



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

Meeting No. 27 – October 27, 2022

10:30am-12:00pm

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

Meeting ID: 848 4268 2966 | Passcode: 033215

AGENDA

I. CALL-TO-MEETING AND ROLL CALL

II. COMMITTEE CHAIR'S WELCOME

III. CONSENT AGENDA

- 1) [Meeting Minutes: May 25, 2022](#) (pg. 2)

IV. COMMITTEE OVERVIEW

- a. [Board of Trustees Statement on Board Committees](#)
- b. [Committee Charter](#)
- c. **Academic Proposals Approval Process**

V. ACTION ITEMS:

- 1) Academic proposals:
 - a) [Undergraduate Certificate: Information Technology](#) (pg. 8)
 - b) [Master of Science: Human Wellness and Performance](#) (pg. 9)

VI. REPORT & DISCUSSION ITEMS:

- 1) Academic Affairs Update | [Provost Report](#) (pg. 35)
- 2) Student Affairs Update | [Interim Vice President Report](#) (pg. 51)

VII. PLANNING FOR 2022-2023

VIII. ADJOURNMENT



**Western Oregon University Board of Trustees:
Academic & Student Affairs Committee
Meeting No. 26 – May 25, 2022
3:00pm – 5:00pm**

MINUTES

I. CALL-TO-MEETING AND ROLL CALL

Committee members: Jaime Arredondo, Danielle Campbell, Susan Castillo, Malissa Larson

Others present: Hillary Fouts, Tina Fuchs, Paige Jackson, LouAnn Vickers, Rob Winningham

II. COMMITTEE CHAIR'S WELCOME

Chair Jaime Arredondo called the meeting to order and gave a brief welcome message.

III. CONSENT AGENDA

- 1) [Meeting Minutes: April 8, 2022](#)

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

IV. ACTION ITEMS:

- 1) Academic proposals:
 - a) [Occupational Therapy Doctorate](#)

Provost Winningham presented on an academic proposal for an Occupational Therapy Doctorate. There is a shortage of OTs—larger than the shortage for physical therapists. WOU can move forward with the OTD program if there is a facility, which there is a capital request in for now; WOU can move forward with OTD with existing facilities if Construction Improvement and Renovation funds are used to update a space currently on campus.

Currently, there is one established program at Pacific University; at least 20 applicants apply for every one position. Western University of Health Sciences has a program pending accreditation. There are no public universities in the queue for accreditation; however, OSU is considering offering an OT program at their Cascades campus in Bend. ACOTE (Accreditation Council for Occupational Therapy Education) has three applicants in

Washington State: PNW University of Health Sciences, University of Puget Sound, and Whitworth University. University of Washington and Eastern Washington University already have programs.

There are not enough OTs to fill the number of open OT positions; growing high demand for OTs is 17% nationally, and 19% in Oregon. The limiting factor being the number of clinical sites available for students to go to, which determines cohort size through the accrediting body. The Oregon mean salary for graduating OTs is \$91,000, and the median US salary is \$86,000. Expect extremely high persistence rates. Students who enter the program will stay, with predicted one or two students out of forty leaving the program each year.

The program could have a huge impact on Oregon, meeting demand. As an emerging HSI, it also provides an opportunity for first generation students wanting to be involved in helping professions to give back to the community. WOU can capitalize on being an access institution to get more bilingual therapists into communities. There are significant medically underserved populations in Oregon, especially in rural areas, who have a great need for bilingual therapists.

Current model cohort sizes are 30-40 students. The OTD program also provides an opportunity to bolster undergraduate programming, similar to when OHSU started offering the nursing program at WOU.

Tuition for WOU's OT program, even with differential tuition, is planned at about \$30,000; private university tuition for OT programs is well above \$40,000. This is a significant difference in tuition that will help WOU recruit students.

WOU faculty are already looking at undergraduate majors that could support students in pre-occupational therapy. Proposals from existing undergraduate programs are expected to come in starting next year to create concentrations/pathways.

The OTD program proposal has already passed through the Graduate Studies Committee and Faculty Senate; if it is approved by the Board of Trustees, the next steps in the accreditation process include the Provost Council, HECC, NWCCU, then ACOTE for OTD accreditation. WOU will be in candidacy for the first three years, but with current program demand, even as a new program, if WOU is the first public university to offer an OTD program, the first cohort should still be 30 or higher.

Next steps: WOU will need to hire a director; the director needs to be on-site one year before the first class. Faculty and a field work coordinator to help with clinical sites also need to be hired, in addition to preparations needing to be done on the facility. Fall 2024 is the current projected start date due to the process of preparing the facility and hiring employees, as well as building out the cohort and attaining clinical sites, though Fall 2023 is logistically possible. The curriculum has already been submitted and approved by the Graduate Studies Committee and Faculty Senate. While the curriculum doesn't have much flexibility due to accreditation standards, the program has been built to respect WOU's lifespan approach, as well as social justice, health disparity, and bilingual and bicultural communities.

The OTD program is expected to generate a net annual revenue of \$1.5–2.7 million.

Trustee Malissa Larson motioned to recommend the introduction of the new Occupational Therapy Doctorate. Trustee Susan Castillo seconded. The motion carried.

V. REPORT & DISCUSSION ITEMS:

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

Dr. Winningham provided a report for Academic Affairs.

Student Success and Advising. A dedicated First Year Retention advisor will be working with students who don't log in to Canvas within the first week of classes.

Partnerships. Amazon Career Choice is now live; WOU is already receiving the first vouchers from Amazon employees in Salem and Woodburn. SEIU 503 is on board with listing WOU as one of their partners; WOU is offering a 20% tuition discount, up to 12 credits per term, and will have the ability to market to all SEIU 503 employees through their member benefits listing.

Academic Effectiveness. Mike Baltzley, Associate Provost for Academic Effectiveness, has been looking at academic excellence and moving forward with facilitating the assessment work that's done annually, as well as the program assessment work that's done every seven years.

Institutional Research. IR has been fulfilling more ad hoc data requests in one month than had previously been done in one year or more.

Graduate Studies. As of May 2, applicants for Fall '22 are up at least 28.7%; 54 applicants have requested an application form for Graduate Studies at Western through WOU's partnership with EAB.

Sponsored Projects Office. As of May 2022, 67 grant proposals have been submitted seeking \$38.3 million in external funding. Of the FY23 proposals, 22 have been funded so far for \$12.8 million. The largest grant WOU has is Robyn Lopez-Melton's grant from ODE; WOU is helping to design, implement, and manage the state's first statewide child care substitute system. Part of this grant funding is going towards hiring additional staff in Human Resources. WOU has also received an additional \$500,000 from Multnomah County to do more work in this area.

WOU:Salem. WOU is piloting a teach-in-two-places model. This will allow courses that are borderline viable at either the Monmouth or Salem campus to be offered at both campuses and combined into one, in addition to having a hybrid component.

Transfer Students. In 2021, the average transfer student graduated with 202.8 credits (of the 180 needed to graduate); roughly 55% of graduating transfer students graduated with less than 200 credits due to general education reform, gen ed course substitutions, and the dropping of the Minor requirement. This is a huge improvement from 2017, when the average transfer student graduated WOU with 227.8 credits, and only 33% graduated with less than 200 credits.

Library and Academic Innovation. The Library and Academic Innovation kicked off their spring Centering BIPOC Voices and Histories at WOU event series with a keynote address by Walidah Imarisha on the Black History of Oregon, followed by a book launch for Jaime Marroquin, and a student-led George Floyd commemoration.

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

Tina Fuchs provided a report for Student Affairs.

Enrollment Management. Overall, applications are still up, as are admitted student applications. Latinx student applications are up 39%. Admissions has also recently started an initiative this year looking at new students' intent to register; so far, 931 of admitted students have completed the survey as of May 16, and 73% of respondents have indicated they plan to attend Western.

Admissions is still working to fill several positions within the department; while an evaluator position was recently filled, current openings include Assistant Director of Recruitment/Transfer Specialist who will focus on relationships with community colleges. The goal is to fill these positions by August 1.

Admissions is partnering with UCS to create a position to help maximize SLATE (WOU's admission management and tracking software) to free up time and help streamline and better understand the program. Three other positions in Admissions will become "SLATE captains," responsible for specific components of the program. The captains are going through a 240 hour training during the month of May, and will attend a SLATE user conference in the fall.

Financial Aid sent out over 2700 award offers with a 20% acceptance rate. A dedicated counsellor has been reaching out to students to get them to accept their aid; more outreach is needed, as many students haven't realized they need to actively accept their aid packages.

Banner Financial Aid integration is on track; more work needs to be done with SIS, but the target goal of October 1 is expected to be met.

Housing reservations are down from two years ago. Housing has been trying different strategies to reach out to admitted students to encourage them to get their housing reservation in, focusing on those who have indicated an intent to enroll. Students have been putting off making reservations until after high school graduation, causing the delay.

A robust Summer conference season will help offset the costs for academic year students.

Student Engagement, Leadership, Retention, and Support Services. Abby's House has been able to continue a grant for an additional two years, beyond September 2022; the department was allocated over \$124,000 to provide outreach services and confidential advocacy to survivors.

Child Development Center enrollment opened on May 2 and there is already a waitlist. The CDC has identified projects to make their program more functional, including converting a classroom to a dual-language immersion classroom, and using Stabilization Grant funds to upgrade facilities to create additional usable space for the students.

