledge and providing students with an interdisciplinary framework for critical investigation and action, the major will promote Integrative Learning and Inquiry and Analysis, both primary

Undergraduate Learning Outcomes at WOU. Sustainability is an important component of the WOU Strategic Plan.

The major is designed to foster individual student interests while providing a strong core and foundation of knowledge. Students will be able to choose concentrations in either Environment or Business. It will be accessible to both quantitative and qualitative focused students. Sustainability is a pressing issue in both private industry and government. Diligent students will likely have many job opportunities after graduation.

Other programs at WOU will not be negatively affected and indeed, may pick up additional enrollment in some courses. The Department of Geography has consulted with affected programs, and responses indicate enthusiasm and flexibility to meet the potential need of additional students.

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

Brief course descriptions can be found in Appendix I.

## **Sustainability**

### **Mission**

Provide knowledge and mentoring that will transform students into leaders who apply systems thinking in order to envision and implement solutions towards sustainable development.

### **Learning Outcomes**

1. Describe social, environmental, and economic elements of sustainable human communities
2. Analyze the systemic nature of interrelationships among social, environmental, and economic elements of a thriving human community.
3. Apply knowledge through actions that promote a sustainable and balanced system between humans and the environment.

### **Sustainability Major**

(62 credits)

#### **Foundations (16)**

BI 101 General Biology (5)

GEOG 105 Introductory Physical Geography (4)

GEOG 106 Introductory Economic Geography (4)

PHL 255 Environmental Ethics (3)

**Core (18)**

COM 380 Environmental Communication (3)

GEOG 380 Environmental Conservation (4)

GEOG 425 Urban Planning (4)

**or** EC 436 Environmental Economics (4)

GEOG 470 Energy, Environment, and Society (4)

PS 447 Environmental Politics and Policy (3)

**or** PS 449 Environmental Values and Political Action (3)

**Research Tools (8)**

Choose two:

GEOG 321 Field Geography (4)

GEOG 341/ES 341 Geographic Information Systems (4)

GEOG 384 Qualitative Methods (4)

GEOG 385 Quantitative Methods (4)

Choose one area of concentration:

**Environment (16)**

    BI 370 Humans and the Environment (4)

    GEOG 306 Geographies of Development (4)

    GEOG 409 Practicum, up to eight credits (4-8)

    GEOG 412 Selected Topics (4)

    GEOG 480 Nature and the American West (4)

**or** SOC 350 Food and Hunger (4)

    GEOG 490 Global Climate Change (4)

    GEOG 391 Biogeography (4)

    PS 477 International Environmental Politics (3)

**Business (16)**

    BA 362 Business Ethics (3)

    BA 370 Business and Society (3)

    EC 321 Public Choice Theory (4)\*

    EC 436 Environmental Economics (4)\*

    GEOG 409 Practicum, up to eight credits (4-8)

    GEOG 412 Selected Topics (4)

*\*pre-req of Econ 201 and 202*

**Capstone (4)**

    GEOG 499 (4)

Note:

Depending on the student's background and topic interest, course substitutions are possible with advisor approval. Potential courses include: BI 357 Ecology (4), BI 461 Conservation Biology (4), CH 371 Environmental Chemistry (3), ES 473 Environmental

Geology (4), PS 409W Administrative Internship (3-12), PS 410W Political Science Internship (3-12), SOC 400 Globalization and Development (3), Study Abroad (School for Field Studies, Sea Semester (credit in GEOG 409 or 412), Internships (credit in GEOG 409 or 412).

Students seeking this degree will also complete the university general education core curriculum and relevant B.A./B.S. university requirements with total credits of 180 credits for the degree.

**d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).**

Location: WOU campus, some courses have on-line optional delivery mode.

Scheduling: The new program requirements mesh seamlessly with our current offerings.

Technology: No new technology is required for the new program.

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

Core faculty participating in the new major in Sustainability are all tenured associate or full professors of Geography.

Geography Professors:

Shaun Huston, Ph.D.

Professor of Geography, PhD Syracuse University (1996), political and cultural geography, American West, geographies of popular culture, place and landscape.

Sriram Khé , PhD

Khé earned his PhD in 1993 from the University of Southern California. When teaching at California State University-Bakersfield, he directed an interdisciplinary Environmental Resource Management program, which is similar to the Sustainability major that is being proposed here. Khé has been on the faculty at WOU since 2002 when he moved from CSUB, and all the courses that he teaches here directly, or indirectly, relate to Sustainability. Khé is also familiar with similar curricular discussions outside the campus, especially through his professional involvements. He is a past president of the Association of Pacific Coast Geographers, and is currently a Regional Councilor with the American Association of Geographers.

Michael McGlade, PhD

McGlade is Professor of Geography and Sustainability at Western Oregon University. He teaches a broad variety of subjects, including general education courses in geography, Latin America and Pacific Northwest regional courses, and classes closely related to his professional interests, including human migration and energy,

environment and society. He has published on a variety of topics in scholarly journals, including climate impact work (Climate and Cocaine) as scientific correspondence in Nature, and Latina maternal health policy (The Latina Paradox) in The American Journal of Public Health. The latter publication has more than 174 citations that appear in Google Scholar.

Mark M. Van Steeter, PhD

Associate Professor of Geography, PhD University of Colorado (1996), MES Yale University (1990)

Teaching areas include environmental conservation, climate change, biogeography, landscape interpretation, and field studies.

Research and public service include anthropogenic influences on river systems, water quality, and solutions to climate change. He is a strong advocate for Sustainability on campus and in the community. He is the primary advisor of the WOU Environmental Club, an organizer of campus forums on climate change, and has worked extensively with the WOU administration, faculty and students regarding socially responsible investment opportunities for the WOU Foundation.

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

All faculty are full time tenured associate or full professors. Faculty resources are adequate at this time.

**g. Other staff.**

No additional resources or staff are required for this new major.

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

Facilities and resources are adequate for implementation of this program.

**i. Anticipated start date.**

Summer 2018

## **2. Relationship to Mission and Goals**

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

The Sustainability major is in alignment with the mission of WOU and the Strategic Plan. The guiding principles of these documents include:

- i) 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.
- ii) Cultivating student success through personalized attention, mentoring and degree attainment.
- iii) Sustainability and Stewardship.

Further, this major draws from existing faculty capacity and curricular offerings from multiple departments to support the major curriculum. It aligns with the institutionally developed assessment criteria of Integrative Learning and Inquire and Analysis. The major provides students with an interdisciplinary framework for critical investigation and action.

### **b. Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.**

The new major in Sustainability will address a pressing need in the state, in both private industry and government. It will provide new opportunities for first generation, rural and minority students to gain a critical background in support of working in natural resource, business and environmental policy-related fields.

### **c. Manner in which the program meets regional or statewide needs and enhances the state's capacity to:**

- i. Improve educational attainment in the region and state;**
- ii. Respond effectively to social, economic, and environmental challenges and opportunities; and**
- iii. Address civic and cultural demands of citizenship**

The curriculum described and discussed in the proposal addresses the social, economic, and environmental challenges facing our society. The special attention to economics and business highlights how the program views these challenges as real opportunities as well. By providing such tangible connections, the proposed Sustainability major will offer incentives for some students to learn more about these challenges and opportunities and, hence, will chart pathways to successfully complete their educational pursuits at the undergraduate level.

### 3. Accreditation

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

This proposal for a new major will be governed by overall accreditation policies and procedures of the Northwest Commission on Colleges and Universities (NWCCU.) No other accrediting bodies will be involved.

**b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.**

This proposal for a new major does not require professional accreditation.

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

Not applicable—this proposal is not a graduate program.

**d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.**

The new major that is proposed is not a professional program of study and, therefore, there is no need to achieve accreditation by a professional society. This new major will be consistent with the policies and procedures established by the Northwest Commission on Colleges and Universities (NWCCU.)

### 4. Need

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

All courses of the new major are already taught at WOU, therefore there will be no "start up" costs for the program in the early stages when enrollment is low.

Anticipated Fall 2018 Enrollment in the Sustainability Major: 5-15

Anticipated Fall 2019 Enrollment in the Sustainability Major: 25

Anticipated Fall 2020 Enrollment in the Sustainability Major: 35

Anticipated Fall 2021 Enrollment in the Sustainability Major: 40

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

Expected degrees in Sustainability

Spring 2018: 0

Spring 2019: 2

Spring 2020: 5

Spring 2021: 10

Spring 2022: 15

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

Resident/nonresident/international; traditional/ nontraditional; full-time/part-time students will be served by this major.

**d. Evidence of market demand.**

There is currently a significant demand for employees with a background in sustainability. Employment projections indicate that demand will continue to increase.

A recent review of job opportunities for graduates with a bachelor's degree in sustainability included several state and private universities, state and Federal government, non-profit organizations, and private industry. The following is short list of employers who recently announced job openings requiring a bachelor's degree in sustainability or a closely related field: Weyerhaeuser, Nike, Microsoft, Tillamook Creamery, and Oregon State University.

It is also important to note that B.A./B.S. graduates in Sustainability who earn a Master's degree in education are very employable in Oregon. This information is from conversations with high school principals, but we do not have a formal report or memo to validate the point.

Please see Appendix II for more information.

**e. If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).**

The proposed major in Sustainability at Western Oregon University is to serve students attending WOU, and is not in direct overlap with other campuses.

**f. Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?**

Success of graduates is expected to be high. There are numerous job postings for graduates with a bachelor's degree in sustainability or a closely related field. Please see response question 4(d).

This major in sustainability offers a large variety of career paths in both the public and private sectors.

Graduates may acquire jobs in State/Local Planning or Natural Resource Management, Corporate Sustainability, University Sustainability, State Legislatures, Environmental Action, Environmental Education, and many other possibilities.

The degree will provide skills and knowledge that are essential to success in today's rapidly evolving job market, specifically any career focused on the human/environment interface. Graduates will not only be scientifically literate, but will have the ability to distill and apply this information in their chosen occupation. They will be able to interface between scientific experts and business, government, and the public. They will have the skill to develop integrated solutions involving social values and environmental challenges.

## **5. Outcomes and Quality Assessment**

### **a. Expected learning outcomes of the program.**

1. Describe social, environmental, and economic elements of sustainable human communities
2. Analyze the systemic nature of interrelationships among social, environmental, and economic elements of a thriving human community.
3. Apply knowledge through actions that promote a sustainable and balanced system between humans and the environment.

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

Students majoring in Sustainability will be required to propose and complete a Capstone to graduate from the program. Options for fulfilling the requirement will include: a research thesis, an internship, practical experience in education, advocacy, organizing, politics or policy, or an alternative project reflective of a student's particular skills, needs and interests (e.g., an artistic or creative writing project).

Achievement of program learning outcomes will be assessed using both the Capstone Proposals and completed projects. As the major summative student achievement and also which outcomes are more clearly reflected in student interest and success. Assessments will be completed using a rubric that will indicate whether basic requirements have been fulfilled, which program learning outcomes are reflected in the Capstone, and to what extent the student has achieved those outcomes. As appropriate, these data will drive future revisions of the program curriculum, course design, advising and refinement of program outcomes.

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

Sustainability will be housed in the Geography Department and staffed by current and future Geography faculty. Expectations for research and scholarly work at WOU are defined by the Collective Bargaining Agreement between the Western Oregon University Federation of Teachers and the University, and specifically by: Article 7 on "Assignment of Duties," Article 8 on "Evaluation, Tenure and Promotion for Faculty on the Tenure Track," and Appendix G on "Summary Recommendations for Faculty Continuation on Tenure Track, Award of Tenure, or Award of Promotion." A copy of the current (2015-2017) agreement can be accessed at:

[http://www.wou.edu/hr/files/2016/03/WOUFT\\_CBA\\_2015-2017.pdf](http://www.wou.edu/hr/files/2016/03/WOUFT_CBA_2015-2017.pdf)

## **6. Program Integration and Collaboration**

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

There are no closely related programs at Western Oregon University.

There are other programs related to Environmental Science, Policy, and Sustainable Development at other Oregon public universities, but they are significantly different. Other programs focus on the quantitative science of sustainability or urban planning. The Sustainability major at WOU integrates environmental science with policy, ethics, and economics. It provides opportunity to students who are quantitatively gifted as well as those who are passionate about social issues. The program is holistic and provides students with opportunities to pursue their strengths and interests in close association with their advisor. Students choose WOU due to our small student to faculty ratio and because of the size of campus, location and emphasis on faculty-student interaction at the undergraduate level.

Please see the following links for other programs:

<https://inside.sou.edu/envirostudies/index.html>

<http://fa.oregonstate.edu/sustainability/academics>

<https://www.pdx.edu/sustainability/undergraduate-programs#university>

<http://envs.uoregon.edu/undergrad/about/>

<https://envs.uoregon.edu/undergrad/escifocus/>

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

The new major complements other programs at Western Oregon University (WOU), and may complement other programs in its holistic approach to the issue of sustainability. Collaboration with other Oregon institutions is part of the plan since courses may not be offered at the preferred times of students. As with all degree programs at WOU, students may transfer in coursework that adds to their program of study. We anticipate that the major will increase enrollment and interest in areas that support this program: Political Science, Philosophy, Biology, Communications, Business, and Economics.

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

The program is targeted to students seeking to attend a smaller campus such as WOU with its emphasis on first generation and educationally-underserved students. The major will enable students interested in sustainability to be able to pursue such a program at WOU. Further, "traditional" majors have supported sustainability through encouraging coursework via elective credits and general education requirements, but it is essentially impossible to receive a thorough foundation in sustainability and graduate with 180 credits. A defined degree in Sustainability will give students this option.

**d. Potential impacts on other programs.**

None. WOU serves a very different population of students than the universities offering degrees with any similarity. The similarities are small. This program offers opportunities for both science and social science oriented students.

## **7. External Review**

This is an undergraduate program exempt from initial external review. However, the Sustainability program will be reviewed as part of the regular academic program review cycle for all programs at WOU. Program review at WOU is planned to occur every seven years, and to include a self-study and external review.

## **APPENDIX I** (Course Descriptions)

### **Sustainability Major Course Information**

#### **Foundations (16)**

##### **BI 101 General Biology (5)**

The major principles and methods of biology designed for students not intending to pursue further study in the biological sciences. Three hours of lecture and one two-hour laboratory period per week. Includes, ecology, the diversity of life, and an introduction to evolution.

##### **GEOG 105 Introductory Physical Geography (4)**

Course addresses spatial and functional relationships among climates, landforms, soils, water, and plants.

##### **GEOG 106 Introductory Economic Geography (4)**

Course addresses the important role of geography in the highly inter-connected global economy, by examining the spatial patterns in population, resources, and the primary, secondary, and tertiary economic sectors. Course will also highlight the relationship between economics and the environment, and explore sustainable development.

##### **PHL 255 Environmental Ethics (3)**

Comprises a study of the unique moral relationship and responsibilities that humans have to the non-human environment. It involves both a theoretical and practical component. Topics may include: global warming, endangered species, pollution, food production, and consumption, limited resources and energy.

#### **Core (18)**

##### **COM 380 Environmental Communication (3)**

An overview of the rhetorical, mass mediated, organizational, interpersonal, and political communication on dimensions of environmental studies. Critical analysis and practical application on of environmental communication on concepts and strategies.

##### **GEOG 380 Environmental Conservation (4)**

Introduction to environmental conservation, the reasoned use of the natural environment so that its utilization does not impair the environment's capacity for renewal and continued evolution. The course focuses on contemporary global and regional issues such as greenhouse warming and deforestation.

##### **GEOG 425 Urban Planning (4)**

Analysis of the processes related to planning, regulating, and policy making in the contexts of urban land use; will be analyzed with respect to all the levels of government—national, state, regional and local.

**or**

##### **EC 436 Environmental Economics (4)**

An economic study of environmental problems with special reference to social welfare and economic efficiency criteria in evaluating the alternative uses of natural resources.

*Prerequisites: EC 201 and 202, or consent of instructor*

**GEOG 470 Energy, Environment, and Society (4)**

Examines how different societies utilize energy, how energy transformations change societies, how diverse environments shape the forms of energy utilization, and the impacts of energy use on the environment.

**PS 447 Environmental Politics and Policy (3)**

An analysis of the history, politics and implementation on of national environmental policy and the most important environmental laws and organizations.

**or**

**PS 449 Environmental Values and Political Action (3)**

Surveys the values and philosophies which influence the level and nature of political activism in environmental and natural resource issues. Analysis focuses on "classic" and contemporary writings ranging from ecocentrism to the wise use and market-oriented perspectives and their practical influence.

**Research Tools (8)**

Choose two:

**GEOG 321 Field Geography (4)**

Methods for collecting and analyzing geographic data. Emphasis on physical or human topics and specific methods will depend upon instructor.

**GEOG 341/ES 341 Geographic Information Systems (4)**

The mapping, monitoring and modeling of geographic data using computer technology. This is the culminating course for the techniques sequence in geography. Class meets twice a week for lab and lecture.

**GEOG 384 Qualitative Methods (4)**

An advanced survey of qualitative research methods in geography, including field observation, interpretation on of texts and visual images, and ethnography. Students will learn methods through both theory and practice.

**GEOG 385 Quantitative Methods (4)**

An introduction on to basic quantitative techniques in geography. Topics include descriptive statistics, hypothesis testing, simple correlation and regression, analysis of variance, and non-parametric statistics.

