



**Western Oregon University Board of Trustees:  
Academic & Student Affairs Committee**

**Meeting No. 22 – May 25, 2021**

**2:00pm – 4:00pm**

**Via [WebEx](#)**

**By Phone: 1-415-655-0002 | Access Code: 177 343 5730**

**AGENDA**

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

**II. COMMITTEE CHAIR'S WELCOME**

**III. CONSENT AGENDA**

1) Meeting Minutes: [April 8, 2021](#) (p. 2)

**IV. ACTION ITEMS:**

- 1) Proposal for new minor:
  - a. [Ethics and Social Justice](#) (p. 5)

**V. REPORT & DISCUSSION ITEMS:**

- 1) COVID-19 Update | Dr. Gary Dukes & Dr. Rob Winningham (p. 17)
- 2) Student Affairs Update | [Vice President Report](#) (p. 25)
- 3) Academic Affairs Update | [Vice President Report](#) (p. 28)

**VI. SHOWCASE PRESENTATIONS:**

- 1) [Financial Aid](#) | Director Kella Helyer (p. 36)
- 2) Multicultural Student Services & Programs | Director Anna Hernandez-Hunter

**VII. ADJOURNMENT**



**Western Oregon University Board of Trustees:  
Academic & Student Affairs Committee  
Meeting No. 21 – April 8, 2021  
3:00pm – 5:00pm**

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

**Committee members:** Jaime Arredondo, Susan Castillo, Malissa Larson, Linda Herrera

**Others present:** Chelle Batchelor, Michael Baltzley, Kathy Cassity, Adry Clark, Gary Dukes, Mark Girod, David McDonald, Sue Monahan, Annika Thompson, LouAnn Vickers, Rob Winningham

**II. COMMITTEE CHAIR'S WELCOME**

Trustee Arredondo called the meeting to order at 3:09pm.

**III. CONSENT AGENDA**

**1) Meeting Minutes:** Trustee Castillo moved to adopt the minutes from last meeting as is. Trustee Larson seconded the motion and the meeting minutes were unanimously approved.

**2) Proposal for new certificates:**

- a. Elementary Certificate in Spanish**
- b. Intermediate Certificate in Spanish**
- c. Elementary Certificate in French**
- d. Intermediate Certificate in French**
- e. Elementary Certificate in German**
- f. Intermediate Certificate in German**

Provost Rob Winningham introduced the certificates, summarizing the requirements for the certificates and briefly explaining how these certificates are in demand by students. No new classes need to be added and there is no impact on the budget.

Trustee Castillo moved to accept all language certificates with the language in the proposals, Trustee Larson seconded. All passed unanimously.

**g. Undergraduate Certificate in Public and Non-profit Management**



Provost Winningham gave a brief overview of the certificate in Public and Non-Profit Management and confirmed that new classes would not be needed.

#### **h. STEM Educational Leadership Graduate Certificate**

Provost Winningham provided an overview on the STEM Educational Leadership Graduate Certificate and explained how this is an in-demand certificate in the surrounding community. He noted that it would benefit teachers looking to expand their education.

Trustee Larson moved to accept the Undergraduate Certificate in Public and Non-profit Management and STEM Educational Leadership Graduate Certificate, and Trustee Castillo seconded. Both passed unanimously.

### **V. REPORT & DISCUSSION ITEMS:**

#### **1) COVID-19 Update | Dave McDonald, Associate Vice President for Public Affairs & Strategic Initiatives**

Associate Vice President McDonald gave an update on the plans for reopening for Fall 2021 and what is being discussed regarding guidelines from Oregon Health Authority. Due to the nature of COVID-19, there is some uncertainty as guidelines for each county changes from week-to-week.

McDonald also provided an update on the HECC proceedings that occurred in relation to both the WOU contact tracing team efforts, as well as the collaborative major proposal that was passed at the last ASAC meeting.

#### **2) Curriculum Report: Minors and Certificate Proposals**

Provost Winningham gave updates on the minors and certificate proposal process, and what changes were made to this process.

#### **3) Student Affairs Update | Vice President Report**

Vice President Dr. Dukes gave an update on the current recruitment rates, both applications and admitted students. He also covered the efforts to allow for tours on campus, as well as recruiting in Hawaii and other states. Efforts are being made to reach out to students to try to estimate how many students are going to be committing to WOU. Due to current guidelines being in danger of changing there are limits to what group functions are allowed on campus for prospective and new students.

As well as limiting functions for potential and new students, the fluctuating guidelines have made it hard for Student Engagement to hold club activities and other student engagement activities.



#### **4) Academic Affairs Update | Vice President Report**

Provost Winningham gave an update for Academic Affairs. A survey will be sent out to faculty to assess how faculty are feeling regarding class modality for fall 2021. There is an estimate that more than fifty percent of classes will have some sort of online instruction for fall 2021, and therefore there has been discussions regarding classroom safety and how WOU can maximize ventilation and air flow. He also gave an update regarding discussions about a possible vaccine event for WOU, there has not been a decision made regarding requiring students to be vaccinated at WOU or at other Oregon public universities.

Provost Winningham also covered the instructional FTE and budget process changes and updates that occurred. The new process allows for more transparency, as well as being able speak to our sustainability issues, and address some of those concerns.

WOU and WESD worked together to strengthen our support for students who receive Willamette Promise credits, allowing for remote learning students to demonstrate what they have learned through Willamette Promise.

Graduate enrollment is up compared to Spring 2021, and there has been growth in many graduate programs.

Provost Winningham also gave updates on the grants being awarded to various areas of campus, as well as the updated S/NC grading options for students during the pandemic.

Updates were given regarding the new efforts for assisting students with completing their degrees, as well as information on the policies that have gone into effect since the last meeting.

#### **VI. SHOWCASE: WOU Employment Outcomes | Adry Clark, Director, Service Learning & Career Development**

Dr. Adry Clark gave a presentation on what employment assistance WOU gives to current students and alumni. She also covered results from surveys that WOU sent out, and how those results are compared to the national survey results that are released. There was a robust discussion regarding the size and capacity of the Service Learning and Career Development, as well as what services the Service Learning & Career Development office provides to students.

#### **VII. ADJOURNMENT**

Trustee Arredondo adjourned the meeting at 4:53pm.

## **Academic and Student Affairs Committee (ASAC), Proposal for a Minor in Ethics and Social Justice**

The proposed minor in Ethics and Social Justice is a 24-credit program that introduces students to contemporary social and political forces and injustices, develops critical thinking skills to better understand such issues and construct arguments for change, and develops personal and social responsibility, cultural competence and a socially conscious worldview.

The proposed minor provides avenue for addressing social justice issues by focusing on theoretical foundations of ethics and social justice, as well as instilling knowledge and skills related to advocacy, policy, and research in movements of social change, civil disobedience, resistance, and administration of justice. The curriculum will expose students to a foundation in critical thinking, ethical theory, and social problems. Electives in areas of Anthropology, Criminal Justice, Communication Studies, Geography, Political Science, and Sociology will allow students to study area-specific topics to intersect with particular areas of demographic or social concerns that interest them.

This area of study is very timely in light of recent events including nationwide and global protests concerning police brutality, white supremacy, and systems of oppression. Students have shown increased interest in ways of enacting social change and eliminating racism, sexism, ethnic oppression, homophobia and transphobia, and other modes of treating people unjustly, as well as awareness of the need for protecting the environment and reversing global warming.

The proposed Minor in Ethics and Social Justice received Faculty Senate Approval on March 9, 2021 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, the Northwest Commission on Colleges and Universities will be notified of the change.

### **STAFF RECOMMENDATION:**

It is recommended that the Western Oregon University Board of Trustees Academic and Student Affairs Committee approve the introduction of a new minor in Ethics and Social Justice as included in the docket material.