Office of Disability Services has brought on former student employees to fill staffing roles, in addition to two student interns. ODS recently purchased a multiple-campus management system to manage accommodations at both Monmouth and Salem campuses and provide more efficiencies in their work.

Multicultural Student Services and Programs has been heavily engaged in the Diversity Commitment Scholarship process; 75 Diversity Commitment Scholarships have been awarded to students, and they have until May 31 to accept. The David Brody Scholarship is a full-ride scholarship awarded to two students; 150 applications were received, and MSSP is close to selecting the two award winners. The MSSP Graduation Recognition Dinner will be held on June 1 after two years of not being able to hold the event; 79 graduates from the Diversity Scholars program and the On-Track program will be recognized, as well as the student leaders within MSSP. MSU hosted the 29th annual Pow-Wow on April 30, and Nuestra Fiesta Latina on May 20.

Student Conduct is in review on the Code of Student Responsibility and should have the newly revised Code in place on September 1.

The annual Wolf Awards took place on May 16, recognizing students who have been involved and engaged on campus, student leaders, and outstanding graduating students.

Lavender Graduation, celebrating LGBTQ students, is coming up on June 9, and Black Graduation will be June 10.

All ASWOU elected leadership positions have been filled.

MEChA has begun work on two murals in and around the WUC.

The Northwest Passage has begun publishing their extended volume in celebration of their 80th year as a campus publication; KWOU has launched a podcast recording program and is working with UCS to get those online.

Student Health and Counselling has made their documents more accessible, creating Spanish documents and brochures, and creating information in Spanish. Crisis cards also now include a BIPOC crisis line.

Upward Bound's grant was approved for the next five years; the grant is \$297,000 a year for five years (just under \$1.5 million). Upward Bound is also restarting their residential program for Upward Bound students to stay on campus in residence halls for six weeks to experience living on campus and taking classes. Students are on campus Monday–Friday, and are drawn from within the Willamette Valley.

The Veterans Resource Center had a successful egg hunt the week before Easter, and is hosting their Sixth Annual Memorial Day Banquet on May 31. The VRC has also decided this year to create stoles for graduating veterans to wear during Commencement, in addition to the military service cords already in use.

The Wolfstore has created a new Faculty Adoption Portal for faculty to submit course required materials in compliance with a legislative mandate; this allows students to see what materials they need and how much those materials cost before they register for classes. The Wolfstore has ordered shirts and Pride flags in preparation for Pride Month in June, and will be displaying these items in the bookstore.

The VPSA and Academic Affairs will be hosting staff members to attend the Hispanic Association of Colleges and Universities (HACU) conference in the fall to help continue work on achieving WOU's HSI goals.

The National Student Exchange Program received a grant through the WOU Foundation to help offset costs for NSC application fees that students pay. This allows students to participate in this program without a lot of out-of-pocket expenses. Emmanuel Macias submitted the grant on behalf of the division.

On May 13, Student Affairs hosted the first Student Affairs Recognition event to celebrate and recognize three individuals who received peer nominated awards. Alicia Monrroy received the Service to Student Excellence Award; Paula Verdegaal-Taylor received the Champion of Humble Service Award; and Antonio Castellanos received the Outstanding Staff Teamwork Award. SEP, Teacher Prep, and Campus Recreation also attended the event as members of Student Affairs.

Other Information.

Aliya Favela and Cheyenne Bumgardner were the graduating senior award winners.

The Spotlight Program for Spring Term was Holocaust Remembrance Day; small flags were planted along Monmouth Avenue on April 28 as part of the traditional remembrance event.

VI. ADJOURNMENT

Academic and Student Affairs Committee (ASAC), Proposal for a new undergraduate certificate in Information Technology

The proposed undergraduate certificate in Information Technology is an 16-credit program that will provide students with the foundations of computing competency. Computing competency is needed in almost all careers in the 21st century. Someone with computing competency has a foundational set of skills and experience to begin crafting their own solutions to problems they encounter. This could be by programming, scripting, or integrating disparate data sources through industry standard tools and languages.

This certificate is closely aligned with skills needed at a foundational level in computing. It is developed for majors in fields outside of computing to enhance their career readiness. Computing competency, sometimes referred to as computational thinking, is required in many professions in the information age.

This certificate is unlike other programs available. Other institutions offer 'coding certificates' or 'coding micro credentials.' For example, UO and PSU have coding camps and coding bootcamps that offer similar coursework. Furthermore, Coursera (and similar sites) offer a range of these sorts of certificates. The undergraduate certificate in Information Technology is distinctly different from these programs because it will be transcribed for WOU students and offered by qualified WOU faculty.

The proposed undergraduate certificate in Information Technology received Faculty Senate Approval on May 24, 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 Information Technology as included in the docket material.

Academic and Student Affairs Committee (ASAC), Proposal for a new Master of Science in Wellness and Human Performance degree

The proposed Master of Science in Wellness and Human Performance is a 45-52 credit hour program. The program is designed for the student with interest in pursuing a broad variety of exercise science-related careers including strength and conditioning, sports performance, health and wellness coaching, or have interest in pursuing a future clinical degree (e.g., physician assistant, physical therapy, occupational therapy). Additionally, the degree maintains the flexibility to prepare the student to engage with a variety of populations (e.g., older adults, youth, and individuals with a variety of physical limitations). The proposed degree will create opportunities for graduates in clinical, health, and/or fitness and performance-related fields.

Clinical and health-related careers are growing rapidly and are increasingly looking for individuals with advanced degrees that emphasize a holistic training centered around promoting and supporting health-related behavior change. Careers accessible to graduates of this program include personal trainers, health coaches, corporate wellness professionals, and individuals working in a variety of healthcare settings such as outpatient therapy clinics, hospitals and community health organizations.

With respect to careers in performance-related areas, there are opportunities in high school and collegiate strength and conditioning and sports performance training. Strength and conditioning (S&C) coaching has grown tremendously in recent years. Such positions require experience and connections. The proposed program is designed to offer the intensive experience and skills necessary to access the best “entry level” positions that will lead to higher-level positions in a more aggressive trajectory. Additionally, the demand for S&C coaches for high school athletics programs and in sports performance training centers is growing. Unfortunately, most graduates with a Bachelor’s degree lack the practical experience necessary for these positions. The proposed degree addresses this deficiency via the course content and professional practicum and internship experiences.

This curriculum will also prepare students for working with diverse populations within their careers. Presently in the U.S., adults are living longer (average life expectancy of 78 years) but also experience high rates of obesity (41%) (Population Reference Bureau), one in four U.S adults and one in five youth experience a disability and report higher rates of obesity and secondary conditions than the general population (Center for Disease Control, 2019; National Center for Educational Statistics, 2018), and youth, especially youth of color, report lower rates of physical activity. By furthering their understanding of factors influencing the health and well-being of diverse populations, students can provide

better care to the people they encounter in their future career or be better prepared to enter careers working with a specific population.

The diverse and interdisciplinary nature of the proposed degree will provide “effective learning opportunities that prepare students for a fulfilling life in a global society”. Additionally, the degree emphasizes the broad performance needs of a diverse world and creates learning opportunities that reflect the needs of a diverse student population. Lastly, the degree considers the “educational, financial, and environmental sustainability of the institution by offering a unique delivery that is both economical to the student, as well as the institution. With the exception of Practicum and Internship, all courses will be offered on campus. The option for hybrid and on-line delivery may be considered, but is not currently included. All courses required for the degree will be offered at least once per year (and during summers and/or more often, if demand requires)

The proposed Master of Science in Wellness and Human Performance received Faculty Senate Approval on November 9, 2021 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, HECC approval will be sought; pending HECC approval, 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 Master of Science in Wellness and Human Performance as included in the docket material.



Proposal for a New Academic Program

Institution: Western Oregon University

College/School: College of Education

Department/Program Name: Division of Health & Exercise Science

Degree and Program Title: Human Wellness and Performance, MS

1. Program Description

a.—Proposed Classification of Instructional Programs (CIP) number.

CIP Code: 31.0505 or 31.0507

b. The proposed program is a 45-52 credit hour Master’s degree in Human Wellness & Performance. The primary target of the program is the student with interest in pursuing a broad variety of exercise science-related careers including strength and conditioning, sports performance, health and wellness coaching, or have interest in pursuing a future clinical degree (e.g., physician assistant, physical therapy, occupational therapy). Additionally, the degree maintains the flexibility to prepare the student to engage with a variety of populations (e.g., older adults, youth, and individuals with a variety of physical limitations).

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

Required Applied Exercise Science Classes: 45-52 credit graduate hours (half of all credits at the 600-level)

Required Core:	20
EXS 590 Research Methods	4
EXS 588 Exercise Motivation & Adherence	4
EXS 698 Internship	12

Electives:	12-16
EXS 553 Pathophysiology & Exercise	4
EXS 555 Physical Activity & Aging	4
EXS 577 Adv. Programming for Sport and Fitness	4
EXS 526 Sports & Exercise Nutrition	4
EXS 584 Adv. Topics: Biomechanics	4
EXS 586 Adv. Topics: Motor Behavior	4
EXS 587 Adv. Topics: Exercise Physiology	4
EXS 589 Adv. Topics: Adapted Physical Activity	4
EXS 609 Practicum (minimum 2 locations)	1-9
EXS 607 Seminar	1-9

Interdisciplinary Graduate Credits:	9-16
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- d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

With the exception of Practicum and Internship, all courses will be offered on campus. The option for hybrid and on-line delivery may be considered, but is not currently included. All courses required for the degree will be offered at least once per year (and during summers and/or more often, if demand requires)

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

All 600-level courses will be instructed by faculty possessing a PhD in the desired field (the exceptions being Practicum and Internship, which will be coordinated by an approved off-campus agent and the Exercise Science Internship Coordinator, who may or may not possess a terminal degree).