**Choose one area of concentration:**

**Environment (16)**

**BI 370 Humans and the Environment (4)**

The study of how humans interact with their environment and the effect of the environment on human society. Topics include basic ecological principals, human

population growth, environmental health, pollution, toxicology, agriculture, forest management and global climate change. Designed for human biology and environmental studies minors and as an elective for non-science majors. Not open for credit to biology majors or biology minors. Three hours lecture and one three-hour laboratory including field work. *Prerequisites: BI 101, or Bi 102, or BI 211, or consent of instructor; MTH 095 with grade of C- or better, or equivalent, highly recommended*

**GEOG 306 Geographies of Development (4)**

Inquiry into why some countries are rich while many others are poor, by understanding the geographic aspects of income distribution on and poverty; their relationships with locational distribution of economic activities; and how these locations change over me.

**GEOG 409/509 Practicum, up to eight credits (4-8)**

Terms and hours to be arranged. Practical application of geographical theory and/or collection of data for theoretical cal interpretation, customarily in a public agency.

**GEOG 412/512 Selected Topics (4)**

Advanced analysis of traditional and contemporary topics in geography.

**GEOG 480/580 Nature and the American West (4)**

Examines historical and contemporary importance of nature, as concept and physical reality, to the economies, cultures and politics of the American West. Specific topics and areas of focus will vary each term.

**or**

**SOC 350 Food and Hunger (4)**

Analysis of the production and distribution of food on a world scale. Examination on of food shortages and famines in the underdeveloped world. Political-economy of agriculture is included. Alternative production and distributions systems are examined.

**GEOG 490 Global Climate Change (4)**

Analysis and reflection on climate change historically and, in particular, on the current period of human-induced global warming. In addition to physical processes, students will learn about economic and cultural impacts of human induced climatic instability, and the challenge of sustainability in a changed world.

**GEOG 391 Biogeography (4)**

Historical and ecological perspectives in analyzing plant and animal distributions. Topics include: speciation, extinction, dispersal, biodiversity, and human impacts on bio-distributions.

**PS 477 International Environmental Politics (3)**

An introduction on to the issues, processes and actors of International environmental politics. Issues to be covered will be the creation and evolution of international environmental actions including domestic and international processes and in-depth examinations of case

## **Business (16)**

### **BA 362 Business Ethics (3)**

Focuses on recognizing, analyzing, and resolving ethical issues in business. Topics include privacy in the workplace, product safety, corporate social responsibility and international ethics.

### **BA 370 Business and Society (3)**

Explores the complex interrelationships among business, government and society, with an emphasis on the social responsibilities of business. Topics include diversity in the workplace, consumerism, environmental policy and risks, ethical decision making and business involvement in the political process.

### **EC 321 Public Choice Theory (4)**

Overview of the development in public choice theory. Application of economic tools to traditional problems of political science. Positive analysis of collective decision-making and evaluation of outcomes.

### **EC 436 Environmental Economics and Public Policy (4)**

An economic study of environmental problems with special reference to social welfare and economic efficiency criteria in evaluating the alternative uses of natural resources.

*Prerequisites: EC 201 and 202, or consent of instructor*

### **GEOG 409/509 Practicum (3-12)**

Terms and hours to be arranged. Practical application of geographical theory and/or collection of data for theoretical interpretation, customarily in a public agency.

### **GEOG 412/512 Selected Topics (4)**

Advanced analysis of traditional and contemporary topics in geography.

## **Capstone (4)**

### **GEOG 499 Capstone Experience (4)**

The Capstone experience is required of all majors in geography and sustainability. It may be based on one or more of the following activities or projects: a research thesis, an internship or practicum, a field exam, a professional portfolio, or comprehensive exam. Typically, the capstone will be completed in the student's final year at WOU. Specific requirements will be made by arrangement with a student's advisor. Eligible for the RP grade option. *Prerequisite: major in geography and GEOG 495, or major in sustainability.*

## **APPENDIX II** (Opportunities)

The following are links to jobs and internships available for graduates with a major in Sustainability. Links are from the Bureau of Labor Management statistics and public/private employers.

### **Bureau of Labor Statistics:**

<https://www.bls.gov/green/sustainability/sustainability.htm>

<https://www.bls.gov/ooh/life-physical-and-social-science/conservation-scientists.htm>

<https://www.bls.gov/ooh/management/postsecondary-education-administrators.htm>

<https://www.bls.gov/oes/current/oes251043.htm>

<https://www.bls.gov/oes/current/oes251043.htm>

<https://www.bls.gov/oes/current/oes191031.htm>

<https://www.bls.gov/ooh/life-physical-and-social-science/environmental-scientists-and-specialists.htm>

<https://www.bls.gov/ooh/life-physical-and-social-science/urban-and-regional-planners.htm>

<https://www.bls.gov/ooh/management/social-and-community-service-managers.htm>

### **Employment Opportunities:**

<http://chj.tbe.taleo.net/chj05/ats/careers/v2/viewRequisition?org=TILLAMOOKCREAME&cws=38&rid=1150&source=Indeed.com>

<https://searchjobs.dartmouth.edu/postings/41694>

[https://jobsbeta.microsoft.com/us/en/job/261211/Director-of-Carbon-and-Energy-Microsoft-Sustainability-Team?jobsource=indeed&utm\\_source=indeed&utm\\_medium=indeed&utm\\_campaign=indeed-feed](https://jobsbeta.microsoft.com/us/en/job/261211/Director-of-Carbon-and-Energy-Microsoft-Sustainability-Team?jobsource=indeed&utm_source=indeed&utm_medium=indeed&utm_campaign=indeed-feed)

[https://www.indeed.com/cmp/Epson-Portland-Inc./jobs/Environmental-b5908e2f8533c837?sldu=QwrRXKrQZ3CNX5W-09jEvS74-IUvb8tdyvuIQMIH87BEsyuWwD6Aca7VRum\\_eXqaxvAKJLO\\_Clu-qmUKM93Wyia3mZxX7Ud3XYvLmXoEHh69TAalCUnf3GtfcvVmGRUs](https://www.indeed.com/cmp/Epson-Portland-Inc./jobs/Environmental-b5908e2f8533c837?sldu=QwrRXKrQZ3CNX5W-09jEvS74-IUvb8tdyvuIQMIH87BEsyuWwD6Aca7VRum_eXqaxvAKJLO_Clu-qmUKM93Wyia3mZxX7Ud3XYvLmXoEHh69TAalCUnf3GtfcvVmGRUs)

<https://jobs.virginia.edu/applicants/jsp/shared/frameSet/FrameSet.jsp?time=1498531782250>

<http://wilsonconst.com/opportunities/current-opportunities/item/216-ENVIRONMENTAL SPECIALIST – CANBY>

[http://careers.aramark.com/ShowJob/Id/34136/Sustainability%20Coordinator%20%20%20%20Western%20Kentucky%20Univ.](http://careers.aramark.com/ShowJob/Id/34136/Sustainability%20Coordinator%20%20%20Western%20Kentucky%20Univ.)

<https://www.google.com/search?client=safari&rls=en&q=sustainability+jobs&ie=UTF-8&oe=UTF-8&ibp=htl:jobs&htidocid=SmdP4EZPEsvK6-p0AAAAAA%3D%3D>

<http://wilsonconst.com/opportunities/current-opportunities/item/216-ENVIRONMENTAL SPECIALIST – CANBY>

<https://careers-springswindowfashions.icims.com/jobs/3274/sustainability-coordinator/job?mode=job&iis=Job+Board&iisn=Indeed&mobile=false&width=1200&height=500&bga=true&needsRedirect=false&jan1offset=-480&jun1offset=-420>

<http://agency.governmentjobs.com/tpchd/default.cfm?action=viewJob&jobID=1777349>

<http://careers.aramark.com/ShowJob/Id/40919/Sustainability%20Coordinator%20%20%20UCI%20%20%20Admin>

[https://www.indeed.com/cmp/Indeed-Hire-Master-Account/jobs/Environmental-Analyst-8a8fc4edbd7d7e50?sdu=QwrRXKrqZ3CNX5W-09jEvS74-IUvb8tdyvuIQMIH87CISLKWQ47IPFVHIBhtbPL119DYtIMsBg\\_4YonZM-I0OTQ2b9I1319ZICwwVIqdchs](https://www.indeed.com/cmp/Indeed-Hire-Master-Account/jobs/Environmental-Analyst-8a8fc4edbd7d7e50?sdu=QwrRXKrqZ3CNX5W-09jEvS74-IUvb8tdyvuIQMIH87CISLKWQ47IPFVHIBhtbPL119DYtIMsBg_4YonZM-I0OTQ2b9I1319ZICwwVIqdchs)

<https://www.indeed.com/cmp/Clean-Water-Action-Maryland/jobs/Sustainability-Advocate-321400a206cbf77a?q=Sustainability>

[https://www.indeed.com/cmp/Clean-Water-Action-Texas/jobs/Community-Organizer-c13ad9cb730a1c10?sdu=QwrRXKrqZ3CNX5W-09jEvZr6AuUSIGdwzp7L93QJjWz2PZS-rKIHShhEVoVTZGeapzw0bfGokccXK0G\\_eDYaFw](https://www.indeed.com/cmp/Clean-Water-Action-Texas/jobs/Community-Organizer-c13ad9cb730a1c10?sdu=QwrRXKrqZ3CNX5W-09jEvZr6AuUSIGdwzp7L93QJjWz2PZS-rKIHShhEVoVTZGeapzw0bfGokccXK0G_eDYaFw)

[https://www.indeed.com/cmp/Clean-Water-Action-Texas/jobs/Community-Organizer-c13ad9cb730a1c10?sdu=QwrRXKrqZ3CNX5W-09jEvZr6AuUSIGdwzp7L93QJjWz2PZS-rKIHShhEVoVTZGeapzw0bfGokccXK0G\\_eDYaFw](https://www.indeed.com/cmp/Clean-Water-Action-Texas/jobs/Community-Organizer-c13ad9cb730a1c10?sdu=QwrRXKrqZ3CNX5W-09jEvZr6AuUSIGdwzp7L93QJjWz2PZS-rKIHShhEVoVTZGeapzw0bfGokccXK0G_eDYaFw)

### **Internships for students or recent graduates:**

<http://www.jobvertise.com/job?jobid=19534442&memberID=associatedr1>

<https://www.governmentjobs.com/careers/washington/jobs/1773315-0/internship-public-lands-survey-office-dnr-intern-summer-2017>

<https://psu.jobs/job/72242>

<https://www.indeed.com/cmp/Presidio-Trust/jobs/Community-Garden-Intern-c1a6198b15841ac0?q=Sustainability>

<http://careers.wri.org/JobDescription.asp?lang=en&JobNumber=805844&mode=job&iis=Indeed&iisn=Indeed.com>

<https://www.indeed.com/cmp/NYS-OAG,-Legal-Recruitment/jobs/Internship-Environmental-Science-Policy-abb60c25158fd202?q=Sustainability>

<https://my.americorps.gov/mp/listing/viewListing.do?id=75250&fromSearch=true>

<https://my.americorps.gov/mp/listing/viewListing.do?id=75369&fromSearch=true>

<https://www.indeed.com/cmp/Hands-On-Nashville/jobs/Sustainability-Americorp-Member-20da1199bfee6fc3?q=Sustainability>

<https://www.indeed.com/cmp/foodprints/jobs/Research-Intern-afcac11adbfc2?q=Sustainability>

[https://jobs.oregonstate.edu/postings/45603?utm\\_source=Indeed&utm\\_medium=organic&utm\\_campaign=Indeed](https://jobs.oregonstate.edu/postings/45603?utm_source=Indeed&utm_medium=organic&utm_campaign=Indeed)

**Please note that these links were active as of 6/26/2017.**

This program is being created with existing faculty and coursework. It is considered a zero cost program to launch and maintain – the courses serve other majors besides the degree in sustainability being proposed. Faculty will be added as enrollment increases. A modest (\$1,500) has been estimated for admissions promotional materials.

## **Instructions on Budget Outline form**

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### **1. Whose viewpoint?**

*The Budget Outline is intended to show the budgetary impact resulting from offering the new program. This table should be completed from the viewpoint of the budgetary unit that will be responsible for the program. Determine what the budgetary unit will be doing (in terms of new or additional activities) that it is not now doing and show what these activities will cost — whether financed and staffed by shifting of assignments within the budgetary unit; reallocation of resources within the institution; special appropriation of the legislature; or gift, grant, or other funds.*

The curricular programming associated with this degree is drawn from existing course offerings – with further enrollment capacity -- from multiple departments; thus, no additional cost to run this program.

### **2. No additional resources needed?**

*If the program is simply a rearrangement of courses already being offered, relying on access to library resources available for other programs, with no requirements for new or additional specialized facilities, equipment, or technology, and with no increase or decrease in students served by the budgetary unit responsible for the program, the budgetary impact would be near zero and should be so reported in the table.*

The proposed program in sustainability is simply a rearrangement of courses already being offered, relying on access to library resources available for other programs, with no requirements for new or additional specialized facilities, equipment, or technology, and with no increase or decrease in students served by the budgetary unit responsible for the program, so the budgetary impact would be near zero.

### **3. Additional resources needed?**

*If FTE faculty or support staff assigned to the budgetary unit must be increased to handle an increased workload as a result of the new program (or to provide added competencies), indicate the total resources required to handle the new activities and workload (e.g., additional sections of existing courses) by specifying: (1) how much of this total figure is from reassignment within the budgetary unit (Column A), and (2) how much is from resources new to the budgetary unit (Columns B-E). Please provide line item totals in Column F.*

No additional resources are needed beyond developing promotional materials in the first year.

# Budget Outline Form: Year 1

## Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

Institution: Western Oregon University

Academic Year: 2018-2019

Program: Sustainability

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
<b>Personnel</b>						
Faculty (Include FTE)	0	0	0	0	0	0
Graduate Assistants (Include FTE)	0	0	0	0	0	0
Support Staff (Include FTE)	0	0	0	0	0	0
Fellowships/Scholarships	0	0	0	0	0	0
OPE	0	0	0	0	0	0
Nonrecurring	0	0	0	0	0	0
<b>Personnel Subtotal</b>	0	0	0	0	0	0
<b>Other Resources</b>						
Library/Printed	0	0	0	0	0	0
Library/Electronic	0	0	0	0	0	0
Supplies and Services	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Other Expenses (marketing)	0	1,500	0	0	0	1,500
<b>Other Resources Subtotal</b>	0	0	0	0	0	0
<b>Physical Facilities</b>						
Construction	0	0	0	0	0	0
Major Renovation	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
<b>Physical Facilities Subtotal</b>	0	0	0	0	0	0
<b>GRAND TOTAL</b>	0	1,500	0	0	0	1,500

## Budget Outline Form: Year 2-4

### Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero  
**(No additional budget requirement over normal departmental operations)**

Institution: Western Oregon University

Academic Years: 2019-2022

Program: Sustainability

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
<b>Personnel</b>						
Faculty (Include FTE)	0	0	0	0	0	0
Graduate Assistants (Include FTE)	0	0	0	0	0	0
Support Staff (Include FTE)	0	0	0	0	0	0
Fellowships/Scholarships	0	0	0	0	0	0
OPE	0	0	0	0	0	0
Nonrecurring	0	0	0	0	0	0
<b>Personnel Subtotal</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Other Resources</b>						
Library/Printed	0	0	0	0	0	0
Library/Electronic	0	0	0	0	0	0
Supplies and Services	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
<b>Other Resources Subtotal</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Physical Facilities</b>						
Construction	0	0	0	0	0	0
Major Renovation	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
<b>Physical Facilities Subtotal</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>GRAND TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

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## **Academic and Student Affairs Committee (ASAC), Proposal for a new degree program: B.A./B.S./B.F.A. in Art & Design**

**Overview:** This new Art & Design B.A./B.S./B.F.A. and an associated minor is designed to allow students to take coursework that merges two existing degree programs: Art Major and Visual Communication Design Major.

### **Art & Design B.A./B.S.:**

The objective of the new Art & Design Major is to allow greater flexibility for students, which will enable more students to meet graduation requirements in a timely manner. It also allows students greater choice in courses to match their interests. The new program reflects changes in values and goals within the Art Department, within the global employment market and within society as a whole. There is an increased need for students to build proficiencies that bridge art and design skills.

The total number of credits required for the proposed Art & Design major is the same as the number required for either the existing Art major or the Visual Communication Design major. The number of courses offered in the degree remains the same.

### **Art & Design B.F.A.:**

The rationale for changing the title of the B.F.A. in Art to B.F.A. in Art & Design is to clearly reflect what the program actually is. The B.F.A. has always encompassed both art and visual communication design coursework. This title change will also align with the proposed B.A./B.S. in Art & Design major. The B.F.A. in Art & Design will reduce the course requirements from 133 credits to 110 credits. *See appendix for B.F.A. catalog description.*

The rationale for changing the total credits and program requirements for the B.F.A. is to:

- Better align the program with other comparator B.F.A. programs in Art & Design and number of credits required.
- Give students greater flexibility in the major, allowing students to choose subjects that best fit their individual career goals.
- Allow students to complete graduation requirements in a reasonable amount of time.
- Provide regular opportunities for B.F.A. students to meet as a group to engage in peer critique and analysis with guidance of a faculty member. These groups will complete readings applicable to contemporary issues and discuss a range of topics pertinent to emerging artists.