## Proposal for a New Academic Program

**Institution: Western Oregon University**

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

**Department/Program Name: Philosophy and Religious Studies**

**Degree and Program Title: Ethics and Social Justice Minor**

### 1. Program Description

- a. Proposed Classification of Instructional Programs (CIP) number. 38
- 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.

This minor would be an avenue for addressing social justice issues by focusing on theoretical foundations of ethics and social justice, as well as instilling knowledge and skills related to advocacy, policy, and research in movements of social change, civil disobedience, resistance, and administration of justice. The curriculum will expose students to a foundation in critical thinking, ethical theory, and social problems. Electives in areas of Anthropology, Criminal Justice, Communication Studies, Geography, Political Science, and Sociology will allow students to study area-specific topics to intersect with particular areas of demographic or social concerns that interest them.

This area of study is very timely in light of recent events including nationwide and global protests concerning police brutality, white supremacy, and systems of oppression. Students have shown increased interest in ways of enacting social change and eliminating racism, sexism, ethnic oppression, homophobia and transphobia, and other modes of treating people unjustly, as well as awareness of the need for protecting the environment and reversing global warming.

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

PHL 100 Critical Thinking (Credits:4)  
PHL 253 Civil Disobedience and Justice (Credits:4)  
PHL 350 Social and Political Philosophy (Credits:4)

Choose One:

PHL 102 Personal Morality and Social Justice (Credits:4)  
PHL 251 Ethics (Credits:4)

Choose Two:

ANTH 372 Social Constructions of Race (Credits:4)  
CJ 445 Race and Social Justice (Credits:4)

COM 321 Influence Through Argument (Credits:4)  
 COM 342 Media Literacy (Credits:4)  
 COM 370 Communication Ethics (Credits:4)  
 COM 402 Rhetoric, Race, Resistance (Credits:4)  
 COM 442 Communication and Social Change (Credits:4)  
 GEOG 330 Geography and Social Justice (Credits:4)  
 GEOG 331 Environmental Justice (Credits:4)  
 PHL 255 Environmental Ethics (Credits:4)  
 PHL 380 Philosophy of Law (Credits:4)  
 PS 355 Civic Literacy and Engagement (Credits:4)  
 PS 441 Causes of Peace (Credits:4)  
 PS 442 Peacebuilding and Policymaking (Credits:4)  
 PS 443 Great Peacemakers (Credits:4)  
 PS 494 Human Rights (Credits:4)  
 SOC 225 Social Problems (Credits:3)  
 SOC 340 Community Organizing (Credits:3)  
 SOC 341 Community Action (Credits:3)  
 SOC 427 Revolutionary Social Movements (Credits:3)  
 SOC 434 African American Studies: Social Issues, Social Movements (Credits:3)  
 SOC 435 Chicano/a/Latino/a Studies: Social Issues, Social Movements (Credits:3)  
 SOC 436 Native American/Asian American Studies: Social Issues, Social Movements (Credits:3)  
 SOC 437 Sociology of Race/Ethnic Relations (Credits:3)  
 SOC 465 Introduction to LGBTQ Studies (Credits:3)  
 SSC 201 Introduction to Gender Studies (Credits:3)

The minor would be 24 credits, 12 upper division minimum.

(we say 22-24, but we are told that the Sociology courses currently at 3 credits will soon be changed to 4 credits, so ultimately it will be 24)

- 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).

Courses will generally be delivered in-person in-campus (once the pandemic is over), though some may be delivered online (depending on faculty preference).

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

The courses in philosophy can be delivered by the two faculty who remain after budget cuts are enacted. The classes outside philosophy are regularly taught and can be delivered by existing faculty.

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

The remaining two philosophy faculty, either two tenure-track or one tenure-track and one non-tenure-track can adequately deliver the courses needed.

- g. Other staff. **None needed.**
- h. Adequacy of facilities, library, and other resources. **Adequate**
- i. Anticipated start date. **Fall 2021**

## 2. Relationship to Mission and Goals

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

WOU’s mission is to create “lasting opportunities for student success through transformative education and personalized support”. A minor in Ethics and Social Justice will cater to students who are socially conscious and desire to learn about ideals of social justice, areas where our society exhibits injustice, and ways that people can act to help remedy that injustice. This is a very timely concern in light of recent increases in racism and income disparities, as well as the continuation of other traditional injustices in our society. Many students have a great concern over these issues, but few programs focus on them. It is also individualized in that the electives allow students to focus on studying specific topics that they find important. The program can be transformative both in students learning about social injustice but also about how they can become active in remedying injustices.

This minor program also involves several of the values identified as values of WOU, including: Community, Diversity and Respect, Empowerment, and Sustainability and Stewardship. It will help students learn about being better members of their community, become aware of diversity issues, become empowered to act to improve social justice.

- 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 Ethics and Social Justice minor will clearly support goals of diversity in that it focuses on groups who have experienced and are experiencing social injustices and discrimination. The program will be open to diverse students and help them learn about social problems in our society and give them tools for advocating for change and enacting change. This is a vital element of modern citizenship but relatively poorly represented among programs at WOU.

- 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.
    - 1. This program is an area that is not very widely present in curricula in Oregon. There is a related program in Criminal Justice beginning at WOU, but it is a graduate program that is more highly focused on criminal justice issues in particular, whereas this program is for undergraduates and has a wider scope.
    - 2. It is very obviously designed to be directly responsive to social, economic, and environmental challenges and opportunities in that those are its direct focus. It is more responsive to these socially conscious concerns than almost any other program on campus.



3. The program very directly addresses civic and cultural demands of citizenship, by educating students about ethics and social justice and injustices in our society, and giving them logical and strategic tools to advocate for justice change.

### 3. Accreditation

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

There is no specific accrediting body focused on this area.

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

The program will engage in regular evaluation of effectiveness and where needs for improvement are identified it will make such improvements.

- 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.

N/A

- 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.

This program is not one which has specific accreditation.

### 4. Need

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

Academic minors are no longer required for graduating from WOU. Minors are, thus, electives that students could choose to work on. The fact that minors are electives means that it will be extremely difficult to guesstimate how many students might choose to pursue a minor in Ethics and Social Justice. A minor in Ethics, Social Justice, Resistance, and Civil Disobedience is very timely, as conflicts about social justice, race, ethnicity, gender, and sexual orientation are increasingly prevalent in modern society. Social activism is in full swing, from the Women's Marches, to Black Lives Matter protests, to activism for environmental responsibility. The younger generation is on the forefront of these movements now more than at any time since the 1960s, and background in ethics, critical thinking, and social justice would assist in making informed criticisms of social policies but also fostering more effective social protest.

It is very difficult to estimate the headcount of such a unique and innovative program. But it is reasonable to expect 5-10 in the first year, and 10-20 in subsequent years.

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

Estimate 5-10 graduate per year after the first two years, and hopefully 15-20 in subsequent years.

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

The program will serve all students, given that concerns for social justice are present in every one of these student groups.

- d. Evidence of market demand.

We do not have specific market research for WOU, but anyone who has been paying attention to the news in the past few years can see that concerns about social justice are at the forefront of many people in our society, as illustrated by several Women’s Marches in the last four years, and in the summer of 2020 by nationwide protest over police brutality and call for social reform. This area is one which will tap into that “woke” consciousness and educate students on the history and theory behind ethical debates and social and political struggles.

- 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).

There are programs like this at other Oregon public universities, and there is certainly room for education on ethics and social justice. The fact that WOU does not have a program like this when U of O, OSU, EOU, and SOU all do shows that the need is there.