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

The integrated design of the program requires no additional faculty resources unless program demand grows to a level warranting the addition of faculty positions. The flexibility of the curriculum (i.e., the interdisciplinary nature of the program) and the reliance upon intensive practical experiences minimizes the demand for faculty resources, while maintaining high-performance expectations.

- g. Other staff.

No other staff is required.

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

Current university facilities are adequate to support the proposed degree.

- i. Anticipated start date.

The program is prepared to start upon approval (anticipated Fall 2022).

2. Relationship to Mission and Goals

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

The WOU Mission Statement is as follows:

“Western Oregon University is a comprehensive public university, operating for the public good, which: provides effective learning opportunities that prepare students for a fulfilling life in a global society; supports an accessible and diverse campus community; and, improves continuously our educational, financial, and environmental sustainability.”

With this in mind, the proposed diverse and interdisciplinary nature of the degree will provide “effective learning opportunities that prepare students for a fulfilling life in a global society”. Additionally, the degree emphasizes the broad performance needs of a diverse world and creates learning opportunities that reflect the needs of a diverse student population. Lastly, the degree considers the “educational, financial, and environmental sustainability of the institution by offering a unique delivery that is both economical to the student, as well as the institution.

A Master's degree in Exercise Science/Kinesiology has been identified as a focus area for development. A recent Statmats, Inc. Marketing Research report commissioned by WOU, Kinesiology and Exercise Science (CIP Code: 31.0505) was indicated as having a "disproportionately high demand." This proposed degree responds directly to this need.

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

It is important to not only make higher education affordable and accessible, but to offer degrees that increase the likely employment of graduates and create opportunities that have an overall positive impact upon the economy and our communities. The proposed degree will create opportunities for graduates in clinical, health, and/or fitness and performance-related fields.

Clinical and health-related careers are growing rapidly and are increasingly looking for individuals with advanced degrees that emphasize a holistic training centered around promoting and supporting health-related behavior change. Careers accessible to graduates of this program include personal trainers, health coaches, corporate wellness professionals, and individuals working in a variety of healthcare settings such as outpatient therapy clinics, hospitals and community health organizations.

With respect to careers in performance-related areas, there are opportunities in high school and collegiate strength and conditioning and sports performance training. Strength and conditioning (S&C) coaching has grown tremendously in recent years. Such positions require experience and connections. The proposed program is designed to offer the intensive experience and skills necessary to access the best "entry level" positions that will lead to higher-level positions in a more aggressive trajectory. Additionally, the demand for S&C coaches for high school athletics programs and in sports performance training centers is growing. Unfortunately, most graduates with a Bachelor's degree lack the practical experience necessary for these positions. The proposed degree addresses this deficiency via the course content and professional practicum and internship experiences.

This curriculum will also prepare students for working with diverse populations within their careers. Presently in the U.S., adults are living longer (average life expectancy of 78 years) but also experience high rates of obesity (41%) (Population Reference Bureau), one in four U.S. adults and one in five youth experience a disability and report higher rates of obesity and secondary conditions than the general population (Center for Disease Control, 2019; National Center for Educational Statistics, 2018), and youth, especially youth of color, report lower rates of physical activity. By furthering their understanding of factors influencing the health and well-being of diverse populations, students can provide better care to the people they encounter in their future career or be better prepared to enter careers working with a specific population.

With the interdisciplinary curriculum, students may also prepare for careers in geriatric exercise, youth sports and performance, and countless other opportunities. A student who elects to include courses in Entrepreneurship will also be prepared to start their own business and, thereby, be a potential employer and contribute to the state's economy. A goal of the interdisciplinary and individualized degree program approach is to generate innovative graduates who will not only create career opportunities for themselves but for future graduates, as well.

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

- i. improve educational attainment in the region and state;

The proposed degree elevates the BS in Exercise Science Applied to a MS degree and does so in a cost- and time-effective manner.

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

A Master's degree in Exercise Science/Kinesiology has been identified as a focus area for development. A recent Statmats, Inc. Marketing Research report commissioned by WOU, Kinesiology and Exercise Science (CIP Code: 31.0505) was indicated as having a "disproportionately high demand." This proposed degree responds directly to this need, within Oregon as well as across the United States.

- iii. address civic and cultural demands of citizenship.

The emphasis of the degree centers on the demands of serving a diverse population. Graduates will be prepared to address opportunities in the marketplace, as well as adjust to the unique needs for exercisers.

3. Accreditation

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

N/A (The degree will, however, emphasize the guidelines and requirements set forth by the NSCA and the American College of Sports Medicine (ACSM), which establish the industry standards.)

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

N/A

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

N/A

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

N/A

4. Need

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

It is anticipated that the demand for the program will be immediate and extensive. This said, enrollment will be competitive and limited. Ideally, an annual cohort of 12 students will be sought.

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

The first full cohort would likely be graduating in 2025; thus, the expected number of degrees produced from 2025-2030 would be 48.

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

The degree will potentially serve all students types. The Exercise Science Applied degree currently serves predominately full-time traditional students who are both resident and nonresident (international students are few). The program does attract a number of nontraditional students and students who are enrolled more part-time. The proposed degree will not adversely affect any student demographic.

- d. Evidence of market demand.

In a recent Statmats, Inc. Marketing Research report commissioned by WOU, Kinesiology and Exercise Science (CIP Code: 31.0505) was indicated as having a “disproportionately high demand.”

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

N/A

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

The outlook is good for graduates as most will be pursuing careers as health, fitness, and sport professionals.

5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

The expected learning outcomes are consistent with the current degree in Exercise Science with an expected level of practical experience and competency at the graduate level.

Competency 1: Knowledge & Inquiry: The graduate will be able to apply research-based knowledge and principles of Exercise Science under a variety of individual, environmental, and task constraints.

Competency 2: Planning, Implementation, and Assessment: The graduate will be able to design, implement and assess effective exercise programs and interventions using a diverse range of equipment facilities and pedagogical resources and methods.

Competency 3: Professional Practice: The graduate will demonstrate appropriate professional skills and ethics.

Competency 4: The graduate will demonstrate sensitivity in their interactions and professional practice with individuals from diverse physiological, intellectual, emotional, philosophical, social, economic, racial, gender, and cultural backgrounds.

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

Learning outcomes will be assessed at the conclusion of the graduate coursework via nationally accredited certification (e.g., National Strength & Conditioning, Certified Strength & Conditioning Specialist, CSCS; American College of Sports Medicine, Clinical Exercise Specialist, CES; etc.), a comprehensive written examination (required, for degree completion should the student not take or pass the certification exam) and/or a culminating project. Additionally, exit interviews and Supervisor/student self-evaluations will be completed following the Internship experience.

Feedback from these assessments will be reviewed on an annual basis and be used by the division and associated faculty to continually improve curriculum and instruction in the degree program.

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

As this degree emphasizes practical experience and career preparation, research will not be required, but will be strongly encouraged. Faculty teaching graduate courses will be expected to remain current in their respective fields. If not performing original research, the faculty should be regular consumers of scientific literature relating to their course content and be demonstrating this in the lecture material and related course activities.

6. Program Integration and Collaboration

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

The proposed Master's degree is unique in the state of Oregon. The University of Oregon offers a Post-Professional Athletic Training Program (MS), a Masters and PhD Program in Human Physiology, Masters degrees in Sports Product Design and Sports Product Management, and a Research PhD program. Oregon State University has MS and/or PhD degrees in Athletic Training, Human Development & Family Studies (PhD, MS), Kinesiology (PhD, MS), Master of Adapted Physical Education, Nutrition (PhD, MS), and Public Health (PhD, MS). These are related degrees but not specific to Human Wellness & Performance as the proposed program is designed.

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

The proposed program has certain complements with the aforementioned programs at the UO and OSU that could offer limited alternative courses that might be more relative to a student's specific interests and career aspirations. This may also help facilitate transfer of credits, if necessary. The diversity of programs and faculty interests among the three schools will present an opportunity to research collaboration, guest lectures/seminars, etc. Additionally, OU and OSU have large D-I Athletics programs that will be opportunities for

Internships and Practicums in Strength and Conditioning, as well as the potential for paid graduate assistantships for WOU students.

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

N/A There is no reason not to consider potential collaborations.

- d. Potential impacts on other programs.

The proposed program has the potential to impact several programs on campus—e.g., Business (i.e., Organizational Leadership), Chemistry (with the admission requirements), Health, Psychology/Gerontology, and Rehabilitation Counseling. The impact will be increased course enrollments and should have no immediate demands for new faculty. Given the flexibility of the proposed program and the overlap with existing courses, it is expected that the proposed program will bolster enrollments of existing courses within the capacity of the divisions/departments—i.e., new sections or faculty should be necessary.