We believe that the flexibility these program changes allow will make it a more attractive option for transfer students, who often arrive at WOU with a variety of coursework that can be challenging to place. These changes will allow both traditional students (who attend WOU for their entire degree) and also our growing population of transfer students to successfully complete the program in a timely manner.

## **Art & Design Minor:**

The modification of minors is designed to allow students to choose one of three approaches through a single minor structure:

- Focus on Studio Art
- Focus on Visual Communication Design
- Select a combination of courses that allow them to explore disciplines of interest.

Changing the minor will allow greater flexibility for students, and will enable more of our students to meet graduation requirements in a timely manner. We believe it will be a good option for transfer students, particularly those coming from community colleges. See *appendix for the minor advising guide*.

Students will have more options, and will be able to select courses that are of particular interest to them. This approach to art and design reflects changes in values and attitudes within the department, and is validated by current pedagogy. Students will develop work and ideation processes that will be helpful as they navigate changes in the job market and society as a whole.

The minimum number of credits required for the modified Art & Design minor is 28. Please see attached documents to compare the Art & Design minor to the old Visual Communication Design minor and Art minor.

Students already enrolled in art or visual communication design programs will have the option to complete their current degree program or, with advisor input, change to the new art & design degree programs.

The proposed degree program received Faculty Senate Approval on March 14, 2017 and the proposal is supported by the dean and provost. It received Oregon Public University Provosts Council approval on September 13, 2017. The WOU Academic and Student Affairs Committee met on October 12, 2017 to review the proposal

### **COMMITTEE RECOMMENDATION:**

The WOU Academic and Student Affairs Committee recommends that the Western Oregon University Board of Trustees approve the introduction of a new B.A./B.S./B.F.A. degree in Art & Design as included in the docket materials.



## Proposal for a New Academic Program

**Institution:** Western Oregon University

**College/School:** Liberal Arts and Science

**Department/Program Name:** Art Department

**Degree and Program Title:** B.A./B.S./B.F.A. in Art & Design

### 1. Program Description

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

50.07 Fine and Studio Arts

- b. *Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.*

**Overview:** This new Art & Design B.A./B.S./B.F.A. and an associated minor is designed to allow students to take coursework that merges two existing degree programs: Art Major and Visual Communication Design Major.

#### **Art & Design B.A./B.S.:**

The objective of the new Art & Design Major is to allow greater flexibility for students, which will enable more students to meet graduation requirements in a timely manner. It also allows students greater choice in courses to match their interests. The new program reflects changes in values and goals within the Art Department, within the global employment market and within society as a whole. There is an increased need for students to build proficiencies that bridge art and design skills.

The total number of credits required for the proposed Art & Design major is the same as the number required for either the existing Art major or the Visual Communication Design major. The number of courses offered in the degree remains the same.

#### **Art & Design B.F.A.:**

The rationale for changing the title of the B.F.A. in Art to B.F.A. in Art & Design is to clearly reflect what the program actually is. The B.F.A. has always encompassed both art and visual communication design coursework. This title change will also align with the proposed B.A./B.S. in Art & Design major. The B.F.A. in Art & Design will reduce the course requirements from 133 credits to 110 credits. *See appendix for B.F.A. catalog description.*

The rationale for changing the total credits and program requirements for the B.F.A. is to:

- Better align the program with other comparator B.F.A. programs in Art & Design and number of credits required.

- Give students greater flexibility in the major, allowing students to choose subjects that best fit their individual career goals.
- Allow students to complete graduation requirements in a reasonable amount of time.
- Provide regular opportunities for B.F.A. students to meet as a group to engage in peer critique and analysis with guidance of a faculty member. These groups will complete readings applicable to contemporary issues and discuss a range of topics pertinent to emerging artists.

We believe that the flexibility these program changes allow will make it a more attractive option for transfer students, who often arrive at WOU with a variety of coursework that can be challenging to place. These changes will allow both traditional students (who attend WOU for their entire degree) and also our growing population of transfer students to successfully complete the program in a timely manner.

### **Art & Design Minor:**

The modification of minors is designed to allow students to choose one of three approaches through a single minor structure:

- Focus on Studio Art
- Focus on Visual Communication Design
- Select a combination of courses that allow them to explore disciplines of interest.

Changing the minor will allow greater flexibility for students, and will enable more of our students to meet graduation requirements in a timely manner. We believe it will be a good option for transfer students, particularly those coming from community colleges. *See appendix for the minor advising guide.*

Students will have more options, and will be able to select courses that are of particular interest to them. This approach to art and design reflects changes in values and attitudes within the department, and is validated by current pedagogy. Students will develop work and ideation processes that will be helpful as they navigate changes in the job market and society as a whole.

The minimum number of credits required for the modified Art & Design minor is 28. Please see attached documents to compare the Art & Design minor to the old Visual Communication Design minor and Art minor.

Students already enrolled in art or visual communication design programs will have the option to complete their current degree program or, with advisor input, change to the new art & design degree programs.

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

All of the courses offered in the Art & Design B.A./B.S./B.F.A. and minor programs are courses that are currently offered. The only difference is that these changes allow for greater flexibility. Students will also complete the required University general education and, for the B.A./B.S., a required minor.

## **Art & Design B.A./B.S.**

(84 credits)

*all courses are 4-unit courses unless otherwise noted*

### **Foundation courses:** (16 credits)

A115 Beginning Design: 2D

A116 Beginning Design: 3D

A120 Foundations of Digital Art

A130 Beginning Drawing

### **Art History:** (12 credits)

A204 Art History: Prehistoric-Late Antiquity

A205 Art History: Middle Ages-Renaissance

A206 Art History: Baroque-Contemporary

### **200-Level courses:** (16 credits) *see advisor*

Minimum 16 credits of 200-level Art & Design courses. *Plan with an advisor to take prerequisites required for upper division coursework.*

A220 Introduction to Typography

A230 Introduction to Life Drawing

A262 Digital Images & Photography I

A250 Introduction to Ceramics

A270 Introduction to Printmaking

A280 Introduction to Painting

A290 Introduction to Sculpture

### **Upper division courses:** (36) *see advisor*

Minimum 36 credits of 300- and/or 400-level Art & Design courses  
(may include 300- and/or 400-level Art History)

A304 History of Modern Art: 1789 - 1914

A305 History of Modern Art: 1914 - 1965

A306 History of Modern Art: 1965 - Present

A308W History of Graphic Design

A320 Graphic Design: Process & Theory

A321 Graphic Design: Form & Communication

A322 Graphic Design: Contemporary Issues

A323 Interactive Media: Web Structure & Communication

A324 Interactive Media: Applied

A326 Video: Animation I

A327 Video: Animation II

A329 Print Design: Systems and Techniques

A330, 331, 332 Intermediate Drawing

A350, 351, 352 Intermediate Ceramics

A370, 371, 372 Intermediate Printmaking

A380, 381, 382 Intermediate Painting

A383 Intermediate Illustration: Topics  
A390, 391, 392 Intermediate Sculpture  
A399 Special Studies (1-5)

A404C Art History: Non-Western Art  
A405C Art History: Gender in Art  
A406W Art History: Special Topics  
A410 Critique & Seminar (1-3)  
A412 Practicum (1-6)  
A413 International Student Art Studio Art Study (1-6)  
A421 Print Design: Structure & Expressive  
A422 Print Design: Presentation & Contemporary Issues  
A425 Interactive Media: Contemporary Issues  
A430, A431, A432 Advanced Drawing  
A450, 451, 452 Advanced Ceramics  
A462 Digital Images & Photography 2  
A468 Art & Technology Workshop  
A470, 471, 472 Advanced Printmaking  
A480, 481, 482 Advanced Painting  
A483 Advanced Illustration: Topics  
A490, 491, 492 Advanced Sculpture

**Capstone course(s):**

Choose one of these 4-credit options:

A318 Gallery Production (1) *and* A418 Gallery Exhibition (1), *and* A419  
Professional Concerns (2)

-- *or* --

A429 Portfolio & Professional Preparation

**General education, B.A./B.S., required minor, and free elective credits (96 credits)**

**Sample degree plans.**

Two sets of coursework are provided, below, as an illustration of a hypothetical major curriculum track.

- A. Foundation
  - A204, A205, A206 (sequence required)
  - A115 Beginning Design: 2D
  - A116 Beginning Design: 3D
  - A120 Foundations of Digital Art
  - A130 Beginning Drawing
  - A262 Digital Images & Photography I
  - A220 Introduction to Typography
  - A280 Introduction to Painting
  - A230 Introduction to Life Drawing

300-400 level – note possible courses  
A306 History of Modern Art: 1965 – Present  
A308W History of Graphic Design  
A320 Graphic Design: Process & Theory  
A321 Graphic Design: Form & Communication  
A322 Graphic Design: Contemporary Issues  
A383 Intermediate Illustration: Topics  
A462 Digital Images & Photography 2  
A468 Art & Technology Workshop

Capstone  
A429 Portfolio & Professional Preparation

Total = 84 credits

**B. Foundation**

A204, A205, A206 (sequence required)  
A115 Beginning Design: 2D  
A116 Beginning Design: 3D  
A120 Foundations of Digital Art  
A130 Beginning Drawing  
A262 Digital Images & Photography I  
A250 Introduction to Ceramics  
A270 Introduction to Printmaking  
A280 Introduction to Painting

300-400 level – note possible courses  
A405C Art History: Gender in Art  
A406W Art History: Special Topics  
A370, A371 Intermediate Printmaking  
A380, 381,382 Intermediate Painting  
A330 Intermediate Drawing

Capstone  
A318 Gallery Production (1) *and* A418 Gallery Exhibition (1), *and* A419  
Professional Concerns (2)

Total = 84 credits

**Art & Design B.F.A.**

(110 credits)

*all courses are 4-unit courses unless otherwise noted*

**100-level courses (16)**

A 115 Beginning Design: 2-D  
A 116 Beginning Design: 3-D  
A 120 Foundations of Digital Art & Design  
A 130 Beginning Drawing

**200-level courses:** (16)

*see advisor*

Minimum of 16 credits of 200-level Art & Design courses

**Art History courses:** (20)

A 204 Art History: Prehistoric through Late Antiquity

A 205 Art History: Middle Ages-Renaissance

A 206 Art History: Baroque through Contemporary

Minimum of 8 credits of 300- and/or 400-level Art History courses (8)

**Upper division courses:** (36)

*see advisor*

Minimum of 36 credits of 300- and/or 400-level Art & Design courses. May include additional Art History Courses.

**Capstone courses:** (22)

A 410 Critique & Seminar (6)

A 445, A 455, A 475, A 485, or A 495 B.F.A. Thesis Project (12)

choose either:

A 318 Production: Gallery Exhibition, A 418 Gallery Exhibition, and A 419 Professional Concerns

-- or --

A 429 Portfolio & Professional Preparation

Completion of the Liberal Arts Core Curriculum, and the B.A./B.S. requirements for language or math/computer science, and writing-intensive and cultural diversity are required in the B.F.A. in Art & Design (70-82 credits). A minor is not required for a B.F.A. in Art & Design.

**Art & Design minor**

(28 credits)

**Lower division courses:** (16) *See advisor*

Minimum of 16 credits in 100- and 200-level Art and Design courses. *Work with your minor advisor to plan which prerequisite courses are required for the upper division courses you need.*

**Upper division courses:** (12) *See advisor*

Minimum of 12 credits in 300- and/or 400-level Art and Design courses

- d. *Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).*

These degree options will be delivered in person on the WOU campus in Monmouth. Courses will typically be scheduled between 8 am and 9 pm Monday through Friday. Students may use existing online art courses as part of the degree, if desired.

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

The faculty delivering the program is the same faculty that delivers our current art degrees. All have terminal degrees in their respective fields and are actively engaged in professional work.

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

We have adequate faculty resources to offer this degree. No new hires or additional FTE will be required. Currently, the art department is staffed by 3 professors, 4 associate professors, 1 assistant professor, 4.5 Non-Tenure-Track faculty.

*g. Other staff.*

No new staff is required.

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

Our current library, classroom/studio facilities and other existing resources are adequate to support this new degree.

*i. Anticipated start date.*

Fall 2018

## **2. Relationship to Mission and Goals**

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

These degree options support WOU's mission to 'create lasting opportunities for student success through transformative education and personalized support.' The increased flexibility and versatility of the proposed degrees allow students to work individually with their academic advisor to build the major in a way that best prepares them to meet their career goals.

These degree options match the university's strategic goals of 'accountability and accessibility' by following directives from the state legislature to provide academic programming that allows students, especially transfer students, to graduate in four years (180 credits) with fewer obstacles.

These degree options match the university's strategic goals of 'excellence' by providing personalized student support and maintaining a high standard of teaching that encourages students to develop the widely marketable skills of creativity and innovation.

These degree options are partly the result of our effort to accommodate our strategic goal of 'global community connections' in our program. Our existing majors were approved approximately 10 years ago by the Chinese Ministry of Education to serve a steady stream of Chinese transfer students. In response to the university's need to configure its programs to allow more seamless transfer articulations and reduce time to graduation, the Art Department set out to address frequent curricular programming issues that often delayed student progress toward completion. The department chose to go through the more arduous process of proposing a *new* program (rather than simply modifying our current ones) so that we could preserve our existing program agreements with universities

in China by allowing our existing degrees to remain available to their 2+2 transfer students.

- b. *Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.*

Our more flexible format allows greater access for transfer students from local community colleges, and allows traditional 4-year students to complete their degree with fewer scheduling conflicts because their course options are greater and more varied; fewer specific courses are prescribed. Our connection to Chinese universities increases the diversity of our students and enables a unique dynamic of artistic perception in classroom interactions.

Our program will support the economic and cultural values of Oregon and its communities by allowing students to customize their degree to bridge the two areas of fine art and applied design, within a single degree. Many employers in the design, illustration and animation fields express interest in hiring employees that have a wider range of experiences and training. The program will also enable students to more easily modify their curricular trajectories to comport with employment opportunities and changes in students' creative interests.

- c. *Manner in which the program meets regional or statewide needs and enhances the state's capacity to:*
- i. *improve educational attainment in the region and state*

We believe our new program can be completed in a slightly shorter amount of time than our previous degrees because fewer prerequisites and fewer required course sequences are built into the four-year path to graduation. Students also have more flexibility at the upper division level.

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

This shift to a more interdisciplinary type of degree is in response to feedback we've received from professionals in the art and design industry who seek workers who have a broader background in both the fine arts and the design fields.

- iii. *address civic and cultural demands of citizenship*

Specific projects within our degree encourage our students to become engaged civically and culturally. To list just a few examples of this engagement, the 3-Dimensional design students and faculty created giant sculptures of salmon skeletons (and assorted other characters) for the Portland Climate March and the Portland Science March in April 2017. These projects gained national attention and were featured in the Huffington Post and Getty Images.

Our graphic design classes annually design activist posters to express positions on multiple societal issues such as domestic violence, bigotry, hate speech, sex trafficking, immigration policies, etc.

Our printmaking students created a collaborative project with WOU student veterans titled *Veteran's Print Project*. The exhibit of images relating to veteran experiences was displayed in the student union in honor of Memorial Day in 2017.

### 3. Accreditation

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

Neither our existing program nor our proposed program is accredited by an arts organization such as the National Association of Schools of Art & Design (NASAD).

- b. *Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.*

Not applicable.

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

Not applicable.

- d. *If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.*

The program is not seeking accreditation. Of all the state universities in Oregon, only the University of Oregon is accredited by NASAD. Although the faculty are familiar with NASAD standards -- and programming decisions are informed by these standards -- the department does not believe that the costs of affiliation with NASAD are warranted for reaching the student market the department serves.

### 4. Need

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

We anticipate our 2017-18 headcount to be slightly lower than last year, due to admission projections. High school graduation rates are flat, so we expect about 100-120 students to be enrolled in our program per year over the next five years. With large transfer cohorts, more than half of our Art & Design students will be juniors and seniors.

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

We expect between 40 and 50 students to graduate each year with an increasing percentage being transfer students.

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

The characteristics of Art & Design students:

This degree will serve our current population of students:

- students who reside on campus or in towns nearby, as well as those who come from Hawaii and other U.S. states.
- traditional students, including first generation college students and a growing population of Latino/Latina students.
- international students from China.
- nontraditional students including military veterans. A majority of students in our program are in school full-time. Most of our student population must work while they are in college.

- d. *Evidence of market demand.*

The number of entering freshmen is lower than it has been in the past, due to changes in Oregon's demographics. However, the number of transfer students from community colleges has increased and we expect cohorts of students from China to continue to enroll in upcoming years.

- e. *If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).*

Not applicable.

- f. *Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?*

Our students pursue graduate school, K-12 teaching, work with design firms and art galleries, animation, web and app design, video production and positions in developing fields we can't yet predict. In our program, our students have opportunities to work collaboratively with others. They learn how to plan and execute multifaceted projects and to communicate honestly and analytically with peers and professors. We feel these skills are critical for all kinds of careers in the creative fields.

## 5. Outcomes and Quality Assessment

- a. *Expected learning outcomes of the program.*

1. Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design. (Program Specific learning outcomes)

2. Engage the world through critical inquiry and design process, and analyze art and design in context (supports University Undergraduate Learning Outcome: Inquiry and Analysis)
3. Integrate vision, language, form, and materials for communication and self-expression. (supports University Undergraduate Learning Outcome: Integrative Learning).

