



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

Meeting No. 25 – April 8, 2022

10:00am – 12:00pm

Via [Zoom](#) | By Phone: 1-253-215-8782

Meeting ID: 893 2423 4849 | Passcode: 700481

AGENDA

I. CALL-TO-MEETING AND ROLL CALL

II. COMMITTEE CHAIR'S WELCOME

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2) Academic proposals:

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VII. ADJOURNMENT



**Western Oregon University Board of Trustees:
Academic & Student Affairs Committee
Meeting No. 24 – February 1, 2022
2:00pm – 4:00pm**

MEETING MINUTES

I. CALL-TO-MEETING AND ROLL CALL

Committee members: Danielle Campbell, Susan Castillo, Linda Herrera, Malissa Larson

Others present: Mike Baltzley, Marion Barnes, Chelle Batchelor, Sunhee Bitter, Keats Chaves, Lacey Davis, Amber Deets, Gary Dukes, Megan Habermann, Paige Jackson, Dave McDonald, Jessica Murfin, Bev West, Rob Winningham

II. COMMITTEE CHAIR'S WELCOME

Trustee Malissa Larson called the meeting to order at 2:03pm and gave a brief welcome message in place of Chair Jaime Arredondo, who is out on leave.

III. CONSENT AGENDA

- 1) [May 25, 2021 Meeting Minutes](#)
- 2) [November 2, 2021 Meeting Minutes](#)

Trustee Susan Castillo moved to accept the minutes as written; Trustee Danielle Campbell seconded. Minutes were approved with no changes.

IV. ACTION ITEMS:

- 1) Academic proposal:
 - a. [Graduate Certificate in Writing Theory & Practice for In-Service Teachers](#)

Provost Winningham gave an overview of the proposed Graduate Certificate. The need for this certificate was identified out of the work between WOU and Willamette Promise; the WOU instructors overseeing the work with the Willamette Promise high school accelerated learning program identified a need for more training for high school teachers teaching dual credit courses, specifically Writing 121/122. This eighteen-credit online graduate certificate will offer in-service high school teachers the opportunity to develop disciplinary knowledge of teaching composition, benefitting writing instruction in the high school classroom and preparing high school teachers for dual enrollment instruction.

In addition to serving Oregon, this proposed online certificate will provide sufficient graduate level credits in a specialty area to satisfy the Higher Learning Commission requirements for dual credit writing teachers in the Midwest region.



Most courses will take place over the summer, with two additional courses being added that will be built out of the summer budget. Despite lower enrollment during summer, there has been an increase in net revenue from summer school; both deans have a pot of money to make choices for which courses to offer over the summer, and the courses from this certificate will be offered through this budget if approved.

In addition to tuition revenue, the certificate program will receive \$1500 from the state and Student Success and Completion Model (SSCM) funding.

Trustee Malissa Larson noted that the written proposal states there is another certificate program offered in Oregon that is similar but does not perform the same work. Trustee Larson asked for clarification on where the other program is and what work it does. Provost Winningham was unable to respond with a specific answer but noted from the proposal that George Fox has a Certificate in the Teaching of Writing with connection to Lewis and Clark College, but this program is focused on K-12 teaching for all K-12 educators, not dual enrollment for high schools.

Trustee Susan Castillo moved to approve the introduction of the proposal; Trustee Danielle Campbell seconded.

V. REPORT & DISCUSSION ITEMS:

1) Academic Affairs Update | [Vice President Report](#)

Dr. Winningham provided a report for Academic Affairs.

The university is in the second year of a marketing RFP. One of the biggest concerns of the division chairs is that there is not enough focus on marketing their programs. Marcom does not market individual programs, but Dr. Winningham has been working with Marion Barnes. He noted that Academic Affairs has provided \$45,000 available from a position vacancy and Marcom provided \$25,000 from their marketing budget. In an RFP last year, \$65,000 was offered to 13 different programs; this year there is an RFP out, including funding for community college outreach, in addition to targeted social media ad buys and proposals for swag to bring to community colleges. The university has tried to target niche audiences that the faculty could reach; examples included a proposal to market the new Theatre Education major through the purchase of space in local community theatre programs, the chemistry department's Chemistry is a Blast event, and the art department's T-shirt design contest.

The college restructure project is intended to balance the university's academic units. Currently, the College of Liberal Arts and Sciences has eight academic divisions, including professional and pre-professional programs in addition to the liberal arts and sciences programs. The College of Education has three division that encompass more than teacher prep programs. The university's unique structure creates large inequities between academic units: there are two colleges and 11 academic divisions, with departments in Liberal Arts and Sciences and programs in College of Education. This makes automatic approval processes challenging.



There are also inequities in faculty workload, as, depending on their department, some faculty can have over 30 advisees at a time while others will have less than five. This also extends to committee assignments, as some very small divisions need to fill several university-wide committees, while larger divisions may only average one committee assignment. Twenty percent of tenured faculty's time is for service, advising, and scholarship, but with the time-consuming committees, it's easy to go over that 20%.

With the current structure, there isn't a home for health sciences, including the newly approved Doctor of Physical Therapy and an Occupational Therapy doctorate that is expected to be proposed before the restructure.

The university is convening a taskforce, including the four college deans, with the deans of Library and Academic Innovation and Graduate Studies and Research acting as senior administrators. The taskforce will also include one representative from each academic division and the library; two administrative program assistants working in the division offices; one additional staff member; and ex officio members. This work is modeled after the work performed for the strategic plan, with intense work occurring over the summer. Expected outcomes include researching how other universities structure their academic programs and compensate program leaders. The taskforce is also looking for a proposed academic unit structure that balances leadership, advising, and service loads and examine possible synergies.

The taskforce will present at two townhalls in the Fall; the campus community will get to provide input, though the final decision will be in consultation with the new president.

The university is on a seven-year accreditation cycle with the NWCCU and is preparing the six-year report to be sent out later this month. Sue Monahan and Dr. Katherine Schmidt are responsible for writing this year's report, and an estimated fifty other people have also participated in preparing the report.

The library has received a nearly \$15,000 grant to work with internal and external partners to boost COVID vaccine confidence. The library has done a great job of staying open during the pandemic and through the surges and is currently distributing KN95 masks with the help of their student employees. The library has helped distribute the original 13,000 masks that Bev West helped procure, as well as the ones that were just purchased, and will be distributing the N95 masks provided by the state. Masks are available to students in all academic division offices, the library, and campus dining; in addition to faculty, all staff can also now get a packet of KN95 or N95 masks.

The Open Education Resource (OER) program provides textbooks that are free to the public and students. The OER program has given money to community colleges and public universities, and WOU has received more money than any other public university in the statewide program. Faculty, under the leadership of library faculty Sue Kunda, have engaged this program.



WOU has received over \$9,000 in funding for faculty to review OERs, and over \$25,000 for faculty's course redesigns. It is estimated that this work has saved WOU students \$717,000. A lot of these textbooks will stay in use for many years and will continue to be used.

In Fiscal Year 20, WOU has been base funding the library to start its own Open Education Resource program; after this year, Sue Kunda has estimated the program has saved students \$420,000 on a \$30,000 investment.

Western has received more money than any other four-year university in the state. Faculty receive compensation for reviewing OERs and for designing new OERs. Many textbooks will be used for many years. Base funding Library to fund Open Education Resources program. Est. saving students \$430.

Student Success & Advising has a new director, Paige Jackson. Paige was the associate director of advising at University of Oregon.

Student Success & Advising hosted just shy of 800 students in Fall Term. WOU has been given state grant funding to assist students who stopped out during the pandemic and will be using federal money to help pay student accounts by paying fees or helping with tuition. This work has been going on for several years, but the recent work using the federal money has helped 72 students graduate Fall Term; these were all students who had left the institution and been subsequently reenrolled through this very deliberate outreach. There are an anticipated 14 students to graduate Winter Term after reenrollment; in the past few years, over 300 students have been brought back through these reenrollment efforts.

With the hiring and onboarding of Paige Jackson, Student Success & Advising has been focusing on retention efforts. A new outreach effort looking at DFW data and deliberately reaching out to programs to identify courses with high DFW rates. The intention is to help identify the reason those courses have high DFW rates, and to find ways to support students, including potential embedded tutoring in those courses.

Through Academic Effectiveness, overseen by Provost Baltzley, 93% of academic programs had their annual reports completed by December, and more have been submitted since. In 2016, WOU had its major accreditation report and was flagged as having a problem with assessment and continuous improvement, but since then has had sustained improvement thanks to Mike Baltzley and Sue Monahan.

Program Review is another part of the assessment. Each department needs to submit a full program review every seven years; benefits of this process include curricular revisions and updating.

In addition to the program reviews, Associate Provost Baltzley is also helping to make sure syllabi are updated with the correct information.



Baltzley is also leading Institutional Research, completing 20 – 30 ad hoc data reports every month with the IR team. The IR office is preparing to distribute 10 – 15 reports for division chairs; this data will be given to division chairs every quarter and/or every year to help keep programs sustainable by facilitating conversations for improvement.

Reports from Graduate Studies and Research show student enrollment is down 8 students as of January 14; per Amber Deets in the Graduate Studies office, numbers for this Fall are very high; the graduate proportion of the campus population has increased, and WOU is anticipating a significant increase in graduate student enrollment in the future.

Reports from the Sponsored Projects Office, overseen by Dean Hillary Fouts, who WOU is on track for another record year of grant proposals and awards. Last fiscal year, 39 faculty and staff have requested just under \$23 million, up from \$20 million in Fiscal Year 20. Already in Fiscal Year 22, there have been 35 requests seeking \$8 million in external funding. The university has received over \$8 million to run a child substitute teacher program, paying for the hiring of additional support and human resources that don't come out of indirect costs. Noteworthy awards include: \$2.1 million for the Oregon DeafBlind project; \$400,000 from DOJ for the Western Community Policing Institute, in partnership with the newly establish Western Restorative Justice and Reentry Center; \$372,000 for the WOU Bilingual Teacher Pathways program; \$257,000 from the Ford Family Foundation for the Center on Early Learning and Youth Development; and \$491,000 from the Higher Education Coordination Commission (HECC) that funded the degree completion work currently underway.

Transfer Pathways. Kristin Mauro, current director of Transfer Pathways, will be leaving WOU for Chemeketa. Kristin has been working with community college partners to make transfer agreements between WOU and community colleges, including working very closely with Chemeketa. WOU and Chemeketa recently had a summit together and are working on another summit. A transfer agreement is about to be signed between Chemeketa and WOU that would guarantee Chemeketa AAOT recipients admission into WOU. Chemeketa will be heavily promoting this agreement with their student body and with high schools.

Interdisciplinary Studies. The Interdisciplinary Studies major is one of WOU's largest programs and is great for transfer students. Sue Monahan has been leading the administrative side, putting together a wonderful team of faculty members, many of which come from departments with dwindling enrollment. IDS students used to have an average of 192 credits at graduation, but that is now down to 183.5, roughly equivalent to students taking one quarter less to graduate; this is due to curriculum revisions and good advising.

WOU:Salem. In Fall of 2018, WOU was approved to offer classes in Salem; WOU started by renting space from Willamette ESD with an average of 12 students. WOU: Salem shut down in-person classes during the pandemic, but has opened back up. In Fall 2021, WOU:Salem had 12 sections averaging 13.5 students; in Winter 2022, WOU:Salem is 15 sections averaging 17 students as of mid-December. Average enrollment at WOU:Salem is higher than the average enrollment at Monmouth site.



There have been many accomplishments in LAS and COE. The tenth edition of the PURE Insights journal was just published. The journal is an open education resource, and the articles have received over 150,000 downloads, and have been cited in scientific journals.

1) Student Affairs Update | [Vice President Report](#)

Gary Dukes provided an update on Student Affairs.

Numbers for applications and admitted students are up; transfer admits are up 36% this week. Recent and upcoming recruitment events include Exercise Science Career Day, Transfer Student Day, and Criminal Justice Career Day. Application priority deadline was January 15; deadline for applying for scholarships is March 1.

There had been a planned presentation at the full board meeting on a company called Ruffalo Noel Levitz and a program WOU has purchased from them called Class Optimizer. There has historically not been good data on how much financial aid the university is giving to a student and whether that amount was too much or too little Class Optimizer determines how much aid a student needs and how likely they would come to WOU in the fall if they receive that level. RNL also recommended WOU change its merit remission process. For those who are high academic achieving students, WOU guarantees a certain remission amount; RNL recommended WOU up some of the amounts being given at different levels and add another level so that that every student who comes to WOU receives some level of merit remission, guaranteed over the four years they attend. This change is expected to help with the recruiting process.

WOU is converting from PowerFaid to Banner Financial Aid. Banner is already in place as a student information system and financial information system, but the financial aid system has not previously been utilized. This will help interface different areas and allow more people access financial aid information and provide advising based on that information. This conversion will take over a year to complete and involves significant time and energy from both Financial Aid staff and University Computing staff, in addition to an outside company that will assist with the process. The goal is to have all current and incoming students on Banner Financial Aid as of Fall 2023.

Destination Western. The program takes place in the two weeks leading up to New Student Week; this year's Destination Western involved 135 students. New data shows a retention rate between Fall and Winter Term of 96% for students who participated in in Destination Western, compared to 84% for non-Destination Western students. With the positive results, WOU is hopeful the state legislature will continue funding this program.

Student Health & Counselling Center. With the omicron surge, there was the same number of positive cases in the student population in the first week of Winter Term as there had been in all of Fall Term. WOU is working with booster and vaccination clinics, and partnering with Wolf Ride to get students to clinics.

Students are continuing to meet SHCC counselors in person.



Housing and Dining. 866 students are currently living on campus down from pre-COVID (1066 students). Reservations for Fall 2022 are lagging as students are taking longer this year to make decisions about college. There is an application fee for housing, and while that is applied to students' first room and board bill, the upfront cost is causing people to delay. Staffing in dining facilities is down; current staffing is only about 60 – 70% of student staff because there has been difficulty finding students to work in the dining hall. There is also a shortage of professional staff in the dining hall. Students are frustrated with the effects of the shortages, including the library coffee shop that hasn't been reopened due to staff shortages. There is current consideration of self-service in areas like the library coffee shop.

Student staff shortages are happening across campus, not just housing/dining; this mirrors real-world unemployment trends.

WOU has resubmitted a reapplication for Upward Bound, a \$1.5 million U.S. Department of Education TRiO grant; the five-year program services Dallas and Independence (Central HS). WOU will find out this summer if the proposal was successful.

Veterans Resource Center. VRC was recently successful in obtaining a continuation of their Oregon Department of Veterans Affairs grant. The grant is for \$58,635, lower than in previous years, as the ODVA was more selective in what they would fund this year. The grant will help fund the PAVE (Peer Advisors for Veterans Education) program, as the funding helps train peer advisors.

The VRC sponsored the first annual Ugly Sweater Ruck N' Run.

Child Development Center. All three class are reopening after a closure due to COVID.

Incidental Fee Process. Incidental fees fund various areas like athletics, the Werner University Center, and Student Activities student government, and disability services for students. A nine-member panel decides what areas receive those funds, and then set a budget based on that. The committee started in January. Because of COVID, last year's committee charged all students incidental fees, regardless of whether or not they were taking in-person classes. Online-only students were unhappy with this charge for services they don't have access to, and this year, the committee is trying to get back to not charging incidental fees to online-only students.

MLK Week. Five Black students put together a video about their lived experiences for MLK Week titled "Sincerely." Dr. Reginald Richardson gave a keynote address and panel. The Black Student Union held a scholarship fundraising event with a goal of \$2,022, and they raised over \$6,000.

Diversity, Equity, and Inclusion. In November, Dr. Luhui Whitebear from Oregon State University spoke to WOU staff regarding Murdered and Missing Indigenous Women. A recording of the presentation is available.



In December, Student Affairs partnered with Academic Affairs to offer Search Advocacy training to 30 staff from both divisions and cabinet.

Student Affairs hosted Emily Prado, a local first-generation college student and author of the award-winning nonfiction book *Funeral for Flaca*. The event was originally designed for division staff and was later expanded to campus as a whole; the event was at max capacity for the room, and about 25 students participated in a writing workshop that followed the reading; the workshop was in partnership with the Writing Center.

National Student Exchange. The domestic study abroad program includes U.S. institutions, the Virgin Islands, and some schools in Canada, and is an alternative to study abroad. Five WOU students participated in the program during Fall Term.

Basic Needs Coordinator. WOU recently hired a Basic Needs Coordinator using funds provided to all state schools to hire at least one Basic Needs Coordinator for the campus. The Basic Needs Coordinator assists with the food pantry, Stitch Closet, and helps identify resources on campus and in the community for struggling students.

Men's Rugby. The Men's Rugby team placed 3rd at the National Collegiate Rugby Championships in Houston, Texas.

VI. SHOWCASE: [Partnerships](#) | Jessica Murfin

Overview of our current external partnerships and explore opportunities designed to bring new students and revenue to WOU. An update will be provided by Jessica Murfin, WOU's Partnership Specialist.

Jessica Murfin has been working with deans, department heads, and division chairs to find out which WOU programs are working well, and which programs need more support and/or resources, including staff, funding, or advertising.

Professional development workshops. These workshops are different from courses—they are not for credit, not on transcripts, and people who complete them get a certificate that is specially branded for that workshop. The first series is focused on Justice, Equity, Diversity, and Inclusion. Jaclyn Caires-Hurley, Greg Willeford, and Ariel Zimmer Suel led a workshop in Winter 2020 called Racial Understanding and Healing; they have since updated the workshop to JEDI 101 in the Workplace, a 10-week workshop. Greg Willeford will also be hosting a racial justice series of workshops.

The Professional Development Workshop website (wou.edu/prodev) is now live with the help of Marion Barnes and Danielle Gauntz in MarCom.

There are plans to expand the catalogue of workshops based on need. The registration page is live; people can register for any course with a date. The workshop registration and facilitation process were developed with the assistance of Shea Hawes, Dona Vasas, Ben Hayes, and Tracy Wicks.



Jessica Murfin, Rob Winningham, Dave McDonald, and Jay Kenton have been having meetings regarding workforce development. They have met with Jenn Baker, Labor Policy Advisor and Legislative Director, and Jennifer Purcell, Workforce Policy Advisor, from the Office of Gov. Kate Brown. The group has also met with Adam Crawford, the External Relations Director for the Department of Administrative Services. The group has also had meetings with Melissa Unger, director of SEIU Local; Melissa gave feedback to the group, including pursuing the possibility of a 15% tuition discount through their Membership Advantages Program for non-State workers in SEIU.

The conversation with Melissa Unger led to the Oregon State Workers Educational Enhancement Training and Employee Retention (SWEETER) Proposal. SWEETER is meant to address the component of recruitment. There is no application fee, an online application, and the program is offered at no-cost to employees. There will be different training and education opportunities developed in conjunction with SEIU, various agency representatives, and WOU, including an expanded support team of academic advisors, admissions counselors, financial aid counselors, and other support personnel. The program is designed to set quintessential adult learners up for student success. Courses will be offered in different modalities (in-person, hybrid, online), and there will be integrated internship opportunities for accelerated professional development for current and potential employees to gain the skills they need for entry and advancement. The proposal is seeking \$5 million.

Jessica passed the slideshow to Dave McDonald for further updates. Dave provided an updated number of about 4,000 students, rather than the originally estimated 1,000 students, that the \$5 million would serve through a combination of engagement opportunities, including for-credit courses, professional development opportunities, workshops, and one-on-one sessions. This is not a policy bill—this is a spending request that has been well-received by elected officials.

The Governor has put forward a large workforce initiative; however, that initiative is focused on short-term training designed for the private sector. Oregon SWEETER will be complementing, not competing with, the Governor's initiative, and will be addressing the 3,000 job openings the state currently has.

Dave passed the presentation back to Jessica.

Jessica presented all membership benefits of the Salem Chamber of Commerce. WOU:Salem has been switched to the primary membership entity for WOU, and the Monmouth campus has been changed to be the auxiliary entity. WOU's membership has also been upgraded to Connector Membership, which offers a business spotlight that is sent out as a social media blast, ribbon ceremony, and the option to host greeters events to network and raise visibility for the Salem campus. Jessica was able to advertise the workshops through the Chamber of Commerce Greeters Facebook group, and has been able to use that group for networking for WOU:Salem.

Jessica has also been having external meetings with various local city leaders regarding the professional development workshops.



Jessica opened the presentation for questions. Trustee Herrera asked if workshops will be part of the cultural competency program universities need for staff; Jessica stated there was no current plan for this, but that the topic has come up in discussions.

VII. ADJOURNMENT

The meeting adjourned at 3:24pm.

March 30th, 2022

RE: Western Oregon University plan in accordance with HB 3375 (2015) biennial review

Dear Board of Trustees,

In accordance with HB 3375 (2015) that tasks Oregon educator preparation programs with recruiting, admitting, retaining, and graduating increasing numbers of culturally and linguistically diverse future teachers, the College of Education faculty, administration, and K-12 district partners submit the 2021 plan titled *Meeting Oregon's Education Workforce Needs*. HB 3375 requires that local Boards review these plans every other year for their "feasibility" and "reasonableness" offering feedback and, ultimately, endorsing the plan. After a review by our Board, the plan will also be presented at a future meeting of the Higher Education Coordinating Commission (HECC).

Meeting Oregon's Education Workforce Needs is the 4th edition of this plan to be reviewed by our Board and each iteration increases in maturity, depth, and detail. Previous editions focused on understanding the university context supporting (or inhibiting) the goals of HB 3375 and data suggested that a positive and supportive campus climate contributed to potential for success. This edition is focused on a series of innovations designed to (a) increase accessibility to degree completion and licensure pathways including lowering costs and delivering more online, hybrid, and Saturday offerings and developing more robust 2+2 pathways in partnership with Oregon community colleges; (b) increase retention within programs through development of robust and supportive professional communities and (c) focusing on anti-racist educator preparation curricula focusing on the transformative power of teaching, learning, and advocacy.