7. External Review

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

Revised October 6, 2021

External Review:
MS in Human Wellness and Performance
Western Oregon University

Reviewers:

Jeff Briggs
Dean of the College of Health & Behavioral Sciences
Fort Hays State University

Chris Herman
School Director & Associate Professor of Exercise Science
Health Promotion and Human Performance
Eastern Michigan University

Roop Jayaraman
Associate Professor
School of Health Sciences
Central Michigan University

Report Outline

The panel is asked to assess the program within the present and projected future contexts, addressing program elements, faculty, need, and resources.

1. Program

1. The program objectives and requirements; the mechanisms for program administration and assessment.

- The proposed MS in Human Wellness and Performance has outlined a mechanism for administering the graduate program within the current department and college infrastructure. The graduate curriculum has been clearly outlined in the proposal. The assessment of the graduate program is loosely defined in the proposal. We strongly encourage the faculty to revise the program assessment process by first identifying the learning objectives and how these learning objectives differ from the undergraduate degree currently being offered. Second, link the learning objectives to the specific courses in the graduate program.

2. The program's alignment with the institution's mission and strategic objectives.

- The proposed graduate degree aligns with the institution's mission statement by providing students with a diverse and interdisciplinary curriculum. In addition, the graduate degree program directly addresses a high-demand area of study, which was identified by the institution's research study.

3. The depth and breadth of coverage in terms of faculty availability and expertise, regular course offerings and directed study, and access to and use of support resources within and external to the institution.

- The current faculty's expertise and availability are in line with the needs of the proposed graduate program. We strongly believe that the current faculty's diverse expertise, knowledge, and practical skills are essential for the graduate program's success. The cohort model is well suited for the graduate program based on the current advising model. The flexibility built into the curriculum will serve the students well in gaining both practical and laboratory skills necessary to succeed in the field.
- The well-established relationship with internal and external internship opportunities and the flexible graduate curriculum will allow graduate students to learn and practice clinical and practical skills.
- The current advising model can quickly provide graduate students the guidance on course selection and sequence.

4. The relationship of this program to undergraduate and other graduate programs at the institution and other institutions in the state, if appropriate. Consider collaborative arrangements, partnerships, interdisciplinary programs, service functions, joint research projects, support programs, etc.

- The graduate program is an excellent addition to the current undergraduate degree in that it provides students interested in pursuing an advanced degree with a logical path. In addition, the graduate program will allow students to strengthen their application to competitive professional graduate programs in the allied health professions, for example, Medical School, Physician Assistant, Physical Therapy, and Occupational Therapy programs.
- The interdisciplinary course offerings will support other graduate programs on campus and foster a collaborative learning and research environment.
- The graduate program is unique because it allows students to customize their graduate coursework, research, and internship experience to best prepare them for a career in clinical and health-related fields or sports performance.

5. The justification in terms of state needs, demand, access, and cost effectiveness (if this program represents duplication within the state).

- The statewide data included in the proposal clearly shows a need for an interdisciplinary master's program in Wellness and Human Performance. In addition, the national trend

supports the need for advanced trained exercise physiologists to support the increased demand for clinical and sports performance professionals.

6. The probable impact of the program on the department or academic unit, as well as its effect on current programs.

- The graduate program will increase the department/academic unit's presence on campus by offering students an option to pursue an advanced degree with the flexibility to customize their didactic coursework and clinical/practical skills with a variety of internship options.

7. The program's major strengths and weaknesses.

- The graduate program's primary strength is the faculty's commitment to developing and teaching the courses in the graduate curriculum. Second, the interdisciplinary approach provides students an opportunity to receive a well-rounded graduate education. Third, various internship and seminar courses will allow specialization in a specific area, making graduates more attractive to an employer or post-graduate medical education program.
- The lack of details on the relationship between the core competencies listed in the proposal and learning objectives is an area of concern. We encourage you to follow your undergraduate degree model to outline the core learning objectives that each course covers in the curriculum and how each of these learning objectives relates to the core competencies.
- We encourage you to consider developing a core graduate curriculum that is required to ensure that all graduate students receive a robust advanced education in exercise science. After completing the core coursework, we believe graduate students will be better prepared to specialize in a specific area of study, such as Clinical Exercise Physiology, Strength and Conditioning, or Sports Performance.

2. Faculty

1. The quality of the faculty in terms of training, experience, research, scholarly contributions, ability to generate external support, stature in the field, and qualifications to serve as graduate faculty.

- The current faculty are clearly qualified for the proposed new program and have sown creative mechanisms to support their research and scholarly activities consistent with the institution's mission. The only area of concern is overall external support. However, it is important to note that faculty have demonstrated an exceptional track record of research and scholarly activity despite the lack of external funding.

2. The faculty in terms of size, qualifications for area(s) of specialization offered, and the student body served. Include analysis of program sustainability in light of such factors as upcoming retirements, etc.

- The size and expertise of the faculty are well suited for the proposed Master's level graduate program. Overall, the proposal is well-structured to support the expected enrollment numbers and the interdisciplinary educational model based on the included budget.

3. Areas of faculty strength and weakness.

- The greatest strength among the current faculty is their variety of expertise that contributes to a well-rounded knowledge base for the proposed program. We did not identify any apparent areas of concern in the current faculty group based on information related to the institution's reappointment, tenure, and promotion expectations that were shared.

4. Faculty work load, including availability for student advising, research oversight, mentoring, and teaching effectiveness.

- Current enrollment and faculty workload appear to be appropriate and consistent with WOU's expectations. However, if the program continues to grow there may be a need to add a faculty line(s). It is recommended to continue utilization of the existing centralized student advising model to meet the graduate program's requirements. The sole concern is that research and scholarly activity of the faculty could be compromised if faculty teaching workload increases due to the addition of the new graduate program.

5. The credentials, involvement of, and reliance upon support faculty from other departments within the institutions, from other institutions, and/or adjunct faculty.

- While the proposal does not directly address this specific question, faculty have shared that they plan to utilize the interdisciplinary approach to teaching various courses and, in turn, support other graduate programs on campus. Therefore, it is assumed that graduate faculty from the different programs have been vetted and the courses have been reviewed to meet the curriculum standards of the proposed graduate program. The current faculty and interdisciplinary coursework appear to meet the immediate demands of the proposed program.

3. Need

1. The evidence of sufficient demand and/or relevant employment opportunities for graduates of this program.

- The data presented in the proposal adequately address this question. Market research and state of Oregon data show a real need for practitioners in human wellness and performance. It can be expected that the program will provide an academic pathway for current undergraduate students at WOU and be attractive to students throughout the region. In addition, the proposed program will allow students supplementary preparation for professional graduate programs, for example, physical therapy, occupational therapy, and physician assistant programs.

2. The overall need for the program within the institution, state and/Oregon, and nation.

- The external review and state data support the need for this proposed program and support the need for a generalist approach to graduate education. By design, the proposed graduate program will prepare students to meet the demands of the state's market for practitioners in human wellness and performance and other related exercise science fields. The flexibility inherent in the curriculum provides students the opportunity to align the curricular experience with professional/career goals. The program proposal indicates that there is no direct overlap with current programs among Oregon public universities.

4. Resources

1. The adequacy of library, computer, laboratory, and other research facilities and equipment; offices; classrooms; support services for the program; and, if relevant, the program's utilization of resources outside the institution (e.g., field sites, laboratories, museums, libraries, and cooperative arrangements with other institutions).

- Program resources are deemed adequate based on discussions with program faculty and administration, a review of the institution's website, and the program proposal.

2. The proposed budget and any need for new resources to operate the program effectively. Where appropriate, review resources available to support graduate students (e.g., fellowships and other scholarships, teaching and research assistantships).

- The proposal identified the need for an additional faculty line, phased in over a 3-year period, to support program growth. In addition to the current faculty, this position will be critical in managing instructional responsibilities and other student learning outcomes/experiences.
- While not part of the program proposal, additional consideration will need to be given to the program's impact on operational expenses associated with graduate education and graduate level student learning experiences that may differ from the traditional undergraduate experience.
- Student and program support in the form of graduate assistantships should be considered and would be additional evidence of institutional commitment to graduate education in human wellness and performance.

3. In terms of national standards, the institution's commitment to the program as demonstrated by the number of faculty relative to workload and student numbers, support for faculty by nonacademic personnel (e.g., support, staff, technicians), financial support for students, and funds for faculty research and professional activities (e.g., conferences, visiting lectures).

- Because the proposed program is not linked to an accrediting body, there are no national standards to compare the institution's commitment to supporting the proposed graduate program. Therefore, we assume that the department and the institution have done their due diligence regarding the proposed budget and effects on faculty workload.

4. Institution leaders' commitment to this program in the long term.

- Institutional support for the program is obvious and the commitment to expanding graduate education opportunities for students at WOU is evident. Institutional leaders have readily indicated support and commitment to the proposed program.

5. The institution's ability to sustain the program in the foreseeable future along with its current and future projected commitments.

- Of primary importance, there is a strong commitment from the institutional leaders to support the proposed graduate program.
- As mentioned in a previous section, institutional support in the form of an additional faculty line, as well as consideration for operational expenses and graduate assistantships, will be critical to the sustainability of the program.