As for occupational/employment prospects, there are areas in government and outside government where the education in social justice would be a selling point for our students. But this goes beyond job prospects – it is a matter of good citizenship and applies to anyone who wants a broader social consciousness.

- 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?

Career paths could include working on government agencies involved in improving social conditions, work in community organizing, work in journalism, and other groups seeking to improve social justice (i.e. the ACLU, etc.).

## 5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

### Learning Outcomes

- Develop an understanding of social and political forces and injustices that are present in today’s world. (Integrative Learning)
- Develop critical thinking skills to better comprehend ethical and social justice issues and better construct effective arguments for change. (Integrative Learning)
- Develop personal and social responsibility. (Diversity)
- Develop cultural competence and a socially conscious worldview. (Diversity)

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

Assessment will be done by the same methods that are used across campus to evaluate effectiveness of teaching and learning. The evidence will be aggregated and reported consistently to facilitate continuous improvement. The assessment work will be managed by the faculty in the Department of Philosophy and Religious Studies

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

Faculty teaching the philosophy courses are well-versed in ethics and will have done and continue to do research in ethics and/or social justice. Faculty teaching the courses outside philosophy will also be expected to be active researchers in those areas.

## 6. Program Integration and Collaboration

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

Oregon State University has a Social Justice minor which is a similar interdisciplinary program composed of elective courses in philosophy, anthropology, sociology, communications, and other areas. (27 credits required)

Southern Oregon University offers a Social Justice minor in their Department of Sociology and Anthropology, though it is very focused on Sociology and Anthropology, and less broadly interdisciplinary than the proposed WOU program. (28 credits required)

The University of Oregon has a related endowed program, The Global Justice Program, the goal of which is “to inspire students to develop the ability to use reason to help prevent violence and hate in personal, national, and international affairs.” The WOU program is similar but not as clearly focused on international affairs.

Eastern Oregon University has a Anthropology/Sociology Major with Sociology-Social Welfare Concentration, which is larger in scale on sociology and anthropology, but ultimately less interdisciplinary than the proposed minor at WOU in that the EOU program omits Communications, Geography, Philosophy (ethics and critical thinking in particular), and Political Science, which are areas included in the WOU proposal.

- 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 proposed Ethics and Social Justice minor at WOU could complement and collaborate with other programs in the state. Certainly, students who transfer to WOU from those schools will find a related program that their coursework can be used to fill. Also, our program would be interested in collaborating with those other programs on meetings and perhaps conference and seminars on topics of social justice.

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

- d. Potential impacts on other programs.

The only impacts on other programs are that the courses in Anthropology, Criminal Justice, Communication Studies, Geography, Political Science, and Sociology that are electives in the Ethics and Social Justice minor will have a small number of additional students, nothing that those courses cannot easily absorb.

**7. External Review**

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

N/A

*Revised May 2016*

---

**Instructions on Budget Outline form**

---

**1. Whose viewpoint?**

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

**2. No additional resources needed?**

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

**3. Additional resources needed?**

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

**Budget Outline Form: Year 1 Academic Year: 2021-22**

**Estimated Costs and Sources of Funds for Proposed Program: Minor in Ethics and Social Justice**

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)	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	0	0	0	0	0	0
<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	0	0	0	0	0

**Budget Outline Form: Year 2 Academic Year 2022-23**

**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)	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	0	0	0	0	0	0
<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	0	0	0	0	0

**Budget Outline Form: Year 3 Academic Year 2023-24**  
**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)	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	0	0	0	0	0	0
<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	0	0	0	0	0

**Budget Outline Form: Year 4 Academic Year: 2024-25**

**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)	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	0	0	0	0	0	0
<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	0	0	0	0	0





## Fall Term: Course Delivery Formats

<b>4</b> Course Delivery Formats	 On-Campus/ Face-to-Face	 Off-Campus/ Online/Remote
	 In-Person	 Online- Synchronous <b>NEW</b>
	 Hybrid	 Online- Asynchronous

For more information go to:

<https://wou.edu/provost/instructional-resiliency/delivery-definitions-fall-2020/>



Together we THRIVE

# Fall 2021 Course Delivery Modalities

In-Person – 53% of all courses

Hybrid – 22% of all courses

Online Asynchronous – 19% of all courses

Online Synchronous – 6% of all courses

75% of courses will have scheduled in-person class meetings. Students will be able to create schedules that work best for their learning styles and life.



# Fall 2021 Courses

We anticipate having high quality HEPA air filters in classrooms to maximize safety. We will follow all state guidance for physical distancing, masks, and other safety protocols.

We are excited to offer more in-person classes this fall. Both students and faculty have been eager to get back to more in-person learning. All academic departmental offices are expected to be open for walk in interactions during weekday business hours.



# Registering for courses

- Registration will for fall term classes began for most continuing students on May 17
  - For new transfer students, registration opened when students signed up for Transfer Student Orientation, Advising and Registration (TSOAR) in May.
  - For new first year students, registration opened when they signed up for Student Orientation, Advising and Registration (SOAR) in June.



# Keeping the campus community safe

- Required vaccinations
- Low numbers of positive COVID Cases
- Follow all State and County Guidelines
- Masks
- Physical Distancing
- Reduced capacities for indoor spaces
- HEPA Air purifiers in classrooms
- More frequent air exchange in all indoor areas
- Enhanced cleaning of all public areas
- Testing
- Quarantine Space
- Less density – more single rooms in residence halls
- On-line food ordering



# Reasons to Get Vaccinated



## VACCINES ARE SAFE AND EFFECTIVE

Vaccines have undergone rigorous safety testing. These vaccines met the FDA's scientific standards for safety. Thousands participated in vaccine trials.



## VACCINES PROVIDE EXTRA PROTECTION

Getting vaccinated protects you, your friends, people from your hall, and the entire student body.



## A CHANCE TO RETURN TO NORMAL

You are one step closer to being able to enjoy activities that stopped during the pandemic.



# Vaccine Incentive Program

- \$25 WolfStore voucher for any student who has gotten their vaccine
- Vouchers can be used for textbooks, WOU swag, or anything else at the WolfStore
- Eligible after first shot, regardless of where you received it
- Bring your vaccine card and student ID to the WUC Info Desk
- Convenience of proximity





**Academic and Student Affairs Committee Vice  
President for Student Affairs Report | Dr. Gary Dukes  
May 25, 2021**

**Fall 2021 Recruitment Update**

Applications and admitted student numbers continue to be down from previous years. Applications are tracking down 22% and Admitted students are tracking down 12%. While we are making minor strides in narrowing the gap, COVID has had a major impact on recruitment and enrollment.

We currently have a staff member in Hawaii working with admitted students to get them registered for courses. Hawaii is usually the largest or second largest state outside of Oregon from which we draw students. Our admitted student numbers are down 40% in Hawaii so we are hoping this activity will help us matriculate more students given the current environment.

Transfer Orientation and Registration occurred this past weekend. One year ago we registered 190 students as part of this event. This year we registered 153. This decrease mirrors the decrease in enrollment reported by our community college partners in Oregon at the start of the year. We will continue to follow-up with admitted transfers to get them registered.

We had several successful Admitted Student Receptions in Portland and at WOU. At this point our admissions team is making individual contacts with students to work with them on applications, or questions they may have regarding attending WOU.

We are planning several in-person orientation events over the summer to get students to campus. We continue to believe that students want to come to campus and that being on our campus sells students on coming here. These events will also allow students to tour the residence halls, which haven't been open to visitors up to this point. Registration is a separate process so most students should be registered by the time they come to Summer Orientation, but we will also have advisors available to work with students who need to register or add and drop courses.

Housing applications also continue to track down. At this time last year, we had 670 applications. This year we have 447 applications. University Housing continues to reach out to students who have been admitted to encourage them to submit their housing application.