The educator programs are preparing for a site visit in November 2022 by the Council for Accreditation of Educator Programs (CAEP) as part of our ongoing national accreditation efforts. As part of these processes, educator programs submitted this plan as a part of the CAEP requirement to have a recruitment plan that addresses the local, regional, and national needs of the educator workforce. These goals are identical to the goals of HB 3375 and so a single document was prepared for both uses. As a part of the CAEP review processes, more than a dozen K-12 school district partners also reviewed *Meeting Oregon's Education Workforce Needs* and gave insightful feedback suggesting that we continue to focus on lowering costs, improve anti-racist preparation practices, and become more involved in preparation efforts supporting future Black teachers. We are in discussions with several partners around how to do this more effectively.

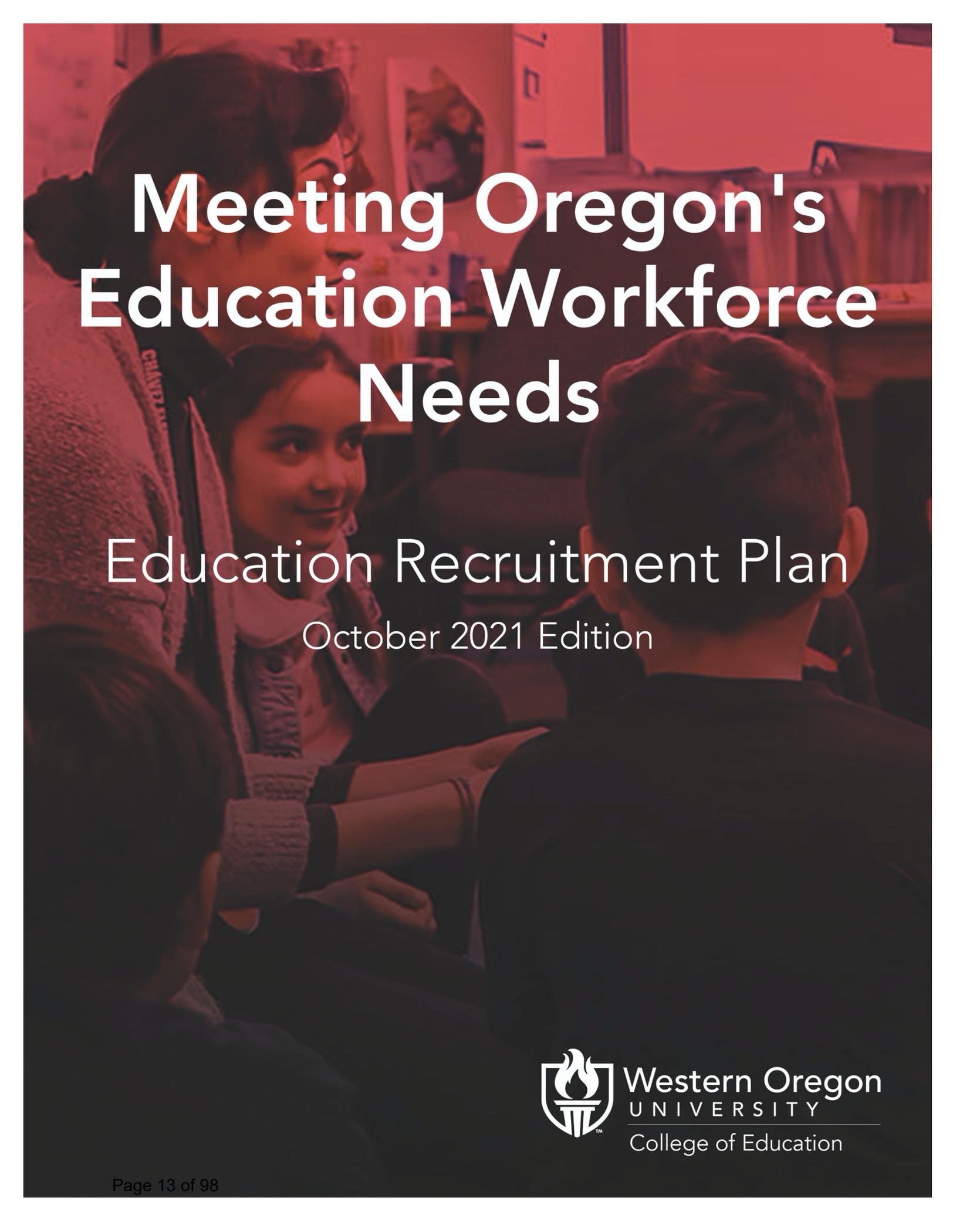
I look forward to sharing more details from *Meeting Oregon's Education Workforce Needs* and responding to Board questions and comments.

Sincerely,



Mark Girod
Dean, College of Education
Western Oregon University





Meeting Oregon's Education Workforce Needs

Education Recruitment Plan

October 2021 Edition



Western Oregon
UNIVERSITY

College of Education

Preamble

The educator programs at Western Oregon University have always sought to be responsive to the needs of Oregon schools, districts, and communities. Our programs prepare large numbers of classroom teachers each year and we recognize the responsibility we have to contribute to educator workforce development across the state. In 2015, the Oregon legislature passed HB 3375 that requires public universities to file plans indicating how they will “recruit, retain, admit, and graduate increasing numbers of culturally and linguistically diverse future teachers.” Building an educator workforce that matches the demographics of the K-12 children in Oregon became the major goal and several legislative actions, investments, and state agency efforts since 2015 have all contributed to these goals.

In large part, due to the requirements of HB 3375, Western Oregon University has prepared a report or plan documenting efforts to recruit, retain, and graduate the educators that Oregon needs for several years. A previous version of this plan focused on the contextual factors or the university-level factors that contributed to effective recruitment. Another version focused on retention within programs and documented efforts to retain a diverse population of future educators in educator preparation programs. Lessons learned from these reports were that Western Oregon University has a context conducive to support the diversification of the educator workforce and that the education programs do not represent a barrier for culturally and linguistically diverse future teachers. Though these issues have been previously investigated, they are not closed or resolved. Education faculty continue to work to develop supportive contexts and understand the lived experiences of those students moving through our programs. However, this version of our Recruitment Plan focuses on a broad range of change strategies implemented recently that are all working in concert to develop the educator workforce needed in Oregon. All versions of our Recruitment Plans can be found at the College of Education website and in our CAEP Self-Study Report.

The educator programs at Western are the longest running, continuously nationally accredited programs in the state holding accreditation since 1954. As we prepare for our upcoming site visit in 2022, we are finding that our Recruitment Plan is driving a great deal of our Quality Assurances System work including investigations of our recruitment funnel, matriculation, and employment. We spend enormous time and energy coordinating with district partners, aligning efforts, braiding funds, and searching for synergy in our region to accomplish our educator workforce development goals. We believe strongly in the theory of change that we can affect positive outcomes for children, families, and communities if we invest in, support, and build an educator workforce that is effective and shares the cultural and linguistic assets of our region. This has become our core work and it drives enormous innovation on our campus and within our programs.

For these reasons, we are proud to present the October, 2021 version of our Educator Preparation Recruitment Plan titled, *Meeting Oregon's Education Workforce Needs*.

Overview

Western Oregon University has a positive and supportive campus climate that contributes to the effectiveness of efforts to recruit, retain, and graduate increasing numbers of culturally and linguistically diverse students. Institutionally, our student population was 38.6% non-white in fall '20 (WOU, Institutional Research) with a 19.6% Latinx population. Western aspires to become the first four-year, public university in the state to qualify as a Hispanic Serving Institution, a designation

bestowed by the Hispanic Association of Colleges and Universities (HACU). The faculty demographics at Western do not currently match the diversity of our student population. Though 24.3% of our total instructional faculty report as non-white, only 5.2% of them are Latinx. Clearly, our campus has progress to be made around building the faculty (and staff) workforce that matches the demographics of our university students. It is essential to bring faculty to campus with cultural and linguistic assets that are similar to our major student groups.

Interestingly, during summer 2021, the College of Education conducted a language asset analysis of all faculty and staff and learned that, despite the university demographics, 56% of tenured and tenure track faculty and 36% of the staff in the College of Education report being bilingual. Spanish and American Sign Language represented the most common linguistic assets for our employees followed next by Chinese, Taiwanese, Arabic, German, French, Italian, Portuguese, Italian, and Quechua. These assets are critical to support the targets and goals pursued in educator preparation.

Finally, Western Oregon University has an active University Diversity and Inclusion Advisory Committee (UDIAC) that reports directly to the President. Supported by UDIAC and an active student advocacy group, Western is preparing to launch a search for an inaugural, cabinet-level Diversity Officer. Our campus is excited about this opportunity to align resources and innovations with our mission and goals and to continue to make progress toward becoming more deeply inclusive and diverse in all ways.

It is within this supportive institutional climate that the educator programs Recruitment Plan is situated. More details about university context salient to our goals can be found in previous reports.

Educator Program Targets

Oregon is fortunate to have a supportive policy context relative to educator workforce development. The system is far from perfect as evidenced by the lack of a comprehensive educator supply and demand report in the last decade, but relative to building a culturally and linguistically diverse workforce, several positive alignments and tools exist. Since 2016, the Educator Advancement Council has published the annual Oregon Educator Equity Report which reviews available data on the status of the educator workforce and the children of Oregon relative to cultural and linguistic assets. This comprehensive report serves as a compass relative to these outcomes though without accompanying supply and demand information the nuances of how need is parsed by educator license type, endorsement area, and for geographics regions of the state continues to be unknown. However, the main targets remain clear in that 38.5% of the children in Oregon are ethnically diverse (2019-2020) while only 10.9% of the teachers are ethnically diverse (2019-2020). Unfortunately, only 21.5% of the initial licensure completers in Oregon are ethnically diverse (2018-2019) so Oregon is actually losing ground relative to building a workforce that matches the diversity of our students.

Given this context, and as codified in our 2020 Recruitment Plan, educator programs have two major targets toward which much effort is directed. These targets include:

- Target 1: To recruit, retain, admit, and graduate increasing numbers of culturally and linguistically diverse future educators as necessary to match the cultural and linguistic assets found in Oregon's children, families, and communities.

Target 2: To prepare the types of educators needed to meet workforce needs in our region and in the state. Specifically, to prepare increasing numbers of special education teachers and bilingual teachers.

Clearly, there is overlap between these two targets as we also aspire to prepare increasing numbers of culturally and linguistically diverse special education teachers and other combinations at the intersection of these two targets. The targets are not mutually exclusive and supporting one often also supports the other. Change strategies designed to work toward these targets, therefore, often influence both targets simultaneously but we report them separately so that we can more easily set and monitor goals and progress toward those targets over time.

It is important to understand that these targets are the most salient in our region. We have other outcomes that we care about including preparing more advanced mathematics teachers, more Spanish teachers, more deaf education teachers, and even increasing numbers of elementary teachers. Oregon has teetered on the edge of a qualified teacher shortage for many years and simply increasing the number of licensed educators is also an outcome that matters at Western. The state of Oregon needs Western Oregon University to contribute in each of these ways and, like with our two major targets, these other outcomes are also supported by our change strategies. However, we will judge ourselves against these two targets, specifically.

Supportive Contextual Work

Before we take a deep dive into the change strategies that we have implemented and the goals identified to help us move toward the two broad targets, we share important contextual work underway that we believe also contributes to our abilities to reach our targets. We divide these contextual elements into (a) external policy and partnership efforts and (b) internal anti-racist and inclusive practices.

External partnerships and policy participation

Educator Advancement Council and Regional Educator Networks. Western education faculty have worked hard to develop partnerships and serve on committees and organizations that are helping to lead implementation of changes around the state relative to preparing the educator workforce needed. Dean Mark Girod serves as a Director with the Educator Advancement Council (EAC) and participates in monthly policy and implementation meetings associated with education workforce development issues. The EAC also has representatives from the Oregon Department of Education (ODE), the Early Learning Division (ELD), Teacher Standards and Practices Commission (TSPC), and the Higher Education Coordinating Council (HECC) and is an intra-agency group committed to educator workforce development. EAC Directors also include key legislators so there is a tight connection to policy actions.

The Educator Advancement Council funds ten Regional Educator Networks (RENs) around Oregon focused on local district participation and the identification and solving of local educator workforce needs. Dr. Maria Dantas-Whitney serves on the coordinating body of the REN organized out of the Northwest Regional Education Service District (NWRESA) that serves districts in Washington, Columbia, Clatsop, and Tillamook counties. Dr. Cindy Ryan serves on the coordinating body of the REN organized out of Douglas ESD serving Douglas county school districts including critical rural and tribal communities. Dean Mark Girod also serves on the coordinating body for the

South Coast to Valley (SC2V) REN organized out of Willamette ESD that also serves the South Coast ESD. Together the SC2V REN serves the districts of Polk, Marion, Yamhill, Coos, and Curry counties. As the RENs were being established, Western also signed on as partners with the REN serving both Clackamas and Multnomah ESDs serving Clackamas and Multnomah counties and also the REN supporting Lane ESD and Linn Benton Lincoln ESD serving each of those four counties as well. In total, we identify our partnership footprint as a contiguous group of 16 counties serving more than 80% of Oregon's schools, teachers, and children. Our goal is to be the best higher education partner possible to all educators, districts, communities, and schools in that footprint. Through this, we will serve the needs of Oregon children more effectively.

Mid-Valley Education Collaborative. For more than a decade, Western education faculty met monthly with representatives from the Salem-Keizer School District and other area educator preparation programs including Corban University, Willamette University, and Pacific University. Conversations centered on improvement to practices for recruiting new educators, preparing educators through robust clinical experiences, and then hiring, on-boarding, and mentoring educators to improve retention. These conversations have been incredibly productive and useful in the day-to-day practices of the work we all share together.

In August of 2021, a kick-off meeting was held for the Mid-Valley Education Collaborative (MVEC) which seeks to replicate the powerful and embedded relationships between educator preparation programs and ten mid-valley school districts. Great enthusiasm exists for a continuation of this mid-valley effort and working sub-committees are in development focused on: (a) recruitment and pathways to the profession; (b) preparation, placements, and clinical practices; (c) hiring, retention, mentoring, and professional development; (d) data, evaluation, and research, and; (e) a steering committee for the full group. The organizational leadership for the group is being provided by Willamette ESD but our district partners also span into the Linn Benton Lincoln ESD and two Regional Educator Networks. We are excited about the possibilities that MVEC represents in our region to launch shared solutions to common problems, braid funds and pursue strategic investments, and to model for the rest of the state what it means to collaborate effectively and achieve shared goals.

Statewide Longitudinal Data System. Dr. Mark Robertson, Director of Accreditation in the College of Education at Western, is currently partnering with three other universities, Teacher Standards and Practices Commission, and the Higher Education Coordination Commission's State Longitudinal Data system team. This group is working to create a systematic data file for each Oregon educator preparation program that provides a comprehensive list of program completers and the year they were hired in public schools for all professional positions. This will allow each educator preparation program to look backward to identify rates of emergency licenses awarded, types and locations of specific schools of employment that may inform employer satisfaction, and to monitor retention and promotion of hired completers. This file will also allow for disaggregation into subgroups and contribute to fine-grained analysis of educator workforce preparation and implementation across the state.

Participation on Oregon Education Equity Team. As mentioned previously, since 2016, the Educator Advancement Council has produced a comprehensive Education Equity Report documenting the changing demographics of Oregon's schools, districts, and communities and also the status of the educator profession relative to these same demographics. This report is the definitive statement in Oregon about progress being made (and not) relative to building the education workforce needed to

serve our children and communities. It includes relevant policy changes, relevant state agency changes and reorganizations, and includes promising practices that should be considered for continuing to move the needle. Western is fortunate that faculty member, Dr. Maria Dantas-Whitney, has served continuously on the advisory council for this critical statewide report and we benefit from her insider knowledge and understanding of the issues detailed each year.

Internal anti-racist and inclusive practices

Justice, Equity, Diversity, and Inclusivity. The College of Education recently established the Office of Justice, Equity, Diversity, and Inclusion to support the work necessary in all our programs and practices. COE JEDI centers anti-racism and anti-colonialism in all work in the College of Education. By placing justice first, we amplify the need to name oppression and remove barriers for students, staff, and faculty who traditionally experience inequity, invisibility, and harm in institutions of higher education. COE JEDI works to ensure that our teaching, service, and research is grounded in equity with the aim of preparing socially-responsible teachers and professionals. We seek to become actively informed while advocating for and supporting those who have faced discrimination and racial aggression in schools, workplaces, and society. Our goals include: (a) establish academic, financial, and social support for typically marginalized students; (b) maintain spaces for collective healing and understanding; (c) mediate institutional decision-making with an equity lens, and; (d) become the regional leader in anti-racist education and advocacy for traditionally marginalized communities. More about COE JEDI can be found here: <https://wou.edu/education/jedi/>

Free, anti-racist course. Education faculty partnered with Central School District teachers and administration to conduct deep, meaningful, and sustainable equity work across the entire school district during spring and summer 2021. After strategy discussions, lead faculty were identified at Western and the district-level equity team was identified at Central SD to collaborate, develop, and then implement delivery of a free anti-racist professional development course. Led by Dr. Jaclyn Caires-Hurly and Mandy Olsen at Western, nationally recognized professional development supporters were brought in including Dr. Bettina love from the University of Georgia, Conscious Education Consulting, Resolutions Northwest and Restorative Justice training, the BUENO Center at the University of Colorado, and Gender Spectrum training as well. Building-level equity teams in each of the six district schools and at the district office were convened, building-level implementation plans were developed, and then professional development needs were identified that helped each building-level team work toward implementation. More than 60 participants collaborated on this work and the hope is that significant progress will be made toward building a more inclusive district context. Of course, critical lessons were also learned that will be applied to educator preparation at Western.

Curriculum integration work. Education faculty recently developed an equity framework for curriculum infusion of Oregon's equity initiatives throughout the undergraduate, elementary licensure program coursework. This framework will allow utilization of the wisdom of the state equity initiatives including: (a) American Indian/Alaska Native Education and Tribal History/Shared History; (b) Black/African American Student Education; (c) Emerging Bilinguals (English Learners); (d) Ethnic Studies Standards; (e) LatinX Student Education, and; (f) Holocaust and Genocide Curriculum. This work will model for future teachers that these frameworks can be integrated in logical and useful ways to promote equity, inclusion, and multiculturalism in daily classroom instruction. This work was led by Drs. Kristen Pratt, Ken Carano, and involved several other faculty partners.

Together, these external and internal efforts contribute indirectly to the momentum that allows us to work effectively to meet the targets identified. In the next section, we detail change strategies specific to the major targets and use a set of prompts borrowed from CAEP exemplars including responding to each of these question prompts:

- a) Describe the goal and how it is aligned to the target?
- b) What relevant baseline data is available that informs the goal?
- c) Is achieving the goal feasible?
- d) What strategies or steps will be followed to achieve the goal and what resources are necessary to do so?
- e) What adjustments will be made going forward toward meeting the goal and the associated target?

A summary of all efforts, actions, and responses to these guiding questions are found in Appendix A.

Goals in Alignment with Targets

The educator programs have invested considerable time, energy, and resources in innovations and change strategies designed to work toward the two major targets identified previously. What follows is a thorough description of change strategies, goals, and analysis of the theory of action in accordance with the prompts above.

Target 1: To recruit, retain, admit, and graduate increasing numbers of culturally and linguistically diverse future educators as necessary to match the cultural and linguistic assets found in Oregon’s children, families, and communities.

- a) Describe the goal and how it is aligned to the target?

The multi-faceted nature of Target 1 requires that we identify several goals including each of the following:

Goal 1a: Over the next six years, increase the number of culturally and linguistically diverse students enrolled in our preliminary licensure programs to 45%, estimated to match the percentage of culturally and linguistically diverse K-12 students in Oregon schools.

Goal 1b: Over the next six years, increase the number of culturally and linguistically diverse students completing our preliminary licensure programs to 40%, estimated to match the percentage of culturally and linguistically diverse K-12 students in Oregon schools, including a small gap to allow for losses within the preparation pipeline.

Previous analyses indicated that our preliminary licensure programs have a supportive climate and that retention within programs is not a significant impediment to achieving Target 1 therefore we focus here on simply adding more culturally and linguistically diverse students in our programs and then helping them graduate as a means to achieving Target 1.

- b) What relevant baseline data is available that informs the goal?

Over time, we have set several benchmarks by which to judge our successes relative to recruiting, admitting, retaining, and graduating increasing numbers of culturally and linguistically diverse future teachers.

Table 1. Percentage of culturally and/or linguistically diverse students in educator pathways over time (historical and aspirational goals).

	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>	<u>*20-21</u>	<u>*21-22</u>	<u>22-23</u>	<u>23-24</u>	<u>24-25</u>	<u>25-26</u>	<u>26-27</u>
Applied	16%	20%	34%	30%	30%	32%	35%	38%	40%	45%
Admitted	92%	89%	76%	76%	80%	84%	86%	88%	90%	95%
Enrolled	73%	82%	71%	76%	80%	84%	86%	88%	90%	95%
Completed	16%	19%	32%	30%	30%	32%	34%	36%	38%	40%

*Data during pandemic years has been impacted in ways not yet completely understood. We will continue to drive forward as pandemic conditions abate and pursue our goals to build the educator workforce needed.

Note. It has become increasingly common for students to decline to respond to questions asking them to identify their cultural and/or linguistic demographics. This fact adds significant uncertainty to this data. Approaches to address this will be described later.

Within the data included in table 1 is rich nuance in that application, admission, enrollment, and completion occur at different points of time during any one year across educator programs, includes a mix of 4-year undergraduate students, transfer students, and career changers or adult learners, and even has nuance within programs preparing educators with different endorsements, from different regions around the state, and coming from different community colleges. Additionally, linguistic diversity is not a category traditionally captured in university demographic surveys and so our numbers include local assessment of linguistic diversity that occurs regularly and systematically in all our educator program pathways. Our Quality Assurances System allows for the disaggregation of data to investigate these nuances, strategize to maximize opportunities and to shore-up gaps, weaknesses, or impediments within our systems. However, table 1 at the highest level of analysis, is how we choose to monitor over time. In section (d) we examine a range of tactics designed to help meet the goals and the associated target.