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

Collect examples of student work at benchmark levels for campus academic effectiveness, review and use as samples for NWCCU accreditation purposes.

Collect end of program digital portfolio at the senior year level, presented by all students in Art & Design.

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

The nature and level of research and scholarly work expected of program faculty will remain at the level currently expected of our faculty as defined in the Collective Bargaining Agreement between the university and the faculty union (WOUFT).

Indicators of success in these areas include: participation in local, regional, national, international exhibitions (visual art); research in historical and current Art & Design trends; publications in scholarly journals (art historian); attending and/or presenting at conferences related to their field of study or interdisciplinary interests.

## 6. Program Integration and Collaboration

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

Other art departments in the state are making similar changes to merge art and design into a single degree. They have seen a common need to adapt to the changing needs of the market place and their students.

### **Oregon State University:**

Fine Arts

Photography

Applied Visual Arts (*art history, painting, printmaking, photography, sculpture, expanded media, and drawing*)

Digital Communication Arts

Art History

### **University of Oregon:**

Art

Art & Technology

Product Design

Art History

Arts Management

### **Portland State University:**

Art: Graphic Design  
Art: Practices  
Art History: Art Practices  
Art History: Critical Analysis  
Art History: Graphic Design

**Southern Oregon University:**  
Art

**Eastern Oregon University:**  
Art

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

This program complements community colleges' 2-year AAOT degrees in art or design. We are positioned to recruit those students into our Art & Design degree and will be able to accept their lower division art classes as part of our degree requirements. This collaboration and continued focus on student access will benefit transfer students, their institutions, and WOU.

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

Not Applicable

- d. *Potential impacts on other programs.*

We foresee no negative impacts on any other programs. Students choosing to study at WOU are typically motivated by campus size and location.

## 7. External Review

*If the proposed program is a graduate level program, follow the guidelines provided in 'External Review of New Graduate Level Academic Programs' in addition to completing all of the above information.*

Not Applicable.

# APPENDIX

## Art & Design (B.A./B.S.)

Professors: Jodie Garrison, Kim Hoffman, Rebecca McCannell, Diane Tarter

Associate professors: Jennifer Bracy, Michael Freeman, Mary Harden, Daniel Tankersley

Assistant professor: Garima Thakur

### Mission

To foster creative thinking, technique, critical inquiry, and visual literacy for application to art and design. Students engage art and design practices in a studio atmosphere, bringing together form, materials, and meaning to create expressive work. The curriculum integrates a variety of media and technologies. It emphasizes aesthetic awareness, collaboration, problem solving, innovation, and visual communication. An amalgamation of studio practices, art history, and contemporary theory provide contextual basis for creativity. The program equips students with a framework for understanding their place and role as artists and designers in an ever-changing world. Campus galleries exhibit student and professional work, contributing to the cultural environment of the campus and region. Applied projects empower students to address issues that impact their local, global, and online communities.

### Program Goals

1. Cultivate Lifelong strategies for creative thinking, skill-building, and active practice of art and design.
2. Engage in the world through critical inquiry and design process and analyze art and design in context. (ULO – Inquiry and Analysis)
3. Integrate vision, language, form, and materials for communication and self-expression. (ULO – Integrative Learning)

### Art & Design major (84 credits)

#### Foundation courses: (16)

A115 Beginning Design: 2D

A116 Beginning Design: 3D

A120 Foundations of Digital Art

A130 Beginning Drawing

#### Art History: (12)

A204 Art History: Prehistoric-Late Antiquity

A205 Art History: Middle Ages-Renaissance

A206 Art History: Baroque-Contemporary

#### 200-Level Studio Courses: (16) *see advisor*

Minimum 16 credits of 200-level Art and Design courses. *Plan with an advisor to take prerequisites required for upper division coursework.*

#### Upper division studio courses: (36) *See advisor*

Minimum 36 credits of 300 and/or 400 level Art & Design courses, may include Art History.

#### Capstone course(s): (4)

Choose either:

A 318 Production: Gallery Exhibition, A 418 Gallery Exhibition, and A 419 Professional Concerns

-- or --

A 429 Portfolio & Professional Preparation

## OLD catalog description

### Art minor

(30-32 credits)

A 115 Beginning Design: 2-D  
A 116 Beginning Design: 3-D  
A 130 Beginning Drawing  
One 200-level studio course *see advisor*  
Upper division courses (14-16)

## OLD catalog description

### Visual Communications Design minor

(36 credits)

#### Foundation courses: (16)

A 115 Beginning Design: 2-D  
A 116 Beginning Design: 3-D  
A 120 Foundations of Digital Art & Design  
A 130 Beginning Drawing

#### Introduction courses: (8)

A 220 Intro to Typography  
A 262 Digital Images & Photography 1

#### Upper division courses: (12) *See advisor*

Minimum of three 300- and/or 400-level courses

## NEW catalog description

### Art & Design minor

(28 credits)

#### Lower division courses: (16) *See advisor*

Minimum of 16 credits in 100- and 200-level Art and Design courses. *Work with your minor advisor to plan which prerequisite courses are required for the upper division courses you need.*

#### Upper division courses: (12) *See advisor*

Minimum of 12 credits in 300- and/or 400-level Art and Design courses

## OLD

*(taken from 2016-2017 online academic catalog)*

### Art (B.F.A.)

Professors: Jodie Garrison, Kim Hoffman, Rebecca McCannell, Diane Tarter

Associate professors: Jennifer Bracy, Michael Freeman, Mary Harden, Daniel Tankersley

Assistant professor: Garima Thakur

### Mission

Cultivate a unified atmosphere of learning in the undergraduate programs of visual art through aesthetic research activities and artmaking, personalized learning and public service. The program teaches theory, philosophy and aesthetic awareness. Student and professional gallery exhibits contribute to the cultural environment of the campus and region. The process of critical and creative thinking, skill building and visual literacy are emphasized throughout the program.

### Learning outcomes

1. Apply design elements and principles in the work for self-expression and communication.
2. Develop and engage in written and verbal communication skills to articulate one's own artistic intentions and to evaluate the art of other artists.
3. Develop technical abilities and a disciplined work ethic within the studio media that incorporates exploration and risk-taking into the process of transforming thought to form.

Applications for acceptance into the B.F.A. degree program in Art are due the second Friday of April each year. Applications are available in the Art Department office during winter term. Students apply in their senior year when they are within one term (approximately 15 credits) of completing the B.A./B.S. requirements for the art degree. Upon acceptance into the B.F.A. program, students must submit an application for graduation specifying the B.F.A. degree.

## NEW

### Art & Design (B.F.A.)

Professors: Jodie Garrison, Kim Hoffman, Rebecca McCannell, Diane Tarter

Associate professors: Jennifer Bracy, Michael Freeman, Mary Harden, Daniel Tankersley

Assistant professor: Garima Thakur

### Mission

To foster advanced undergraduate study in creative thinking, technique, critical inquiry, and visual literacy for application to art and design. Students engage art and design practices in a studio atmosphere, bringing together form, materials, and meaning to create expressive work. The curriculum integrates a variety of media and technologies. It emphasizes aesthetic awareness, collaboration, problem solving, innovation, and visual communication. An amalgamation of studio practices, art history, and contemporary theory provide contextual basis for creativity. The program equips students with a framework for understanding their place and role as artists and designers in an ever-changing world. Campus galleries exhibit student and professional work, contributing to the cultural environment of the campus and region. Applied projects empower students to address issues that impact their local, global, and online communities.

### Program Outcomes

1. Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
2. Engage in the world through critical inquiry and design process and analyze art and design in context. (ULO- Inquiry and Analysis)
3. Integrate vision, language, form, and materials for communication and self-expression. (ULO- Integrative learning)

~~Applications for acceptance into the B.F.A. degree program in Art are due the second Friday of April each year. Applications are available in the Art Department office during winter term. Students may apply during their junior or senior year when they are within one term (approximately 15 credits) of completing the B.A./B.S. requirements for the art degree. Upon acceptance into the B.F.A. program, students must submit an application for graduation specifying the B.F.A. degree.~~

## OLD

### B.F.A. in Art major

(133 credits)

A 115 Beginning Design: 2-D

A 116 Beginning Design: 3-D

Choose one:

A 119 Digital Presentation for Artists

A 120 Foundations of Digital Art & Design

A 130 Beginning Drawing

A 204 Art History: Prehistoric through Late Antiquity

A 205 Art History: Middle Ages-Renaissance

A 206 Art History: Baroque through Contemporary

**Contracted art courses:** (12) *see advisor*

Minimum of three 200-level studio courses

A 230 Introduction to Life Drawing

A 304, 305, 306 History of Modern Art sequence (12)

**Choose one:**

A 315 Intermediate Design: 2-D

A 316 Intermediate Design: 3-D

**Upper division studio sequences:** (36)

300 and 400-level in ceramics, drawing, painting, printmaking, sculpture, or visual communication design disciplines

**Twelve additional credits of upper division studio coursework:**\* (12)

A 412 Practicum\*\* –and/or– A 413 International Studio Art Study (3)\*\*\*

A 445, A 455, A 475, A 485 –or– A 495 B.F.A. Thesis Project in primary concentration area\* (18)

**Capstone course(s) for specific major - choose one:**

Art major

A 318 Production: Gallery Exhibition

A 418 Gallery Exhibition

A 419 Professional Concerns

Visual Communication Design major

A 429 Portfolio & Professional Preparation

\* Concentration areas: ceramics, printmaking, painting, sculpture or visual communication design.

\*\* Practicum (service learning) and international studies may be combined to meet the 3 credit requirement.

\*\*\* A 413 - this requirement may be met with studio art courses from another accredited university only if offered outside of the U.S.

Completion of the Liberal Arts Core Curriculum, and the B.A./B.S. requirements for language or math/computer science is part of the B.F.A. in Art.

A minor is not required for a B.F.A. in Art.

## NEW

### B.F.A. in Art & Design major

(110 credits)

**100-level courses (16)**

A 115 Beginning Design: 2-D

A 116 Beginning Design: 3-D

A 120 Foundations of Digital Art & Design

A 130 Beginning Drawing

**200-level courses: (16)**

*see advisor*

Minimum of 16 credits of 200-level Art & Design courses

**Art History courses: (20)**

A 204 Art History: Prehistoric through Late Antiquity

A 205 Art History: Middle Ages-Renaissance

A 206 Art History: Baroque through Contemporary

Minimum of 8 credits of 300- and/or 400-level Art History courses (8)

**Upper division courses: (36)**

*see advisor*

Minimum of 36 credits of 300- and/or 400-level Art & Design courses. May include additional Art History Courses.

**Capstone courses: (22)**

A 410 Critique & Seminar (6)

A 445, A 455, A 475, A 485, or A 495 B.F.A. Thesis Project (12)

choose either:

A 318 Production: Gallery Exhibition, A 418 Gallery Exhibition, and A 419 Professional Concerns

-- or --

A 429 Portfolio & Professional Preparation

Completion of the Liberal Arts Core Curriculum, and the B.A./B.S. requirements for language or math/computer science **are required in the B.F.A. in Art & Design.**

A minor is not required for a B.F.A. in Art & Design.

## **Instructions on Budget Outline form**

---

### **1. Whose viewpoint?**

*The Budget Outline is intended to show the budgetary impact resulting from offering the new program. This table should be completed from the viewpoint of the budgetary unit that will be responsible for the program. Determine what the budgetary unit will be doing (in terms of new or additional activities) that it is not now doing and show what these activities will cost — whether financed and staffed by shifting of assignments within the budgetary unit; reallocation of resources within the institution; special appropriation of the legislature; or gift, grant, or other funds.*

The Art Department's budgetary unit will be doing nothing new in terms of additional activities, so there will be no additional cost to run this program.

### **2. No additional resources needed?**

*If the program is simply a rearrangement of courses already being offered, relying on access to library resources available for other programs, with no requirements for new or additional specialized facilities, equipment, or technology, and with no increase or decrease in students served by the budgetary unit responsible for the program, the budgetary impact would be near zero and should be so reported in the table.*

The proposed Art & Design program is simply a rearrangement of courses already being offered, relying on access to library resources available for other programs, with no requirements for new or additional specialized facilities, equipment, or technology, and with no increase or decrease in students served by the budgetary unit responsible for the program, so the budgetary impact would be near zero.

### **3. Additional resources needed?**

*If FTE faculty or support staff assigned to the budgetary unit must be increased to handle an increased workload as a result of the new program (or to provide added competencies), indicate the total resources required to handle the new activities and workload (e.g., additional sections of existing courses) by specifying: (1) how much of this total figure is from reassignment within the budgetary unit (Column A), and (2) how much is from resources new to the budgetary unit (Columns B-E). Please provide line item totals in Column F.*

No additional resources are needed beyond updating our promotional materials in the first year.

# Budget Outline Form: Year 1

## Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

Institution: Western Oregon University

Academic Year: 2017-2018

Program: Art

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
<b>Personnel</b>						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
<b>Personnel Subtotal</b>	0	0	0	0	0	0
<b>Other Resources</b>						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses: recruitment brochures, communications	\$1,500					\$1,500
<b>Other Resources Subtotal</b>	0	0	0	0	0	\$1,500
<b>Physical Facilities</b>						
Construction						
Major Renovation						
Other Expenses						
<b>Physical Facilities Subtotal</b>	0	0	0	0	0	0
<b>GRAND TOTAL</b>	0	0	0	0	0	1,500

## Budget Outline Form: Year 2

### Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
<b>Personnel</b>						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
<b>Personnel Subtotal</b>	0	0	0	0	0	0
<b>Other Resources</b>						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
<b>Other Resources Subtotal</b>	0	0	0	0	0	0
<b>Physical Facilities</b>						
Construction						
Major Renovation						
Other Expenses						
<b>Physical Facilities Subtotal</b>	0	0	0	0	0	0
<b>GRAND TOTAL</b>	0	0	0	0	0	0

## Budget Outline Form: Year 3

### Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

	<b>Column A</b>	<b>Column B</b>	<b>Column C</b>	<b>Column D</b>	<b>Column E</b>	<b>Column F</b>
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
<b>Personnel</b>						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
<b>Personnel Subtotal</b>	0	0	0	0	0	0
<b>Other Resources</b>						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
<b>Other Resources Subtotal</b>	0	0	0	0	0	0
<b>Physical Facilities</b>						
Construction						
Major Renovation						
Other Expenses						
<b>Physical Facilities Subtotal</b>	0	0	0	0	0	0
<b>GRAND TOTAL</b>	0	0	0	0	0	0

## Budget Outline Form: Year 4

### Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
<b>Personnel</b>						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
<b>Personnel Subtotal</b>	0	0	0	0	0	0
<b>Other Resources</b>						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
<b>Other Resources Subtotal</b>	0	0	0	0	0	0
<b>Physical Facilities</b>						
Construction						
Major Renovation						
Other Expenses						
<b>Physical Facilities Subtotal</b>	0	0	0	0	0	
<b>GRAND TOTAL</b>	0	0	0	0	0	0

# *2017 Campus Climate Comparison Study*

## SUMMARY REPORT:

### **WESTERN OREGON UNIVERSITY**

*This report highlights the major findings for Western Oregon University from the Campus Climate Comparison Study conducted nationwide in spring 2017.*

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## INTRODUCTION

Sexual violence is a significant public health concern for U.S. college students, as evidenced by a U.S. Department of Education (DOE) study in which 21% of the women disclosed being a victim of sexual violence during college. Researchers have also described the prevalence of students who perpetrate sexual violence as ranging from 25% to 43% of men who admit to behaviors that meet the legal definition of some form of sexual violence and 8% to 15% of men who admit to attempting or completing rape while in college. Although the wide range of prevalence estimates are largely due to differences in defining sexual assault, even the lower estimates are indicative of a significant public health concern.

Campus violence prevention efforts have typically focused on either the perpetrators who commit these crimes or the bystanders who are present but unengaged when these crimes occur. However, in spite of research on perpetrators and bystanders, increased attention from the media, and new federal legislation, the prevalence of campus sexual violence has remained relatively unchanged for over 30 years. Some research has even suggested that campus violence prevention programs are only successful at changing the attitudes and behaviors of students who are least likely to commit sexual assault, highlighting the need for new approaches to protect college students from sexual violence.

One of the new approaches is to conduct a campus climate survey which explores student perceptions and experiences related to sexual violence. Campus climate surveys are recommended by the White House's *Not Alone* Task Force as a reliable way to assess the campus and barriers to reporting. Additionally, proposed federal legislation would require institutions to conduct climate surveys bi-annually so that institutions have reliable information about student perceptions and experiences related to sexual violence. These climate surveys vary greatly in terms of length, cost, and reliability.

# METHODOLOGY

## SURVEY INSTRUMENT

This study utilized the Administrator Researcher Campus Climate Collaborative (ARC3) survey to explore an institution’s campus climate related to sexual violence. The ARC3 measures sexual assault by using the Sexual Experiences Survey (SES) which is the most consistently used measurement of sexual perpetration and victimization among college students. The SES uses behaviorally-based questions (Have you ever had sex with someone who was too drunk to give consent) instead of classification-based questions (Have you sexually assaulted someone) because previous research has indicated that this wording is helpful in overcoming the potential for not recognizing or not reporting sexual assault.