**Child Development Center**

Even with COVID, the Child Development Center has been able to operate all year with only a couple of interruptions. The CDC had to operate with a reduced number of students this year. The Center was able to secure several grants to help with operating expenses and cover tuition costs even when there had to be an interruption. The CDC

plans to have a higher load of students for the 2021-22 academic year. Some of the grants received this year will also likely be available for this coming year.

### **Partnership with Central School District**

Campus Recreation has entered into a partnership with Central School District to provide summer enrichment programs for their students. The plan is to have eight weeks of enrichment activities which will run 8-5, five days a week starting July 5. Some students might have academic activities in the morning at their school and then participate in enrichment activities in the afternoon. Other students might use this program for all day activities. The intent is to help get students out, engaged in activities, and interacting with other students.

### **Diversity, Equity and Inclusion Training**

The Division of Student Affairs brought in three guest speakers to provide training on Asian American and Pacific Islander culture and the racism these individuals have faced. The time passed too quickly and it was determined we need a second training to go further into this topic.

The University of South Florida offered a free, seven-week Diversity, Equity and Inclusion in the Workplace certificate. Each week participants experienced a two-hour lecture on various aspects of DEI in the workplace. Participants then needed to complete an exam with a score of 70% or higher to receive the certificate. Thirty staff members within the Division of Student Affairs successfully completed the certificate.

### **Orientation and Strong Start**

A new director of orientation position has been created to develop a college readiness program for incoming freshmen, which we are calling Strong Start. The State of Oregon is likely to allocate funds to state universities to offer enrichment programs for incoming freshmen over the next couple of years. These programs would occur one to two weeks before the start of the academic year and include courses in Math, Freshman Year Seminar and other orientation courses designed to help students return to school after largely being remote this past 16 months. This is a short timeframe in which to develop the Strong Start program, and thus the creation of this position to be ready once the funding is approved. Megan Habermann, who has been coordinating many aspects related to orientation was appointed into this position so she could immediately start designing, planning and implementing the Strong Start program

The director of orientation will also oversee Summer Orientation, Advising, and Registration, New Student Week, develop winter and spring orientation programs, and oversee the PLUS Team.

### **Student Engagement**

With the weather becoming warmer, more events are being scheduled outdoors. Two outdoor movies have been planned. WOU Mania, and the annual array of several other activities, will also occur outdoors and indoors with attendance based on risk limits. The

Multicultural Student Union has moved their annual Nuestra Fiesta Latina event outdoors this spring as well.

Throughout the year *Wolfie Weekly*, a weekly event newsletter, has been a great tool to keep students informed about the opportunities available to them both in-person and virtual. The newsletter has also been used to inform students on the various awareness months and provide passive programming on DEI issues.

The Leadership Recognition Month website recently launched. Both last year and this year we have not been able to have our traditional leadership recognition dinner, so outstanding student leaders have been recognized virtually by staff presentations. Students who live in close proximity to campus also received a recognition pack of goodies delivered by Wolfie.

We are also preparing for Black Graduation and Lavender Graduation. Both of these events were virtual last year and will be virtual again this year. Both graduations included a nationally recognized speaker who customizes their presentation to our students. One advantage of having virtual ceremonies is being able to tap into a higher level of keynote speakers, since they can give their presentations virtually. While virtual, these events were fairly successful this past year.

### **New Hires**

Besides the Director of Orientation, we also hired a new Director of the Veteran's Resource Center. Logan Doerfler was a former WOU student veteran and received the Outstanding Student Veteran award on two different occasions. We are excited to have Logan returning to WOU to take our Center to the next level.

### **COVID Updates**

WOU recently rolled out an incentive campaign to encourage students to get vaccinated. WOU is offering students a \$25 voucher at the Wolfstore. This can be used for any item in the bookstore. In addition, the Wolfstore is offering 25% off one clothing item for individuals who show their vaccination card.

University Housing is planning on increasing occupancy for the fall. The Residence Halls will not be at 100% occupancy, but they will be higher than what was utilized this past year. University Housing will continue to offer more single rooms than were available before COVID 19. University Housing is also only planning to use Heritage, Arbor Park, and Ackerman Halls for students. If demand increases, Landers Hall will be opened.

**Academic and Student Affairs Committee**  
**Vice President for Student Affairs Report | Dr. Rob Winningham**  
**May 25, 2021**

75% of Fall 2021 courses will have scheduled in-person class meetings.

- In-Person – 53% of all courses
- Hybrid – 22% of all courses
- Online Asynchronous – 19% of all courses
- Online Synchronous – 6% of all courses

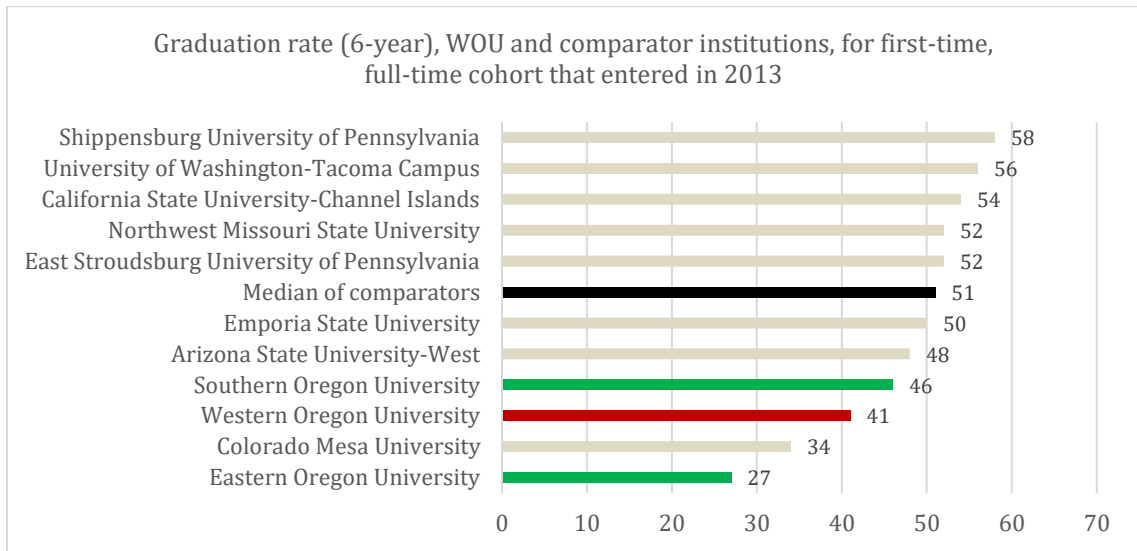
### **Registrar's Office**

The Registrar and the Academic Petition Review Committee initiated a modification to the academic residency requirement for baccalaureate candidates. Faculty Senate approved the adjustment in recognition of the more complex nature of the trajectory of transfer students. The expansion of the rule provides students more flexibility in meeting the in-residence course requirements to graduate from WOU while maintaining institutional confidence that the student met the learning outcomes set out by WOU faculty. For more information, please see: <https://wou.edu/facultysenate/files/2021/02/Proposal-Draft1.pdf>

Amy Clark, University Registrar, initiated a proposal that was recently approved by Faculty Senate to modify the existing Satisfactory/No Credit grading regulation of the university. Student life circumstances are as critical a factor in education as academic preparedness and support. Current rules limit options for managing unexpected life events and academic barriers. The new rule will expand the availability of S/NC grading in appropriate classes and programs. The revised regulation is a more robust tool for students to use in navigating their path through higher education. It will be available to students by Summer 2022. For more information, please see: [https://wou.edu/facultysenate/files/2021/04/Revised-S\\_NC-Policy-Proposal.pdf](https://wou.edu/facultysenate/files/2021/04/Revised-S_NC-Policy-Proposal.pdf)