WOU Board of Trustees Summary
July 2022
MS in Human Wellness & Performance

The faculty in Exercise Science have created a program at the master's level in Human Wellness & Performance. As part of the process, the program was approved by the WOU Graduate Committee and Faculty Senate. In addition, the MS program was externally reviewed with reviewers chosen for their expertise and positions in the field.

- Dr. Jeff Briggs, Dean of the College of Health & Behavior Science at Fort Hays State University.
- Dr. Chris Herman, School Director & Associate Professor of Exercise Science at Eastern Michigan University.
- Dr. Roop Jayaraman, Associate Professor in the School of Health Sciences at Central Michigan University.

Drs. Jeff Armstrong and Gay Timken, along with Dr. Sue Monahan, met with Dr. Jayaraman on Friday, February 4, 2022 to initiate discussion for the external review process. We met again with the full review team on April 11, 2022. That conversation was rich and valuable to the EXS faculty. The review team submitted a final report to Dr. Monahan on May 11, 2022.

Reviewers identified several strengths of the proposed program including:

1. aligning the program goals with WOU's university mission;
2. directly addressing a high-demand area of study relative to market research;
3. providing students interested in pursuing an advanced degree with a logical path;
4. offering students a flexible, diverse, and interdisciplinary curriculum that allows students to customize their graduate coursework, research, and internship experience to best prepare them for a career in clinical and health-related fields or sports performance;
5. providing students with both internal and external internship opportunities;
6. supporting other graduate programs on campus and fostering a collaborative learning and research environment; and
7. having a diverse faculty who can help tailor programming to fit students' career aspirations.

The reviewers made one major suggestion, which Exercise Science faculty have addressed in the table below:

1. Align program competencies and signature assignments relative to a core curriculum.

Program competencies and expected learning outcomes of the MS in Human Wellness and Performance program include:

Competency 1: Knowledge & Inquiry: The graduate will be able to apply research-based knowledge and principles of Exercise Science under a variety of individual, environmental, and task constraints.

Competency 2: Planning, Implementation, and Assessment: The graduate will be able to design, implement and assess effective exercise programs and interventions using a diverse range of equipment facilities and pedagogical resources and methods.

Competency 3: Professional Practice: The graduate will demonstrate appropriate professional skills and ethics.

Competency 4: The graduate will demonstrate sensitivity in their interactions and professional practice with individuals from diverse physiological, intellectual, emotional, philosophical, social, economic, racial, gender, and cultural backgrounds.

In response to this request by external reviewers, program faculty developed the following table showing how both WOU Graduate Program Objectives and MS in Human Wellness and Performance outcomes are articulated and will be met through collection of core, program-level assessments. These assessments are tentatively referred to as signature assessments and will need to be developed thoroughly by faculty prior to delivery. Faculty support this recommendation from the external reviewers and find that this kind of alignment work relative to assessment and evidence is invigorating and representative of our core commitments to high quality teaching and learning. The alignment map, however, is as follows.

WOU Graduate Program Objectives	MS in Human Wellness and Performance outcomes	Evidence
<p>Demonstrate the advanced competence and skill in the mastery of concepts, principles, systems and practices which are in the context of the student's specialty.</p>	<p>Competency 1: Knowledge & Inquiry: The graduate will be able to apply research-based knowledge and principles of Exercise Science under a variety of individual, environmental, and task constraints.</p> <p>Competency 2: Planning, Implementation, and Assessment: The graduate will be able to design, implement and assess effective exercise programs and interventions using a diverse range of equipment facilities and pedagogical resources and methods.</p>	<p>Signature assignments in:</p> <p>EXS 590: Literature review and research proposal</p> <p>EXS 588: Final intervention design</p> <p>EXS 698: Professional portfolio, and exit interviews and supervisor/student self-evaluations will be completed following the Internship experience.</p> <p>Passing one of the nationally accredited certification exams (e.g., National Strength & Conditioning, Certified Strength & Conditioning Specialist, CSCS; American College of Sports Medicine, Clinical Exercise Specialist, CES; etc.); or Passing a comprehensive written examination (required, for degree completion should the student not take or pass the certification exam); and/or Successfully completing a culminating project.</p>

<p>Demonstrate advanced competence and skill in reading, interpreting and applying the research and literature of the professional studies component of the student's graduate program.</p>	<p>Competency 1: Knowledge & Inquiry: The graduate will be able to apply research-based knowledge and principles of Exercise Science under a variety of individual, environmental, and task constraints.</p> <p>Competency 2: Planning, Implementation, and Assessment: The graduate will be able to design, implement and assess effective exercise programs and interventions using a diverse range of equipment facilities and pedagogical resources and methods.</p>	<p>Signature assignments in:</p> <p>EXS 590: Literature review and research proposal</p> <p>EXS 588: Final intervention design</p> <p>EXS 698: Professional portfolio, and exit interviews and supervisor/student self-evaluations will be completed following the Internship experience.</p> <p>If applicable, successfully completing a culminating project.</p>
<p>Demonstrate awareness and understanding of ethical, philosophical and cultural issues that apply to the professional component of the student's graduate program.</p>	<p>Competency 4: The graduate will demonstrate sensitivity in their interactions and professional practice with individuals from diverse physiological, intellectual, emotional, philosophical, social, economic, racial, gender, and cultural backgrounds.</p>	<p>EXS 698: Professional portfolio</p> <p>Exit interviews and Supervisor/student self-evaluations will be completed following the Internship experience.</p>

<p>Demonstrate the ability to synthesize and apply program skills and knowledge through the program's exit requirement.</p>	<p>Competency 1: Knowledge & Inquiry: The graduate will be able to apply research-based knowledge and principles of Exercise Science under a variety of individual, environmental, and task constraints.</p> <p>Competency 2: Planning, Implementation, and Assessment: The graduate will be able to design, implement and assess effective exercise programs and interventions using a diverse range of equipment facilities and pedagogical resources and methods.</p> <p>Competency 3: Professional Practice: The graduate will demonstrate appropriate professional skills and ethics.</p> <p>Competency 4: The graduate will demonstrate sensitivity in their interactions and professional practice with individuals from diverse physiological, intellectual, emotional, philosophical, social, economic, racial, gender, and cultural backgrounds.</p>	<p>Passing one of the nationally accredited certification exams (e.g., National Strength & Conditioning, Certified Strength & Conditioning Specialist, CSCS; American College of Sports Medicine, Clinical Exercise Specialist, CES; etc.); or Passing a comprehensive written examination (required, for degree completion should the student not take or pass the certification exam); and/or Successfully completing a culminating project.</p> <p>Exit interviews and Supervisor/student self-evaluations will be completed following the Internship experience.</p>
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During the meeting with the review team, the program reviewers queried EXS faculty about requiring more classes in the core, which would improve program assessment through stronger alignment between courses and learning outcomes. Reviewers came to understand that the intent of the proposed program is to optimize flexibility for students such that they create their own desired pathway instead of having a strict pathway created for them. The lack of required professional accreditation in this area affords the program flexibility in helping each student craft a pathway that is most directly aligned to their professional goals and interests. The review team was pleased to understand more deeply this “student centered” approach while faculty also acknowledged that this flexibility makes rigorous program assessment a little more difficult.

Below you will find the required course of study for the program. All students in the program will take two courses as part of the core, and complete a 12-credit internship. Beyond that, students will have wide flexibility to tailor a pathway that suits their career aspirations. This could include taking up to 16 graduate credits at WOU in other divisions such as Business (i.e., Organizational Leadership), Health, Psychology/Gerontology, and Rehabilitation Counseling, as well as transferring in up to 15 credits from another accredited university. Graduate credits taken at WOU must be taught by faculty with a terminal degree in the specialty area.

Human Wellness and Performance, MS: 45-52 credit graduate hours (half of all credits at the 600-level)

<u>Required Core:</u>	20
EXS 590 Research Methods	4
EXS 588 Exercise Motivation & Adherence	4
EXS 698 Internship	12
 <u>Electives:</u>	12-16
EXS 553 Pathophysiology & Exercise	4
EXS 555 Physical Activity & Aging	4
EXS 577 Adv. Programming for Sport and Fitness	4
EXS 526 Sports & Exercise Nutrition	4
EXS 584 Adv. Topics: Biomechanics	4
EXS 586 Adv. Topics: Motor Behavior	4
EXS 587 Adv. Topics: Exercise Physiology	4
EXS 589 Adv. Topics: Adapted Physical Activity	4
EXS 609 Practicum (minimum 2 locations)	1-9
EXS 607 Seminar	1-9
 <u>Interdisciplinary Graduate Credits:</u>	9-16

The ultimate program assessment is the application of all program and Graduate competencies during the 12-credit internship. Research Methods and Exercise Motivation and Adherence are in the core because of the applicability across multiple fields across the discipline of Exercise Science. The culminating experience, the internship, is essential to a student’s preparation for their future.

The second recommendation from the review team was:

2. Plan for growth such that the university is prepared to offer additional tenure track lines and more resources, including graduate assistantships.

The College of Education is very aware that, upon program implementation and subsequent student enrollment is realized, additional faculty capacity is likely to be needed. Proposing necessary investments will be a natural course of the implementation and evolution process of this graduate program. In the short run, the College of Education is preparing to repurpose at least one graduate assistantship to be used in this new program to assist as a tool in recruiting and program management and delivery. Again, this is an ongoing capacity conversation that will occur as a natural part of the implementation and program evolution process.