The ARC3 climate survey explores student perceptions of the campus climate as well as personal experiences with sexual violence victimization and perpetration. Many of the leading researchers in the field of sexual violence research (Antonia Abbey, Jacquelyn Campbell, Sarah Cook, Mary Koss, Janet Hyde, Kevin Swartout, and Jacquelyn White) developed the ARC3 survey by adapting questions from various measurements of sexual violence. In the summer of 2015, over 2,000 students participated in the pilot version of the ARC3, and the final version was released on September 1, 2015.

## SAMPLING AND DISTRIBUTION

In the spring semester of 2017, 63 schools conducted the ARC3 climate survey as part of the Campus Climate Comparison Study. Of those 63, 11 were four-year public institutions, 21 were four-year private institutions, and 23 were members of the Council for Christian Colleges and Universities (CCCU). The CCCU represents 35 protestant denominations and is an association of regionally accredited, comprehensive colleges and universities which emphasize a Christian worldview and represent 35 denominations. Eight of the institutions recruited for this study were two-year institutions and they have been removed from this summary report. Institutional characteristics for the 55 remaining institutions as well as the characteristics for these three different types of institution are included in Table 1.

**Table 1. Selected institutional characteristics.**

	CCCU	Private	Public	Aggregate Data
<b>Tuition and Fees</b>	35,370	39,170	15,650	31,400
<b>Undergraduate Enrollment</b>	1,686	2,847	8,173	3,946
<b>Residential Population</b>	69	65	34	58
<b>Student-to-Faculty Ratio</b>	13	13	18	14
<b>First-Year Retention</b>	77	78	73	76
<b>Six-Year Graduation</b>	56	52	36	49
<b>Percent Admitted</b>	69	66	73	69

Western Oregon partnered with Neil Best to send the survey to a random sample of 1,000 undergraduate students. All undergraduate students were 18 years of age or older, degree-seeking, and enrolled in at least 6 credits in spring 2017. Those who completed the survey were entered into a daily drawing for several gift certificates to local vendors such as Java Crew, Yang's Teriyaki, Yeasty Beasty, Main Street Pub and Eatery, and Campus Dining. After the survey ended, all students who completed the survey were entered into a grand prize drawing for a \$100 and \$50 WOU Bookstore gift certificates.

## RESPONSE RATES

Table 2 records, on average, how many students from each referent group received the survey as well as what percentage of those students responded to and completed the survey. Overall, 19.3% (N = 193) of the students at Western Oregon responded to the survey, with 12.7% (N = 127) students completing the survey.

**Table 2. Selected institutional characteristics.**

	CCCU	Private	Public	Aggregate Data
<b>Received the Survey</b>	21,636	25,345	45,101	92,082
<b>Responded to the Survey</b>	5,130	4,504	6,907	16,541
<b>Completed the Survey*</b>	2,994	2,423	4,672	10,089
<b>Response Rate</b>	13.84	9.56	10.36	10.96

\* Responses were considered complete if at least 75% of the survey questions were answered.

## PARTICIPANT DEMOGRAPHICS

Table 3 illustrates some of the demographic characteristics of the Western Oregon students along with the characteristics of the benchmark group (public institutions) and the national norms from the overall sample.

**Table 3. Selected demographics in percentages.**

		Western Oregon University	4 Year Public	Aggregate Data
<b>Gender*</b>	Male	25	27	26
	Female	65	60	64
<b>Race*</b>	White	65	55	66
	Non-White	18	34	26
<b>Sexual Minority</b>		14	16.7	13.4
<b>Athlete</b>		5	3.8	14.7
<b>Lives on Campus</b>		41	35.4	54.7

Note: Percentages do not add to 100 because of missing data

# RESULTS

## PERCEPTIONS OF CAMPUS CLIMATE

Students were asked to report their perceptions regarding the campus climate in relation to sexual misconduct, including their assessment of peers’ attitudes regarding various norms related to sex-seeking behaviors, their perception of how the University would handle a report of sexual misconduct, and their overall feeling of safety from various forms of sexual misconduct on or around campus.

### **Student Perceptions of Peer Attitudes**

Respondents were asked a series of questions about the attitudes their peers hold about expectations and appropriate behaviors surrounding sex and relationships. These results are summarized in Table 4.

**Table 4. Percentages of students who “agree” or “strongly agree” that their friends would approve of behaviors listed.**

	Western Oregon University	4 Year Public	Aggregate Data
<b>Having many sexual partners.</b>	19.7	18.5	15.2*
<b>Telling stories about sexual experiences.</b>	44.9	39.5	34.0*
<b>Getting someone drunk or high to have sex with them.</b>	0.8	1.6	1.3
<b>Lying to someone in order to have sex with them.</b>	0.0	1.5	1.2
<b>Forcing someone to have sex.</b>	0.0	0.3	0.3
<b>Using physical force, such as hitting or beating, to resolve conflicts with dates.</b>	0.0	0.3	0.2
<b>Insulting or swearing at dates.</b>	0.0	1.1	0.9
<b>It is alright for someone to hit a date in certain situations.</b>	2.4	1.8	1.4
<b>Someone you are dating should have sex with you when you want.</b>	3.9	4.6	3.8
<b>When you spend money on a date, the person should have sex with you in return.</b>	0.0	0.6	0.6
<b>You should respond to a date’s challenges to your own authority by insulting them or putting them down.</b>	0.0	0.5	0.5
<b>It is alright to physically force a person to have sex under certain conditions.</b>	0.0	0.3	0.3

\*p < .05.

## Student Perceptions of How the University Would Handle a Report of Sexual Misconduct

Students were asked questions about how the University would respond to instances of sexual misconduct. Their responses are shown in Table 5.

**Table 5. Percentages of students reporting the following institutional responses were “likely” or “very likely” to occur if a student reported an incident of sexual misconduct at Western Oregon. Three of the items were reverse scored, meaning the table reports the percentage of students who disagreed or strongly disagreed with the statement.**

	Western Oregon University	4 Year Public	Aggregate Data
<b>The institution would take the report seriously.</b>	86.5	78.1*	79.5*
<b>The institution would maintain the privacy of the person making the report.</b>	88.9	81.5*	81.0*
<b>The institution would do its best to honor the request of the person about to go forward with the case.</b>	79.2	74.2	73.2*
<b>The institution would take steps to protect the safety of the person making the report.</b>	84.0	77.4*	78.2*
<b>The institution would support the person making the report.</b>	84.9	73.4*	74.4*
<b>The institution would provide accommodations to support the person (e.g. academic, housing, safety).</b>	68.8	61.2	64.3
<b>The institution would take action to address factors that may have led to the sexual misconduct.</b>	70.6	69.3	69.6
<b>The institution would handle the report fairly.</b>	75.4	71.9	71.9
<b>The institution would label the person making the report a troublemaker. (reverse scored)</b>	69.8	71.6	69.2
<b>The institution would have a hard time supporting the person who made the report. (reverse scored)</b>	76.8	67.8*	67.6*
<b>The institution would punish the person who made the report. (reverse scored)</b>	81.7	79.5	77.5

\*p < .05.

### Overall Feeling of Safety

Students rated how safe they felt on campus from various forms of sexual misconduct, specifically harassment, dating violence, sexual violence, and stalking. Responses are summarized in Table 6.

**Table 6. Percentages of students who “agree” or “strongly agree” that they feel safe from various forms of sexual misconduct.**

	Western Oregon University	4 Year Public	Aggregate Data
<b>On or around this campus, I feel safe from sexual harassment.</b>	87.2	73.9*	77.2*
<b>On or around this campus, I feel safe from dating violence.</b>	89.7	79.8*	82.2*
<b>On or around this campus, I feel safe from sexual violence.</b>	87.2	75.3*	78.9*
<b>On or around this campus, I feel safe from stalking.</b>	76.7	67.8	71.8

\*p < .05.

Students were then asked three questions about their own attitudes regarding sexual misconduct on campus, including whether they think: sexual misconduct is a problem on campus, they can do anything about sexual misconduct on campus, and they should think about the issue of sexual misconduct while in college. These results are summarized in Table 7.

**Table 7. Percentages of students who “agree” or “strongly agree” with items regarding sexual misconduct being a problem at Western Oregon.**

	Western Oregon University	4 Year Public	Aggregate Data
<b>I don’t think sexual misconduct is a problem at Western Oregon.</b>	32.5	36.1	37.1
<b>I don’t think there is much I can do about sexual misconduct on this campus.</b>	19.0	21.0	20.9
<b>There isn’t much need for me to think about sexual misconduct while at college.</b>	10.3	16.3*	14.7

\*p < .05.

## KNOWLEDGE OF RESOURCES

Students were asked a number of questions about their awareness regarding various resources and information available in connection with issues of sexual misconduct, including whether they recall receiving written information regarding various University policies and procedures, and whether they are aware of various University offices and websites related to sexual misconduct. Table 8 summarizes what information students recall receiving from the University since arriving at Western Oregon.

**Table 8. Percentages of students indicating they had received written information regarding sexual misconduct policies, definitions, and resources.**

	Western Oregon University	4 Year Public	Aggregate Data
<b>Definitions of types of sexual misconduct</b>	44.9	48.7	51.5
<b>How to report an incident of sexual misconduct</b>	29.9	39.5*	44.8*
<b>Where to go to get help if someone you know experiences sexual misconduct</b>	40.9	41.5	46.4
<b>Title IX protections against sexual misconduct</b>	22.0	46.8*	49.7*
<b>How to help prevent sexual misconduct</b>	47.2	45.9	49.5
<b>Student code of conduct or honor code</b>	52.8	64.6*	66.6*

\*p < .05.

## KNOWLEDGE ABOUT CONSENT

Students were asked a number of questions about their understanding of consent. Table 9 displays the degree to which students endorsed a variety of rape myths.

**Table 9. Percentages of students who agreed or strongly agreed with the following statements. Five of the items were reverse scored, meaning the table reports the percentage of students who disagreed or strongly disagreed with the statement.**

	Western Oregon University	4 Year Public	Aggregate Data
<b>Consent must be given at each step in a sexual encounter</b>	97.4	92.4	93.4
<b>If a person initiates sex, but during foreplay says they no longer want to, the person has not given consent to continue</b>	91.4	93.4	93.4

<b>If a person doesn't physically resist sex, they have given consent (reverse scored)</b>	86.3	87.2	87.7
<b>Consent for sex one time is consent for future sex (reverse scored)</b>	93.2	94.9	95.1
<b>If you and your sexual partner are both drunk, you don't have to worry about consent (reverse scored)</b>	88.0	91.5	93.1
<b>Mixed signals can sometimes mean consent (reverse scored)</b>	92.3	88.5	90.2
<b>If someone invites you to their place, they are giving consent for sex (reverse scored)</b>	96.6	95.8	96.4

\*p < .05.

### BYSTANDER INTERVENTION BEHAVIOR

Students were asked a number of questions about how they behaved when they were in situations during which sexual misconduct was occurring or was likely to occur. In addition, they were asked about their motivations for acting as a bystander — and the barriers that can prevent them from acting as a bystander — when in situations during which sexual misconduct was occurring or was likely to occur. After first removing the students from each question who reported that the situation was “Not Applicable” to them, Table 10 reports the percentage of remaining students who reported that they intervened in situations during which sexual misconduct was occurring or was likely to occur.

**Table 10. Percentages of students reporting that they acted “most of the time” or “always” when a bystander in each situation.**

	Western Oregon University	4 Year Public	Aggregate Data
<b>Walked a friend who has had too much to drink home from a party, bar, or other social event.</b>	35.4	33.8	32.9
<b>Talked to the friends of a drunken person to make sure they don't leave him/her behind at a party, bar, or other social event.</b>	38.7	39.2	38.9
<b>Spoke up against sexist jokes.</b>	27.6	27.7	29.2
<b>Tried to distract someone who was trying to take a drunken person to another room or trying to get them to do something sexual.</b>	27.9	25.6	24.1
<b>Ask someone who looks very upset at a party if they are okay or need help.</b>	46.1	41.6	42.9
<b>Intervene with a friend who was being physically abusive to another person.</b>	39.7	37.5	36.5
<b>Intervene with a friend who was being verbally abusive to another person.</b>	40.6	38.6	38.7

\*p < .05.

## GENDER DISCRIMINATION AND POTENTIAL SEXUAL HARASSMENT

The survey included a number of questions regarding gender discrimination that could potentially constitute sexual harassment. Given the limitations of questionnaires in gathering rich, nuanced data, the items in this section do not fit a legal definition of harassment nor do they necessarily fit the student conduct policy definition of harassment.

Students were asked in separate modules of the survey if any faculty/staff members or students exhibited any discriminating or harassing behavior. Tables 11 and 12 report how many students experienced the discriminating or harassing behaviors listed. A total percentage is included at the bottom of each table for the percentage of students who experienced at least one of the behaviors listed.

### **Sexual Harassment by Faculty or Staff**

**Table 11. Percentages of students reporting specific offensive behaviors by faculty/staff. The percentages of females who reported these experiences are in parentheses.**

	Western Oregon University	4 Year Public	Aggregate Data
<b>Treated you “differently” because of your sex</b>	15 (11)	16 (17)	17 (19)
<b>Displayed, used, or distributed sexist or suggestive materials</b>	10 (8)	8 (8)	9 (9)
<b>Made offensive sexist remarks</b>	21 (20)	15 (16)	15 (16)
<b>Put you down or was condescending to you because of your sex</b>	6 (2)	9 (10)	9 (10)
<b>Repeatedly told sexual stories or jokes that were offensive to you</b>	8 (5)	7 (7)	6 (6)
<b>Made unwelcome attempts to draw you into a discussion of sexual matters</b>	2 (1)	4 (3)	3 (3)
<b>Made offensive remarks about your appearance, body, or sexual activities</b>	5 (5)	5 (6)	5 (5)
<b>Made gestures or used body language of a sexual nature which embarrassed or offended you</b>	2 (1)	4 (4)	3 (3)
<b>Made unwanted attempts to establish a romantic sexual relationship with you despite your efforts to discourage it</b>	2 (2)	2 (2)	2 (2)
<b>Continued to ask you for dates, drinks, dinner, etc., even though you said “No”</b>	2 (2)	2 (2)	1 (1)
<b>Touched you in a way that made you feel uncomfortable?</b>	2 (2)	2 (3)	2 (2)
<b>Made unwanted attempts to stroke, fondle, or kiss you</b>	2 (1)	2 (2)	1 (1)
<b>Made you feel like you were being bribed with a reward to engage in sexual behavior</b>	1 (0)	1 (1)	1 (1)

<b>Made you feel threatened with some sort of retaliation for not being sexually cooperative</b>	1 (0)	1 (1)	1 (1)
<b>Treated you badly for refusing to have sex</b>	1 (0)	1 (1)	1 (1)
<b>Implied better treatment if you were sexually cooperative</b>	1 (0)	1 (1)	1 (1)
<b>Total percentage of students who disclosed at least one experience of gender-based discrimination</b>	32 (33)	27 (27)	27 (28)

\*p < .05.

## Harassment by Other Students

**Table 12. Percentages of students reporting specific offensive behaviors by students. The percentages of females who reported these experiences are in parentheses.**

	Western Oregon University	4 Year Public	Aggregate Data
<b>Treated you “differently” because of your sex</b>	29 (36)	32 (36)	29 (33)
<b>Displayed, used, or distributed sexist or suggestive materials</b>	19 (16)	21 (23)	18 (19)
<b>Made offensive sexist remarks</b>	35 (37)	34 (37)	31 (34)
<b>Put you down or was condescending to you because of your sex</b>	20 (22)	22 (26)	21 (25)
<b>Repeatedly told sexual stories or jokes that were offensive to you</b>	22 (22)	22 (25)	21 (24)
<b>Made unwelcome attempts to draw you into a discussion of sexual matters</b>	19 (20)	18 (20)	15 (17)
<b>Made offensive remarks about your appearance, body, or sexual activities</b>	25 (31)	21 (25)	18 (21)
<b>Made gestures or used body language of a sexual nature which embarrassed or offended you</b>	17 (18)	16 (20)	14 (17)
<b>Made unwanted attempts to establish a romantic sexual relationship with you despite your efforts to discourage it</b>	16 (20)	17 (21)	14 (17)
<b>Sent or posted unwelcome sexual comments, jokes or pictures by text, email, Facebook or other electronic means?</b>	10 (11)	13 (16)	11 (13)
<b>Spread unwelcome sexual rumors about you by text, email, Facebook or other electronic means?</b>	6 (6)	6 (6)	6 (6)
<b>Called you gay or lesbian in a negative way by text, email, Facebook or other electronic means?</b>	10 (7)	7 (5)	5 (4)
<b>Total percentage of students who disclosed at least one experience of gender-based discrimination</b>	70 (72)	66 (67)	58* (60) *

\*p < .05.

## STALKING BEHAVIORS

Stalking refers to unwelcome patterned behavior that causes people to fear for their safety. Examples of stalking behavior include sending unwanted phone calls, texts, or emails; watching someone from a distance; sneaking into a person’s car or house without permission, and visiting a person’s home, workplace, or school without permission. Table 13 reports how many students experienced the stalking behavior listed. A total percentage is included at the bottom of the table for the percentage of students who experienced at least one of the behaviors listed.