### **Academic Effectiveness**

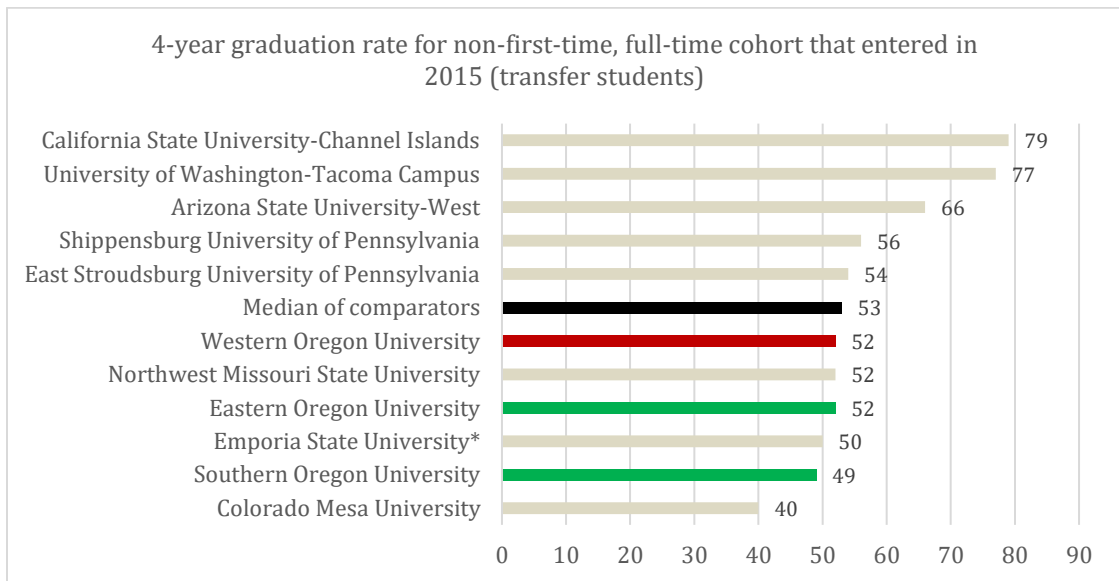
How do **6-year graduation rates** for first-time, full-time students who entered in 2013 compare to our peers? Here is an [IPEDS/NCES information sheet](#) on this measure of graduation rates.



Some observations:

- The graduation rate was lower than the median of our peers by ten percentage points.
- There appears to be an “Oregon” effect – each of Oregon’s independent regional universities fall below the median of the comparator group.

How do **4-year graduation rates** for non-first-time (transfer), full-time students who entered in 2015 compare to our peers?

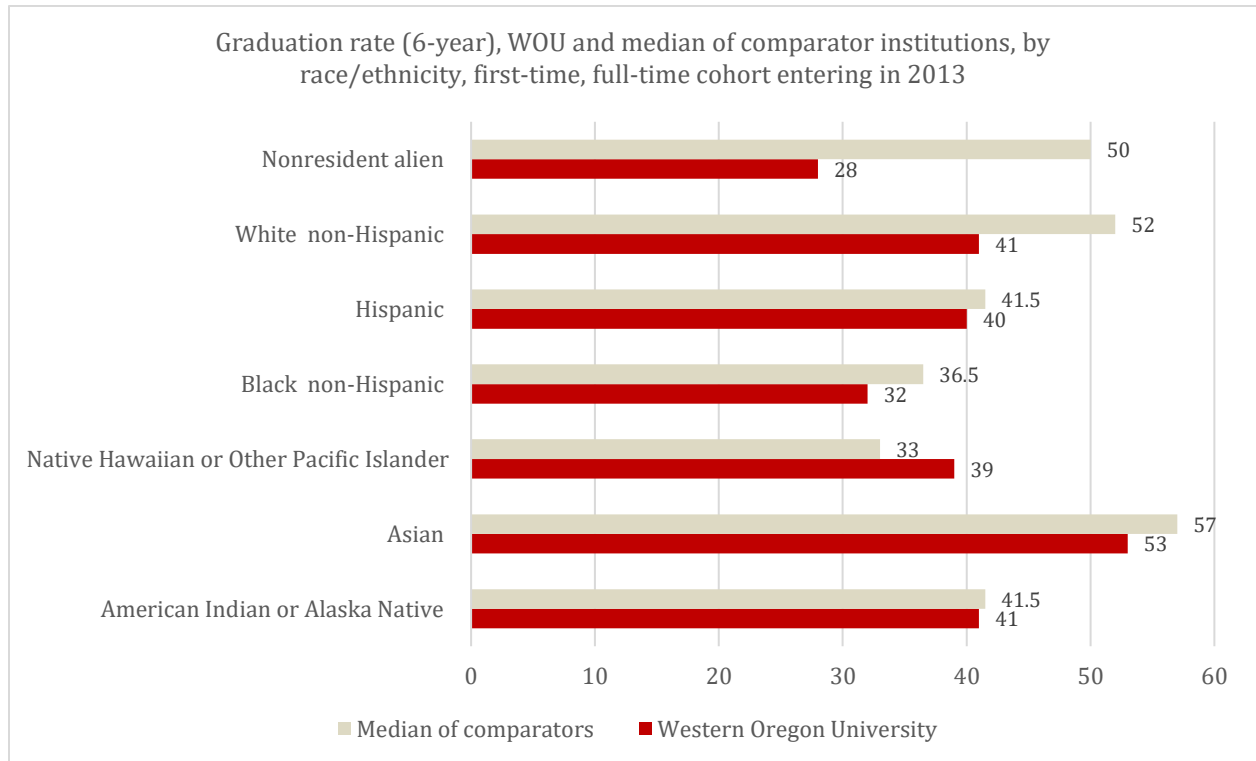


Some observations:

- This chart shows the percent of incoming transfer students who had completed a bachelor’s degree within four years of transferring into the institution.

- WOU's 4-year graduation rate for transfers is roughly comparable to the median of our peers, including other regional public universities in Oregon.

How do 6-year graduation rates, broken out by **race and ethnicity**, compare to our peers? This data is for first-time, full-time students who entered in 2013.



Some observations:

- WOU outpaces our peers for graduation rates for Native Hawaiian and other Pacific Islander students, though that rate lags WOU's overall graduation rate.
- WOU lags our peers for graduation rates for other groups, though in 2019 we were close to our peers' medians for Hispanic and American Indian/Native American students.

Source: 2019 IPEDS data

[WOU's Peer Comparators](#)

## Graduate Programs

Overall, enrollment in graduate programs for Spring and Summer 2021 is showing a promising upward trend. Spring 2021 enrollment is up 5.7% compared to Spring 2020 and Summer 2021 enrollment is up by 10% compared to Summer 2020.

The new Accelerated Undergraduate to Master's Pathway (AUMPathway) has launched, including a new [website](#) with information for current and prospective students and faculty. There are currently 4 pathways from WOU undergraduate programs to master's program and more on the horizon. This new initiative provides an excellent new opportunity for WOU undergraduate students to pursue a master's degree in a time- and cost-effective way. Undergraduate students admitted into an AUMPathway are able to take courses in their senior year that count toward both the completion of their undergraduate degree and a master's degree. With careful planning, this means that completing a master's degree will only take 1 year for most students in an AUMPathway.

### **Sponsored Projects Office**

In FY 2021 (as of 5/12/21), 60 external funding proposals have been submitted, totaling \$16,188,670 in requested funds. To date, 23 of these awards have been funded, totaling \$1,782,845. Compared to this time last year, our submission rate has increased by 43%, which is a promising upward trend.