- c) Is achieving the goals feasible?

Educator faculty and administration believe that achieving these two goals in alignment with Target 1 are feasible though as overall numbers grow in preliminary licensure programs, meeting these target percentages will represent very large increases in raw numbers of culturally and linguistically diverse students enrolled and graduating. Significant resources are associated with each of these goals and resource allocation is dealt with specific to each change idea.

- d) What strategies, tactics, or steps will be followed to achieve the goal and what resources are necessary to do so?

The following section describes a series of tactics or efforts designed to achieve the two goals associated with Target 1. The two goals aligned with target 1 are complementary and the tactics or strategies are also complementary. We don't always have data available to help us know which tactic or strategy is working most effectively and so we look, listen, and adjust at the tactic level, to the best of our ability, in pursuit of the overall goals and target.

Community college partnerships and transfer pathways. Following HB 2998 (2017) which tasked the Oregon Higher Education Coordinating Commission with convening community colleges and public universities to explore transfer pathways. Two years of regular conversations and negotiations resulted in the development of a Major Transfer Map (MTM) in elementary education that was adopted by HECC in June 2020. Western education faculty, led by Dr. Marie LeJeune, were steadfast supporters for this work. In fact, the full HECC report on the elementary education MTM includes extensive appendices explaining how the transfer pathway works on each public university campus except at Western Oregon University. The basic MTM transfer pathway is all that is needed for students to navigate at Western as it does not contain caveats or other qualifiers that confuse or make more difficult use of the MTM. Again, Western education faculty embraced robust transfer pathways wholeheartedly.

From there, Education faculty and our education transfer advisor, Darlene Fritz, have worked tirelessly to build clear, clean, and robust transfer pathway maps with ten Oregon community colleges and continue to work to add the others. Darlene regularly visits community college campuses, has built strong professional relationships with advisors on those campuses, and is actively advising 200-300 community college students who will be preparing to transfer to Western in the future. The full wisdom and value of the education transfer pathways work can be found here: <https://wou.edu/teachered/teacherpathways/>

Table 2. Undergraduate Education majors by home community college, spring 2021
Total number = 246

<u>Campus</u>	<u>Number</u>	<u>Percentage</u>
Chemeketa	100	41%
Linn-Benton	32	13%
Portland	20	8%
Clackamas	13	5%
Umpqua	10	4%
Lane	9	3%
Central Oregon	8	3%
Rogue	8	3%
Mount Hood	--	Less than 2%
Southwestern Oregon	--	Less than 2%
Oregon Coast	--	Less than 2%
Clatsop	--	Less than 2%
Columbia Gorge	--	Less than 2%
Blue Mountain	--	Less than 2%
Klamath	--	Less than 2%
Tillamook Bay	--	Less than 2%
Treasure Valley	--	Less than 2%

The information in Table 2 is supplied by Western Institutional Research and helps us prioritize which community college campuses are already strong feeders to our undergraduate, preliminary licensure program and also helps us be targeted in developing new relationships. Several investments have been necessary to support this work including: (a) ask transfer liaison advisor Darlene Fritz to

expand efforts to travel to community college campuses and cover her associated travel costs to do so estimated at approximately \$300/month (b) assign a graduate assistant to pick up the on-campus advising load that Darlene has vacated to more effectively serve community college transfer which requires an annual repurposing of \$20,000 and (c) utilize our web designer services to support the development of transfer web and print materials at an annual cost of \$12,000. We believe these are positive and worthwhile investments given their estimated return in support of the goals associated with Target 1.

Additional remission scholarships and student support programs. The Western Oregon University Board of Trustees has worked hard recently to increase student remission money available on our campus. Essentially, remission scholarships are those funded by Western to offset costs for students enrolled on our campus. Western continues to study how to most effectively utilize remission scholarships to support students with the greatest need who are also most likely to achieve graduation. Additionally, Western continues to support several academic success programs such as the Student Enrichment Program, Diversity Scholars, Multicultural Student Services, and has recently landed the Teacher Prep Student Support Services grant to also contribute to education major retention and completion. More information can be found about TPSSS here: <https://wou.edu/tpsss/>

In addition, Interim President Jay Kenton recently announced that an increase in scholarship funding for the Bilingual Teacher Scholars program would occur to support new students in fall '22. The increase in scholarships if from 19 in fall '21 (19*\$3,000*5 years) to 100 in fall '22 (100*\$3,000*5 years) equating to an institutional investment (or transfer of effort) from \$57,000 in fall '21 to \$300,000 in fall '22. This shift is in direct alignment to the institutional goal of becoming a Hispanic Serving Institution as rapidly as possible.

Adding accessible program pathways. Education faculty know that it is essential to have accessible programs available to working adults and to those living outside the valley. Education faculty have built online, hybrid, Saturday, and face-to-face options that allow future teachers to pick the pathways that are necessary for their success. Contributing to smooth community college transfer pathways, education faculty moved several courses to the 200-level to make it easier for students to complete meaningful coursework at their local community college before seeking degree completion and licensure at Western. Currently, faculty are preparing to roll-out an undergraduate pathway to Special Education licensure that we believe will also be critical for paraprofessionals and adult learners interested in becoming a teacher in this area. A recent study conducted by the College of Education exploring employment of paraprofessionals in Polk, Marion, and Yamhill counties indicates that half of the more than 4,000 paraprofessionals working in the region are assigned to special education supports. Again, building out accessible pathways in this area serves multiple purposes that will help us increase the numbers of special education teachers prepared. This work has been led by Drs. Katrina Hovey and Shari Hopkins and was supported by many other education faculty. This work was done utilizing resources from the successful Grow-Your-Own educators grant from the Oregon Department of Education called Rural Partners Pathways to the Profession (RP3). Once these accessible pathways are developed, no additional resources will be necessary to sustain them unless they become large and need internal faculty program coordination.

Office for Advancement of Paraprofessionals. Western has established the Office for Advancement of Paraprofessionals staffed by education faculty member, Dr. Rachel Harrington. This Office is focused on meeting the professional development needs of area paraprofessionals, supports paraprofessionals in charting degree completion and licensure pathways, and is also exploring

providing free on-boarding training for paraprofessionals. In August 2021, the 2nd annual summer Conference on Learning and Instruction for Paraprofessionals (CLIP) was held via zoom at Western and more than 100 paraprofessionals from Oregon and Alaska participated. More information about Western's Office for Advancement of Paraprofessionals can be found here: www.wou.edu/education/cap

The Office of Advancement of Paraprofessionals is funded by money from the Higher Education Coordinating Council and includes \$12,000 per year. We anticipate that this money will continue to be available and that this work will continue uninterrupted and will mature over time to serve more educators in support of Target 1.

High school pathways to the profession. Western continues to explore with regional partners, how to effectively build high school pathways into the education profession. A recent Grow-Your-Own (GYO) grant awarded to Willamette Education Service District (WESD) explored building a high school pathway outside of the traditional bell structure allowing participants from across multiple schools and districts to form a professional community, receive professional development, and chart their paths to degree completion, licensure, and employment in a school district. In support of this, Western Oregon University also partners with WESD on an extensive dual-credit program that allows high school students to earn college credit in core academic disciplines through an assessment-based system called the Willamette Promise. Education faculty have recently worked to establish ED 200 Introduction to Education (led by Drs. Dana Ulveland and Marcus Wenzel) and ED 220 Introduction to Early Childhood Education (led by Drs. Andrea Emerson and Ya-Fang Cheng) in Willamette Promise to facilitate dual credit and to help high school students build momentum for entering educator professions. More information about Willamette Promise can be found here: <https://www.wesd.org/willamettepromise>

This work was supported by internal, College of Education saving across FY21 and are unlikely to be available going forward into FY22 and beyond. This is not a liability, however, because now that the courses are developed the annual investment to continue to deliver them in collaboration with district partners is carried by the institutional commitment to Willamette Promise.

Rural Pathways Partnership Project (RP3). Rural Oregon school districts have experienced significant teacher shortages, particularly for bilingual and special educators. Funded as a Grow-Your-Own (GYO) project from the Oregon Department of Education, the Rural Partnerships Pathways Program (RP3) at Western has helped us to partner with the Cow Creek Band of Umpqua Tribe of Indians and three educational service districts including Douglas ESD, Northwest Regional ESD, and Linn Benton Lincoln ESD to develop rural educator pathways. These pathways create opportunities for rural educators to participate in place-conscious degree completion, licensure and added endorsements programs such as English for Speakers of Other Languages (ESOL) or Special Education. Drs. Maria Dantas Whitney and Kristen Pratt have served as co-PIs for this critical initiative. More information about the RP3 grant project can be found here: <https://wou.edu/teachered/rp3-grant/>

The co-PIs were also invited to compete for an “accelerator grant” from the Meyer Memorial Trust to more quickly achieve the outcomes of the RP3 grant. This grant was awarded and brought an additional \$90,000 to these innovation efforts. Finally, co-PIs were recently notified that a one-year extension to the RP3 grant was approved by the Oregon Department of Education and so the strategies for continuing the work into the next year are in development though most of the same

goals remain the same. Beyond the one-year extension, it is anticipated that Western will continue to compete successfully for other GYO funding from the Oregon Department of Education and so we imagine having a relatively stable soft-money funding stream to contribute to Target 1 and associated goals.

Key partnership with Willamette Education Service District (WESD). Western has always sought to be the best partner possible to our local Education Service District, Willamette ESD, which serves the 21 Polk, Marion, and Yamhill county school districts. Recently, Western has partnered with WESD to launch the Center for Advancement of Paraprofessionals (CAP) and joint funding will be used to hire a regional Navigator who will help area paraprofessionals chart pathways to degree completion and licensure should they wish to explore becoming a classroom teacher. This work is unfolding in the supportive context of the Mid-Valley Educator Collaborative (MVEC) described previously. Western is supporting this effort through our synergistic Office of Advancement of Paraprofessionals described earlier but also through a contribution of \$20,000 annually to Willamette ESD to support this regional navigator position. This money comes from the Higher Education Coordination Council and we anticipate that this money will continue to be available long-term.

Listening sessions. Leveraging resources from the Higher Education Coordinating Commission (HECC) and the South Coast to Valley (SC2V) Regional Educator Network (REN), the Oregon Department of Education (ODE), and our Rural Partnerships Pathways Project (RP3), Western faculty conducted listening sessions with more than 100 rural educators and tribal partners, community college students, area paraprofessionals, and Bilingual Teacher Scholars currently at Western Oregon University. These listening sessions were recorded and analyzed for potential change ideas that would help education faculty eliminate barriers for students, design resources and supports to aid smooth matriculation and retention over time, and also to become more effective in preparing, supporting, and advocating for future educators. An extensive list of change ideas has been developed and many of these are currently being implemented. Several of the change ideas described in this report were developed as a result of these listening sessions but several more need further discussion by faculty before they can be enacted. These listening sessions have turned out to be a critical tool for progress within education programs and on our broader university campus. At least two of these listening session mechanisms will be replicated and repeated including (a) establishing Educator Voices, a student feedback group led by Drs. Maria Dantas-Whitney, Kristen Pratt, and Lin Wu funded by HECC and (b) affinity spaces for diverse students organized and led by the College of Education Office of Justice, Equity, Diversity, and Inclusion (COE JEDI) and faculty coordinator, Dr. Jaclyn Caires-Hurley.

A scaled version of these listening sessions will continue funded at \$14,000 annually by resources allocated from the Higher Education Coordinating Council. It is anticipated that these resources will continue for several years. Reports for these listening sessions will be referenced in the Self Study Report an included as evidence.

Professional communities. As indicated repeatedly by students and reiterated in listening sessions, one of the most critical innovations education faculty can support is the intentional development of strong professional communities for our students as they seek to enroll, matriculate, and ultimately complete educator preparation. The Bilingual Teacher Scholars (BTS) program focuses tightly on convening BTS students for regular professional development activities and other team building activities. This work naturally connects students, faculty, and district partners and education faculty are considering how to replicate and extend these strategies into other pathways serving other

groups of students. Retention is facilitated by strong professional affiliation and a strong professional community. To date, this work does not have an associated cost but requires that faculty attend deliberately to efforts to build a stronger professional community within preliminary licensure programs.

- e) What adjustments will be made going forward toward meeting the goal and the associated target?

The strategies and tactics described above represent significant investments of time, energy, and resources dedicated to the goals in association with Target 1. As the university context continues to evolve, and the policy and funding landscape for innovation changes in alignment with diversifying the Oregon education workforce, we will adjust accordingly to continue to make progress toward Target 1.

Target 2: To prepare the types of educators needed to meet workforce needs in our region and in the state. Specifically, to prepare increasing numbers of special education teachers and bilingual teachers.

Goal 2a: Over the next six years, increase the number of special educator completers to 50 annually to meet the needs of Oregon school districts.

Goal 2b: Over the next six years, increase the number of bilingual teacher completers to 100 annually to meet the needs of Oregon school districts.

- a) Describe the goals and how they are aligned to the target?

The goals identified above are directly aligned to Target 2 and simply break the targeted populations down into actionable efforts associated with each. Educator faculty and administration believe that these goals are achievable and that to achieve them will help move Oregon closer to building a workforce that is needed to serve the children, families, and communities in our state. Oregon lacks a comprehensive, statewide educator supply and demand report that might detail these needs. However, conversations about Western’s preparation goals at a meeting of the Mid-Valley Education Collaborative led to indications by ten district partners that these goals capture their most pressing workforce needs. Other needs were identified like for qualified substitute teachers but recent state policy innovation has worked to address this concern.

- b) What relevant baseline data is available that informs the goal?

Table 3. Numbers of educators prepared in Special Education and who are bilingual educators over time (historical and aspirational goals).

	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>	<u>20-21</u>	<u>21-22*</u>	<u>22-23</u>	<u>23-24</u>	<u>24-25</u>	<u>25-26</u>	<u>26-27</u>
SpEd	24	28	30	32	25	30	35	40	45	50
Bilingual	8	10	16	22	30	40	50	60	80	100

*Completers in the 2021-2022 academic year will continue to be impacted by pandemic conditions.

Table 3 shows the number of Special Education completers each year (historical and aspirational) which includes generalist completers, early interventionist completers, and deaf and hard of hearing educator completers. Similarly, data reported for Bilingual teachers includes all Bilingual Teacher

Scholars who must show language competence for admission into that program, all world languages endorsement completers, and all students who self-report in our placement survey that they are bilingual. This self-report index may not be a perfect measure but we lack a more appropriate indicator at this time.

During summer 2021, three important administrative actions were taken that support the goals captured in table 3. First, a search for another tenure track faculty member in Special Education: Generalist was approved. We believe this additional faculty member will help launch programming to support more school districts outside the Willamette Valley who seek to grow-their-own special education teachers as more and more of our programming in this area moves completely online. Second, a first-year tenure track faculty member holding a position as “bilingual, elementary generalist” left her position for another job. University administration supported a faculty request to roll a long-serving non-tenure track faculty member who holds an appropriate doctorate and is herself bilingual and bicultural into that position lent stability to programming in this area. As a result, we welcome Dr. Jessica Daugherty as a new Assistant Professor. Third, university administration also authorized a search for a tenure track replacement in Deaf and Hard of Hearing education and so we will be able to resume program delivery in this area as well. Each of these three administrative moves will help us develop the faculty capacities to move toward our goals to help diversify the Oregon education workforce. Each of these faculty position requests represent an institutional investment of approximately \$100,000.

c) Is achieving the goal feasible?

Educator faculty and administration believe that achieving these goals are feasible and that the associated target is also achievable. Significant efforts will need to be made in support of these and significant institutional support is also necessary. Early progress at the institutional level is encouraging, however.

d) What strategies, tactics, or steps will be followed to achieve the goal and what resources are necessary to do so?

Expansion of the Special Education partnership pathways program. Fall '21 begins the sixth cohort delivering initial licensure preparation coursework in collaboration with Salem-Keizer School District at a negotiated rate. Recently, North Santiam and Woodburn School Districts joined as partners though the model remains the same in that each district identifies paraprofessionals who wish to earn preliminary licensure in special education and Western delivers licensure coursework through flexible avenues, in partnership with these districts, sharing faculty, resources, and expertise, and a 50% discount. This program is becoming increasingly popular and we imagine expanding to other area districts. The financial commitment from Western is significant to offer programming at such a steep discount (approximately \$320,000 annually) but we continue to do so because it is aligned with our core mission to serve the needs of our local communities.

Expansion of the Bilingual Teacher Scholars (BTS) program. Now in its sixth year, the Bilingual Teacher Scholars programs continues to be a successful innovation designed to help partner school districts identify, recruit, promote, partner, support, graduate, and hire bilingual and bicultural young people into the education profession. Both Western and partner school districts support Bilingual Teacher Scholars financially and professionally and are invested in the successes of these individuals throughout the duration of their college experiences. Western is now partnering with the WOU

Foundation to enlist the aid of philanthropic support to increase the number of scholarships available to this program and to future teachers. The Bilingual Teacher Scholars program continues to be an essential tool in efforts to diversify the education workforce in Oregon. Drs. Carmen Caceda helped launch the Bilingual Teacher Scholars program and Dr. Maria Dantas-Whitney serves as the current faculty program coordinator. More information about the Bilingual Teacher Scholars program can be found here: www.wou.edu/bts

It was described previously that Interim President Jay Kenton has committed to a significant expansion of scholarships awarded in the Bilingual Teacher Scholars program and planning is underway to consider expansions to preliminary graduate programs and other routes that add options for the preparation of future bilingual teachers.

- e) What adjustments will be made going forward toward meeting the goal and the associated target?

As indicated previously, Western administration approved a new tenure track search in special education and a new tenure track search to re-launch the Deaf and Hard of Hearing Educator program. Each of these will allow us to bring new faculty expertise to campus that will result in new program delivery innovations and increases in admitted and completed students in these areas. It is imperative that successful searches are realized and that new faculty expertise be secured to accomplish the goals identified and Target 3.

Appendix A includes a summarized table of showing targets, goals, strategies or actions, what data informs these strategies or actions, who are the key people involved in each strategy or action, associated costs, critical data to be reviewed to judge the effectiveness of the strategies or actions, and considerations of next steps in the evolution of these innovations. We will monitor and update progress through review of Appendix A and modifications to the full report based on annual faculty feedback.

Looking forward

Educator faculty will continue to monitor progress toward each of the innovations described, adjust as necessary over time, and monitor data associated with key outcomes toward meeting the two major targets. Our Quality Assurance System allows for the disaggregation of all data by program, level, endorsement area, candidate gender, race/ethnicity, and any other descriptive information available to us. This allows for robust internal analysis of recruitment, retention, enrollment, and completion successes and encourages us to adjust, as necessary, to meet the outcomes and goals.

In anticipation of our 2022 CAEP site visit, we are actively writing a description of the unit-level continuous improvement strategies, cycles, and participants that we actively engage over time. Our program-level assurances keep us on track and assure that we don't have equity issues on key, program-level assessments but we use unit-level continuous improvement strategies constantly to keep investments targeted, relationships and partnerships focused on key outcomes, and invest our time and energies systematically to be responsible to the role we play in educator workforce development in Oregon.

Oregon continues to invest and innovate relative to diversification of the educator workforce through the Regional Educator Networks (RENs) and the momentum of the Educator

Advancement Council (EAC). Similarly, the Student Success Act (SSA) allocates money to the Diversification of Professional Educators fund (formerly section 48 of the Student Success Act). Through these allocations, innovations like the grow-your-own grants competition out of the Oregon Department of Education and scholarship funding provided by the Oregon Teacher Scholars Program and Teacher Standards and Practices Commission are all aligned to create momentum for this work to carry forward in Oregon. Again, the educator programs at Western Oregon University strive to be the best partner possible in this work. It is through these actions that we support the children, families, communities, and educators in Oregon that allow our citizens to grow, thrive, and succeed.

Appendix A: Summarized Recruitment Plan - October '21

Target 1: To recruit, retain, admit, and graduate increasing numbers of culturally and linguistically diverse future educators as necessary to match the cultural and linguistic assets found in Oregon's children, families, and communities.

Goal 1a: Over the next six years, increase the number of culturally and linguistically diverse students enrolled in our preliminary licensure programs to 40%, estimated to match the percentage of culturally and linguistically diverse K-12 students in Oregon schools.

Goal 1b: Over the next six years, increase the number of culturally and linguistically diverse students completing our preliminary licensure programs to 40%, estimated to match the percentage of culturally and linguistically diverse K-12 students in Oregon schools.