**Table 13. Percentages of students who reported experiencing specific stalking behaviors. The percentages of females who reported these experiences are in parentheses.**

	Western Oregon University	4 Year Public	Aggregate Data
<b>Watched or followed you from a distance, or spied on you with a listening device, camera, or GPS [global positioning system]</b>	7 (8)	6 (8)	5 (6)
<b>Approached you or showed up in places, such as your home, workplace, or school when you didn’t want them to be there?</b>	7 (7)	9 (10)	8 (9)
<b>Left strange or potentially threatening items for you to find?</b>	2 (1)	2 (2)	2 (1)
<b>Sneaked into your home or car and did things to scare you by letting you know they had been there?</b>	2 (1)	1 (1)	1 (1)
<b>Left you unwanted messages (including text or voice messages)?</b>	14 (16)	11 (13)	10 (11)
<b>Made unwanted phone calls to you (including hang up calls)?</b>	6 (7)	7 (8)	6 (6)
<b>Sent you unwanted emails, instant messages, or sent messages through social media apps?</b>	18 (18)	11 (13)	10* (12)
<b>Left you cards, letters, flowers, or presents when they knew you didn’t want them to?</b>	1 (0)	2 (3)	2 (2)
<b>Made rude or mean comments to you online?</b>	10 (11)	8 (8)	7 (8)
<b>Spread rumors about you online, whether they were true or not?</b>	8 (9)	5 (5)	5 (6)
<b>Total percentage of students who disclosed at least one experience of stalking</b>	28 (31)	24 (25)	22 (24)

\*p < .05.

## INTIMATE PARTNER AND DATING VIOLENCE

Intimate Partner Violence (IPV) is typically labeled as dating violence or relationship violence when referring specifically to college students. The Center for Disease Control has defined IPV as physical, sexual, emotional, or verbal violence that occurs between current or former intimate partners. In this study, IPV refers specifically to any form of interpersonal violence that occurs between two college students in a committed dating relationship. Table 14 reports how many students experienced the listed behavior related to dating violence. A total percentage is included at the bottom of the table for the percentage of students who experienced at least one of the behaviors listed.

**Table 14. Percentages of students who reported experiencing intimate partner violence from any hook-up, boyfriend, girlfriend, husband, or wife they have had, including exes, regardless of the length of the relationship. The percentages of females who reported these experiences are in parentheses.**

	Western Oregon University	4 Year Public	Aggregate Data
<b>The person threatened to hurt me and I thought I might really get hurt</b>	7 (9)	7 (9)	6 (7)
<b>The person pushed, grabbed, or shook me</b>	6 (7)	11 (13)	8 (10)
<b>The person hit me</b>	3 (4)	5 (5)	4 (4)
<b>The person beat me up</b>	2 (2)	1 (1)	1 (1)
<b>The person stole or destroyed my property</b>	2 (2)	5 (5)	4 (4)
<b>The person can scare me without laying a hand on me</b>	9 (11)	13 (16)	10 (13)
<b>Total percentage of students who disclosed at least one experience of dating violence</b>	11 (12)	19 (21)	15 (17)

\*p < .05.

## NON-CONSENSUAL SEXUAL CONTACT AND SEXUAL ASSAULT VICTIMIZATION

Students were also asked to report their experiences related to specific forms of non-consensual sexual contact, including:

- Fondling, kissing, or rubbing up against the private areas of the respondent’s body (lips, breast/chest, crotch, or butt), or removing clothes without consent;
- Having oral sex with the respondent or making the respondent perform oral sex without consent;
- Putting the penis, fingers, or other objects into the respondent’s vagina without consent;
- Putting the penis, fingers, or other object into the respondent’s butt without consent;
- Attempting (unsuccessfully) to have oral, anal, or vaginal sex without the respondent’s consent.

### **Victimization Rates of Any Non-consensual Sexual Contact**

Table 15 first shows the percentages of students that experience any of the non-consensual sexual contact described above, followed by the same information for only the females in the sample.

**Table 15. Percentages of students reporting any non-consensual touching, penetration, or attempted penetration. The percentages of females who reported these experiences are in parentheses.**

	Western Oregon University	4 Year Public	Aggregate Data
<b>Victim of at least one instance of unwanted touching, penetration, or attempted penetration</b>	18.1 (21.7)	19.9 (25.1)	19.4 (24.1)

\*p < .05.

### **Victimization Rates of Sexual Assault (Rape or Attempted Rape)**

Sexual assault is defined here as any of the non-consensual acts that involve completed or attempted sexual penetration. Therefore, these numbers exclude behaviors that involve non-consensual touching/kissing/fondling. Table 16 summarizes the reported victimization data for incidents that meet this definition of sexual assault.

**Table 16. Percentages of students reporting sexual assault involving penetration or attempts at penetration (excludes non-consensual touching/kissing/fondling). The percentages of females who reported these experiences are in parentheses.**

	Western Oregon University	4 Year Public	Aggregate Data
<b>Victim of at least one instance of completed or attempted oral, vaginal, or anal sexual assault</b>	10.2 (12.0)	13.8 (17.2)	12.4 (15.4)

\*p < .05.

### Perpetration Rates of Any Non-consensual Sexual Contact

Table 17 first shows the percentages of students that experience any of the non-consensual sexual contact described above, followed by the same information for only the females in the sample.

**Table 17. Percentages of students who reported perpetrating any non-consensual touching, penetration, or attempted penetration.**

	Western Oregon University	4 Year Public	Aggregate Data
<b>Perpetrated at least one instance of unwanted touching, penetration, or attempted penetration</b>	0.8	2.0	2.2

\*p < .05.

### Perpetration Rates of Sexual Assault (Rape or Attempted Rape)

Sexual assault is defined here as any of the non-consensual acts that involve completed or attempted sexual penetration. Therefore, these numbers exclude behaviors that involve non-consensual touching/kissing/fondling. Table 18 summarizes the reported victimization data for incidents that meet this definition of sexual assault.

**Table 18. Percentages of students who reported perpetrating sexual assault involving penetration or attempts at penetration (excludes non-consensual touching/kissing/fondling).**

	Western Oregon University	4 Year Public	Aggregate Data
<b>Perpetrated at least one instance of completed or attempted oral, vaginal, or anal sexual assault</b>	0.8	1.1	1.1

\*p < .05.

## Tactics Reported by Victims of Any Non-consensual Sexual Contact

The climate survey differentiated the tactic used during the act of sexual violence between:

### Acts of Coercion

- Telling lies, threatening to end the relationship, threatening to spread rumors about the respondent, making promises the respondent knew were untrue, or continually verbally pressuring the respondent after they said they did not want to continue;
- Showing displeasure, criticizing the respondent’s sexuality or attractiveness, getting angry but not using physical force after the respondent said they did not want to continue;

### Incapacitation

- Taking advantage of the respondent when they were too drunk or out of it to know what was happening;

### Force or Threats of Force

- Threatening to physically harm the respondent or someone close to the respondent;
- Using physical force, for example: holding the respondent down, pinning their arms, or having a weapon.

Victims of any form of non-consensual sexual contact were asked to report the method by which non-consensual sexual contact was obtained (Table 19). Perpetrators were also asked to disclose the tactic they utilized during the sexual assault (Table 20). The percentages in table 19 and 20 may add up to more than 100% because more than one tactic may have been used during the instance of sexual violence.

**Table 19. Percentages of victims who disclosed the tactics related to their sexual assault.**

	Western Oregon University	4 Year Public	Aggregate Data
<b>Coercion</b>	65.2	65.3	68.4
<b>Incapacitation</b>	56.5	57.4	54.9
<b>Force or threats of force</b>	39.1	39.8	41.5

\*p < .05.

**Table 20. Percentages of perpetrators who disclosed utilizing different tactics related to their sexual assault.**

	Western Oregon University	4 Year Public	Aggregate Data
<b>Coercion</b>	0.0	51.5	59.6
<b>Incapacitation</b>	0.0	42.6	43.0
<b>Force or threats of force</b>	100.0	28.7	28.9

\*p < .05.

## REPORTING

Students who reported experiencing sexual assault were asked if they told anybody about the incident or incidents. In the aggregate data, 62.3% of the victims reported telling someone about the incident or incidents and 66.2% of victims from the Public institutions reported telling someone about the incident or incidents. At Western Oregon, 47.8% of students reported telling someone about the incident or incidents. Students indicating they had told someone about the incident were then asked whom they told. Table 21 shows various categories of individuals identified in the survey, along with the percentage of respondents indicating that they told someone in each specific category. Note that percentages in Table 21 are only for those students that reported telling someone about their experience.

**Table 21. Percentages of students who spoke with someone about an incident of harassment, stalking, intimate partner violence, or sexual assault.**

	Western Oregon University	4 Year Public	Aggregate Data
<b>Roommate</b>	37	40	48
<b>Close friend other than roommate</b>	84	82	80
<b>Romantic partner</b>	47	44	38
<b>Parent or Guardian</b>	32	26	26
<b>Other family member</b>	11	21	19
<b>Doctor/nurse</b>	26	11	9
<b>Religious leader</b>	5	5	6
<b>Off-campus rape crisis center staff</b>	11	5	4
<b>Off-campus counselor/therapist</b>	26	13	13
<b>Local police</b>	11	13	9
<b>Campus security or police department</b>	5	7	7
<b>Institution health services</b>	5	5	5
<b>On-campus counselor/therapist</b>	21	9	13
<b>Resident Advisor or Residence Life staff</b>	11	6	10
<b>Office of Student Conduct</b>	11	6	7
<b>Institution faculty or staff</b>	16	13	13

\*p < .05.

## ALCOHOL USE

One of the most consistent variables associated with sexual violence perpetration is alcohol use. A recent review of 43 cross-sectional, prospective, and experimental studies regarding the association between alcohol and sexual assault reported that roughly half of the sexual assaults across all the studies involved alcohol use on the part of the victim, the perpetrator, or both. However, even that number may be underestimated because at least one study found that more than 80% of perpetrators admitted to drinking before their assault. Furthermore, alcohol use is so commonly associated with sexual violence that 77% of students in one study reported that a reduction in drinking would help prevent sexual aggression at their school.

Tables 22-25 report on the frequency of specific drinking behaviors since a student enrolled at Western Oregon. Table 22 reports the percentage of students that disclosed drinking alcohol since enrolling at their institution and table 23 reports the percentage of the students who drank that reported at least one instance of binge drinking. In this study, binge drinking was defined as 4 or more drinks (women) or 5 or more drinks (men) within a period of two hours. Tables 24 and 25 report the typical number of drinks and the maximum number of drinks a student consumed since enrolling at their institution.

**Table 22. Response to the question: *People drink alcohol in bars, with meals, in restaurants, at sporting events, at home while watching TV, and in many other places. Since you enrolled at Western Oregon, how often did you usually have any kind of drink containing alcohol? By a drink we mean half an ounce of alcohol which would be a 12 ounce can or glass of beer or cooler, a 5-ounce glass of wine, or a drink containing 1 shot of liquor?***

	Western Oregon University	4 Year Public	Aggregate Data
<b>Percentage of ALL students that disclosed drinking behaviors</b>	72.1	83.2*	76.7
<b>Percentage of UNDERAGE students that disclosed drinking behaviors</b>	55.1	69.6*	59.7

\*p < .05.

**Table 23. Response to the question: *Since you enrolled at Western Oregon, how often did you have 5 or more (males) or 4 or more (females) drinks containing any kind of alcohol within a 2-hour period?***

	Western Oregon University	4 Year Public	Aggregate Data
<b>Percentage of ALL students that disclosed binge-drinking behaviors</b>	74.0	72.0	70.1
<b>Percentage of UNDERAGE students that disclosed binge-drinking behaviors</b>	78.9	78.5	73.2

\*p < .05.

**Table 24. Response to the question: *Since you enrolled at Western Oregon, how many alcoholic drinks did you have on a typical day when you drank alcohol?***

	Western Oregon University	4 Year Public	Aggregate Data
<b>Average number of drinks consumed in a typical day for ALL students who reported drinking behavior</b>	3.79	3.30	3.20
<b>Average number of drinks consumed in a typical day for UNDERAGE students who reported drinking behavior</b>	3.52	4.16	3.62

\*p < .05.

**Table 25. Response to the question: *Since you enrolled at Western Oregon, what is the maximum number of drinks containing alcohol that you drank within a 24-hour period?***

	Western Oregon University	4 Year Public	Aggregate Data
<b>Average maximum number of drinks in a 24-hour period for ALL students that disclosed any drinking behavior</b>	7.49	6.41	6.32
<b>Average maximum number of drinks in a 24-hour period for UNDERAGE students that disclosed any drinking behavior</b>	5.86	7.87	6.34

\*p < .05.

**2012 & 2016 CAMPUS REPORT**

Student Voting Rates for  
Western Oregon  
University

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# About This Report

Thank you for participating in the National Study of Learning, Voting, and Engagement (NSLVE). Since NSLVE's launch in 2013, more than 1,000 colleges and universities have signed up to receive their voting rates for the 2012, 2014 and 2016 federal elections. Along with others, your institution's participation in this study has allowed us to build a robust database of nearly 30 million college student records, about 10 million for each election year, that serve as a foundation for innovative research on college student political learning and engagement in democracy.

NSLVE is a signature initiative of the Institute for Democracy and Higher Education (IDHE) at Tufts University's Jonathan M. Tisch College of Civic Life. The mission of IDHE is to shift college and university priorities and culture to advance political learning, agency, and equity. We achieve our mission through research, resource development, technical assistance, and advocacy.

## About the Data

The voter registration and voting rates in this report reflect the percentage of your institution's students who were eligible to vote and who actually voted in the 2012 and 2016 elections. These results are based on enrollment records your institution submitted to the National Student Clearinghouse (FERPA-blocked records excluded) and publicly available voting files collected by Catalyst.

Institutional voting rates are adjusted by deducting an estimated number of students identified by each institution as non-resident aliens and reported to the Integrated Postsecondary Education Data System (IPEDS). For breakdowns by student characteristics, we cannot consistently adjust for students who are non-resident aliens, resident aliens, or undocumented students. This may result in your institution's actual voting rate being higher than we report. To calculate that percentage, and to read more about NSLVE data, see our [FAQ on Campus Reports](#). Please also see [Creating and Maintaining the NSLVE Database](#) paper for a more detailed study methodology.

## Reviewing the Data

Use the following key to interpret the charts:

- \* = number of students is less than 10
- n/a = no data was collected or calculated for this field.

## What to do next?

- ❑ Review the data. This report provides a baseline measure of your students' engagement in democracy in 2012 and 2016, and compares your institution's voting rates to similar institutions. Visit our website for more comparison data.
- ❑ Share the report widely and strategically, including posting it online.
- ❑ Put your data into practice. Use our IDHE Resources to guide you.
- ❑ Address your campus climate for student political learning, discourse, and participation. Start by bringing the IDHE team to your campus or using the IDHE self-assessment rubric available on our website.
- ❑ Partner with IDHE. We are available with virtual office hours, webinars, brown bag discussions and in-person trainings.

For up-to-date news on NSLVE data, resources and upcoming opportunities visit our website: [idhe.tufts.edu](http://idhe.tufts.edu).

Follow us on Twitter [@TuftsIDHE](https://twitter.com/TuftsIDHE) or email us at [NSLVE@tufts.edu](mailto:NSLVE@tufts.edu).