### **Academic Innovation**

Academic Innovation is excited to announce an expansion to one of our core programs, Catalyst! When Catalyst launched in Summer 2020, we had only one version that focused on foundational teaching principles for online and remote instruction. This summer, we are expanding the topics Catalyst explores and offering 4 different versions of Catalyst, each of which will focus on a specific pedagogical topic or instructional approach.

Check out [Academic Innovation's Catalyst webpage](#) for details on the program, new focuses, time commitment, and available incentives.

### **Academic Effectiveness**

**Program Review.** Dr. Baltzley, Associate Provost for Academic Effectiveness hosted five Zoom sessions to answer questions about academic program review, which is done on a seven-year-cycle. The majority of attendees were from programs that will begin their Program Review process in the 2021-22 academic year. In each session, a faculty member from a program that previously completed the Program Review process attended in order to answer questions and share their perspective—Dr. Margaret Manoogian (Gerontology), Prof. Tim Coward (Dance), and Dr. Lars Soderlund (English Studies) each volunteered their time as our Program Review “veterans”.

**Annual Program Assessment.** Dr. Baltzley, Associate Provost for Academic Effectiveness has completed a review of the 2019-20 Program Assessment Reports that have been submitted. He sent feedback to all programs regarding their individual reports, and also provided a summary review of all the reports. His summary report is available on the Academic Effectiveness website. In brief, similar to last year we used an assessment rubric to evaluate practices. The Program Assessment Reports showed improvement compared to the 2018-19 Program Assessment Reports. Similar to last year, the principle strength in our assessment practices is in the data collection and analysis process. Our primary weakness continues to be in the timely reporting of our assessment data.

**Graduate Studies Professional Learning Community (PLC).** The Graduate Studies PLC has completed draft rubrics for the new Graduate Learning Outcomes. The Graduate Studies PLC plans to present the draft rubrics to the Faculty Senate on May 25<sup>th</sup>, 2021. This is an important step in refining our academic assessment processes.

**Institutional Research.** With assistance from the Business Office, the Financial Aid Office, the Registrar's Office, and University Computing Solutions, the Institutional Research Office has:

- Completed the Spring IPEDS report
- Completed the US News Best Colleges Financial Aid Survey
- Reviewed the HECC SSCM data
- Provided data to support tenure-track line requests in the College of Liberal Arts and Sciences

## **Student Success and Advising**

Student Success and Advising continued to provide support to the students and campus wide initiatives as shared in past reports. In addition to that ongoing work, some updates and successes for Student Success and Advising during Spring term 2021 include the following:

- Our success team developed and launched a term long seminar series on a range of topics for student success such as major exploration, time management/study skills, financial literacy, and growth mindset.
- We have hired a person to fill our short-term Degree Completion Assistant Coordinator and Advisor (to begin in June) to assist Susan Griffin in the Degree Completion Project.
  - As of May 11, we have contacted 363 students to help them develop a plan to return and complete their degree. 110 of those students (30%) have now graduated and an additional 24 students are on track to graduate. This leads to a total of 134 student (37% of students that have been contacted) that have graduated or on track to by the end of Spring 2021.
- Kelly Rush and the success team began working on an early warning projects that consists of utilizing available data to identify groups of



- students struggling academically and doing outreach to offer those students appropriate and timely support. Ultimately the goal of the early warning system is to work with key demographics of students to improve their academic performance by catching indicators of academic struggle early and helping to remedy those issues before they become long term problems.
- Student Success and Advising will hire a second short term advisor position to assist students impacted by COVID-19 in returning and succeeding at WOU. This short-term position will use federal funding.
  - Student Success and Advising set up and coordinated TSOAR advising and registration support (May 14/15) for over 40 advisors and almost 200 students.
    - This included migrating our transfer orientation modules to Canvas and launching the virtual WOU Network platform for incoming transfer students.

### College of Education

- A workshop titled Advancing Race, Equity, and Social Justice in Early Childhood was held on Thursday, May 13<sup>th</sup> bringing together 300 early learning specialists from across Oregon to hear from Dr. Amittia Parker joining from the University of Kansas. This event was co-sponsored by the Early Childhood Program in the Division of Education and Leadership, the Marion and Polk Early Learning Hub, and Mid-Willamette Valley Community Action.
- An Asian, Asian American, and Pacific Islanders (AAPI) Heritage Month Celebration occurred on Wednesday, May 19<sup>th</sup> bringing together faculty in educator preparation, current and future teachers, and Dr. Kevin Kumashiro from the Anti-Asian Racism and the BIPOC Solidarity Healing Circle. Dr. Kumashiro is a globally recognized leader in education for justice and equity. This event was co-sponsored by the College of Education Office of Justice, Equity, Diversity, and Inclusion (COE JEDI), the Division of Education and Leadership, and in partnership with BIPOCATOREGONUNIVERSITIES Instagram.
- The Polk County COVID contact tracing project is leading to full-time employment for at least four of the student team members as each of them prepare to start jobs before graduation! One graduate will be working as a Health Services Supervisor with Family Building Blocks. Three others will serve as health navigators with Samaritan Health Services, Benton County Health, and Polk County Health. Their authentic experiences at Western led directly to employment in Public Health doing the work that they love!

## Recognition

***Monmouth and Independence Chamber of Commerce Educator of the Year Award.*** Congratulations to Dr. Leanne Merrill who received the 2021 Monmouth and Independence Chamber of Commerce Educator of the Year Award. And, it is a double-win for WOU and Math, as the other winner is Jenessa Brehm, who is a recent graduate of the Elementary Mathematics Specialist program at WOU.

***Willamette Promise Recognition.*** Western Oregon University faculty members were awarded the Community Spotlight Award for the month of April by the Willamette Promise Advisory Board.

Adam Whalen at Willamette Educational Service District wrote “It was truly a privilege to present these awards to Dr. Patricia Gimenez-Eguibar and Dr. Claudia Costagliola, two dynamic and innovative faculty members that have made outstanding contributions to our program over the years. In addition to the attached awards, I’ve included the narrative (below) that I read while they received the awards this morning at our virtual board meeting.”

*“The Willamette Promise Advisory Board would like to formally recognize Dr. Patricia Gimenez-Eguibar and Dr. Claudia Costagliola for their outstanding contributions to the Willamette Promise program.*

*Patricia has been very involved in the Willamette Promise since our inception in 2015. Throughout this time, her innovations in Spanish assessment design have elevated the work of the program to new heights and her work has resulted in the Willamette Promise Dual Credit Spanish program being one of the most successful second-language Dual Credit programs in the state of Oregon. Her tireless work, dedication, and commitment to continuous improvement of Willamette Promise assessment materials has positively impacted thousands of students around our state.*

*Claudia joined forces with Patricia last year in the work of coordinating the Spanish assessment efforts on behalf of Western Oregon University. Alongside Patricia, Claudia spent her summer and much of this school year designing our new innovative language assessment where students can test from home in order to earn Willamette Promise Spanish credit. Claudia took the lead on the assessment vetting and approval process and spent hundreds of hours reviewing every detail of the assessment, multiple times, to ensure that the rigorous exam met the expectations of all of our stakeholders.*

*Together, Claudia and Patricia make an incredible team and their collaboration has led to much success. Last month, the Oregon Department of Education approved the WP Spanish online assessment as one of the approved measures to offer the Seal of Biliteracy. WP remains the only program in the state of Oregon*

*that has created a uniformed assessment administered across multiple districts that has been approved to offer this credential (and we've had it approved twice!)."*

**Thomas Higdon Gentle Endowed Professor of Education.** Each year, the College of Education, in partnership with the WOU Foundation, recognizes outstanding faculty with as the Thomas Higdon Gentle Endowed Professor of Education. Faculty serve one-year terms in this role and complete projects that advance their scholarship, service, and commitments to teaching excellence in academic programs in the College of Education. The incoming T.H. Gentle Professors for 2021-2022 are Dr. Megan Patton-Lopez from the Division of Health and Exercise Science and Dr. Melanie Landon-Hays from the Division of Education and Leadership.