<u>Strategy, tactic, or action</u>	<u>Informed by what data?</u>	<u>People involved?</u>	<u>Associated costs?</u>	<u>Critical data</u>	<u>Next steps</u>
Expand, support, and refine community college and transfer pathways	UG education majors by community college of origin	Darlene Fritz, Marie LeJeune, Tori Stutzman	\$8,000 travel to support Darlene, \$20,000 GA costs to back-fill Darlene's load with GA support, \$12,000 in web and design	UG education major transfer data annual review	Expand to Klamath and Rogue Community Colleges as per invite from Southern Oregon ESD
Two new tenure track lines in SpEd and DHHE	Confirmation in MVEC about needs for SpEd teachers in the region	SpEd faculty	\$200,000 total	SpEd completers	Recruit and hire new faculty, add SpEd option, re-launch DHHE program
Increase institutional remission aid for future teachers	Admissions application to enrollment funnel	Financial aid, Admission, and Bilingual Teacher Scholars	\$300,000 commitment fall '22	Application to enrollment rates	Expansion of BTS into two GR programs and into Diverse Teachers pathway
Find synergy with Teacher Preparation Student Support Services grant program	Associated with goals of federal grant	Jen Koshnick, Darlene Fritz, Olivia Flores, Kolbie Kopp, Marie LeJeune, and Maria Dantas-Whitney	TPSSS federal grant	TPSSS grant goals	Consider transitioning TPSSS to COE
Expand and support more accessible program pathways	Spring '21 listening sessions and expansion of Saturday pathway in UG program	Kate Hovey, Shari Hopkins, Marie LeJeune, and faculty teaching in this pathway	In-kind	Enrollment in UG pathway	Approval of SpEd pathway on campus and then through TSPC (winter '22)

Launch Office for Advancement of Paraprofessionals	Spring '21 listening sessions	Rachel Harrington	\$12,000 from HECC Ed. Equity	Enrollment of regional paraprofessionals	Deepen partnership with Center for Advancement of Paraprofessionals at WESD
Build ED 200 and ED 220 in Willamette Promise dual-credit program	Strong regional participation in Willamette Promise dual-credit program	Dana Ulveland, Marcus Wenzel, Ya-Fang Cheng, and Andrea Emerson	\$9,000 in FY21	Enrollment of WP students in these courses	Consider expansion into other courses if successful
Launch and continue Rural Partnerships Pathways Program (RP3)	Desire to solve accessible pathways for rural partners and those partners outside the valley	Maria Dantas-Whitney, Kristen Pratt, Marie LeJeune, Ken Carano, Annie Ittner, Kate Hovey, Jaclyn Caires-Hurley	\$300,000 in GYO ODE grant, \$350,000 extension, \$90 MMT accelerator grant	Application and enrollment from rural partner districts	Hire internal Navigator to partner with WESD CAP Navigator
Support rollout of Center for Advancement of Paraprofessionals at Willamette ESD	Spring '21 regional paraprofessionals listening sessions and COE Paraprofessional Report spring '21	Mark Girod and Mark Robertson	\$40,000 of HECC Ed. Equity transferred from Western to WESD to support this initiative	Enrollment of regional paraprofessionals in educator programs at Western	Partner with LEA (through MVEC) to help CAP find regional momentum
Launch Mid-Valley Educator Collaborative	Spring '21 listening sessions and partner discussions with partner LEAs	Mark Girod, Marie LeJeune, Mark Robertson, Zig Derochowski, Jessica Dougherty	In-kind	Increases in culturally and linguistically diverse teachers hired and retained	Consider additional pathways projects and supports in the mid-valley region
Listening sessions	Spring '21 student listening sessions	Maria DW, Kristen Pratt, Lin Wu	\$14,500 from HECC Ed. Equity	Ongoing student feedback	Target (a) characteristics of quality professional community and (b) how to support peer-to-peer mentoring
Professional communiites	Spring '21 listening sessions	Maria DW and faculty program coordinators	\$10,000 annual events budget in BTS program	Ongoing student feedback	Start a student Education club?

Target 2: To prepare the types of educators needed to meet workforce needs in our region and in the state. Specifically, to prepare increasing numbers of special education teachers and bilingual teachers.

Goal 2a: Over the next six years, increase the number of special educator completers to 50 annually to meet the needs of Oregon school districts.

Goal 2b: Over the next six years, increase the number of bilingual teacher completers to 100 annually to meet the needs of Oregon school districts.

<u>Strategy, tactic, or action</u>	<u>Informed by what data?</u>	<u>People involved?</u>	<u>Associated costs?</u>	<u>Critical data</u>	<u>Next steps</u>
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Expansion of Special Education partnership program	Enrollment in SpEd programs	Kate Hovey and Shari Hopkins	\$4,500 for SKPP coordination and 60 credits delivered each year at 50% GR tuition discount (\$320,000 total)	Enrollment in program	Expand LEA partners and add a tenure line faculty member (fall '22 start)
Expansion to UG SpEd pathway	Enrollment in UG SpEd pathway	Kate Hovey, Shari Hopkins, and Marie LeJeune	In-kind	Enrollment in program	Approve pathway on campus then seek approval with TSPC winter '22
Expansion of Bilingual Teacher Scholars program	Application and enrollment in BTS and Diverse Teachers programs	Maria Dantas-Whitney	\$300,000 fall '22 and \$300,000 in one-time CARES money from Senator Patterson	Enrollment in BTS and Diverse Teachers programs	Work diligently with LEA partners to field a strong applicant pool so that these scholarships can be awarded to outstanding students
Re-launch Deaf and Hard of Hearing Educator program	Regional need for DHHE educators	Mark Girod, Denise Thew Hackett, and faculty	Approximately \$250,000 annual program costs	Application, enrollment, and completers	Hire new tenure track faculty member (fall '22 start)

Academic and Student Affairs Committee (ASAC), Proposal for a new minor in Criminal Justice

The proposed minor in Criminal Justice is a 28-credit program that responds to many inquiries from potential students who, while majoring in other fields, are interested in a stronger understanding of criminal justice and how it complements their major field. It will fill an important gap especially for students who are majoring in related disciplines (e.g., social science, psychology, business) and wish to build their knowledge of the criminal justice system. The minor is tailored towards the theoretical and conceptual, rather than the more technical, aspects of the discipline so that students acquire a broad-based overview of the criminal justice system and its role in our society. All classes proposed in the minor are existing courses currently offered in the current Criminal Justice major. The vast majority of undergraduate Criminal Justice programs nation-wide offer students the opportunity to earn a minor; the proposed minor thus aligns WOU's Criminal Justice program with its peers.

The proposed minor in Criminal Justice received Faculty Senate Approval on March 8, 2022 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, the NWCCU will be notified of this 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 Criminal Justice as included in the docket material.



P14902
Criminal Justice Minor

New

Requestor: Vivian Aseye Djokotoe
Submitted: 2022-01-24 12:03:43
Submitting as: Faculty Member or APA

The queue for this request is:

- Department Head/Program Coordinator
- Division Chair
- Division Curriculum/Graduate Chair
- Curriculum Committee
- Faculty Senate
- AS Dean
- Provost
- President
- Registrar
- Catalog entry

Request for a: Program
 Level Undergraduate
 Type of Request: New (course, program, focus/concentration, or temporary course)
 Will this be offered within an existing division or department? Yes
 Type of program Minor
 Division Criminal Justice Sciences
 Department/Program Criminal Justice
 Is this curricular change driven by assessment data you have collected? No
 Summary/Rationale for proposal

The establishment of the new Criminal Justice Minor is being proposed based on years of inquiries from potential students with interests in other related fields, but would like an understanding of criminal justice as a complement to their Major. This minor therefore fills an important gap for students who are majoring in related disciplines (e.g., social science, psychology, business) and wish to supplement/enhance their current major with knowledge of the criminal justice system. The minor is tailored towards the conceptual, rather than the more technical aspects of the discipline. All classes proposed in the minor are existing courses currently offered in the CJ major. This also brings the CJ program at WOU to a space similar to most CJ Programs' offerings across the country.

Anticipated start date Fall 2022
 Where will the program be delivered? WOU Campus (in-person or online)
 How will the courses be offered? Face-to-face, Hybrid, Online asynchronous, Online synchronous
 Proposed Classification of Instructional Programs (CIP) number. 430100
 Title of new program, requirement, focus, or concentration Criminal Justice Minor
 Faculty Listing

Professor: Vivian Asesye Djokotoe
 Associate Professors: Miyuki Arimoto, Misty Weitzel
 Assistant Professors: Omar Melchor Ayala, Mari Sakiyama, Taryn VanderPyl

Mission, Learning Outcomes, Etc.

Mission

The Criminal Justice Sciences Division at WOU utilizes a strong liberal arts tradition to provide students with a mastery of the complete picture of crime as a social problem, providing the skills necessary to ensure the understanding of sound solutions for preventing and addressing crime at all levels of society. We seek to equip our students with a sound scientific background and excellent preparation in content areas in courts, corrections, law enforcement, community crime prevention, juvenile justice, forensic anthropology, homeland security, and to provide options for interdisciplinary education.

Program Learning Outcomes

Explain and analyze the role of each component of the criminal justice field and how they relate to each other
 Apply basic theories and practices in entry-level positions in criminal justice or related fields

Identify and critically examine issues important to criminal justice at the local, state and federal levels

Analyze and articulate the impact of race and other forms of societal marginalization on the fair application of justice in a diverse society

Description

The minor in Criminal Justice is tailored towards the conceptual, rather than the more technical aspects of the discipline, and is aimed at providing students pursuing other related disciplines, and wish to supplement or enhance their current major with a substantive understanding of the Criminal Justice System if such students have a desire of applying their degrees in settings where they work with populations within the Criminal Justice System as part of their career goals.

Required Courses

- CJ 213 Introduction to Criminal Justice (4)
- CJ 214 The Juvenile Justice System (4)
- CJ 219 Ethics and Leadership in Criminal Justice (4)
- CJ 252 American Courts (4)
- CJ 331 Police and Community: Policy Perspective (4)
- CJ 450 Criminology (4)
- CJ 453 Corrections (4)

Total Credits 28

Catalog ID:

List closely related programs at WOU or other Oregon colleges and universities and the way in which this program complements other similar programs in other Oregon institutions and other related programs at WOU.

Psychology, Sociology, Nursing, Social Sciences, Health, Education, Early Childhood Education, Public Health, Politics, and related fields.

Programs affected/consulted

None outside of CJ

Briefly describe how the proposed program aligns with WOU's strategic priorities

This program promotes WOU's priority of STUDENT SUCCESS, by doing the following:

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

Cultivate academic success.

Strengthen and centralize programs and practices that support academic achievement for all students.

Strengthen programs that support graduates' career, professional, and graduate school preparedness.

Streamline university requirements and academic pathways to graduation.

Improve access to coursework for degrees, programs and certificates.

Align curriculum with learning goals for all programs.

Support curricular innovation and accountability.

Briefly describe how the proposed program meets regional or statewide needs and enhances the state's capacity to improve educational attainment in the region and state

From its inception, one of the pillars of the Criminal Justice Program has been our continued partnerships with Oregon's criminal justice agencies. These long-standing partnerships have been mutually beneficial. For instance, we have historically 'supplied' agencies with qualified applicants. In turn, communication with those agencies has allowed us to stay up to date with current trends in the field and to assess needs. It is in that context, and in recent communication and consultation with our CJ partners, that the need for new program offerings in areas that allow for hiring from a broad set of disciplines with some knowledge in criminal justice became clear. This minor will support the State's goals by providing graduates for positions in Criminal Justice Agencies and to meet the State's workforce

readiness needs. It will also support the State's goal of accessibility. The minor will be deliverable fully online, making it accessible to a wider and more diverse student population.

What is the plan to recruit students to this proposed new program? Have you established a marketing plan to promote this new program and informed MarCom? Please briefly describe the plan.

We do not plan to do make any new marketing efforts as that would not be necessary beyond letting the campus community know about this, and speaking about the program at Preview Days and during Criminal Justice Careers Day.

What is the budget source for the plan to attract new students to this proposed new program?

All the classes in this minor are already offered in the CJ program. No new faculty would be required except that if enrollment increases in these classes beyond capacity, we would just need to add additional sections to accommodate the demand for classes. If that happens, we would have the students to justify adding a section that pays for itself with enrollment.

Faculty and Facilities Needed (for Dean review only)

No additional faculty needed, however, in case of excessive demand for classes, there would be the enrollment to justify offering additional sections with ready enrollment for the classes to pay for themselves.

Supporting Documents

Thumbnail	Name	Size	Actions
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Related Courses:

No related courses found

Department Head/Program Coordinator decision:

✓
Yes by Vivian Aseye Djokotoe (2022-01-24 12:39:10)

Comments:

Division Chair decision:

✓
Yes by Vivian Aseye Djokotoe (2022-01-24 12:44:37)

Comments:

Division Curriculum/Graduate Chair decision:

✓
Yes by Omar Melchor-Ayala (2022-01-24 13:35:39)

Comments:

Curriculum Committee decision:

✓
Yes by Anne Ittner (2022-02-15 18:03:18)

Comments:

Faculty Senate decision:

✓
Yes by Elisa Maroney (2022-03-10 06:14:05)

Comments:

LAS Dean decision:

✓
Yes by Kathy Cassity (2022-03-15 12:10:14)

Comments:

Provost decision: Pending: Rob Winningham (winninr@wou.edu)

Sent to Rob Winningham (winninr@wou.edu) on: 2022-03-15 12:10:14

President decision: Pending: Jay Kenton (kentonj@wou.edu)

Registrar decision: Pending: Amy Clark (clarkaj@wou.edu), Susan Hays (hayss@wou.edu), Jason Horne (hornej@wou.edu)

Catalog entry decision: Pending: Jason Horne (hornej@wou.edu), Susan Hays (hayss@wou.edu)

Academic and Student Affairs Committee (ASAC), Proposal for a new minor in Cybercrime and Investigation

The proposed minor is a 24-credit program that builds on the growing interest in WOU's new major in Cybercrime Investigation and Enforcement. The proposed minor fills an important gap for students who are majoring in related disciplines (e.g., social science, psychology, business, criminal justice) and wish to supplement or enhance their current major with preparation in this emergent field. The minor is tailored towards the conceptual, rather than the more technical, aspects of the area of Cybercrime and Investigation. Students with this minor will develop in-depth knowledge in the prevention, investigation, and enforcement of cybercrimes and cyber threats. Graduates of the program will be well prepared for traditional and emerging positions in cybercrime and criminal justice. All classes proposed in the minor are existing courses currently offered in the CIE, IS, and CJ majors.

The proposed minor in Cybercrime and Investigation received Faculty Senate Approval on March 8, 2022 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, the NWCCU will be notified of this change.

STAFF RECOMMENDATION:

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



P14904
Minor in Cybercrime
Investigation and Enforcement

The queue for this request is:

- Department Head/Program Coordinator
- Division Chair
- Division Curriculum/Graduate Chair
- Curriculum Committee
- Faculty Senate
- AS Dean
- Provost
- President
- Registrar
- Catalog entry

New

Requestor: Omar Melchor-Ayala
Submitted: 2022-01-24 11:47:13
Submitting as: Faculty Member or APA

Request for a: Program
Level Undergraduate
Type of Request: New (course, program, focus/concentration, or temporary course)
Will this be offered within an existing division or department? Yes
Type of program Minor
Division Criminal Justice Sciences
Department/Program Criminal Justice
Is this curricular change driven by assessment data you have collected? No
Summary/Rationale for proposal

The establishment of the new Cybercrime Investigation and Enforcement major has made it clear that there is considerable interest in this field among students at WOU. This minor fills an important gap for students who are majoring in related disciplines (e.g., social science, psychology, business, criminal justice) and wish to supplement/enhance their current major. The minor is tailored towards the conceptual, rather than the more technical aspects of the discipline. All classes proposed in the minor are existing courses currently offered in the CIE, IS, and CJ majors.

Anticipated start date Fall 2022
Where will the program be delivered? WOU Campus (in-person or online)
How will the courses be offered? Face-to-face, Hybrid, Online asynchronous, Online synchronous
Proposed Classification of Instructional Programs (CIP) number. 43.0116
Title of new program, requirement, focus, or concentration Minor in Cybercrime Investigation and Enforcement

Faculty Listing

Professor: Vivian Djokotoe,
Associate Professor: Misty Weitzel, Miyuki Arimoto
Assistant Professor: Omar Melchor-Ayala, Mari Sakiyama, Taryn VanderPyl

Mission, Learning Outcomes, Etc.

1. Gain conceptual knowledge and technological skills necessary in the detection, investigation, and enforcement of cybercrimes
2. Understand the multitude of issues, theories, ethics, policies, practices, and current challenges related to the control of cybercrime
3. Develop an understanding of how traditional criminal justice theories, practices, and policies, and cybersecurity tools, techniques and technologies apply to the control of cybercrime

Description

Provide students with an introduction to the field of cybercrime. Students with this minor will possess in-depth conceptual knowledge in the prevention, investigation, and enforcement of cybercrimes and cyber threats. Graduates of the program will be well prepared for traditional and emerging positions in cybercrime and criminal justice.

Provide students with an introduction in conceptual knowledge in the field of cybercrime. Students with this minor will possess in-depth knowledge in the prevention, investigation, and enforcement of cybercrimes. This knowledge will serve students well in traditional and

emerging positions in the field.

Core:

- CIE 213 Introduction to Cybercrime **Credits: 4**
- CIE 305 Ethics in Cybercrime Investigation and Enforcement **Credits: 4**
- CIE 321 Principles of Cyber Forensic Investigations **Credits: 4**
- CJ 352 Criminal Law **Credits: 4**

Electives (choose two from the list):

- IS 283 Cybersecurity Fundamentals **Credits: 4**
- IS 373 Computer Security **Credits: 4**
- CJ 220 Introduction to Homeland Security **Credits: 4**
- CJ 331 Police and Community **Credits: 4**
- CJ 452 Criminal Procedure **Credits: 4**

Total Credits: 24

CJ 213 is a prerequisite for upper-division CJ courses. Take it early in the program.

Catalog ID:

List closely related programs at WOU or other Oregon colleges and universities and the way in which this program complements other similar programs in other Oregon institutions and other related programs at WOU.

WOU is located near Salem in the mid-Willamette Valley. The only other public university in this region is Oregon State University, and they do not offer a cybercrime program, or a criminal justice major (only a "crime and justice" option within the sociology major).

This minor fills an important gap for students who are majoring in related disciplines (e.g., social science, psychology, business, criminal justice) and wish to supplement/enhance their current major. The minor is tailored towards the conceptual, rather than the more technical aspects of the discipline.

Programs affected/consulted

The minor will contain two courses (electives) offered by the Information Systems department. We are in communication with IS and have informed and consulted with them about our plans. Their faculty have offered very positive feedback and support.

Briefly describe how the proposed program aligns with WOU's strategic priorities

Western Oregon University's mission is "To create lasting opportunities for student success through transformative education and personalized support". WOU is distinguished by its student-centeredness, a personalized approach to education, a strong liberal education and the high value it places on its role as an access institution in Oregon. This program aligns with WOU's Strategic Plan in the following areas:

WOU's Vision

changing world through continuous institutional improvement, evolving pedagogies and expertise, sustained scholarly and creative activities, and delivery of critical and **innovative programs**.

WOU's institutional priorities call for the university to:

- Promote academic array that provides **distinctive**, high-quality programs
- Promote **interdisciplinary** courses and degree programs that support collaborative and multidimensional educational experiences

and pathways (this will be a collaboration with Information Systems, and will likely include elective courses from other disciplines).

- Provide intentional and effective **transfer paths to graduation**. Improve **access** to coursework for degrees, programs and certificates.
- Support growth of academic programs to include **new and innovative degrees** and certificates.

Briefly describe how the proposed program meets regional or statewide needs and enhances the state’s capacity to improve educational attainment in the region and state

The Criminal Justice department at WOU recently celebrated its 50th anniversary. From its inception, one of the pillars of the program has been our continued partnerships with Oregon’s criminal justice agencies. These long-standing partnerships have been mutually beneficial. For instance, we have historically ‘supplied’ agencies with qualified applicants. In turn, communication with those agencies has allowed us to stay up to date with current trends in the field and to assess needs. It is in that context, and in recent communication and consultation with our CJ partners, that the need for new program offerings in the area of cybercrime and cybersecurity became apparent. This minor will support the State’s goals by providing graduates for positions in this emerging field. It will also support the State’s goal of accessibility. The minor will be deliverable fully online, making it accessible to a wider and more diverse student population.

What is the plan to recruit students to this proposed new program? Have you established a marketing plan to promote this new program and informed MarCom? Please briefly describe the plan.

We expect that students in related disciplines at WOU (e.g., social science, psychology, business, criminal justice) will pursue this minor. Additionally, the Cybercrime Investigation and Enforcement major has an established marketing plan that is currently being implemented. It is expected that this minor will benefit from those efforts.

What is the budget source for the plan to attract new students to this proposed new program?

As stated in previous answers, there will not be a specific budget/marketing plan since this minor fills an existing gap and will benefit from existing marketing efforts in the CIE major.

Faculty and Facilities Needed (for Dean review only)

No new faculty or facilities needed. The minor contains only courses that are already being offered.

Supporting Documents

Thumbnail	Name	Size	Actions
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Related Courses:

No related courses found

Department Head/Program Coordinator decision:

✓
Yes by Vivian Aseye Djokotoe (2022-01-24 12:40:45)

Comments:

Division Chair decision:

✓
Yes by Vivian Aseye Djokotoe (2022-01-24 12:45:19)

Comments:

Division Curriculum/Graduate Chair decision:

✓
Yes by Omar Melchor-Ayala (2022-01-24 13:34:49)

Comments:

Curriculum Committee decision:

✓
Yes by Anne Ittner (2022-02-15 18:03:18)

Comments:

Faculty Senate decision:

✓
Yes by Elisa Maroney (2022-03-10 06:14:05)

Comments:

LAS Dean decision:

✓
Yes by Kathy Cassity (2022-03-15 12:10:15)

Comments:

Provost decision: Pending: Rob Winningham (winninr@wou.edu)

Sent to Rob Winningham (winninr@wou.edu) on: 2022-03-15 12:10:15

President decision: Pending: Jay Kenton (kentonj@wou.edu)

Registrar decision: Pending: Amy Clark (clarkaj@wou.edu), Susan Hays (hayss@wou.edu), Jason Horne (hornej@wou.edu)

Catalog entry decision: Pending: Jason Horne (hornej@wou.edu), Susan Hays (hayss@wou.edu)

Academic and Student Affairs Committee (ASAC), Proposal for a new minor in Exercise Science

The proposed minor in Exercise Science is a 27-28 credit program that is designed to complement a range of majors currently offered at WOU, including Biology, Business, Dance, Gerontology, Psychology, and Public Health. It builds a foundation of critical components of exercise science, including knowledge and skills related to human movement and performance. Specifically, in this program, students have the opportunity to examine human movement in the context of individual, environmental, and task constraints, and to use effective, evidence-based exercise intervention strategies appropriate for a range of individuals. This minor aligns with WOU's ongoing development of health-related programs at the undergraduate and graduate levels.