Warm regards,  
IDHE Team



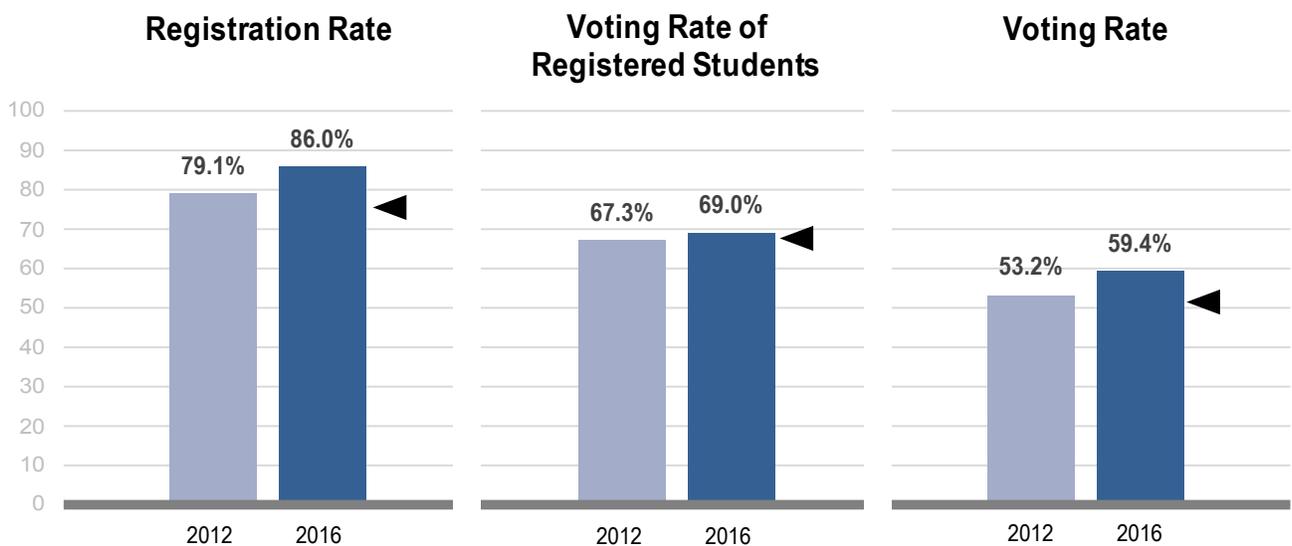
YOUR STUDENTS' VOTING DATA | PRESIDENTIAL ELECTIONS

# Voting and Registration Rates

**2016 Voting Rate**  
**59.4%**

CHANGE FROM 2012  
**6.1**

2016 VOTING RATE FOR ALL INSTITUTIONS  
**50.4%**



◀ All Institutions, 2016

	2012	2016	Change
Total student enrollment	6,115	5,351	↓ -764
Age under 18/Unknown	(41)	(16)	
IPEDS estimated non-resident aliens	(282)	(319)	
FERPA records blocked	(12)	*	
Total eligible voters	5,780	5,011	↓ -769
Number of students who registered	4,570	4,309	↓ -261
Number of students who voted	3,077	2,974	↓ -103
Registration rate	79.1%	86.0%	↑ 6.9
Voting rate of registered students	67.3%	69.0%	↑ 1.7
Voting rate	53.2%	59.4%	↑ 6.1
Difference from all institutions	+6.3	+9.0	

HOW YOUR NUMBERS COMPARE | PRESIDENTIAL ELECTIONS

# By Carnegie Classification

**2012 Voting Rate for All Institutions**  
**46.9%**

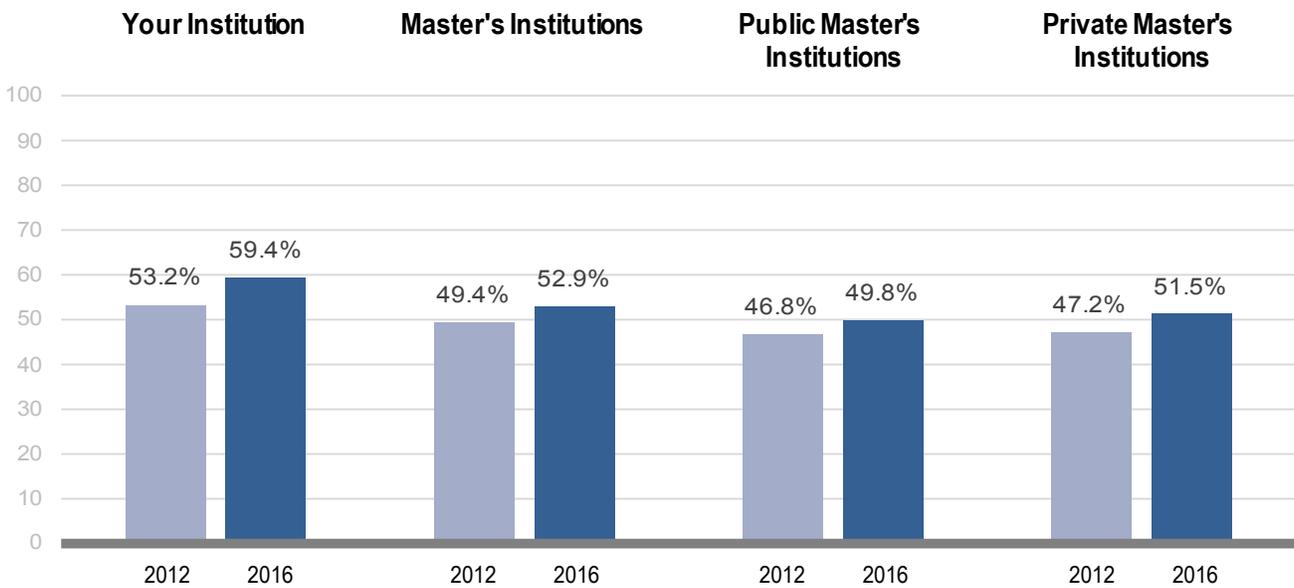
HIGH 72.9%  
 LOW 19.3%

**2016 Voting Rate for All Institutions**  
**50.4%**

HIGH 81.4%  
 LOW 13.1%

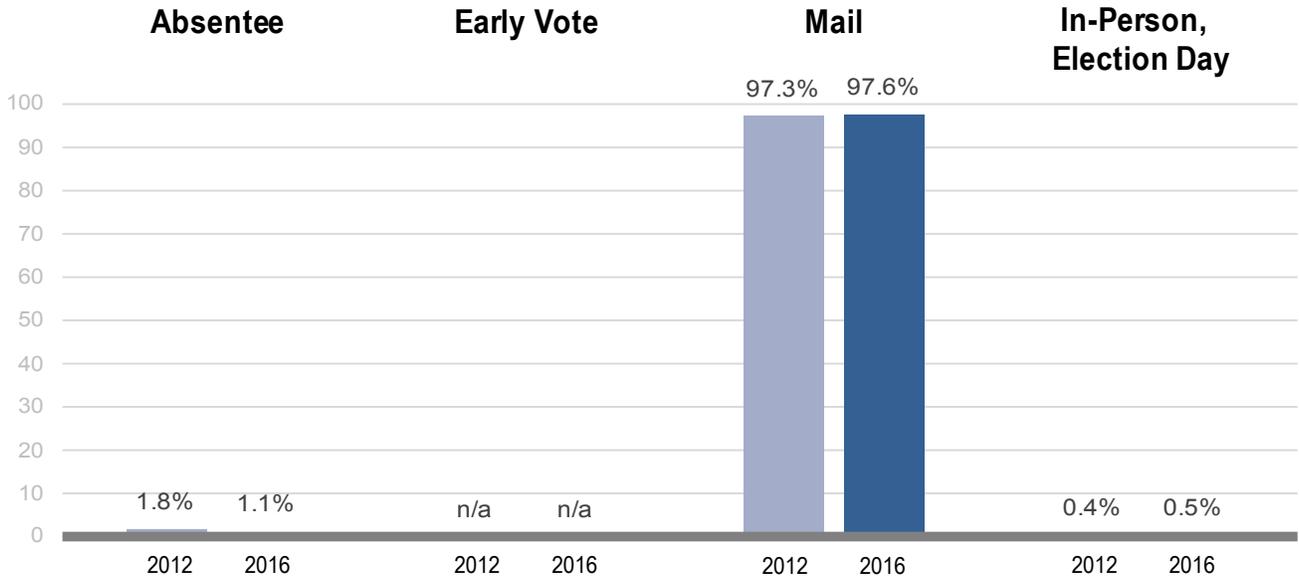
Difference from All Institutions **+6.3**

Difference from All Institutions **+9.0**



**YOUR STUDENTS' VOTING DATA | PRESIDENTIAL ELECTIONS**

# By Voting Method\*

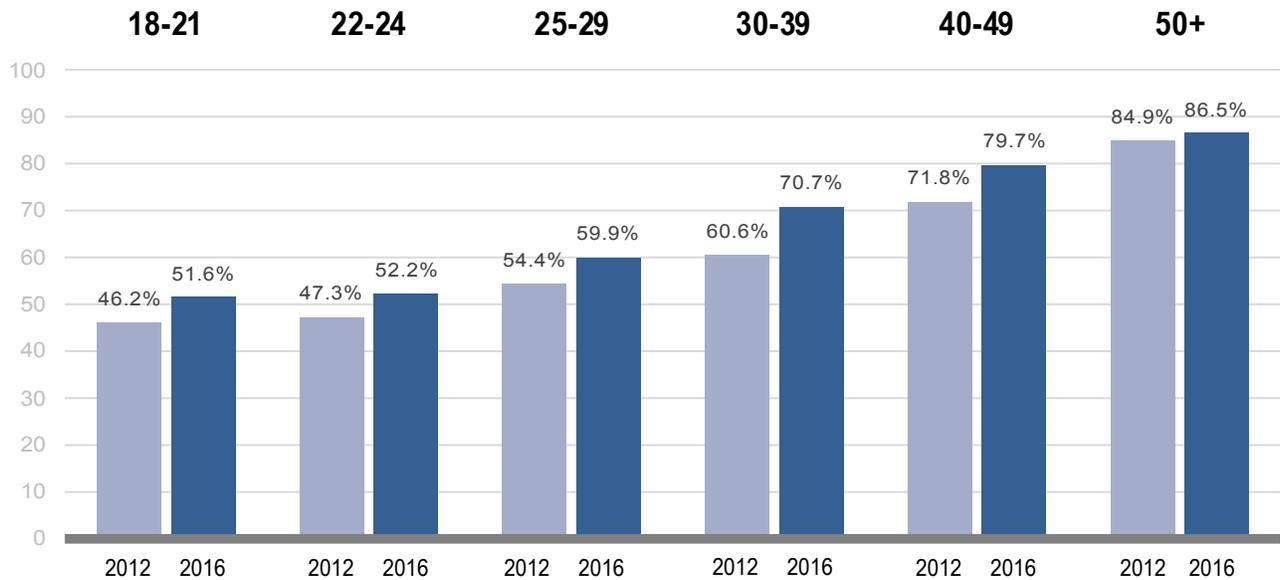


	2012		2016		Change
	Voted	Rate	Voted	Rate	
Absentee	55	1.8%	34	1.1%	↓ -0.7
Early Vote	*	n/a	*	n/a	n/a
Mail	2,993	97.3%	2,903	97.6%	↑ 0.3
In-Person, Election Day	11	0.4%	15	0.5%	↑ 0.1
Unknown	17	0.6%	16	0.5%	
<b>Total</b>	<b>3,077</b>		<b>2,974</b>		

\* Your students' data broken down by voting method. If your campus has a high number of voting method "Unknown", it means that this information was not reported by local officials where your students voted.

**YOUR STUDENTS' VOTING DATA | PRESIDENTIAL ELECTIONS**

# By Age Group\*

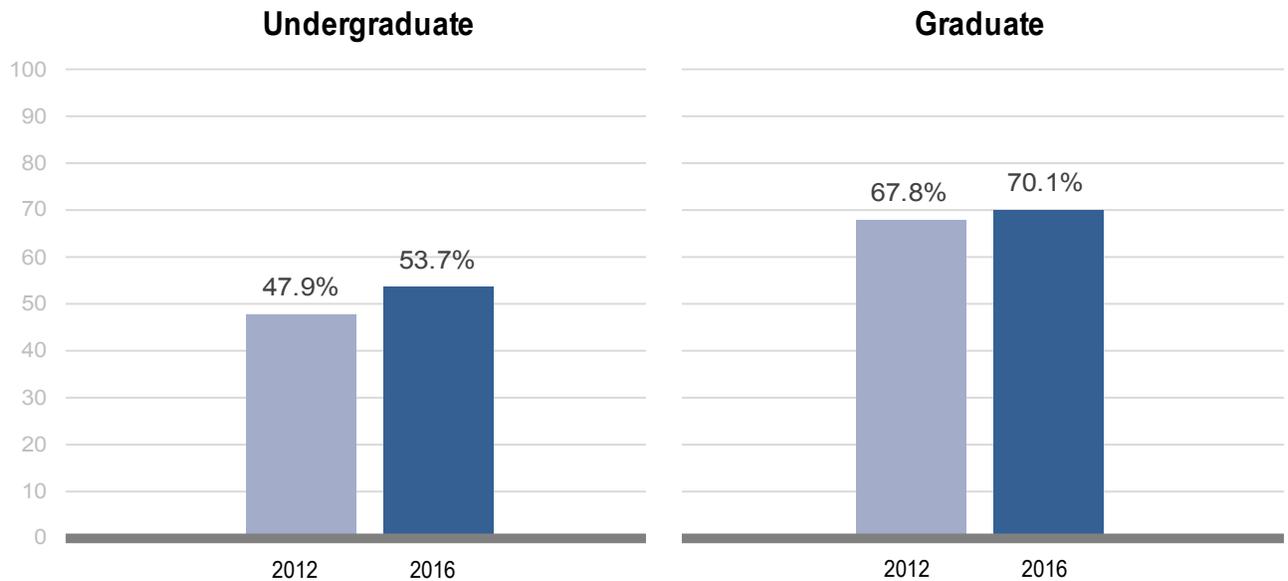


	2012			2016			Change
	Enrolled	Voted	Rate	Enrolled	Voted	Rate	
18-21	3,127	1,444	46.2%	2,912	1,503	51.6%	↑ 5.4
22-24	1,282	606	47.3%	1,136	593	52.2%	↑ 4.9
25-29	673	366	54.4%	571	342	59.9%	↑ 5.5
30-39	550	333	60.6%	420	297	70.7%	↑ 10.2
40-49	284	204	71.8%	187	149	79.7%	↑ 7.9
50+	146	124	84.9%	104	90	86.5%	↑ 1.6
Unknown	13			0			

\* Your students' data broken down by age at the time of the election. To provide more accurate voting rates, students ineligible to vote because they were too young, students whose age data was not reported to the Clearinghouse, as well as records that were FERPA blocked are removed from this table. Please note that we are not able to adjust these voting rates by removing non-resident aliens, resident aliens or undocumented students.

YOUR STUDENTS' VOTING DATA | PRESIDENTIAL ELECTIONS

# By Education Level\*

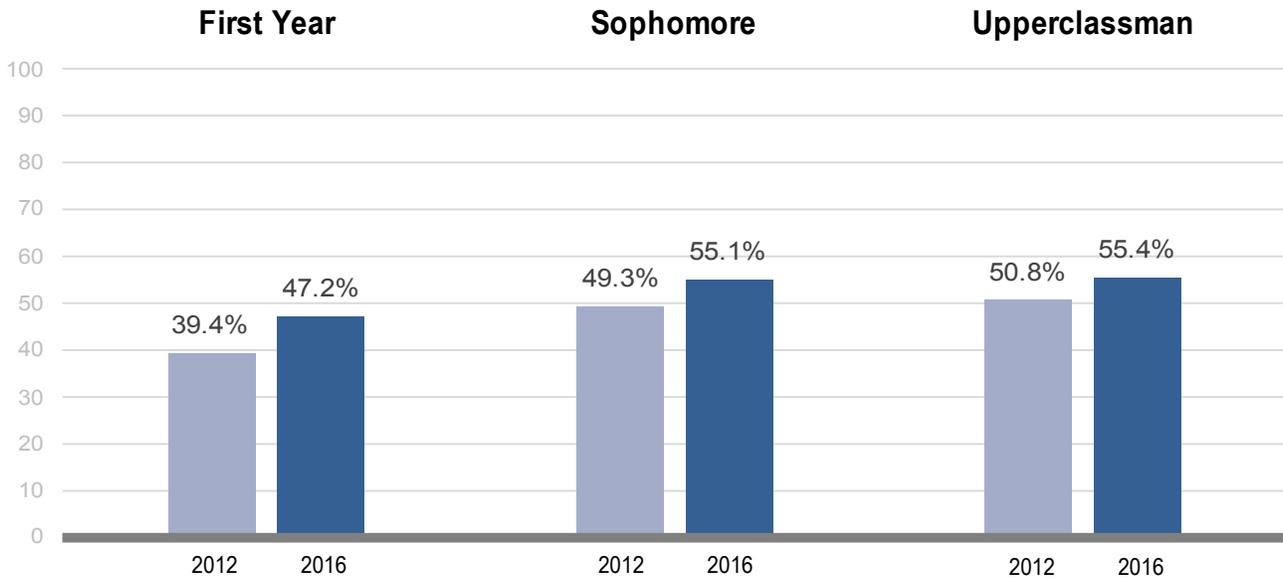


	2012			2016			Change
	Enrolled	Voted	Rate	Enrolled	Voted	Rate	
Undergraduate	5,162	2,470	47.9%	4,645	2,494	53.7%	↑ 5.8
Graduate	894	606	67.8%	685	480	70.1%	↑ 2.3
Unknown	*			0			

\* Your students' data broken down by undergraduate and graduate students. To provide more accurate voting rates, students ineligible to vote because they were too young, students whose age data was not reported to the Clearinghouse, as well as records that were FERPA blocked are removed from this table. Please note that we are not able to adjust these voting rates by removing non-resident aliens, resident aliens or undocumented students.