Though the external reviewers did not suggest seeking professional accreditation at this time, this topic was discussed. Movement within this academic discipline is occurring that may create the need for this program to, at some point in the future, seek professional accreditation by a group such as the National Strength and Conditioning Association or the American College of Sports Medicine. At this time, however, both faculty and the external review team believe that professional accreditation isn't necessary. Faculty will be watching these two professional associations in particular and if need be, align our curriculum to one association for the express purpose of supporting students in sitting for national certification exams. National certification exams, now and in the future, may also be aligned with both program and Graduate Program competencies. This represents work likely to be completed in the first 5-7 years of new program implementation and evolution.

Academic and Student Affairs Committee

October 27, 2022

Provost & Vice President for Academic Affairs Report | Dr. Rob Winningham

College Restructure Taskforce Update

At present, our academic programs are organized into two colleges, a structure arising more from history than strategy. The College of Liberal Arts and Sciences has eight divisions spanning traditional liberal arts and sciences along with professional and pre-professional programs. The College of Education has three divisions that encompass far more than educator preparation programs. This structure served us well once. But over time, and through the evolution of programs and student interests, this structure may have created silos and workload inequities for academic program leaders, faculty and staff. As we consider developing new programs at new degree levels (e.g., professional doctorates), now is the time to re-examine, re-align and re-balance WOU's academic programs so that our structures serve our current needs and position us to thrive in the future.

This restructuring has the potential to:

- Create a home unit for new health-related programs
- Transform and make transparent how academic program leaders are equitably compensated in terms of release time and stipends
- Improve workload equity in advising and committee service by creating academic units that are more comparable in size and complexity
- Organize academic programs in a way that supports innovation and interdisciplinary collaboration, and program sustainability

Participants in the College Restructure Taskforce will engage in this process with a workload equity lens and will seek to align similar programs or programs that may be better able to collaborate.

Expected Outcomes

- Research and report on how other universities structure their academic programs, and articulate common models for universities of a similar size and budget to WOU, including at least some of [WOU's peer institutions](#).
- Propose a new academic unit structure and formula for program leadership structure and compensation that uses existing resources (e.g., department head releases, program coordinator releases, division chair releases, division chair stipends, and all staff in the colleges).
- Propose a new academic unit structure that is more balanced, with the goal of making leadership, advising loads and service loads more equitable.
- Propose a new academic unit structure that could incorporate new health-related programs.
- Propose a new academic unit structure that considers aligning programs in a way that maximizes collaboration and synergy.
- Present the above at campus listening sessions during the Fall of 2022.

- Produce a report before the end of Fall 2022.

Membership

4 deans

12 divisional representatives - names collected by Faculty Senate

2 division staff (one from LAS and one from COE) - names collected by Staff Senate

1 additional staff member from Academic Affairs - names collected by Staff Senate

Keats Chaves, Provost Office – ex officio

The Taskforce has been presenting at many different venues. They gave Faculty Senate an [update](#) on October 11, 2022.

Institutional Research

The Institutional Research (IR) Office has numerous recurring tasks that include reports to the federal government, state government, and the university community. The following are just an example of some of the tasks that the IR Office has completed since the last ASAC report. The IR Office has completed the Fall IPEDS reports (Institutional Characteristics, Completions, and 12-month Enrollment), has provided standard data and additional data requests to support Academic Program Review, and has produced the annual Division Chairs reports. All Division Chairs reports that do not include protected information are available to the entire WOU community on the IR website (<https://wou.edu/institutionalresearch/misc-reports/>). The Division Chairs annual reports include 12 individual reports and 4 sets of reports by division. Some examples are:

- SCH by Division
- Completions by Major, Minor, and Certificates
- DFW rates by course

In addition to standing reports, the IR Office continues to fulfill *ad hoc* requests for data from the campus community. Since the last ASAC report, the IR Office has completed approximately 150 *ad hoc* data requests, or about 30 per month. Additionally, the IR Office has drafted policies on (1) the role of the IR Office in campus surveys and (2) the use of data on student gender and sexual orientation. Both of those policies are currently being reviewed by campus stakeholders.

Student Success and Advising

Student Enrichment Program and Teacher Prep Student Support Services. Our two college-level TRIO programs, Student Enrichment Program (SEP) and Teacher Prep Student Support Services (TPSSS), continue to provide holistic advising and wrap-around support to a combined 390 students. Both SEP and TPSSS met their federal funding to serve objectives for the 21-22 grant year. This is a notable achievement

coming out of the pandemic, as many TRIO programs are reporting continued difficulty recruiting and retaining students.

Additionally, both programs continue to offer extended orientation opportunities to program participants to ease their transition to college. There were four TRIO cohorts of 20 students in Destination Western this year (over 35% of all DW participants are part of TRIO). Between SEP and TPSSS, 3 sections of First Year Seminar courses are being offered fall term (65 students total).

Degree Completion. Our Degree Completion Program continues to identify students who stopped out at WOU, typically close to completing their degree. Through wrap-around advising support and modest grant-funded awards, we've helped 371 students re-enroll at WOU since Fall 2019. As of summer 2022, 98% of those students have graduated or are on track to do so.

We recently worked with an external vendor, Motimatic, to launch targeted social media campaigns to difficult to engage stop outs from the past five years, as well as some other target populations. In our first campaign with Motimatic, we had 25 new registrations and 9,823 total engagements (total clicks, likes, shares, views, etc.) with WOU branded ads.

Registrar

The Registrar has participated in the Systems and Operations subcommittee convened by the Transfer Council to draft a framework for the implementation of Common Course Numbering as required under Oregon Senate Bill 233. The work of that committee has yielded a framework to guide faculty in aligning numbers, titles, descriptions, and credits. Common course numbering will improve clarity and transferability of courses for Oregon transfer students.

- [Transfer Council](#)
- [SB 233](#)

We were able to award degrees to 112 of 121 undergraduates (92.5%) within two days of collecting summer term grades. All total in summer term 2022 we awarded:

- Thirty-seven graduate credentials to twenty-eight graduate students
- 123 undergraduate credentials to 121 undergraduate students

In academic Year 2021/22 (Summer 2021- Spring 2022) we awarded a total of:

- 229 Graduate credentials to 183 students
- 1,057 Undergraduate credentials to 1,002 students

The office of the Registrar, in collaboration with Graduate Programs, has also expanded the online application to graduate to all students. We fixed the procedural hurdles that limited the functionality and the application launched on October 3rd, 2022.

Transfer articulation has fully transitioned to the Registrar's office. We have leveraged the Transfer Evaluation System (TES) and the new role of the Data Articulation

Manager, filled by Greg Davis, to improve the timing and accuracy of transfer articulation.

The office has begun tracking equivalency requests, response times, and the resulting equivalency rate. On average ~88% of the 120 equivalency requests initiated since March 2022 resulted in the creation of a direct equivalency. Diligence by the office and faculty are serving students well because these direct equivalencies are of the most value to students. The institution's investment in the Data Articulation Manager position has also yielded an improvement in turnaround time from evaluation creation to faculty approval/denial from 69 days on average to 10 days on average.

Currently in Oregon, Washington, and California we are maintaining over 80,500 equivalencies. To improve that management we have established a practice of annual review of our top feeder schools course changes. The institutions are Chemeketa C.C., Portland C.C., Lane C.C., Linn-Benton C.C., and Mount Hood C.C. This has allowed us to manage and maintain accurate equivalencies with the institutions we work with most often. This academic year 1,448 complete course drops, course description changes, course name changes, and credit value changes have been evaluated and updated as needed to ensure a smooth transfer of courses for students that transfer to Western from those institutions.

Graduate Studies and Research

Graduate Programs. Overall, graduate student enrollment has remained steady with a slight increase in enrollment compared to last fall.

Program	Fall 2021 (as of 4th week)	Fall 2022 (as of 10/10/22)
MS Education	62	60
MA Teaching	72	59
MS Special Education	64	95
MS Educational Technology	24	12
MS Rehabilitation Counseling	44	40
MA Criminal Justice	18	15
MS Justice Studies (NEW)	n/a	10
MA Interpreting Studies	36	39
MM Contemporary Music	6	3
MA Organizational Leadership	38	40
End/Auth/CTL (only)	6	10
Specializations (only)	5	3
Certificate (only)	10	7
Total	387	394

Graduate Program Applications Processed	Applications	
	Applications	Admits
Fall 2021	218	146
Fall 2022	268	188

Fall 2022 applications were up 23% and admissions were up 29% compared to last year. One of the initiatives that led to this increase is the marketing strategy of having waiver fee application deadlines. A great deal of effort was made to reduce the number of incomplete applications, including weekly email campaigns to stalled applicants.

Our partnership with EAB has also contributed to our gains through several initiatives. A Spotify campaign that ran from June through August, 2022, reached over 500,000 listeners with the large majority listening to the full thirty second advertisement and over 1,000 listeners clicked through to WOU's graduate program landing page. The EAB digital and email marketing campaigns continue to actively recruit prospective graduate students, having reached over 13,000 prospects and leading to close to 150 of them beginning the application process.