The proposed minor in Exercise Science received Faculty Senate Approval on February 8, 2022 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, the NWCCU will be notified of this 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 Exercise Science as included in the docket material.



P14617
Exercise Science (Minor)

New

Requestor: Gay Timken
Submitted: 2021-12-28 14:03:25
Submitting as: Faculty Member or APA

The queue for this request is:

- Division Chair
- Division Curriculum/Graduate Chair
- Curriculum Committee
- Faculty Senate
- OE Dean
- Provost
- President
- Registrar
- Catalog entry

Request for a: Program
 Level Undergraduate
 Type of Request: New (course, program, focus/concentration, or temporary course)
 Will this be offered within an existing division or department? Yes
 Type of program Minor
 Division Health and Exercise Science
 Is this curricular change driven by assessment data you have collected? No
 Summary/Rationale for proposal

Even though minors are no longer required at WOU, we envision a minor in Exercise Science to be a popular pairing with multiple majors across campus, such as Biology, Business, Dance, Gerontology, Psychology, and Public Health. HEXS is phasing out the minor in Physical Education and Sports Leadership (retirements in particular have made it difficult to continue to offer this minor). The growing momentum in health care and health sciences, and a recent Statmats, Inc. Marketing Research report commissioned by WOU, revealed that exercise science is indeed a field of growth.

Anticipated start date Fall 2022
 Where will the program be delivered? WOU Campus (in-person or online)
 How will the courses be offered? Face-to-face, Hybrid, Online asynchronous, Online synchronous
 Proposed Classification of Instructional Programs (CIP) number. 31.0505
 Title of new program, requirement, focus, or concentration Exercise Science

Faculty Listing

Professor: Jeffrey Armstrong, Marita Cardinal, Gay Timken
 Associate Professor: Jennifer Taylor-Winney
 Assistant Professor: Laura Ellingson-Sayen, Lex Gidley

Mission, Learning Outcomes, Etc.

To provide students with a foundation of the critical components of exercise science, including knowledge and skills underlying key aspects of human movement and performance.

Description

Learning Outcomes

1. Students will acquire a basic understanding of human movement science.
2. Students will examine human movement in the context of individual, environmental, and task constraints.
3. Students will utilize effective, evidence-based exercise intervention strategies appropriate for a range of individuals

Core Courses

EXS 245 Foundations of Strength Training and Conditioning - 4 credits

EXS 310 Motor Behavior - 4 credits

EXS 370 Sociological and Psychological Aspects of Physical Activity - 4 credits

EXS 371 Kinesiology - 4 credits

Electives (choose 3)

EXS 230 Foundations of Exercise Science - 4 credits

EXS 244 Group Exercise Leadership - 3 credits

EXS 373 Physiology of Exercise - 4 credits

EXS 444 Lifespan Adapted Physical Activity - 4 credits

EXS 453 Pathophysiology and Exercise - 4 credits

EXS 455 Physical Activity & Aging - 4 credits

EXS 465 Motivational Interviewing - 4 credits

EXS 477 Advanced Programming for Sport and Fitness - 4 credits

EXS 483 Biomechanics - 4 credits

EXS 488 Exercise Motivation and Adherence - 4 credits

EXS 490 Research Methods - 4 credits

HE 426 Sports and Exercise Nutrition - 4 credits

Total Credits: 27-28

Catalog ID:

List closely related programs at WOU or other Oregon colleges and universities and the way in which this program complements other similar programs in other Oregon institutions and other related programs at WOU.

We envision a minor in Exercise Science to be a popular pairing with multiple majors across campus, such as Biology, Business, Dance, Gerontology, Psychology, and Public Health, and possibly more.

Because this is a minor, we are less concerned about other programs across the state that may/may not be similar. The key is to provide a foundation of the critical components of exercise science and opportunities for WOU students they would otherwise not have.

Programs affected/consulted

NA

Briefly describe how the proposed program aligns with WOU's strategic priorities

Part of our collective WOU vision is to "adapt to the changing world through continuous institutional improvement, evolving pedagogies and expertise, sustained scholarly and creative activities, and delivery of critical and innovative programs."

Providing alternatives to broaden horizons is what students need to be successful in their career. As times change, we must adapt on our campus to ensure student success in the world. A minor in exercise science will pair nicely with several majors across campus and has the potential to broaden horizons for students.

We know health care and health sciences are growing fields, and a minor in exercise science will hopefully open doors that would otherwise not even be a door to open. Minors in physical education and sports leadership do not serve students as a minor in exercise science can.

Briefly describe how the proposed program meets regional or statewide needs and enhances the state's capacity to improve educational attainment in the region and state

The growing momentum in health care and health sciences, and a recent Statmats, Inc. Marketing Research report commissioned by WOU, revealed that exercise science is indeed a field of growth. With this minor, students have the option to blend a major and minor that can take them in a direction of health care and health science.

What is the plan to recruit students to this proposed new program? Have you established a marketing plan to promote this new program and informed MarCom? Please briefly describe the plan.

We do not have a concrete plan to market this minor, but campus outreach to various chairs and program leads would be critical to attracting students.

What is the budget source for the plan to attract new students to this proposed new program?

NA. Campus announcements via email will suffice.

Faculty and Facilities Needed (for Dean review only)

NA. We have all we need given the major in Exercise Science.

Supporting Documents

Thumbnail	Name	Size	Actions
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Related Courses:

No related courses found

Division Chair decision:



Yes by Gay Timken (2021-12-28 14:04:18)

Comments:

Division Curriculum/Graduate Chair decision:



Yes by Janet Roberts (2021-12-29 08:12:48)

Comments:

Curriculum Committee decision:



Yes by Anne Ittner (2022-01-18 17:45:38)

Comments:

Faculty Senate decision:



Yes by Elisa Maroney (2022-02-10 08:05:41)

Comments:

COE Dean decision:



Yes by Mark Girod (2022-02-10 08:18:37)

Comments:

Provost decision: Pending: Rob Winningham (winninr@wou.edu)

Sent to Rob Winningham (winninr@wou.edu) on: 2022-02-10 08:18:37

President decision: Pending: Jay Kenton (kentonj@wou.edu)

Registrar decision: Pending: Amy Clark (clarkaj@wou.edu), Susan Hays (hayss@wou.edu), Jason Horne (hornej@wou.edu)

Catalog entry decision: Pending: Jason Horne (hornej@wou.edu), Susan Hays (hayss@wou.edu)

Academic and Student Affairs Committee (ASAC), Proposal for a new Undergraduate Certificate in Computational Linguistics

The proposed certificate in Computational Linguistics is a 28-credit undergraduate program that provides students an opportunity to apply concepts from computer science and linguistics to real-world situations in which human language is used to interact with technology. Students learn to use knowledge of language structures and functions to systematically collect and analyze large amounts of linguistic data; analyze problems involving human language data and apply principles of computing to identify solutions; and design, implement and evaluate computing-based solutions to meet a given set of requirements for processing needs.

The 21st Century workplace is increasingly interdisciplinary with careers in computer science, information systems, and data management that require an understanding of human language to perform tasks such as text-to-speech synthesizers, automated voice response systems, web search engines, text editors, and automatic translation as well as many areas of text-mining and information retrieval and analysis. Likewise, careers that require expertise in language increasingly rely on technical skills that include the ability to program in a language such as Python, use a variety of operating systems, and make use of statistical models and algorithms to manage data.

Students who major in Computer Science, Information Systems, or Data Management and who add the proposed Certificate in Computational Linguistics to their degree would greatly enhance their career readiness by obtaining knowledge about language that will allow them to understand the types of programming mentioned above affording them a distinct advantage in the job market compared to students who graduate with a typical Computer Science Bachelor's degree. The same Certificate would allow students who are majoring in either Humanities or a Department within the Humanities Division (English Studies, Communication Studies, Modern Languages) to increase their breadth of career opportunities by adding computer programming skills, knowledge of data structures and algorithms, and probabilities and statistics to their grounding in language study and use.

The Certificate in Computational Linguistics is based on careful examination of similar certificates offered at other universities. There are no other undergraduate/post baccalaureate certificates like this in Oregon. The two public institutions in Oregon that have undergraduate and graduate degrees specifically in Linguistics (University of Oregon, Portland State University) have faculty whose research utilizes computational linguistics methods, and students in those programs are encouraged to learn interdisciplinary approaches, but their programs do not offer a specific degree or certificate.

The proposed undergraduate certificate in Computational Linguistics received Faculty Senate Approval on March 8, 2022 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, the NWCCU will be notified of this 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 undergraduate certificate in Computational Linguistics as included in the docket material.



P14907
Certificate in Computational Linguistics

The queue for this request is:

- Department Head/Program Coordinator
- Division Chair
- Division Curriculum/Graduate Chair
- Curriculum Committee
- Faculty Senate
- AS Dean
- Provost
- President
- Registrar
- Catalog entry

New

Requestor: Robert Troyer
Submitted: 2022-02-15 15:54:08
Submitting as: Faculty Member or APA

Request for a: Program
Level: Undergraduate
Type of Request: New (course, program, focus/concentration, or temporary course)
Will this be offered within an existing division or department? Yes
Type of program: Certificate
Division: Humanities
Department/Program: English Studies
Is this curricular change driven by assessment data you have collected? No
Summary/Rationale for proposal

The 21st Century workplace is increasingly interdisciplinary with careers in computer science, information systems, and data management that require an understanding of human language to perform tasks such as text-to-speech synthesizers, automated voice response systems, web search engines, text editors, and automatic translation as well as many areas of text-mining and information retrieval and analysis. Likewise, careers that require expertise in language increasingly rely on technical skills that include the ability to program in a language such as Python, use a variety of operating systems, and make use of statistical models and algorithms to manage data.

Students who major in Computer Science, Information Systems, or Data Management and who add the proposed Certificate in Computational Linguistics to their degree would greatly enhance their career readiness by obtaining knowledge about language that will allow them to understand the types of programming mentioned above affording them a distinct advantage in the job market compared to students who graduate with a typical Computer Science Bachelor's degree.

The same Certificate would allow students who are majoring in either Humanities or a Department within the Humanities Division (English Studies, Communication Studies, Modern Languages) to increase their breadth of career opportunities by adding computer programming skills, knowledge of data structures and algorithms, and probabilities and statistics to their grounding in language study and use. Currently within the broad field of Linguistics, the two most marketable focus areas are Applied Linguistics (Language Teaching and Learning, which includes TESOL) and Computational Linguistics, which along with Natural Language Processing, Corpus Linguistics, and Digital Humanities, falls under the general umbrella of the interdisciplinary combination of computer science and language.

In addition to expanding the career-readiness of graduates who earn a Bachelor's degree from WOU, students who wish to apply to one of the several cutting-edge Master's degree programs in related fields (Computational or Corpus Linguistics / Natural Language Processing / Human Language Technology) will have a distinct advantage over those who apply with only a Computer Science or Linguistics degree. Current programs are at University of Washington, University of Colorado Boulder, UC Santa Cruz, and University of Arizona to name a few.

The Certificate in Computational Linguistics that we are proposing is based on careful examination of similar certificates that are offered at San Diego State University, San Jose State University, Brigham Young University, and Lancaster University. There are no other undergraduate/post baccalaureate certificates like this in Oregon. The two public institutions in Oregon that have undergraduate and graduate degrees specifically in Linguistics (University of Oregon, Portland State University) have faculty whose research utilizes computational linguistics methods, and students in those programs are encouraged to learn interdisciplinary approaches, but their programs do not offer a specific degree or certificate; thus, WOU would be offering a unique opportunity for our students. And as stated above, there are Master's degree programs in computational linguistics in both Washington and California if our graduates are looking for an advanced degree on the west coast.

At 28 total credits, a student who is already majoring in Computer Science, Information Systems, or Data Management would likely only need to add 12 credits of Linguistics (LING 310, 315, and 350) in order to complete the Certificate. Students who major in English Studies with Linguistics as a Concentration would typically only need to add 12 credits (3 classes) from the Computer Science Division and 4 credits (1 course) from the Mathematics Department. Also one of the LING courses and the MTH course in the program fulfill

General Education requirements. These features of the proposed certificate program will allow many students to obtain the certificate without adding more than 12 or 16 credits to their major while also meeting Gen Ed requirements.

The most comprehensive source for Linguistics networking and jobs posting is at The LINGUIST List, a website operated at Indiana University, Department of Linguistics (<https://linguistlist.org/career/search/>). On their Careers page, current job postings can be filtered by one or more of 31 subfields of Linguistics. As of Nov. 16, 2021, the combined postings for Computational Linguistics and Text/Corpus Linguistics in the USA were more numerous than any other subfield. This confirms what many other sites report: that along with Applied Linguistics (language teaching and TESOL) Computational Linguistics is currently the most marketable subfield in the discipline.

Is this a stand-alone certificate? Yes

If the certificate is part of one or more minors, please indicate which ones no

Anticipated start date Fall 2022

Where will the program be delivered? WOU Campus (in-person or online)

How will the courses be offered? Face-to-face, Hybrid, Online asynchronous, Online synchronous

Proposed Classification of Instructional Programs (CIP) number. 11.01, 16.99

Title of new program, requirement, focus, or concentration Certificate in Computational Linguistics

Faculty Listing

Professor: Breeann Flesch

Professor, Becka Morgan

Associate Professor, Thaddeus Shannon

Professor, Robert Troyer

Mission, Learning Outcomes, Etc.

The Certificate in Computational Linguistics (CCL) is a unique interdisciplinary program that combines coursework in Computer Science, Linguistics and Mathematics to prepare students for the rapidly increasing number of careers that require knowledge of both technology and human language. Students who complete the CCL will be able to apply their knowledge of language structure and function to programming, information systems, and data management; likewise, those who are planning on careers that are more aligned with the Humanities and Social Sciences will learn valuable skills in coding, analytics, and data management.

Description

CS 161 Computer Science I Credits: 4

CS 162 Computer Science II Credits: 4

IS 240 Information Management I Credits: 4

MATH 243 Introduction to Probability and Statistics Credits: 4

LING 310 Introduction to Linguistics Credits: 4

LING 315 Structure of English Credits: 4

LING 350 Linguistics in the Digital Age Credits: 4

Total Credits: 28

Catalog ID:

Program Outcomes

Learning Outcome

Alignment to University Learning Outcomes

Apply concepts from computer science and linguistics to real-world situations in which human language is used to interact with technology.

Use knowledge of language structures and functions to systematically collect and analyze large amounts of linguistic data using software for tagging, concordancing, collocations, and statistical analysis.

Inquiry and Analysis

Analyze a problem involving human language data and apply principles of computing to identify solutions.

Design, implement and evaluate a computing-based solution to meet a given set of requirements to meet text processing needs.

Inquiry and Analysis

Learning Outcomes (for catalog)

1. Apply concepts from computer science and linguistics to real-world situations in which human language is used to interact with technology.
2. Use knowledge of language structures and functions to systematically collect and analyze large amounts of linguistic data using software for tagging, concordancing, collocations, and statistical analysis.
3. Analyze a problem involving human language data and apply principles of computing to identify solutions.
4. Design, implement and evaluate a computing-based solution to meet a given set of requirements to meet text processing needs.

Targeted Professions

The CCL targets any programming position that involves work with tools as varied as speech recognition software, spell checkers, speech synthesis programs, and machine translation programs/websites as well as positions that require text and data mining and data management where human language is the data. For example, computational linguistics is used in jobs involving social media and the Internet when providing content filters in chat rooms or on web searches, when grouping and organizing content through social media mining, and during document retrieval and clustering. Computational linguistics skills are valuable in a wide range of business and government settings where the ability to manipulate and process language data is necessary.

List closely related programs at WOU or other Oregon colleges and universities and the way in which this program complements other similar programs in other Oregon institutions and other related programs at WOU.

As stated in the Summary/Rationale, this would be the only program of its kind at a public institution in Oregon, and it is a unique interdisciplinary program that combines coursework in the Computer Science Division with courses in the Linguistics Program (and a Mathematics course). As such, it would not compete with any other programs in the state or at WOU--rather, it combines specific elements of existing programs already at WOU to meet the needs of 21st Century undergraduates which will lead to increased enrollment in the required courses as students select these targeted courses instead of other electives.

Programs affected/consulted

Computer Science Division, English Studies Dept., Mathematics Dept.

On Oct 10, 2021, Dr. Troyer of the English Studies Dept, met with Drs. Flesch, Shannon, and Morgan of the Computer Science Division to discuss details of the proposal and set a timeline for implementation. Dr. Troyer had previously presented the idea to Dean Cassity, who was enthusiastic and encouraging. Dr. Flesch volunteered to contact faculty in the Mathematics Dept to let them know about the proposal because it includes MTH 243 as a requirement.

On Nov 29 Dr. Flesch emailed Dr. Ciancetta of the Math Department who subsequently informed Math faculty of the program via email to ask if they had any concerns. On Nov 30, Dr. Ciancetta replied again to say that faculty in the Math Dept. thought the proposal and Math's role is fine.

On Dec 7 the Computer Science Division voted unanimously to approve their involvement in the CCL and Dr. Flesch informed Dr. Troyer of this via email on Dec 9th.

Briefly describe how the proposed program aligns with WOU's strategic priorities

The Certificate in Computational Linguistics directly aligns with [WOU's Vision statement](#):

- 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.

As well as the [Institutional Priority](#) for Academic Excellence:

- 4.4 Promote interdisciplinary courses and degree programs that support collaborative and multidimensional educational experiences and pathways.

Briefly describe how the proposed program meets regional or statewide needs and enhances the state's capacity to improve educational attainment in the region and state

According to the State of Oregon Employment Department's report on Nov 22, 2021, "[Oregon Jobs Projected to Increase 16% by 2030](#)" growth is expected in both the Information industry (particularly in software publishing) and Professional and Business services which include scientific and technical consulting services. More specifically, using the reer Explorer" tool in the "Jobs & Careers" section of the site and filtering by "Oregon", helor's Degree", and "High Demand" and then sorting by 2020-2030 employment growth, among the top 51 occupations are: Software Developers, Web Developers, Database Administrators, Computer Network Support Specialists, Computer Systems Analysts, Network and Computer Systems Administrators, Computer Network Architects, Computer Programmes, and Editors.

Likewise, an article published in [Portland Business Journal in 2018](#) contained preliminary results of research by the consulting firm ECONorthwest that projected an average of 32.5% growth in Software/IT in Oregon in 2014 and 2024—while the total job number projections for this sector were fourth behind healthcare, manufacturing, and construction, the growth percentage was the highest. Regarding technology, the article states, "The adoption of innovative workforce training programs can't come quickly enough. A technological revolution is underway and companies are investing in and employing technology at a startling rate. There is almost no industry that isn't experiencing the disruptive power of technology. And there's no stopping this train. Companies that embrace technology will in most cases gain a competitive advantage in the form of enhanced productivity and efficiency."

Just as important is the statement that the "talent assessment research at ECONorthwest offers some valuable insights into what skills will be most in demand as technology advances. One of the most enlightening is that social skills, what some call soft skills, matter. It's no surprise that workers with both social and math skills are, and will continue to be, highly valued. After that, though, social skills rule. In fact, there is data that shows jobs with high social skill requirements are among the fastest growing. The basic takeaway... is 'The labor market is increasingly rewarding humans for being human.'"

That final excerpt emphasizes the importance of the interdisciplinary nature of Computational Linguistics, one purpose of which is to add knowledge of how people use language in daily life to computer programming expertise. Understanding human language structures at the phonetic, discourse, and conversational levels allow software developers to create user interfaces and interactions that work as humans expect them to. Likewise, knowledge of language at the lexical, morphological, and syntactic levels, allow data managers and analysts who increasingly process human language to perform more accurately and efficiently because they understand the structures that they are working with. The aforementioned article ends with a quote from president of the Oregon Manufacturing Extension Partnership, Aaron Fox, from another *Portland Business Journal* column: "The new workforce challenges will revolve around humans and technology working together."

Furthermore, the Bay Area company SynergisticIT in Fremont, CA, on their May 9, 2021 webpage titled "Why Do Tech Companies Not Hire Recent Computer Science Graduates" offers tips for getting hired that emphasize both "Non-traditional educational routes" and "soft skills". While 'soft skills' go beyond knowledge of human language, and linguistics is certainly different from what is taught in Communications and Writing courses, the larger point is that graduates would be well served to have more than a degree that focused exclusively on typical computer science curriculums.

From the perspective of students majoring in English Studies with a Linguistics Concentration or students in other majors who complete the Certificate, the addition of programming and data management skills can be valuable additions for occupational advancement. Nearly any web search for jobs and careers for graduates with a linguistics background, will list Computational Linguist as the most sought after and highest paying, followed by the more traditional fields of professor, language teacher, translator, lexicographer, technical writer, editor, field linguist, and forensic linguist?nd these days nearly all of these jobs within linguistics rely on at least an introductory familiarity with corpus linguistics (WOU's LING 350). While this information is not specific to the Oregon workforce, Katherine Matsumoto, a linguist who has worked in the technology industry for several years as a Product Manager and other positions reports on her [blog](#) that occupations like Information Architect, Content Strategist, Product Manager, Computational Linguist, Data Scientist, Localization Specialist, and Technical Writer are all careers that are open to Linguists with no more than a few courses in computer programming. Given the growth potential in the technology sector that is predicted in Oregon, positions that require some computational and data skills, but not the depth of a graduate of a computer science major should be sought after and lucrative.

What is the plan to recruit students to this proposed new program? Have you established a marketing plan to promote this new program and informed MarCom? Please briefly describe the plan.

Following approval of the Certificate, the Program Coordinators will work with Marcom to create promotional fliers and information that can be posted to video monitors around campus as well high-interest posts to WOU's various social media platforms that direct students to the WOU Catalog and a web page that will be duplicated on both the CS Division site and the English Studies site.

What is the budget source for the plan to attract new students to this proposed new program?