**Student Writing Awards.** The Meyer Prize for Outstanding Student Essay and the Sears Prize for Poetry are both endowed annual writing competitions judged by a team of English faculty members, with cash prizes for the winners.

Myer's Prize for Outstanding Student Essay:

1. Katy Tripp, "Heart of Darkness and the Failure of Identity"
2. Sam Marshall, "Break out the Boat, It's a Morality Trip Downriver"

Peter Sears Poetry Prize:

First Prize: Kit Evans, "Riverbed Blues"

Second Prize: Molly Gale, "Junk Drawer"

Third Prize, Trinity Herr, "[When you ask me what we'll do . . .]"

[Click here to view winning Peter Sears poems.](#)



# Academic & Student Affairs Committee 5/25/2021

Kella Helyer  
Director of Financial Aid

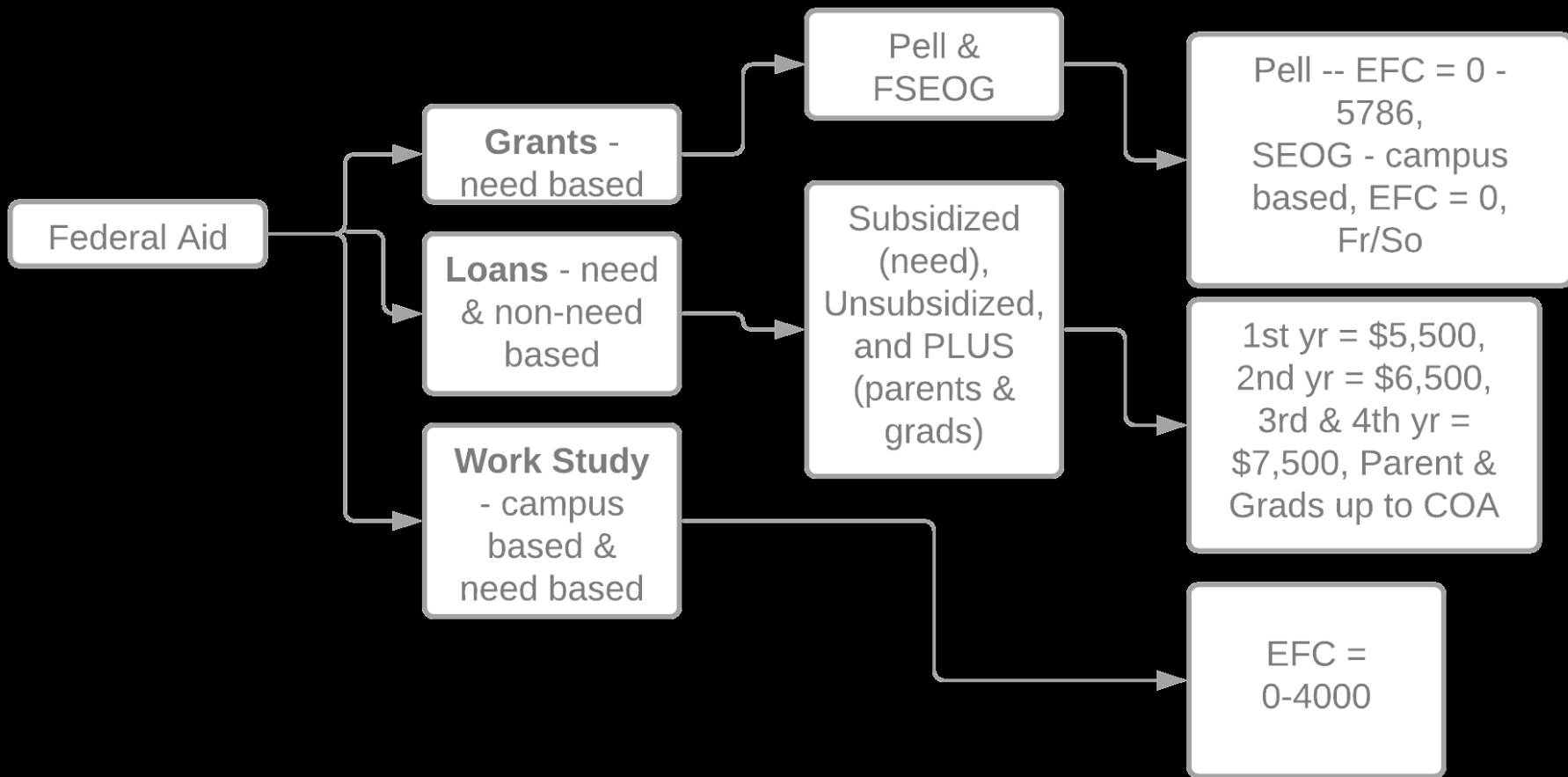