Ongoing initiatives have increased retention efforts for stop-out students. The graduate office has provided outreach including phone calls to regenerate enrollment for students that have stopped attending courses for one year or longer. This has led to 10 re-enrollments for the 2022-2023 academic year.

Proposal and grant activity. The Sponsored Projects Office is continuing to see an upward trend in grant funding. We saw large increases in proposed grant funding and awarded grant funding in FY22 compared to FY21 (25% increase in proposals and 84% increase in awarded funding). Proposals for FY23 are tracking very closely to this time last year, which bodes well for continuing these positive patterns.

	Proposals Submitted	Funding Sought (total)	Indirect Proposed	Proposals Awarded	Funding Awarding (total)	Indirect funded
FY21	68	\$22,604,036	\$2,731,722	40	\$11,045,135	\$1,570,733
FY22	67	\$28,443,034	\$3,430,728	39**	\$20,358,586	\$2,500,808
FY23 (as of 10/10/22)	19	\$3,410,117	\$329,393	5	\$2,964,984	\$390,633

***Close to 1/3 of FY22 proposals are still pending, thus awarded funding is expected to increase over the next 3-6 months.*

Noteworthy recent proposals:

- Drs. Steve Taylor and Jeff Templeton from Earth and Environmental Science (EES) submitted a proposal for \$418,339 to the National Science Foundation's Pathways into the Earth, Ocean, Polar, and Atmospheric and Geospace Sciences (GEOPATHs) program. The overarching goal is to strengthen the geoscience profession and engage more diverse groups of students in WOU's EES undergraduate major. If funded, this project will provide \$200,000 in scholarships to students.

- Dr. Feier Hou from Chemistry submitted a proposal for \$446,832 to the National Science Foundation. The overall goal of the proposed research is to develop and understand green syntheses of metal-organic framework materials (MOFs), and understand heat- and water/humidity-induced degradations of MOFs. This project would include WOU students assisting in the research and a portion of the project would be outreach to high school students, including visiting campus and meeting with current Chemistry students.

Noteworthy recent awards:

- Drs. Maria Dantas-Whitney and Kristen Pratt from Education and Leadership were awarded a \$2,989,591 grant through the U.S. Department of Education. Project PROMISE (Partnerships, Resources, and Opportunities for Multilinguals through Inclusive and Sustainable Education) responds to the urgent need to improve instructional approaches and academic outcomes for English learner students in PK-12 classrooms and early learning spaces in Oregon districts serving high numbers of English learner students.
- Dr. Sue Monohan from Academic Affairs was awarded \$633,983 from Oregon's Higher Education Coordinating Commission. The purpose of this project is to increase opportunities for students from priority populations to receive academic credit for prior experience or skills gained outside of traditional higher education institutions, with such academic credit counting toward a certificate or credential that provides a pathway to employment or career advancement.

Noteworthy Center Activity. TRI's Center on Early Learning and Youth Development (CEYLD) continues to grow and develop. With the increase in funded awards from Oregon's Early Learning Division over this past year, the number of staff in CELYD have nearly doubled. Recently CELYD was awarded a \$2.1 million dollar contract to support Spark (Oregon's quality child care rating system) and increase the number of programs receiving assessments in Oregon. The Child Care Resource and Referral team rolled out a new website serving communities, families, and children across the state: www.oregonccrr.org.

Launch of WOU's First IACUC. WOU's first Institutional Animal Care and Use Committee (IACUC) has recently launched and is being chaired by Dr. Gareth Hopkins. The development of the IACUC was supported by work of the IACUC Formation Taskforce, made up of WOU Biology Department Faculty. The IACUC is made up of 6 members, including 2 community members and 4 WOU faculty members.

NWCCU Beacon Award

Western Oregon University will receive the NWCCU Beacon Award for Excellence in Student Achievement and Success. WOU is being recognized for its significant curricular review and revisions, begun in 2016 and continuing through implementation of the new General Education program in 2019, that has resulted in significant and equitable gains in 4- and 6-year graduation rates and a reduction in excess credits completed by transfer students. A multitude of WOU faculty worked on this new vision for university degree requirements for undergraduates: The General Education Task Force, the newly created General Education Committee of Faculty Senate, faculty who

developed and taught innovative First Year Seminars, faculty who revised courses or created new courses to meet Gen Ed learning outcomes, those who have participated in the assessment of new General Education program. Chart 1 reports the gains in 4-year graduation rates since we began implementing curriculum changes.

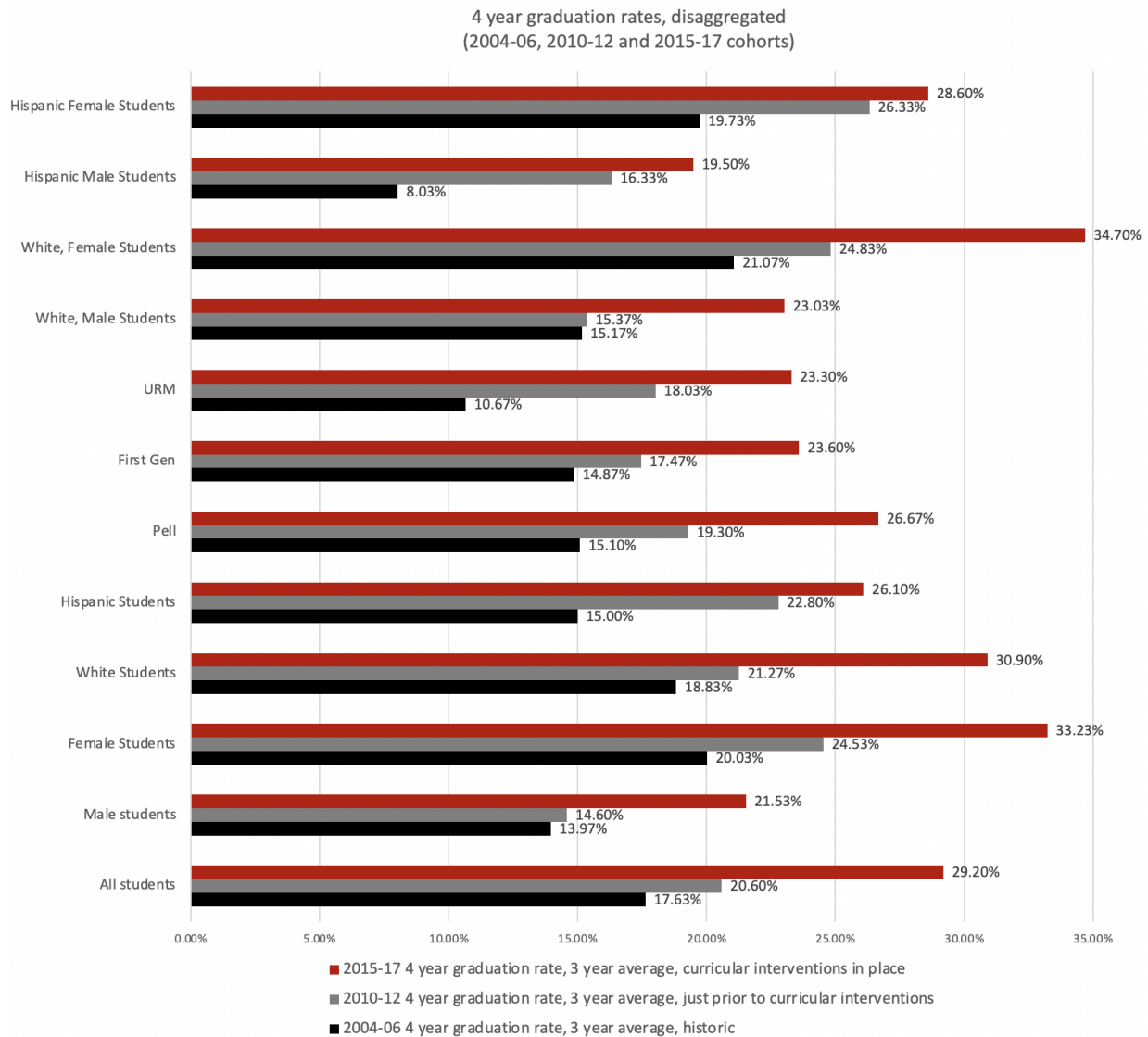


Table 2 reports the reduction in excess credits, especially among transfer students.

Table 2: Excess credits among undergraduate degree recipients, 2016-2021

Year	Transfer Students, all		First-time, full-time students	
	Average total credits	Percent of students below 200 credits	Average total credits	Percent of students below 200 credits

2016	220.5	33.8%	197.7	63.0%
2017	227.8	33.3%	197.1	66.2%
2018	220.2	36.3%	198.3	64.3%
2019	217.8	41.9%	193.2	73.8%
2020	210.1	45.7%	195.2	70.2%
2021	202.8	54.8%	194.5	70.8%

WOU will present on its work at the NWCCU annual meeting in

November. The university has been awarded \$2500 to support these efforts.

Accreditation

WOU received feedback on our Year Six Policies, Regulations and Financial Reports Review from the Northwest Commission on Colleges and Universities. For all but two of the twenty-nine standards, WOU was evaluated as compliant. As a result of the review, we have been requested to provide additional information related to Standards 2E1 and 2E2, related to financial stability (2E1) and fiscal planning (2E2). To prepare the detailed financial models and projections requested by NWCCU, we have convened a workgroup that includes key players from enrollment management (VP for Student Affairs, Director of Admissions, Director of Financial Aid, Institutional Research, VP for Academic Affairs/Provost, Accreditation Liaison Officer, VP for Finance and Administration, Director of the Budget Office).