The above plans for promotion should not require additional funding beyond the services already supplied by Marcom and the Division offices.

Will new sections of courses or additional hires be needed to offer this program? What are the faculty salary budget impacts of this proposed new program? Will additional facilities be required?

The proposed Certificate in Computational Linguistics does not require the addition of any new course or faculty. Rather, it capitalizes on existing courses and areas of expertise and combines them into a valuable interdisciplinary program. The intended effect is an increase in enrollment in existing courses, many of which, while close to maximum enrollment, still have room for additional students. If additional sections of courses need to be added, this can be easily accommodated using normal scheduling processes.

Supporting Documents

Thumbnail	Name	Size	Actions
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Related Courses:

No related courses found

Department Head/Program Coordinator decision:

✓
Yes by Lars Soderlund (2022-02-15 16:06:14)

Comments:

Division Chair decision:

✓
Yes by Paula Baldwin (2022-02-15 17:36:08)

Comments:

Division Curriculum/Graduate Chair decision:

✓
Yes by Lars Soderlund (2022-02-15 19:00:32)

Comments:

Curriculum Committee decision:

✓
Yes by Anne Ittner (2022-02-16 05:22:35)

Comments:

Faculty Senate decision:

✓
Yes by Elisa Maroney (2022-03-10 06:14:05)

Comments:

LAS Dean decision:

✓
Yes by Kathy Cassity (2022-03-15 12:10:15)

Comments:

Provost decision: Pending: Rob Winningham (winninr@wou.edu)

Sent to Rob Winningham (winninr@wou.edu)on: 2022-03-15 12:10:15

President decision: Pending: Jay Kenton (kentonj@wou.edu)

Registrar decision: Pending: Amy Clark (clarkaj@wou.edu), Susan Hays (hayss@wou.edu), Jason Horne (hornej@wou.edu)

Catalog entry decision: Pending: Jason Horne (hornej@wou.edu), Susan Hays (hayss@wou.edu)

Academic and Student Affairs Committee**April 8, 2022****Provost & Vice President for Academic Affairs | Dr. Rob Winningham*****Student Success and Advising***

Student Success and Advising (SSA) continues to focus on building systems and processes to support foundational student success outcomes, in addition to providing direct advising services to over 1,200 WOU students each year. A recent reorganization of two professional advising units has placed Student Enrichment Program (SEP) and Teacher Prep Student Support Services (TPSSS), two TRIO programs, within Academic Affairs under the umbrella of Student Success and Advising. Doing so has created ample opportunities to streamline and enhance advising and support for key populations such as exploring students (undeclared) and students experiencing academic difficulty. Perhaps most notably, first year students admitted for Fall 2022 will experience a completely redesigned onboarding-experience this summer, as we move towards a more individualized pre-enrollment advising model in support of first year retention.

Degree Completion. Our Degree Completion team identifies students who stopped out close to graduation and assists them in re-enrolling and completing their degrees. An additional 24 students graduated in Winter 2022 as a direct result of these efforts, bringing our total to 244 graduates since this work began in Fall 2019.

Further, with the recent awarding of a Retention and Reengagement grant of \$445,000, SSA is expanding its Degree Completion efforts in the following ways:

- Expanding the mini grant award criteria to find and support additional degree completion students.
- Promoting retention and degree progression for first year students who are experiencing modest financial barriers to re-enrollment for Spring or Fall term.

Degree Completion Numbers as of Winter 2022

# Degree Completion Students Identified	320 (adding more each term)
# Degree Completion Graduates	244
% Graduated	76%
% Degree Completion students receiving grants	11.6%

Enrollment Outreach (term to term retention efforts)

SSA launched a new enrollment outreach strategy in Winter 2022, aimed at increasing the number of students who enrolled from Winter to Spring. Between a combination of email nudges, faculty advisor outreach, and a central texting/calling campaign, we connected with over 1,900 unenrolled students, and in many cases, helped students navigate barriers to registration. In comparison to enrollment numbers from Winter to Spring 2021, we saw increases across the board, as measured by the percentage of students enrolled at similar points in time, shown below.

	2021	2022
March 2	74.30%	75.03%
March 18	87.00%	90.23%
March 25	91.20%	92.65%

On the first day of spring term class, March 28, 94% of students registered for Winter 2022 were registered for Spring 2022.

Transfer Student Support. SSA has just successfully completed a search for a dedicated transfer advisor, whose duties will include regular advising hours at key area community colleges, including Chemeketa Community College and Linn

Benton. As we work to onboard and train for this revised role, encouraging relationship building with both our community college partners and other key stakeholders will be a top priority.

Partnerships

Jessica Murfin, WOU's Partnership Specialist, is currently working with Amazon to finalize the details for WOU to be listed as a premier partner school for their Amazon Career Choice program. This should go into effect early April. Jessica is also working on additional partnership opportunities with SEIU's Member Benefits program, AFSCME training trust, and others. She has officially launched our Professional Development Workshops initiative, with five workshops centered around justice, equity, diversion, and inclusion. The first workshop, Justice, Equity, Diversity, & Inclusion (JEDI) 101 in the Workplace is already well underway! A second workshop, Recognizing & Understanding Hate/Bias Crime, held for Campus Public Safety, was a great success. Additional Racial Justice workshops will be happening this summer and a Leadership Series is currently under development set to launch late spring. In addition, she has helped to facilitate non-credit Spanish workshops for faculty and staff at Independence Elementary School. At WOU:Salem, Jessica is hard at work scheduling Salem Chamber of Commerce events, including a Greeters event happening June 24 from 8:30-10 am and other possible programming this spring and summer for their Emerging Leaders program. Jessica is collaborating with campus partners on a networking event for alumni and current students, scheduled at WOU:Salem for April 21st from 5:30-7 pm.

3. Academic Effectiveness

Assessment Reporting. 97% of academic programs have completed their 2020-21 Program Learning Outcome Assessment Reports. All submitted reports have been reviewed and Program Assessment Coordinators will receive feedback on their reports on March 29th. A summary report has also been posted on the Academic Effectiveness website (<https://wou.edu/academic-effectiveness/reports-and-documentation/>).

For the past 3 years, Mike Baltzley, Associate Provost for Academic Effectiveness, has used a rubric to evaluate our practices campus-wide. From 2018-19, we saw a significant improvement in how programs were engaging in assessment of student learning. Overall, there was not an improvement from 2019-20 to 2020-21.

Average scores for all academic programs that submitted Program Learning Outcome Assessment Reports

	Rubric categories											
	Outcomes	Target	Data Source	Means of Assessment	Means of Scoring	Evidence Storage	Findings	Dissemination	Actions	Reporting	Pacing	Total
2018-19 Average	1.9	1.1	2.5	2.0	2.0	1.2	1.6	1.7	1.7	1.9	2.1	19.6
2019-20 Average	2.0	1.4	2.6	2.0	2.2	1.7	1.7	1.8	2.2	2.2	2.1	22.1
2020-21 Average	2.0	1.4	2.6	2.0	2.2	1.4	2.0	2.0	1.9	2.0	2.0	21.5

The lack of improvement from 2019-20 to 2020-21 may be due to the increase in the number of programs that submitted reports in 2020-21. In 2019-20, only 77% of programs submitted reports. The programs that **did not** submit reports in 2019-20 submitted reports that scored much lower than programs that **did** submit reports in 2020-21 (18.7 ± 0.8 vs. 23.0 ± 0.5 ; mean \pm SEM). The data suggests that programs which have been consistently reporting on their Program Learning Outcomes are continuing to improve their process.

Academic Program Review. The Program Review process consists of 4 stages: a self-study, an external review, a final report, and an executive summary. The final reports are submitted to the academic Deans, and the executive summaries are submitted to the Associate Provost of Academic Effectiveness and posted to

the Academic Effectiveness website (<https://wou.edu/academic-effectiveness/review-summary/>).

Eighteen academic programs are currently engaging in their Year-7 Program Review process. Nine programs began their review in the 2020-21 academic year. Of those nine programs, four are in the process of writing the executive summaries, three will have their external review complete by the end of the Spring 2022 term, and two are completing their self-studies. All nine programs that began their Program Review in the 2021-22 academic year are in various stages of the self-study.

Programs that are scheduled to begin the Program Review process in the 2022-23 academic year have been notified. A complete schedule for Program Reviews can be found here: <https://docs.google.com/spreadsheets/d/11PR-8IIAREbGRd7hpW5j7ZF9QMned-imJpd-Oto0ytw/edit#gid=0>

Program for Undergraduate Research Experiences (PURE). The PURE Executive Committee and the Academic Excellence Showcase (AES) Planning Committee have begun planning for an in-person AES on Thursday, May 26, 2022. The theme for AES this year is "Creativity and Resilience".

4. Institutional Research

The Institutional Research Office continues to complete 20-30 *ad hoc* requests for data each month. The IR Office has also been working on creating standard data reports to compliment the requests for tenure-track faculty lines that are submitted by academic departments and programs every April. This year, the IR Office has been asked to provide a standard data report for ***all*** academic departments and programs at WOU. By providing data for all academic departments and programs, the Deans and Provost will be able to make

decisions based on campus-wide data, rather than just the data for specific departments and programs.

Lastly, with the help of Danielle Gauntz in Strategic Communications and Marketing, the IR Office has completed a significant redesign of the Institutional Research website: <https://wou.edu/institutionalresearch/>

5. Graduate Studies

Overall, graduate student enrollment has remained fairly steady this academic year. At the writing of this report, spring enrollment is still ongoing and we are cautiously optimistic that enrollment numbers will be close to Winter 2022 enrollment numbers.

Program	Fall 2021	Winter 2022
MS Education	62	65
MA Teaching	72	75
MS Special Education	64	63
MS Educational Technology	24	22
MS Management & Information Systems	1	
MS Rehabilitation Counseling	44	42
MA Criminal Justice	18	21
MA Interpreting Studies	36	29
MS Deaf & Hard of Hearing Education	1	1
MM Contemporary Music	6	5
MA Organizational Leadership	38	37
End/Auth/CTL (only)	6	7
Specializations (only)	5	4
Certificate (only)	10	8
Total	387	379

Applications for graduate programs are up by 11% compared to this time last year.

Graduate Program Applications Processed	Total Apps
January 1, 2021-March 15, 2021	109
January 1, 2022-March 15, 2022	121

The launch of the Accelerated Undergraduate to Master's Pathway (AUMPathway) has created new visibility of our graduate programs to WOU undergraduate students. WOU undergraduates are increasingly applying to our

graduate programs and planning well into the future, as we're already receiving applications from them for Fall 2023.

Current initiatives within Graduate Programs include the launch of the Slate inquiry system. This Customer Relation Management (CRM) tool allows our office to drive student inquiries into a system for constant contact. This CRM will allow our partnership with EAB to be conducted seamlessly throughout the student journey recruitment campaigns. Since November 2021, we have received 251 unique requests for information and generated multiple ongoing communications with prospective students.

6. Sponsored Projects Office

Proposal and Grant Activity. We are continuing to see an upward trend in grant submissions. As of March, 2022, 52 proposals have been submitted, seeking close to \$25 million in external funding. Of these FY22 proposals, 21 have been funded so far for a total of \$4.4 million in external funds. For comparison, by March 2021, 43 proposals seeking close to \$9.5 million in external funding had been submitted and close to \$1.3 million had been awarded by this time last year. In sum, of March, 2022, we have seen a 20% increase in grant submissions from FY21 to FY22.

Noteworthy Recent Proposals. WOU submitted 2 National of Science Foundation (NSF) S-STEM proposals (Scholarships in Science, Technology, Engineering, and Mathematics). This program is aimed at enabling low-income students to pursue successful careers in STEM fields and contribute to the economy.

- Lucas Cordova in Computer Science partnered with Erin Baumgartner in Biology and applied for a \$616,563 grant to increase the number of WOU students entering in careers in Data Analytics. If awarded, 60% of the funds will be used to provide 37 students \$10,000 scholarships each over the course of the six-year project period.
- Alicia Ibaraki and Kathy Espino Perez in Behavioral Sciences applied for a \$100,000 planning grant as part of a multi-institutional collaboration with OSU and Heritage University. If funded, it will enable the team to apply for a \$5M S-STEM in 2024. The primary focus is to provide research opportunities to students from smaller institutions to make them more competitive graduate school applicants, in order to grow the number of under-represented students in the Behavioral Sciences.

Noteworthy Recent Awards.

- Patrick Aldrich and Beryl Neequaye in TRI's Center on Evaluation, Technology & Research were awarded \$120,000 from the Oregon Department of Education to conduct an evaluation of Oregon's Tribal

Attendance Promising Practices (TAPP) project, which is aimed at strengthening attendance and student success, and increasing graduation rates among the nine federally recognized Tribes in Oregon.

- Chelle Batchelor, Dean of Library and Academic Innovation secured a grant from the National Endowment for the Humanities and American Library Association for \$10,000 entitled, “Centering Western Oregon University's BIPOC voices: a moment in history.”

7. Library

Digital Commons Milestone. The Library reached the milestone of 1 million downloads from WOU’s institutional repository in January 2022. Digital Commons @ WOU includes both faculty publications and student scholarship, and it also includes historical content from the campus such as our yearbooks and newspapers.

American Rescue Plan Humanities Grant. The Library has received a \$10,000 American Rescue Plan: Humanities Grant for Libraries for a project entitled “Centering Western Oregon University’s BIPOC voices: A Moment in History”. The project goals are to: 1) Hold a series of listening sessions that center the voices of BIPOC and historically marginalized students, faculty, staff, and community members; 2) Provide a platform for BIPOC and historically marginalized students, faculty and staff to share their thoughts, ideas and experiences in their natural or native language or communication style; and 3) Capture the stories and experiences of BIPOC and historically marginalized WOU community members for historical and educational purposes, and for inclusion in the WOU Archives.

The Library will host a series of listening sessions in May 2022 that center BIPOC and historically marginalized people in our community. Storytellers will be invited to share their stories, thoughts, ideas and experiences in their natural or native language or communication style. They will also be invited to identify their translator(s) or translation method, if they choose for their story to be translated. Storytellers can be students, faculty, staff, or other members of the WOU community.

Black History Event with Walidah Imarisha. In response to the [“Sincerely,”](#) video and with financial support from President Jay Kenton, the Library will host Walidah Imarisha for a two-day event focused on Oregon Black history, and the history of race, identity, and power in the Northwest. The event will include a keynote address by Imarisha on Thursday May 12th at 3:00pm followed by smaller-group sessions on Friday May 13th with WOU faculty and instructors to brainstorm and share ideas for integrating Black History into the curriculum. The keynote will be on Zoom Webinar and is open to all community members.

Additional information and a link to the RSVP form can be found on the [WOU Event Calendar](#).

8. Academic innovation

Current Programs & Workshops. Academic Innovation offers a variety of workshops to instructors each term, focusing on teaching strategies, academic technology, and exploring pedagogy. More information about each programming option, including our Spring Term Calendar, can be found on the Center for Academic Innovation website (<https://wou.edu/cai/>). Workshop attendance numbers for Winter were slightly down from last year, with a total of 31 unique registrations and 58 total registrations.

Beginning this past winter, Academic Innovation added a book club/reading group to its programming and will select a new text each term. Winter's selection was [bell hooks' *Teaching Community: A Pedagogy of Hope*](#). Spring's selection is [What Inclusive Instructors Do : Principles and Practices for Excellence in College Teaching](#). Ebook access is provided through Hamersly library at no cost to participants and selections remain part of Hamersly's permanent digital collection.

Faculty Development Needs Assessment. Academic Innovation launched a survey for faculty during winter term to help better understand and assess faculty development needs. This survey covered logistical preferences (e.g., program format and scheduling) and topics of interest for future programming. In addition to teaching and learning topics, Academic Innovation collaborated with colleagues in Research, Student Life, and Student Success & Advising to query a broad range of topics appropriate for faculty development training.

Approximately 80 faculty members responded to the survey. Academic Innovation is currently analyzing the results to share with the broader community. The goal of this survey is to identify ways to make programming accessible, topical, and beneficial to all faculty and to help develop a holistic approach to supporting faculty success.

Collaborations. Academic Innovation continues to partner robustly to identify ways our learning management system, academic technologies, and pedagogical expertise can support the institution broadly. Examples include:

- Working with Academic Effectiveness to develop syllabus development tools
- Working with Student Success & Advising to develop tools for advisors to better understand student participation in Canvas, including flagging students who do not access the LMS during initial start of the term
- Working with the Partnership Specialist to automate Canvas account creation and enrollment for WOU's non-credit continuing education programs

College of Liberal Arts and Sciences

Our work on the American Council of Education's Learner Success Lab continues, under the co-direction of LAS Dean Kathy Cassity, and Director of Service Learning & Career Development Adry Clark, along with a campus steering committee consisting of both staff and faculty. On February 10th we welcomed our ACE facilitator, Dr. Mary Churchill, to our campus for a virtual visit, along with peer reviewers Dr. Virginia Fraire of the University of Texas-El Paso and Dr. Jonathan Millen of the University of New England. Our visitors met with several stakeholder groups and attended an afternoon virtual symposium that included a "roundtable" with student leaders and a showcase of staff and faculty accomplishments. We are now awaiting recommendations from our external review team and preparing to write our final report, which will contain recommendations for both defining and enhancing learner success on our campus. To further this effort, Dr. Cassity has also convened an LAS Dean's Student Advisory Board, which met twice virtually during Winter term and will meet again during Spring.

Our Social Science Division has been especially busy, adding new tracks to its Sociology program in Social Work and Social Justice. Our Sustainability Department will be fully transitioned from Geography as of the 2022-23 catalog. Dr. Patricia Goldsworthy-Bishop, Professor of History, gave a talk in Los Angeles in March in conjunction with a new exhibition at the Los Angeles County Museum of Art entitled [City of Cinema: Paris, 1850-1907](#), to which she contributed research. The exhibit looks at the development of new forms of art and technology that merged in the late 19th century and led to the creation of the moving picture. Division Chair Dr. Mary Pettenger continues to lead the working group developing a new Ethnic Studies program for WOU, and they recently met with representatives from the Oregon Department of Education to align our program with new Ethnic Studies requirements/standards for K-12.

This term, Social Science faculty delivered two Symposium presentations. Dr. David Doellinger, Professor of History and Dr. Eliot Dickinson, Professor of Political Science, jointly presented a panel on "The War in Ukraine: A Forum Discussion" in the Columbia Room on March 8. NTT faculty member Greg Leo, an experienced lobbyist, discussed "How to get a hummingbird to listen" (a how-to on lobbying) on March 9. Both presentations are available on WOU-TV. WOU's Model UN Club participated in a face-to-face Northwest Model UN conference in Portland from February 18-20.

In February, three students in Psychological Sciences—Sandra Garcia Torres, Selina Alvarez Ramirez, and Claire Graves—presented at the national annual convention of the Society for Personality and Social Psychology (SPSP). (A fourth student, Taryn Wilson, contributed to the project although she was not able to attend the conference.) These students, members of Drs. Kathy Espino-Perez

and Alicia Ibaraki's CREW lab, presented work supported by a National Science Foundation grant obtained by Drs. Espino-Perez and Ibaraki. Tara Wilson, a graduating senior in psychology, was recently accepted into a competitive graduate program in Marriage and Family Counseling at Northwestern University. Dr. Tracy Powell will present her, *Corporality of Communed Touch: Healing through Massage*, at the Annual Conference of Phenomenology and Media, to be held at Shanghai Jiao Tong University in China later this year. Dr. Ethan McMahan, Chair of the Behavioral Sciences Division, has been invited to speak at the Annual Meeting of the Western Psychological Association this Spring. This is one of the largest regional professional associations in psychology in the United States, and he will be presenting his research on how regular interactions with nature can improve psychological functioning as well as benefit the natural environment.

Professor of Communication Studies Dr. Emily Plec has organized an "Outreach and Event Planning Board" as part of her work with the Fostering Success program, which supports current and former foster youth at WOU. Ten youth and young adults who have experienced foster care or lived in group homes were selected to receive \$300 stipends for their Board participation and were provided with a \$1000 event budget. Approximately half of the recipients are WOU students, and several others are youth in the community. Together they are charged with planning and hosting one or more events for foster youth and youth lacking family privilege. Their first meeting was held in March 2022, and they will continue to work together through mid-June. The Outreach & Event Planning board is funded by a grant from Polk County Family and Community Outreach.

Apple Box Children's Theater, now sponsored by the WOU Humanities Division, works with the WOU Theater Department and Central High School to provide a free, high-quality theater experiences to local children ages 8-15. WOU's Creative Arts Division Chair David Janoviak has created an opportunity to offer WOU credit to Central and Dallas High School students who participate in either Apple Box Children's Theater or Valley Shakespeare this summer. English NTT faculty member Maren Anderson serves as the Executive Producer of ABCT. She will be working with Ellen Osborn and Phyllis Bolman of the Monmouth Arts & Culture Commission, and Suzanne Dufner, Director of Monmouth's Community & Economic Development, in coordinating and integrating Apple Box Children's Theater performances with Monmouth's Fourth of July festivities.

Our Director of First Year Writing, Dr. Leigh Graziano, won the Community Partner Award from WESD for her Willamette Promise work with the Writing Program. WOU also received full approval for a graduate certificate in writing theory and practice, a program designed for K-12 writing instructors that will launch this summer and bring a new audience to WOU! Dr. Graziano also participated with a collaborative group of faculty and staff from both Academic Affairs and Student Affairs to develop a block scheduling cohort model for SEP

students (based on the successful launch of Destination Western last summer). Other participants in this project are Chris Solario, Dr. Shaun Huston, Dr. Leanne Merrill, Dr. Katherine Schmidt and Marshall Guthrie. This project will be piloted during the 2022-23 academic year.