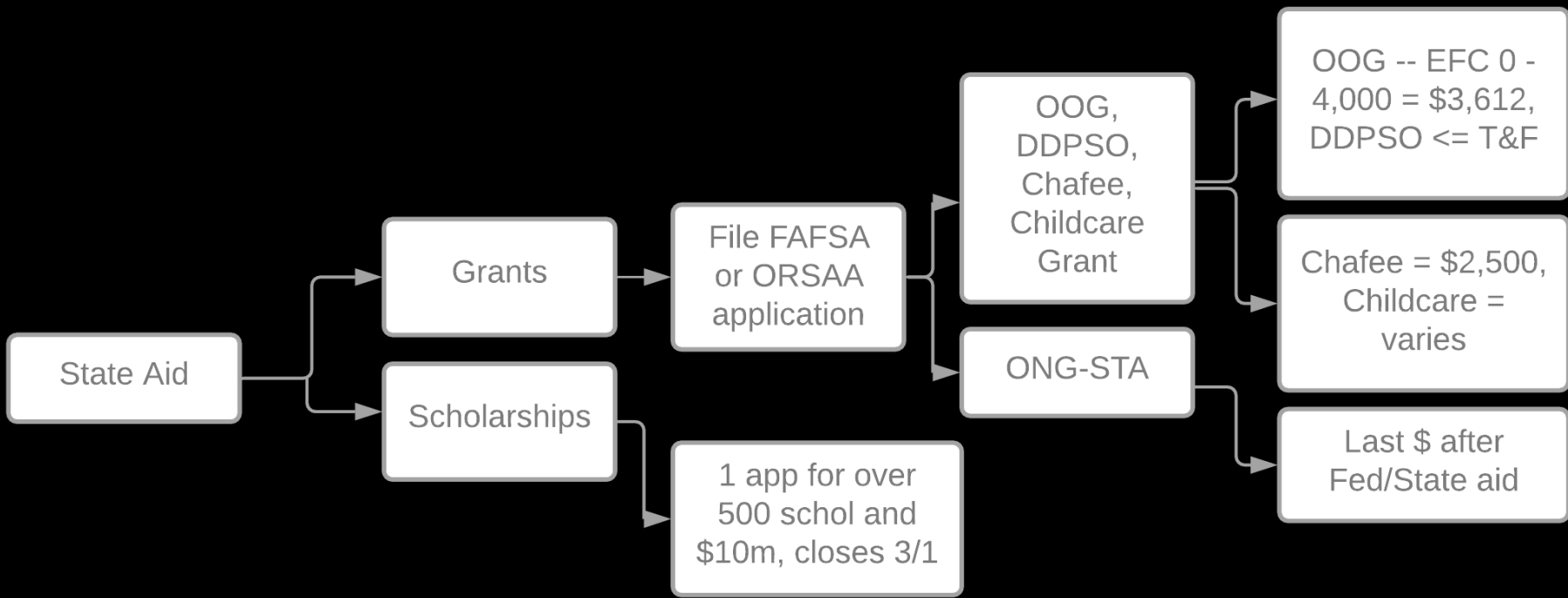
Western Oregon  
UNIVERSITY

# Sources and Types of Aid Available

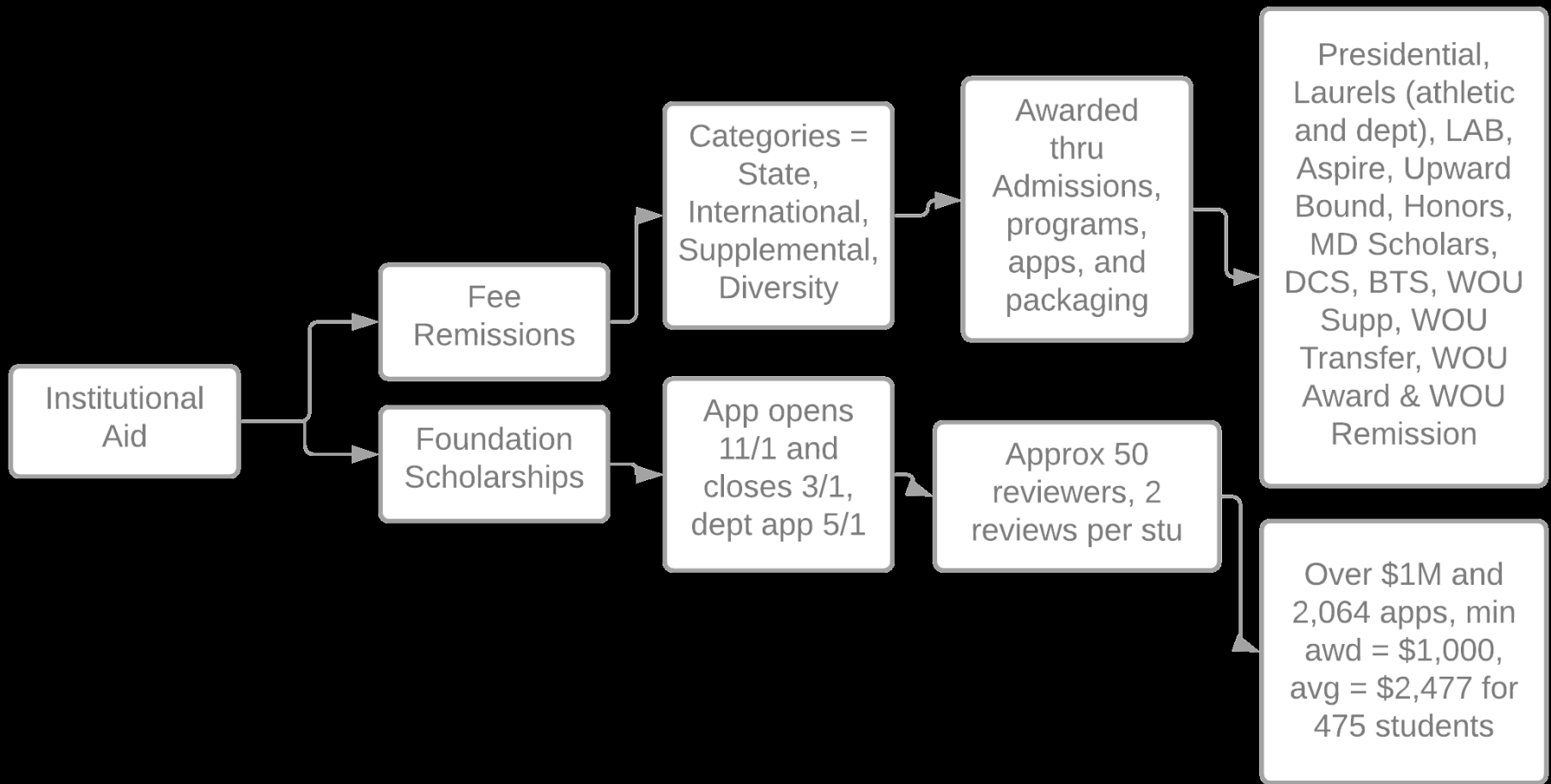
- Federal
  - Grants
  - Loans
  - Work Study
- State
  - Grants
  - Scholarships
- Institutional
  - Fee Remissions
  - Foundation Scholarships
- Private
  - Loans
  - Scholarships



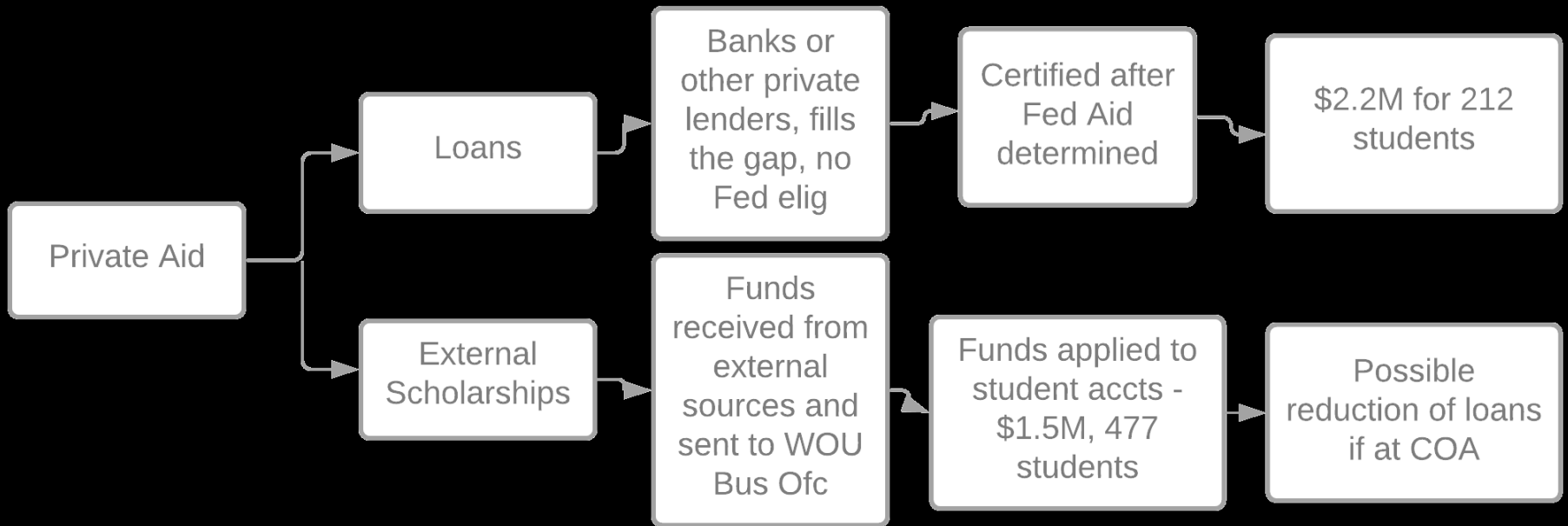












# Cost of Attendance vs Award Offer

## COA Budget

- Tuition \$8,460
- Mandatory Fees \$1,809
- Room & Board \$10,803
- Books & Supplies \$1,200
- Trans/Misc \$2,460

**Budget Total \$24,732**

## Award Offer

- Pell Grant \$6,495
- FSEOG \$900
- OOG \$3,612
- Direct Sub Loan \$3,500
- Direct Unsub Loan \$2000

**Award Total \$16,507**

**Gap in Funding = \$8,225**



# Questions?