**YOUR STUDENTS' VOTING DATA | PRESIDENTIAL ELECTIONS**

# By Undergraduate Class Year\*

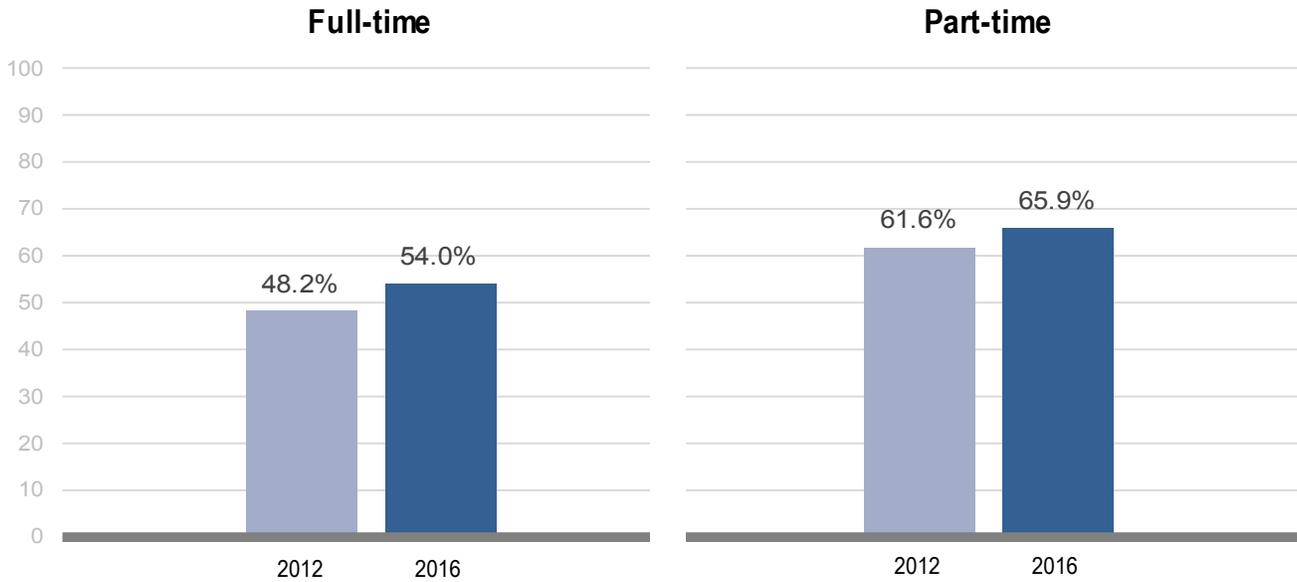


	2012			2016			Change
	Enrolled	Voted	Rate	Enrolled	Voted	Rate	
First Year	1,084	427	39.4%	873	412	47.2%	↑ 7.8
Sophomore	2,727	1,343	49.3%	2,650	1,459	55.1%	↑ 5.8
Upperclassman	1,166	592	50.8%	1,103	611	55.4%	↑ 4.6

\* Your students' data broken down by undergraduate students' class level. To provide more accurate voting rates, students ineligible to vote because they were too young, students whose age data was not reported to the Clearinghouse, as well as records that were FERPA blocked are removed from this table. Please note that we are not able to adjust these voting rates by removing non-resident aliens, resident aliens or undocumented students.

**YOUR STUDENTS' VOTING DATA | PRESIDENTIAL ELECTIONS**

# By Enrollment Status\*

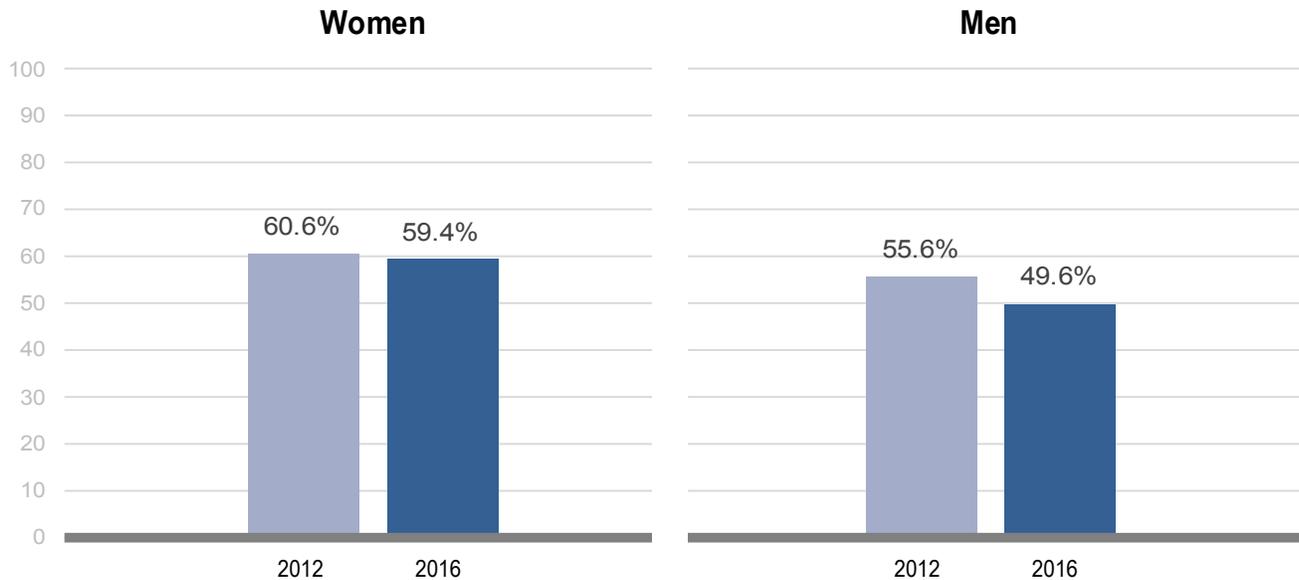


	2012			2016			Change
	Enrolled	Voted	Rate	Enrolled	Voted	Rate	
Full-time	4,910	2,367	<b>48.2%</b>	4,533	2,449	<b>54.0%</b>	↑ 5.8
Part-time	1,152	710	<b>61.6%</b>	797	525	<b>65.9%</b>	↑ 4.2
Unknown	0	0	n/a	0	0	n/a	

\* Your students' data broken down by part-time and full-time students. To provide more accurate voting rates, students ineligible to vote because they were too young, students whose age data was not reported to the Clearinghouse, as well as records that were FERPA blocked are removed from this table. Please note that we are not able to adjust these voting rates by removing non-resident aliens, resident aliens or undocumented students.

**YOUR STUDENTS' VOTING DATA | PRESIDENTIAL ELECTIONS**

# By Gender\*

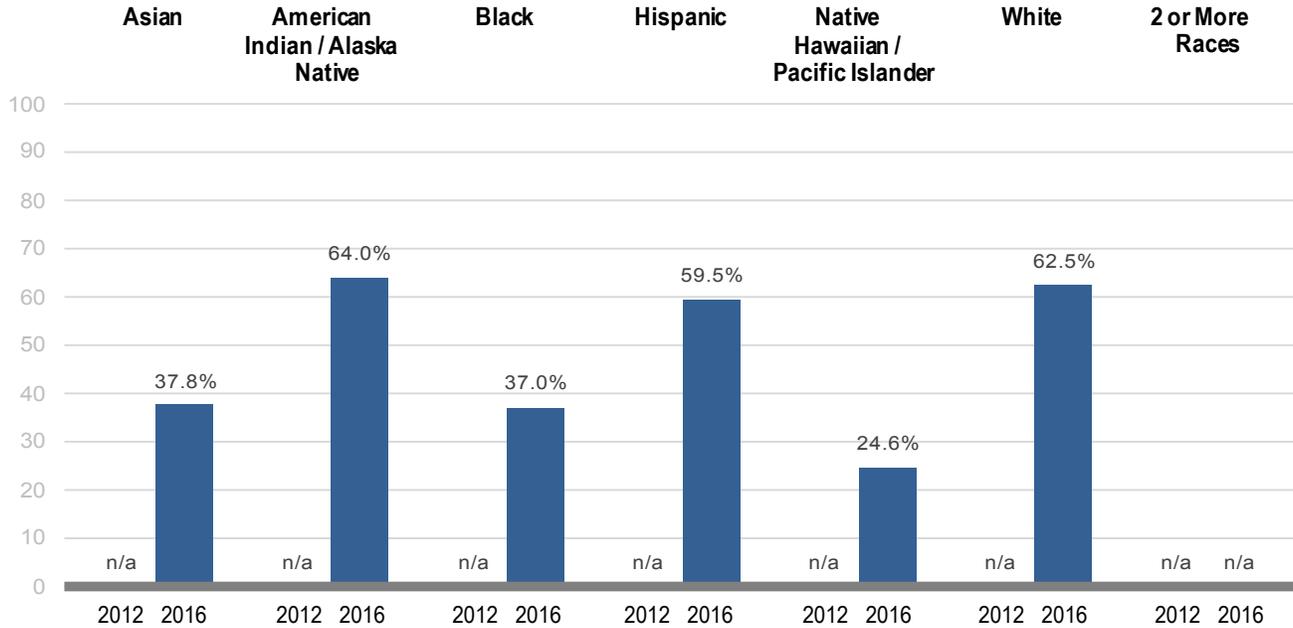


	2012			2016			Change
	Enrolled	Voted	Rate	Enrolled	Voted	Rate	
Women	3,067	1,859	<b>60.6%</b>	3,360	1,996	<b>59.4%</b>	↓ <b>-1.2</b>
Men	1,993	1,108	<b>55.6%</b>	1,970	978	<b>49.6%</b>	↓ <b>-6.0</b>
Unknown	1,002	110	<b>11.0%</b>	0	0	<b>n/a</b>	

\* Your students' data broken down by gender. To provide more accurate voting rates, students ineligible to vote because they were too young, students whose age data was not reported to the Clearinghouse, as well as records that were FERPA blocked are removed from this table. Please note that we are not able to adjust these voting rates by removing non-resident aliens, resident aliens or undocumented students.

YOUR STUDENTS' VOTING DATA | PRESIDENTIAL ELECTIONS

# By Race/Ethnicity\*



	2012			2016			Change
	Enrolled	Voted	Rate	Enrolled	Voted	Rate	
Asian	0	0	n/a	225	85	37.8%	n/a
American Indian/ Alaska Native	0	0	n/a	86	55	64.0%	n/a
Black	0	0	n/a	189	70	37.0%	n/a
Hispanic	0	0	n/a	692	412	59.5%	n/a
Native Hawaiian/ Pacific Islander	0	0	n/a	138	34	24.6%	n/a
White	0	0	n/a	3,503	2,190	62.5%	n/a
2 or More Races	0	0	n/a	*	*	n/a	n/a
Unknown	6,062			197			

\* Your students' data broken down by race. To provide more accurate voting rates, students ineligible to vote because they were too young, students whose age data was not reported to the Clearinghouse, as well as records that were FERPA blocked are removed from this table. Please note that we are not able to adjust these voting rates by removing non-resident aliens, resident aliens or undocumented students.

## YOUR STUDENTS' VOTING DATA | PRESIDENTIAL ELECTIONS

## By Field of Study\*

\* Your students' data broken down by field of study. To provide more accurate voting rates, students ineligible to vote because they were too young, students whose age data was not reported to the Clearinghouse, as well as records that were FERPA blocked are removed from this table. Please note that we are not able to adjust these voting rates by removing non-resident aliens, resident aliens or undocumented students. The green and red highlighted values below represent your campus's top three and bottom three voting rates by field of study.

	2012			2016			Change
	Enrolled	Voted	Rate	Enrolled	Voted	Rate	
Biological and Biomedical Sciences	209	86	41.2%	147	84	57.1% ↑	16.0
Business, Management, and Marketing	652	256	39.3%	581	226	38.9% ↓	-0.4
Communication and Journalism	135	76	56.3%	117	65	55.6% ↓	-0.7
Computer and Information Sciences	186	77	41.4%	177	79	44.6% ↑	3.2
Education	985	575	58.4%	1,163	738	63.5% ↑	5.1
English Language and Literature	121	58	47.9%	72	48	66.7% ↑	18.7
Family and Consumer/Human Sciences	0	0	n/a	11	*	n/a	n/a
Foreign Languages, Literatures, and Linguistics	207	101	48.8%	198	96	48.5% ↓	-0.3
Health Professions	275	162	58.9%	276	170	61.6% ↑	2.7
History	73	55	75.3%	37	26	70.3% ↓	-5.1
Law Enforcement, Firefighting, and Protective Services	550	248	45.1%	404	225	55.7% ↑	10.6
Liberal Arts and Sciences, and Humanities	22	12	54.6%	10	*	n/a	n/a
Mathematics and Statistics	50	25	50.0%	74	46	62.2% ↑	12.2
Multi/Interdisciplinary Studies	457	211	46.2%	369	199	53.9% ↑	7.8
Parks, Recreation, Leisure, and Fitness Studies	236	82	34.8%	265	119	44.9% ↑	10.2
Philosophy and Religious Studies	12	*	n/a	0	0	n/a	n/a
Physical Sciences	88	46	52.3%	92	50	54.4% ↑	2.1
Psychology	432	217	50.2%	425	260	61.2% ↑	11.0
Social Sciences	307	173	56.4%	242	140	57.9% ↑	1.5
Visual and Performing Arts	329	174	52.9%	294	162	55.1% ↑	2.2
Unknown	736	436	59.2%	376	229	60.9% ↑	1.7

Thank you for the work you do to improve your students' political learning and engagement. We hope that you find your NSLVE report useful. For up-to-date news on NSLVE data, resources, and to sign up for our newsletter visit: [idhe.tufts.edu](http://idhe.tufts.edu).

**References:**

NSLVE encourages to share this report as broadly as possible, including posting it. When doing so, please use the following citation: Institute for Democracy & Higher Education: National Study of Learning, Voting and Engagement. (2016). *2012 & 2016 NSLVE Campus Report*. Medford, MA.

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## **Executive, Governance, Trusteeship Committee (EGTC), University Dashboards**

SUMMARY: The Board's Executive, Governance and Trusteeship Committee and staff recommend a university dashboard with six essential measures: enrollment, degrees, workforce, finances, affordability/net price, and a yet-to-be-determined measure on post-graduation employment/graduate school or employer/student satisfaction. The measures will also incorporate appropriate "drill-down" capacity for information on relevant dimensions of the overall measure and peer comparisons where relevant.

### University Goals

At its July 2017 meeting, the Board reviewed and approved university goals as presented by President Fuller. Among these goals was to "develop and monitor [a] set of dashboards that will guide the university in meeting its mission and strategic planning goals." The concepts included (1) HECC funding factors, (2) enrollment and diversity, and (3) affordability and sustainability. At the July meeting, the Board discussed EGTC working with Dr. Abdus Shahid and the institution's new institutional research capability to refine the university dashboard for presentation at the October 2017 meeting.

### EGTC Discussion

At its September 26, 2017 meeting, the EGTC considered a dashboard straw proposal that offered a glimpse across the university enterprise. The straw proposal included sixteen potential measures. They were:

- (1) Degrees Granted
- (2) Fourth-Week Enrollment, both FTE and Headcount
- (3) Freshman-Sophomore Retention Rate
- (4) Graduation Rate, both 4-Year and 6-Year
- (5) Affordability Measure, such Net Price or Cost of Attendance as a share of Oregon's Median Family Income
- (6) Ratio of Tuition Revenue to Personnel Costs
- (7) Percentage of PUSF Appropriated to WOU
- (8) Fund Balance
- (9) Workforce Measure (Employee Categories, Diversity, Tenure/Tenure-Track versus NTT)
- (10) Pie Chart of University Budget (Instructional, Administrative, etc.)

- (11) Percentage of Tuition Revenue Remitted to Students for Financial Aid
- (12) Ratio of Cost of Risk-Covered Claims to Risk Assessments/Cost of Insurance
- (13) Qualitative Student Satisfaction Measure (institutionally designed survey and/or use of NSSE survey)
- (14) Qualitative Employer Satisfaction Measure (survey)
- (15) Dollars Awarded in Sponsored Research
- (16) Total WOU Foundation Endowment

Amid the discussion and reflection on previous work and the July 2017 university goals document, the EGTC asked staff to narrow the measures and focus on the “drill-down” capacity for additional texture and information. The EGTC’s guidance focused on six measures: enrollment, degrees, workforce, finances, affordability/net price, and a yet-to-be-determined measure on what students are doing after they graduate.

#### Dashboard 1: *Enrollment*

For enrollment, the proposed dashboard depicts the total undergraduate cohort as a bar chart with three trend lines: freshman-sophomore retention, 4-year graduation, and 6-year graduation. Drop-down menus can be developed with dashboards to capture (1) resident versus non-resident undergraduate enrollment, (2) graduate enrollment, (3) gender, (4) ethnic diversity, and (5) PELL-eligible and/or first-generation students.

#### Dashboard 2: *Degrees*

In part because the state’s funding formula—HECC’s Student Success and Completion Model—will weigh outcomes more than student credit hours—tracking degrees is a critical element of the dashboard. For degrees, a bar chart will depict the total undergraduate and graduate degrees each year, with drop-down menus capturing (1) undergraduate residents and (2) undergraduate residents from the HECC categories, including (a) underrepresented minorities, (b) PELL-eligible, and (c) rural students. Eventually, the dashboard will offer historical trend lines on the number of degrees by discipline.

#### Dashboard 3: *Finances*

For finances, there will be two pie charts for expenditures and revenues, and a trend line for the university’s fund balance as depicted in the university’s quarterly management report. The drop-down menus will include, for example, more detail from tuition revenues, such as resident versus non-resident, undergraduate versus graduate, and international enrollment. For personnel expenditures, for example, the drop-down

menus will include personnel cost by employee category, total salaries, and total “other personnel expenses” to include PERS/retirement costs, as well as healthcare costs.

#### Dashboard 4: *Workforce*

For workforce, the dashboard will depict—by pie chart—the various employee categories at the university. The categories may include: tenured faculty, tenure-track faculty, non-tenure track faculty, unclassified employees, and classified employees. The drop-down menus will include a breakdown of the workforce’s gender, ethnic diversity, and total compensation costs by category.

#### Dashboard 5: *Affordability*

For affordability, the dashboard will depict the ratio between the net price for the resident undergraduate student to the Oregon median family income. As a trend line, it will be compared to the other public universities in the state and/or peer comparators nationally. Additional information that may be included in a drop-down menu would be trend lines for various elements of costs, including tuition, fees, room and board and the percentage of tuition revenue remitted to students, with comparator trend lines, if available.

#### Dashboard 6: *Job Placement/Satisfaction*

During the EGTC meeting, there was much discussion on the appropriate measure for satisfaction and/or post-graduation employment/graduate school enrollment. Staff proposed to study the possibilities and propose a measure for EGTC’s consideration during this academic year.