Our Creative Arts Division has been busy and productive during Winter term, with a series of Dance Labs every Friday, several student and faculty recitals and art exhibits, the production of the musical *The Theory of Relativity* in February, and concerts by our choral and instrumental assignments. A quartet from our vocal ensemble opened this year's short legislative session with a beautiful rendition of the national anthem. In Spring term, Creative Arts looks forward to hosting the Great Western Music Championship High School Band festival, the Drag Show, the Spring Dance Concert on May 7, continued Friday dance labs, an ArtFest T-shirt Tie Dye party on May 18, numerous student art exhibits and recitals, ensemble performances, and the theatrical production *Baby with the Bathwater*, from May 26-29. This summer's Valley Shakespeare production will be *A Winter's Tale*, from July 21-23 and July 28-30.

Dr. Gareth Hopkins, Assistant Professor of Biology, and Dr. Lucas Cordova, Assistant Professor of Computer Science, are collaborating in an exciting interdisciplinary project incorporating student researchers, creating an app that supports turtle conservation. In early March, they and ten WOU students attended the Annual Conference of the Oregon Chapter of The Wildlife Society in Newport. This is a critical annual networking meeting for wildlife professionals. Students gave oral and poster presentations and participated in a roundtable discussion; Matthew Manns (Biology student) won second prize in the student poster competition, competing against PhD students from OSU. One of the presentations focused on the *Oregon Turtles App*, and the beta version was launched at the event (oregonturtles.org). Multiple people signed up to be beta testers (and you can too by visiting this [website](#)). An important theme of the conference was the importance of using cross-disciplinary tools and perspectives in wildlife biology, particularly in the realms of GIS/Remote Sensing and Computer Science.

There is much additional good news as well. Criminal Justice Week took place virtually this year, from February 21-24. The Business & Economics Division has been successful in its search for a professional advisor, who will begin next month. We also hope the Oregon Gaming Conference will take place live on campus this year in May. Faculty, staff and students in each LAS division continue to produce stellar accomplishments even in the face of ongoing challenges.

College of Education

Western hosted the annual meeting of the Oregon Association of Teacher Educators on campus on Friday, February 25th and Dr. Melanie Landon-Hays

from the Division of Education and Leadership presided as President. The opening keynote was provided by award-winning, African American author Renée Watson who shared thoughts on race, identity, and education with an audience of more than 150 teacher educators from across Oregon. Dr. Landon-Hays is the most recent in a long list of ORATE Presidents from Western including Dr. Marie LeJeune, Dr. Maria Dantas-Whitney, Dr. Tracy Smiles, and Dr. Mark Girod.

Dr. Lin Wu, from the Division of Education and Leadership, received the 2022 Outstanding Dissertation Award from the American Association for Colleges of Teacher Education for *Borderland Teaching of Chinese American Teachers with Mexican American Students: Toward the Development of a Theory*. In his dissertation, Wu studied three Chinese American teachers working with 11 Mexican American students in three ethnically diverse urban secondary schools in the Pacific Northwest. For his observations, he used a qualitative case study methodology, drawing on the theoretical frameworks of Culturally Responsive Teaching and Borderlands Theory. Wu's findings suggest that the teachers used borderland teaching to improve student performance and build kinships with them. A team of faculty also attended this meeting to cheer on Dr. Wu as he was recognized.

The College of Education Office of Justice, Equity, Diversity, and Inclusion (COE JEDI) is hosting a series of faculty professional development events across spring term facilitated by Dr. Ofelia Castro Schepers who directs the Center for Trauma-Informed Practices at Metropolitan State University in Denver. Topics will include trauma-informed practices in higher education, creating a trauma-informed syllabus, compassionate grading, and making content accessible, and supporting all students in higher education.

The College of Education was recently awarded a \$150,000 grant from the Higher Education Coordinating Commission to support Educator Equity work in alignment with HB 3375 (2015) that promotes efforts to increase the recruitment, retention, and graduation of increasing numbers of culturally and linguistically diverse future teachers. The support will be used to partner with Willamette Education Service District and Chemeketa Community College through the Center for Advancement of Paraprofessionals, will provide continuing support to the College of Education Office of Justice, Equity, Diversity, and Inclusion, and will support student stipends participating in the BIPOC Student Advisory group who help shape programs, practices, and efforts to improve student experiences in educator programs.

Academic and Student Affairs Committee**April 8, 2022****Interim Vice President for Student Affairs | Tina M. Fuchs****Introduction**

Since the last report submitted to ASAC, the division of Student Affairs has experienced some changes worth noting in this report.

Student Affairs went through a series of leadership transitions and other changes in early February 2022. Dr. Gary Dukes, Vice President for Student Affairs, left his position. Tina Fuchs, Associate Vice President transitioned to interim Vice President, and Malissa Larson, Assistant Vice President became interim Associate Vice President. Two of the Division's TRIO programs, the Student Enrichment Program (SEP) and Teacher Preparation Student Support Services (TPSSS) were reassigned to Academic Affairs. The Campus Recreation department was moved under the leadership of Randi Lydum, Executive Director of Athletics. An updated organizational chart can be found here: [Student Affairs Organizational Chart](#)

Despite the changes, the [mission of the Division of Student Affairs](#) remains the same. Students are at the center of our work, and we will continue to support their academic, personal, and professional growth.

Given this mission, this report highlights departmental progress as well as several initiatives and accomplishments within the Division of Student Affairs over the last several months.

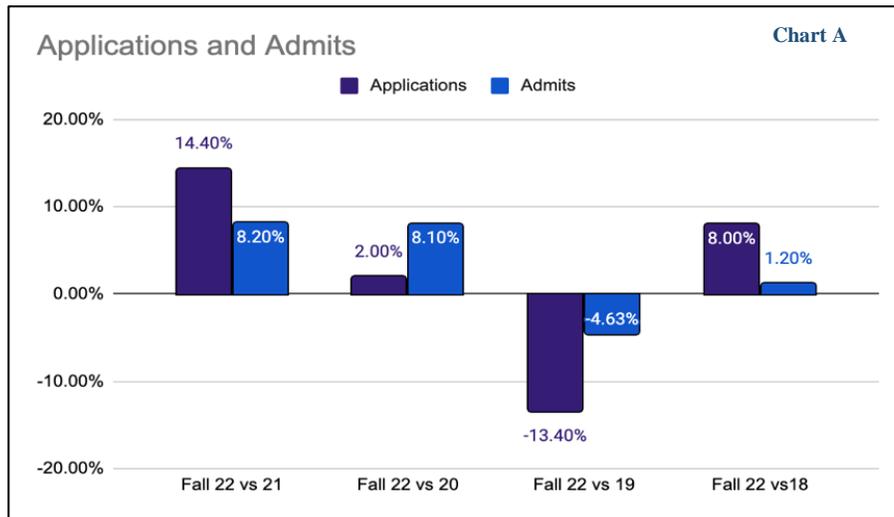
Enrollment Management**Admissions**

The Office of Admissions has seen much turnover in staffing this year. The staffing challenges plus navigating COVID regulations, has made it difficult for Admissions to recruit at a level they are accustomed to and certainly limited their ability to access high schools and community college with the same robust efforts previous to March 2020. However, under the steady hand of Anna Hernandez-Hunter, interim Director of Admissions, the Admissions team is making great strides in recruitment efforts of first year and transfer students.

As a part of our recruitment efforts, Admissions has hosted **1919** students on campus in the past 7 months (September 1, 2021 - March 31, 2022). This number shows a strong return to in person activities, following very limited in person engagement over the previous year.

As of March 28, applications are up in most categories. A total of 3465 applications have been received and of those, 2722 students have been admitted. **Chart A: Applications and Admits** (on the next page) shows the application statistics to date in

comparison to the previous four years as of the first week of Spring term. Fall 2022 is ahead of applications and admits in three of the four comparator years.



One other statistic worth noting is **62%** of all Seniors in High School/Transfers that have visited campus during this time have applied for admission to WOU. Campus visits continue to be a huge selling point and opportunity for us to “close the deal” with prospective students. Daily visits and tours will continue through Spring and Summer terms.

Recent formal Admission events included Winter Preview Day, Criminal Justice Careers Day, and the Spring Break Visit. Future events include the César E. Chávez Leadership Conference (CECLC) and our Admitted Student Reception.

Financial Aid

Over the last few months, members of the Financial Aid team have received and processed FAFSA applications at a steady pace. We started the 2022-23 year being down about 15% in applications. We have closed that gap a bit and are now down approximately 8.7%. While we are confident we will continue to close the gap, it is unlikely we will catch up to the previous year’s FAFSA applications.

Notably, processing time for financial aid applications has decreased substantially, going from 6-8 weeks processing time upon receiving documents to 1-2 weeks. This is a result of a combination of fewer students being selected for verification and a partnership between Financial Aid and Campus Logic for StudentForms.

Along with processing FAFSA applications, Financial Aid has been working on two significant and consequential tasks relative to supporting student enrollment and access.

(1) Banner Financial Aid

Financial Aid has been using Power Faid for all financial aid processing for several years. It was determined that moving financial aid processing to Banner will

streamline the awarding process and expedite student awards. Implementation to Banner Financial Aid is currently underway and members of the Financial Aid team are partnering with a consultant, and with the support of University Computing Solutions and the Business and Accounting office, we are designing, training, and simulating processes to be ready for the full launch on October 1, 2022.

(2) Financial Aid Award Offers

Late winter/early Spring is a critical time for Financial Aid as they package awards for students. Financial Aid has been working with Ruffalo Noel Levitz (RNL) to review financial aid awards. Batches of data started being sent to RNL in mid-March for review and analysis. This partnership with RNL allowed us to accomplish the following:

- Optimize award packages for all students.
- Expedite award offers to ensure timely announcement of financial aid packages.
- Award offers mailed March 24 - 25 to first year freshmen and transfer students with EFC* > 6,000
- As of March 30, 2022, 789 students awarded (703 freshmen and 86 transfers)
- Batches continue to be processed weekly with data being sent to RNL for review (2-day turnaround), then Financial Aid completes the awarding and mails out the offers

It is important to note that the Pell Grant award increased by \$400 and new Pell tables became available March 31. As a result of this increase, the EFC range for 0-\$6,206 now allows for a maximum award of \$6,895.

*EFC = Expected Family Contribution

As a sign of our commitment to academic excellence, WOU expanded our merit awards to acknowledge the scholarly achievements of our students through merit awards.

Chart B: 2022-23 Merit Award Amounts shows the merit allocations based on GPA.

2022-23 Merit Award Amounts

Chart B

WOU	3.95+	3.75 - 3.949	3.60 - 3.749	3.00 - 3.599
Resident	\$ 5,000.00	\$ 3,000.00	\$ 2,000.00	\$ 1,000.00
WUE	\$ 5,000.00	\$ 3,000.00	\$ 2,000.00	\$ 1,000.00

Nonresident	\$ 12,000.00	\$ 10,000.00	\$ 8,000.00	\$ 5,000.00
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As of March 24, 2022, a total of 1891 merit awards were offered to first year students and 105 awards to transfer students.

Along with merit awards and federal and state financial aid funding (grants, subsidized, and unsubsidized loans), Financial Aid coordinates several scholarships for current and prospective students. Travis Heide, Assistant Director of Financial Aid, facilitated the scholarship application review process, recruiting members of the WOU community to assist with the review process. This year 40 WOU employees volunteered to review over 1200 scholarship applications to determine scholarship recipients.

University Housing

Housing reservations by new students are down relative to previous years. To address this concern, University Housing has teamed up with Admissions and MarCom to aggressively market housing to incoming students.

As a result of transitions in the leadership positions within the Vice President for Student Affairs office, Lindsey Gibson has assumed the role of interim Director of University Housing.

Student Engagement, Leadership, Retention, and Support Services

Abby’s House, Center for Equity & Gender Justice

Abby’s House, which has been understaffed since the beginning of the Coronavirus pandemic, is now fully staffed with a Director, Bilingual Confidential Advocate, and Basic Needs Coordinator. This team of incredible individuals are now able to fully serve the student community, provide leadership to peer advocates, and offer educational programs on campus.

With the hiring of the Basic Needs Coordinator, we now have a full-time professional staff who can supervise the Food Pantry and Stitch Closet, as well as meet with students and assist them with accessing resources and benefits around housing, food insecurity, healthcare, transportation, clothing and hygiene, childcare, and financial assistance.

SHOUT OUT: The Stitch Closet founder, Sofie Fashana, junior pursuing a BS in Management, has put in a lot of effort this year into making this dream a reality! At the Grand Opening of the Stitch Closet on March 31, Sofie was recognized for her efforts, creativity and vision in creating such an important resource on campus.



Child Development Center (CDC)

The CDC is maintaining full enrollment with a waitlist for the current year. Enrollment opens May 2nd for 22-23 academic year and we are expecting full enrollment again. The CDC is slowly increasing classroom size to pre-pandemic size which requires a safety plan to reduce the classroom size to reduce transmission of Covid. The CDC has also received multiple grants this year, which have helped with operating efficiencies, employee stipends, and improvements to the facility, among others.

Office Disability Services (ODS)

ODS has had a change in leadership as a result of transitions within the Vice President for Student Affairs office, Rian Gayle has assumed the role of interim Director of the Office of Disability Services.

Multicultural Student Services and Programs (MSSP)

The MSSP office in collaboration with the Admissions Office, hosted a successful César E. Chávez Leadership Conference (CECLC) on November 12th. The November event hosted over 350 high school seniors at WOU. The next CECLC is scheduled for April 8th with over 500 high school students registered! On March 31st, César E. Chávez's birthday, the CECLC committee awarded 20 CECLC scholarships; the recipients of the scholarships will be invited to attend the conference.

The Multicultural Student Union (MSU) is continuing to host their [annual cultural events!](#) Coming Spring term, MSU will host 27th Annual Native American Pow-wow (April 30), MayDay, which is a representation of Pacific-Islander culture (May 6), and the 29th annual Nuestra Fiesta Latina (May 20).

The Multicultural Representatives (MCR) Program is a volunteer based program of mentors who assist with welcoming new MSSP students to WOU. This year, we surpassed our mentor application goal and we are excited to share that we will have 26 MCR mentors for the 2022-23 year.

New Student & Family Programs (NSFP)

The department of New Student & Family Programs provides new students and their families with information resources they need to succeed as they begin a new chapter of their lives at Western Oregon University. NSFP recently was awarded funding of \$983,607 from State to continue flagship program Destination Western and other retention programs. Additionally NSFP has hired 60 student leaders that will be trained during Spring term to guide our incoming students in our Summer and Fall Programs. The summer program, previously known as SOAR, is being redesigned to a new program to better fit the needs of students and is now referred to as "PACK (Prepare, Advise, Connect, Know) Welcome," a hybrid event that takes place over a few months to gently onboard and engage our incoming class earlier and more frequently. PACK Welcome will conclude with in person orientation days in July.

Service Learning and Career Development (SLCD)

SLCD started 2022 by creating a podcast called Project: Life Design. We've completed ten episodes and have 144 followers, so far. You can access the podcast on your Apple Podcasts [Project: Life Design on Apple Podcasts](#). Adry Clark, Director of Service Learning and Career Development, **invites any and all trustees who are willing to share wisdom and ideas with WOU students to join a Podcast!**

Returning to in-person events, SLCD has hosted a variety of events including but not limited to: five career fairs, three of the fairs in collaboration with academic departments, two large networking events, an interviewing event, and copious information sessions and Coffee Talks. SLCD is collaborating with Alumni Relations and Salem Campus to host a major Flash Mentoring event featuring WOU Alumni on April 21, 2022. For this event, SLCD is actively seeking engagement from alumni and other community professionals.

Vice President for Student Affairs office

The Vice President for Student Affairs office, under the direction of Emmanuel Macías, oversees the National Student Exchange (NSE) program. This year 11 WOU students were successfully placed during the priority placement process at the 2022 National Student Exchange conference, for exchange during the 2022-23 academic year (120% increase from last year). WOU students were placed in universities in California, New York, Puerto Rico, South Carolina, Texas, and the U.S. Virgin Islands. WOU will host six students from Alaska, Arizona, New Hampshire, New Mexico, Texas, and Utah. Next round of direct placement recruitment will begin early spring term.

Dewey/McCulloch Smith Award: The Outstanding Graduating Student Award Committee received a strong list of nominees. The committee has selected the recipients and they will be announced to the WOU community in May at Leadership Recognition Night. The recipients will be invited to speak at the 2022 Commencement program.

Wolfstore

The Wolfstore has made a variety of improvements over the last few months, under the leadership of Marci Miller, to improve the customer experience. Updates include new registers, updated technology, the customer service desk relocated to the front of the store for ease of access and new merchandise.

Stay tuned - coming for Fall: Expanded Tailgate and Spirit Items!

Division of Student Affairs Newsletter links

In an effort to keep our community informed about the activities, events, and initiatives taking place within Student Affairs, several areas provide regular newsletters to the campus. Links to those newsletters are provided on the following page.

[Student Affairs ENEWS](#)

[Multicultural Student Services and Programs \(MSSP\) Winter 2022 Newsletter](#)

[Abby's House March 2022](#)

[Service Learning and Career Development Spring Newsletter](#)

[Wolfie's Weekly- Student Engagement Newsletter](#)

SPOTLIGHT program sponsored by the Vice President's office is WOLF IT DOWN, a finals week pancake feed tradition. During the Winter term finals week event over 200 students attended WOLF IT DOWN. Students love FREE PANCAKES! The return of WOLF IT DOWN has been incredible: the energy, excitement, and number of students in attendance has affirmed our students' love for this campus tradition.



[ID: Two photos. Photo on left: 6 professional student affairs members, and one bonus staff member in the background, huddled together with masks and aprons getting ready to serve pancakes. Photo on right: Picture of the Summit in the WUC, with tables full of students and a signing group in the background wearing all red hanging out after getting pancakes.]

Admissions

Applications/Admitted Report:

Fall 22 compared to Fall 21

Applications: + 14.2%

Admits: + 8.1%

Fall 22 compared to Fall 20

Applications: - 13.4%

Admits: - 4.6%

Fall 22 compared to Fall 19

Applications: + 1%

Admits: + 1.2%

Campus Visits & Events:

- We have had **1919** students visit campus in the past 7 months (September 1, 2021 - March 31, 2022)
- **62%** of all Seniors/Transfers that have visited campus during this time have applied for Admissions

Admissions

Spring Focus: (April - June)

- Continue to admit students for Fall 22
- Recruiting for Fall 23 begins
- Enrollment Collaboration: Working with New Student & Family Programs & Student Success & Advising to utilize the “Intent to Enroll” as the “Intent to Register” and incorporate My Majors.
- Fill 4 vacancies: two Evaluators, one Admissions Counselor and one Assistant Director of Recruitment/Transfer Specialist.

Upcoming Events:

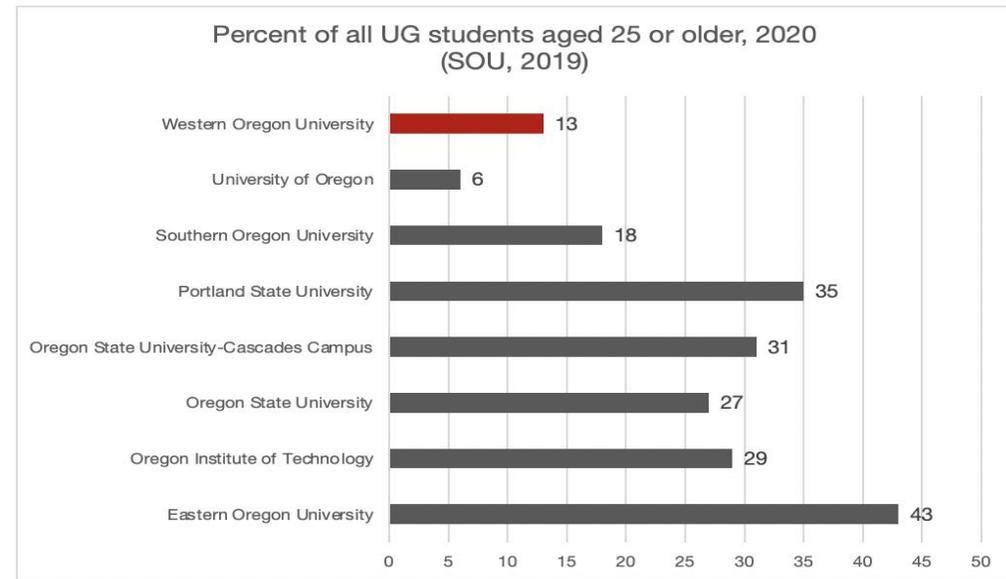
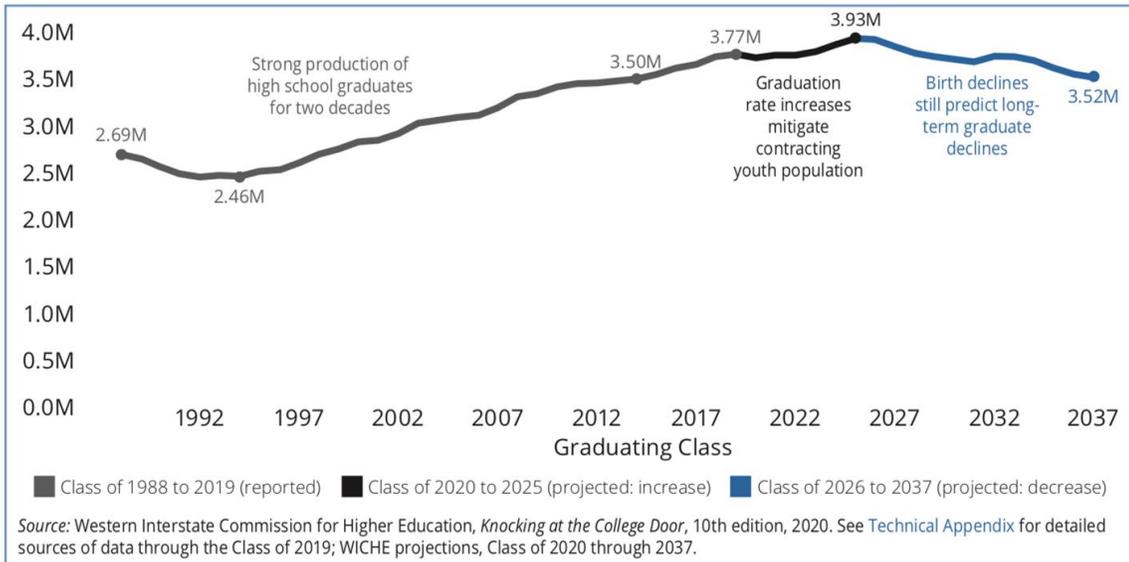
- Cesar E. Chavez Leadership Conference (#2)
04/08/2022
- Making WOU Happen (Admitted Student Day)
4/15/2022
- GSA Day Conference
04/22/2022
- Business Day (HS Sophomores & Juniors)
05/07/2022
- Daily Tours Offered at 11am & 2pm

Questions?

EAB Recruitment Efforts

Our reality: The pipeline of traditional undergraduate students is shrinking while WOU still relies heavily on such students.

Figure 1. Slowing Growth in Number of U.S. High School Graduates, then Decline (U.S. Total High School Graduates)



<https://www.wiche.edu/wp-content/uploads/2020/12/Knocking-pdf-for-website.pdf>

<https://nces.ed.gov/ipeds/use-the-data>

In Fall 2021, undergraduate students comprised 89.7% of all WOU students; **10.3% were graduate students.**

<https://wou.edu/institutionalresearch/enrollment/>

EAB's Adult Learner Recruitment Services

- Drawing on expert assistance as we evolve to serve a wider range of students
- Reaching new audiences: Two campaigns
 - Graduate students
 - Adult Degree Completers (Gen Z'ers, older working adults)
- Invest in visibility, recruiting and enrollment
 - Move past being Oregon's best kept secret
 - Develop a richer and more diverse pipeline of prospective students
 - Understand educational needs in our region

Finding Prospective Students

Marrying Your Data with Our Consumer Database

Each data set fills in the gaps of the other, allowing us to have a deeper understanding of your students to identify similar prospects.

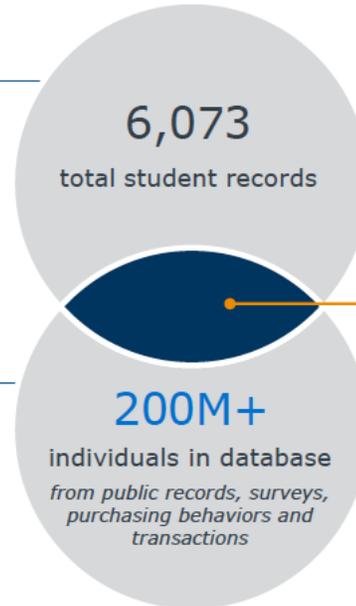
WOU's Data

Sources

- 6,073 records from 2016-2021
- 2,877 applicants
- 3,196 students

Information Obtained

- Date of birth, name, address, phone number, email address
- Admit and enroll status



45%
overall
match rate¹



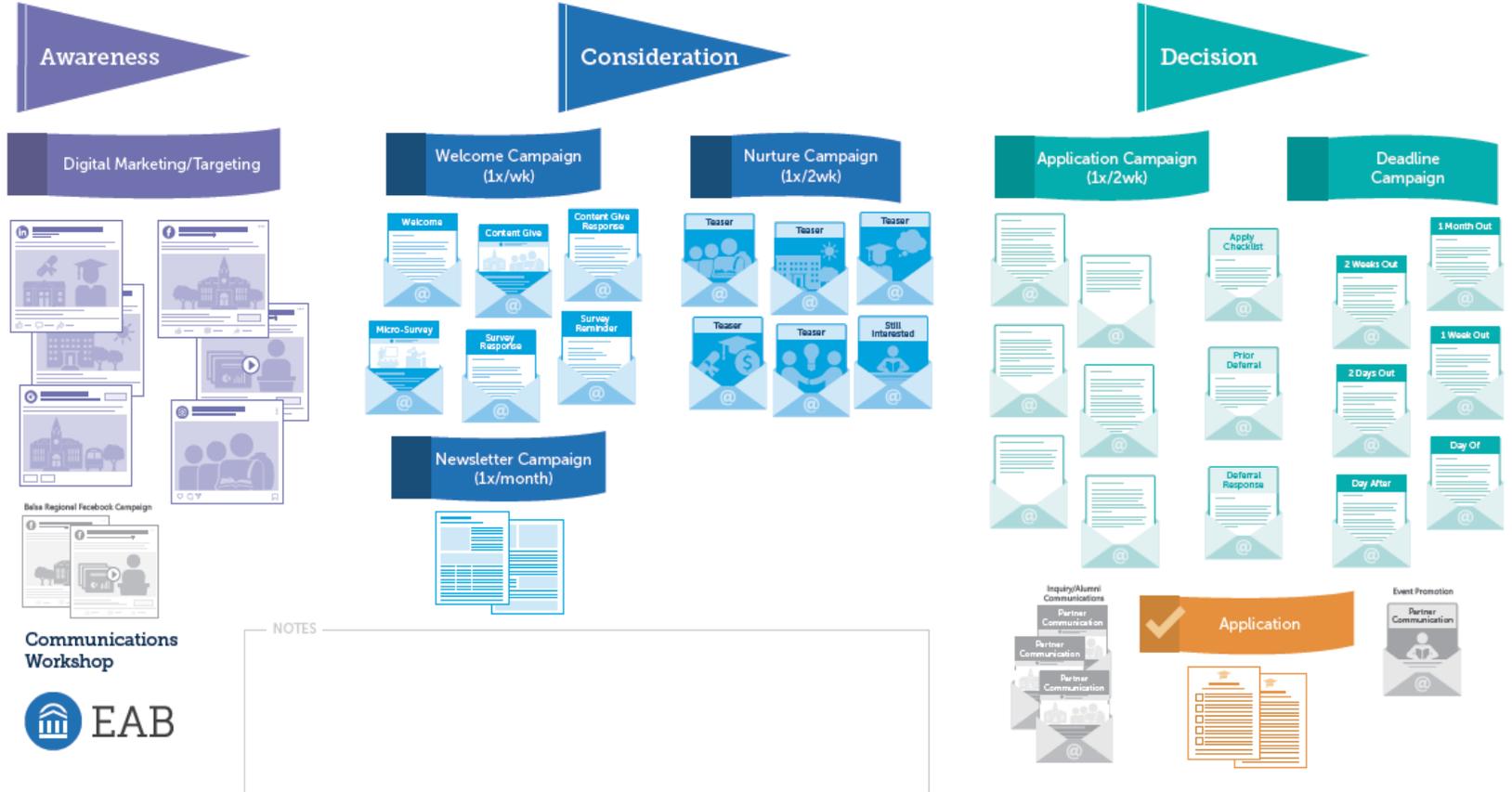
Prospective
Student Persona



Creative strategy
marketing to that
persona

Student Journey

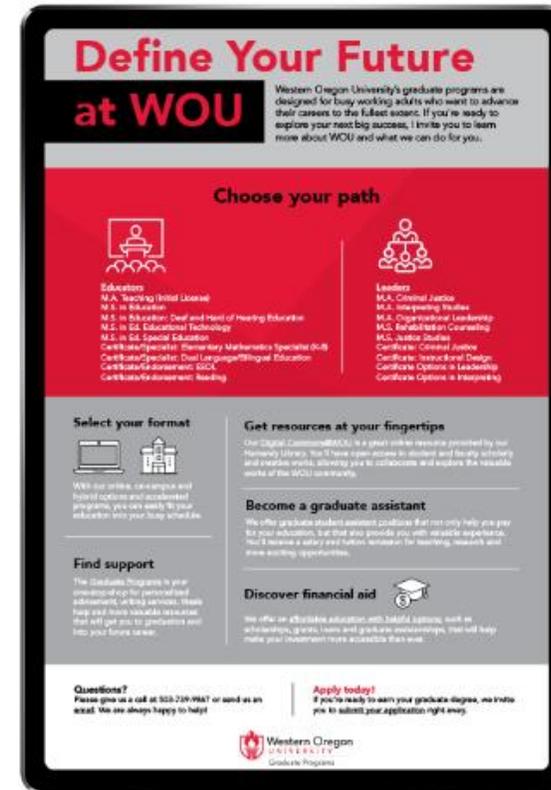
- High Affinity
- Google Affinity
- LinkedIn
- List Sources
- Undergrad Seniors and Alumni
- Old/Inactive Inquiries
- Active Inquiries
- App Starters
- Deferral Inquiries
-
-



NOTES

Communicating with Prospective Students

- Interactive Application Page: <https://go.grad.wou.edu/apply>
 - Prospective student can apply, complete a survey, or gather information.
- Content Give Page: <https://go.grad.wou.edu/discover>
 - Prospective student provides their information and is given access to interactive PDF.
- Deferral/More Information Page: <https://go.grad.wou.edu/discover>
 - Prospective student has initiated an interaction that asks for more information. Communication strategies become more interactive to include monthly newsletters, emails, and updates about WOU.



Refining our Portfolio of Academic Programs

Market Insight Project Types

*Growth through
New Opportunities*

1

Market Opportunity Scan

- Prioritized list of top 3-5 new growth opportunities
- Matched to regional labor market needs
- Analysis of market saturation and size data
- Peer program analysis

*Examining multiple
programs*

*Growth through Repositioning
and Optimization*

3

Portfolio Health Check

- Evaluates select academic portfolio's performance against workforce demand and competitive field
- Plots high performing programs and low-performing programs based on growth potential

2

Program Feasibility Study

- Validates market demand for new program
- Identifies top employers and in-demand job knowledge and skills
- Evaluates peer programs
- Provides curricular or marketing guidance

*Examining a single
program*

4

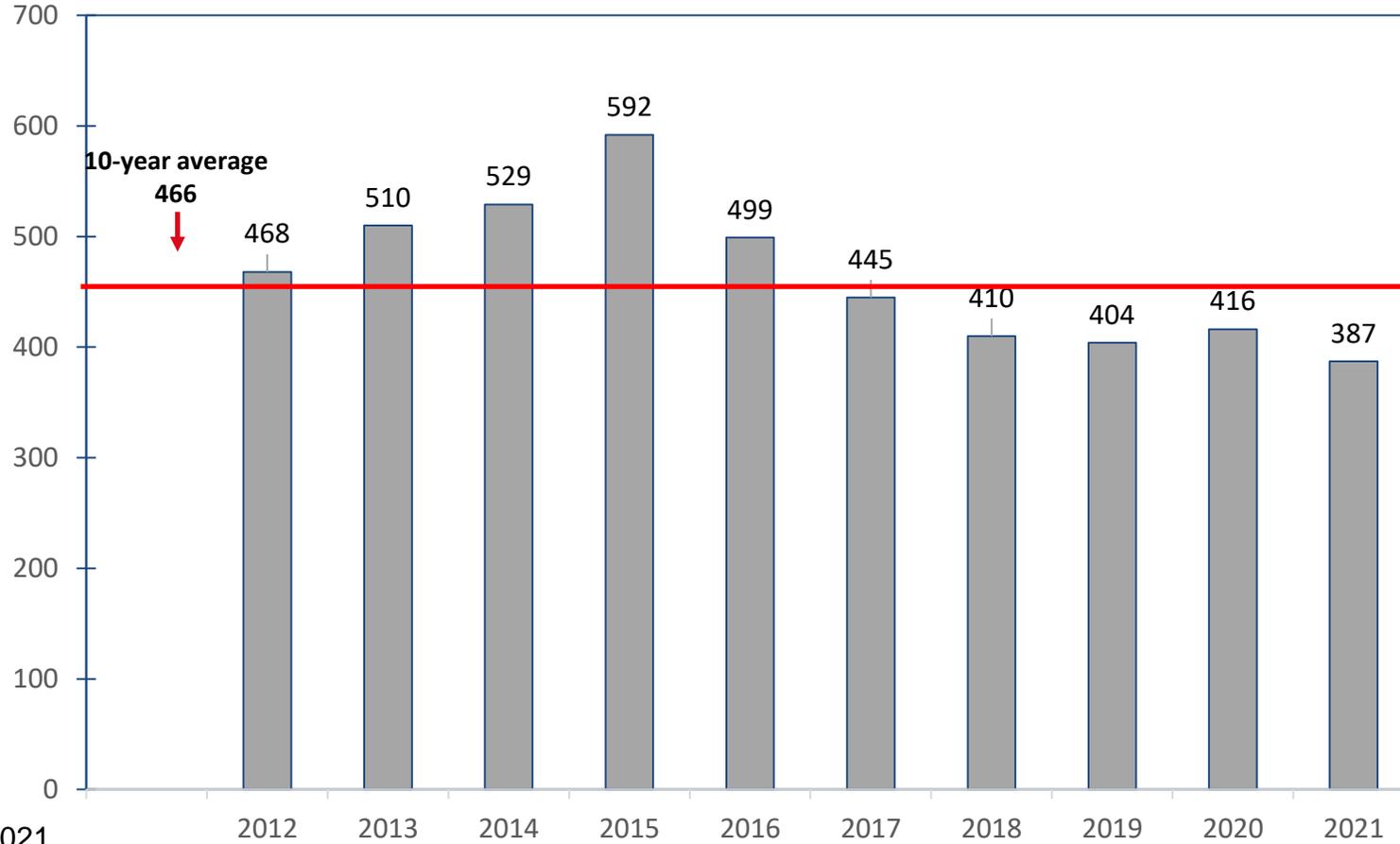
360° Program Assessment

- Evaluate existing program through four angles:
 - Workforce intelligence
 - Regional competitive profile
 - Prospective student inquiry audit
 - Web and mobile presence

- Portfolio Health Check for Adult Learner UG programs
- Portfolio Health Check for Graduate programs
- Market Opportunity Scan for UG programs
- Market Opportunity Scan for Grad programs
- Fall term: Sustainability Committee proposing new analyses

Graduate Enrollment: 4th Week Fall Term

Headcount



Graduate applications for Fall 2022 are up by close to 20% compared to this time last year.

Questions?

FINANCIAL AID UPDATE

- **BANNER FINANCIAL AID**
- **2022-23 FINANCIAL AID AWARD OFFERS**
- **FINANCIAL AID APPLICATIONS**

BANNER FINANCIAL AID UPDATE

- Consultation work began the week of February 14th on the first section related to bringing FAFSA applications into the system
- Work continues weekly either behind the scenes with the consultant configuring the system or directly with Financial Aid, UCS, and Business Office staff to Design, Train, and Simulate processes.
- We continue to meet weekly with the larger Ellucian team for a financial aid check-in
- This work will continue throughout the spring, summer, and early fall with the goal of launching with the start of the new FAFSA year on October 1st.

2022 - 2023

Financial Aid Award Offers

- First batches processed in PF on March 10th and 11th – data sent to Ruffalo Noel Levitz (RNL) for review and analysis under our contract for financial aid optimization work. The review was finalized at our meeting on Thu, March 24th.
- Awards went in the mail March 24th - 25th to first year freshmen and transfer students with EFC >6,000
- 789 students awarded (703 freshmen and 86 transfers)
- Batches continue to be processed weekly with data being sent to RNL for review (2-day turnaround), then awarding
- Pell Grant award increased \$400 and new Pell tables became available March 31st .
- EFC range 0 – 6,206 for maximum award of \$6,895.

NEW AWARD AMOUNTS

2022-23 Merit Award Amounts

WOU	3.95+	3.75 - 3.949	3.60 - 3.749	3.00 - 3.599
Resident	\$ 5,000.00	\$ 3,000.00	\$ 2,000.00	\$ 1,000.00
WUE	\$ 5,000.00	\$ 3,000.00	\$ 2,000.00	\$ 1,000.00
Nonresident	\$ 12,000.00	\$ 10,000.00	\$ 8,000.00	\$ 5,000.00

2022-23 OOG Award Amounts

EFC Range	0	1-2,000	2,001-4,000	4,001-6,000	6,001-8,000
4 year institutions	\$ 4,692.00	\$ 4,512.00	\$ 3,876.00	\$ 3,612.00	\$ 2,352.00
2 year institutions	\$ 3,600.00	\$ 3,300.00	\$ 3,000.00	\$ 2,778.00	\$ 1,500.00

Mailed Award Offers now include:

- Half-page color insert to show students how to setup their WOU email account
- Additional inserts include the financial aid checklist, glossary of terms, and the award offer

Set up a WOU email account

Every admitted student is assigned a Western Oregon University email account that is administered through Gmail and is accessible on cell phones. Several important offices on campus send key information to students' WOU email such as financial aid, housing and others. That is why it is crucial to get the account set up as quickly as possible, so no messages are missed.

To set up the **WOU Gmail** account for the first time, follow these steps:

1. Go to wou.edu, click on the menu icon in the upper right, and choose Portal from the menu. Or, type wou.edu/portal into the URL address bar.
2. Below the two input fields is the link for "account lookup." You'll only need to use this tool once, just to find the user name and set the password.
3. Enter the information requested on "account lookup" to get the user name. Then follow the prompts to set the password. Make sure to memorize or write down these two pieces of info.
4. After you have the user name and password, return to the Portal log in page and enter the information in the two fields.
5. In your Portal, you will see an icon at the top for email. Click on it and enter your username and password.
6. You will be taken to the Gmail inbox.



Check the WOU email daily for important news from WOU regarding deadlines, financial aid, events, scholarship info, housing and dining news and so much more!

If you are an **Android** user and will be using the Gmail app on your phone, follow these steps:

1. Go to the app and click on "add account."
2. When box to enter the email account appears, type username@mail.wou.edu.
3. Enter your Portal password.
4. Your email inbox will open.

If you are an **iPhone** user and want to log in on your phone, follow these steps:

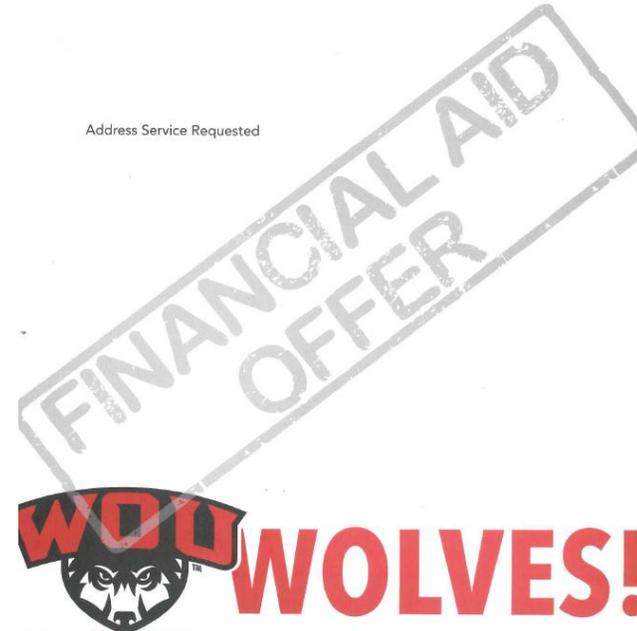
1. Download the free Gmail app from the Apple App Store if you don't already have it.
2. Go to the app and click "add account."
3. When box to enter the email account appears, type username@mail.wou.edu
4. Enter your Portal password.
5. Your email inbox will open.

Together we **THRIVE**




UNIVERSITY
FINANCIAL AID
345 Monmouth Ave. N.
Monmouth, OR 97361

Address Service Requested



Financial Aid Applications

- The 2022-23 year started out with us being down approx. 15% in FAFSA applications. We are now down approx. 8.7%
- The verification waiver that the Dept of Education implemented for the 2021-22 year for the coronavirus pandemic is no longer in effect; however, we are seeing a large drop in the number of students selected for verification, which teamed up with Campus Logic for StudentForms, has drastically reduced our processing time. We are now processing applications for both the 2021-22 and 2022-23 year within 1-2 weeks of receiving documents. In prior years before Campus Logic and the reduced verifications, we were processing within 6-8 weeks of receiving documents.

Questions?

Partnerships Update

Jessica Murfin, Partnership Specialist

Amazon Career Choice Wants to Partner With WOU!



AMAZON CAREER CHOICE AT-A-GLANCE

- Benefits begin after 90 days of continuous employment
- Full-time employees receive up to **\$5250/year**
- Part-time employees receive up to **\$2625/year**
- No lifetime benefit limit while employed by Amazon
- Funds cover tuition, fees, and books for any credit-bearing undergraduate courses up to the yearly limits
- Any program qualifies!



College

Education options that allow employees to start or continue earning college credit towards a degree

PROFESSIONAL DEVELOPMENT WORKSHOPS

Justice, Equity, Diversity, Inclusion:

- JEDI 101 in the Workplace

Racial Justice Series:

- Let's Talk About Race...
- Stereotypes, Prejudice, Bias, & Discrimination
- Race and Criminal Justice in America
- Recognizing and Understanding Hate/Bias Crime

Leadership Series:

- Critical Thinking for Leaders
- Difficult Conversations: Giving and Receiving Feedback
- Building Effective Teams
- Leadership Bootcamp

Spanish at Independence Elementary School:

- Beginning/Conversational Spanish
- Academic Spanish for Bilingual Two-Way Immersion

ADDITIONAL PARTNERSHIP OPPORTUNITIES



Currently discussing **Early Childhood Education** and **Behavioral Health** courses toward certificates for career advancement



Pursuing the possibility offering a **15% tuition discount** through their Member Benefits Program

UPCOMING WOU:SALEM EVENTS!



***WORLD AFTER WOU
MENTOR MIXER***

**ALUMNI-STUDENT
NETWORKING EVENT**

APRIL 21ST 5:30-7 PM

“GREETERS” EVENT

**SALEM CHAMBER OF
COMMERCE**

JUNE 24TH 8:30-10 AM

***“EMERGING LEADERS”
EVENTS***

**SALEM CHAMBER OF
COMMERCE**

DATES/TIMES TBD

Questions?