Credit for Prior Learning

Last year, faculty from a variety of disciplines met to discuss portfolio-based credit for prior learning and credit for prior learning based on industry-standard certifications. The group developed a strong vision and plan for implementing new forms of CPL, key to serving working adult students and degree completers. Resources to implement infrastructure to support this work have been secured via a \$634k grant from the Higher Education Coordinating Commission. Activities supported by the grant include:

- Faculty from Early Childhood Education, Teacher Education, Gerontology, Information Systems and ASL/Interpreting will pilot portfolio-based and/or industry-certification based CPL models
- Academic advisors from Student Success and Advising will develop an inclusive advising model that ensures that all working adult, transfer and/or degree completion students are aware of CPL opportunities
- Professional writing faculty will create a “Portfolio Development” course to support students in assembling portfolios that effectively demonstrate their learning, and the upper-division course will be aligned with “Critical Thinking” in our General Education program
- Once expanded CPL options are in place, we will have funds to market CPL to current and prospective students

- We will finalize a university CPL policy, establish a system for transcribing credits and retaining evidence of learning, and identify mechanisms to compensate faculty for portfolio review.

Our new Associate Provost for Academic Effectiveness, Judy Sylva, is assuming leadership of this work.

Willamette Promise Student Leadership Summit

On September 23 and 24 2022, 63 rising high school seniors from our region attended the second annual Willamette Promise Student Leadership Summit. The event was held at WOU:Salem, and featured a sequence of writing workshops where students honed their college application and/or scholarship essays. Working under the guidance of writing faculty Cornelia Paraskevas (retired) and Katherine Schmidt, and Rosario Peralta Cortez, the Writing Center's English Writing Specialist for Spanish Speakers, students uncovered the stories they can tell about themselves and explored their unique voices. Students took breaks from writing to engage in enrichment workshops with Erin Baumgartner (Metacognition/Study Skills in STEM), Sarah Sheldrick (Communications) and Darryl Thomas (Dance). One goal of this workshop, which was funded by Oregon Department of Education's summer enrichment funds, is to bridge the technology gap; each participating student took home a new Mac Book Pro to carry them through their next few post-secondary years. Western Oregon University received a sub-grant award for \$75k to provide services in support of this project.

Partnerships

Jessica Murfin, Partnership Specialist, has continued work with Amazon Career Choice recruitment opportunities. The Amazon Fulfillment Center team in Salem invited us to another successful onsite event, held September 20 & 21, 2022.

The SEIU local 503 partnership is official with our first marketing mailer going out this fall. Since putting out the joint press release, we have already received three requests for the 20% tuition discount. We are hopeful that as this partnership is advertised to members it will attract new students. Professional development workshops are currently being scheduled for the 2022-23 academic year with a handful of strong training opportunities (wou.edu/prodev).

Through a special request from the League of Oregon Cities, we will be hosting a 1-day JEDI workshop for their members on Oct. 18 at WOU:Salem. This opportunity has led to several individual Oregon cities reaching out requesting workshops for their employees, board members, elected officials, and more.

At WOU:Salem, the full rental process has been finalized with a link on the wou.edu/salem website to request more information. We have also hosted Salem Chamber of Commerce Greeters and 1-Year Anniversary Ribbon Cutting events on 9/30 to increase our visibility in the community, get more people into the building, and spread the word about our academic programs, professional development workshops,

and renting the space. Check out the highlight reel from the ribbon cutting here: <https://youtu.be/JaqSsMPcKjA> (special thanks to Deborah Rezell for her work on this!).

Library and Academic Innovation

Name and mission update. Library and Academic Innovation has undergone an official name change. The departments formerly known as Library and Media Services (LMS) and the Center for Academic Innovation were brought together in 2019.

During the 2020 calendar year, the Library and Academic Innovation created a new shared mission:

We support all WOU learners in their efforts to gain, share and produce knowledge, and to explore their creativity. LAI provides resources, environments and expertise to stimulate learning, increase access, and enhance student success.

Together we support all WOU learners!

Reopening the Press. We are excited that [Campus Dining will reopen The Press](#) this fall, date and hours TBA. [They are hiring!](#) Until it reopens, the library will continue providing free drip coffee and hot tea in the lobby weekdays starting at 2 p.m. The [Library Dean's Fund](#) supports this service, and donations are very welcome.

Faster Materials Purchasing. The library has made our materials purchasing process faster and more efficient. For details about the kinds of materials that the library purchases, please see our [Collection Development Plan](#). We have also instigated a new demand-driven acquisitions project! This allows WOU faculty, staff and students to discover and acquire resources that aren't yet in the library collections using records the library catalog that are curated based on areas of study and research at WOU.

Diversity-focused Academic Images Project. With support from the [WOU Foundation](#), the [Diversity-focused Academic Images Project](#) will create a collection of images that center participant students with various aspects of diversity engaged in academic contexts, and making these images freely available under a Creative Commons CC-BY license. This project is led by Janeanne Rockwell-Kincanon (Library) and Seyed Shahrokni (Academic Innovation).

Academic Innovation is launching a new faculty fellow program this year. Fellows will collaborate with the Center for Academic Innovation on projects that leverage their disciplinary expertise and teaching experience to expand pedagogical resources available to WOU faculty. The project is being led by CAI's Fellowship Coordinator, Dr. Amy Harwell (Biology), in collaboration with Dr. Susan Cannata (CAI Affiliate).

Our inaugural cohort of fellows are:

- Amy Bowden (Educational Leadership)
- Dr. Lucas Cordova (Computer Science),
- Dr. Laura Ellingson-Sayen (Health & Exercise Sciences)

- Dr. Alicia Ibaraki (Behavioral Sciences)
- Dr. Leanne Merrill (Mathematics)

Academic Innovation is also undertaking a new initiative, funded in part by the WOU Foundation, to develop academic/educational escape rooms. The escape rooms will leverage game-based learning techniques to reinforce foundational skills and knowledge in general education courses. The project is being led by CAI's Faculty Development Coordinator, Dr. Seyed Shahrokni.

Collaborative Efforts

- Academic Innovation recently collaborated with the Social Sciences Division to develop greater capacity to offer online courses in the political science major with the goal of offering a fully online option for the major. This work was led by CAI's instructional Design Coordinator, Adrienne Allardt-Wong.
- Academic Innovation continues to partner with other units on campus to identify ways Canvas can support student success & retention, as well as greater efficiencies for academic departments and administrative units. An example of this work is partnering with Student Success & Advising to leverage zero activity reports to support early alert outreach. These projects are led by CAI's LMS Administrator, Ben Hays.
- This past Summer, Academic Innovation reached out to division and department chairs to identify ways Canvas Commons, a feature within Canvas that creates a shared library of course materials and activities, could support divisions in sharing common materials and onboarding new instructors. The goal of this work is to create a more efficient and simple way for departments to share master templates of core courses and collaborate on course development. This work has continued into fall term, but already five departments/divisions have adopted this workflow. This work was led by CAI's Instructional Design Coordinator, Adrienne Allardt-Wong.
- Starting in Spring '22 and continuing through Summer, Academic Innovation leadership has been engaged in comprehensive needs assessment with faculty, academic divisions, and administrative partners to identify opportunities and challenges for online learning at WOU, as well as general support for teaching and learning. A result of this work is a partnership with the Registrar's Office to develop a policy to clearly define delivery methods and administrative workflows for offering online or hybrid courses and programs at WOU. A draft of the policy has been developed and Academic Innovation, in partnership with the Registrar, will engage stakeholders to refine and develop the policy during fall term.

Academic Innovation Programs

This past summer, Academic Innovation offered two iterations of Catalyst, its multi-week faculty development program. Each Catalyst focuses on a different topic or area within teaching and learning. During this past summer, approximately 20 faculty members

participated in Catalyst: Inclusive Teaching Methods and Catalyst: Universal Design for Learning. Catalyst is led by CAI's Faculty Development Coordinator, Dr. Seyed Shahrokni, with support of the entire CAI team as mentors and facilitators.

Academic Innovation recently released its [fall programming calendar](#), which includes pedagogical programming, training focused on using the learning management system, and a community reading group focused on universal design for learning.

College of Education

Bilingual Teacher Scholars on OPB radio. Dr. Maria Dantas-Whitney spoke with OPB on October 9th about our Bilingual and Diverse Teacher Scholars program and the role both are playing in helping Oregon school districts add culturally and linguistically diverse teachers into their communities. Western graduate, Belen Tencos Mendoza, also joined Dr. Dantas-Whitney from her classroom at Evergreen Middle School in Hillsboro. Listen to the broadcast [here](#).

Unitus Credit Union supports Bilingual Teacher Scholars. Representatives from Unitus Credit Union, Board of Trustees Gayle Evans, and state representative Teresa Alonso Leon from Woodburn, joined faculty, staff, and students in September in the Pastega Room of the Richard Woodcock Education Center to honor the first cohort of students receiving financial support from Unitus on their journey to become teachers. Representative Leon gave an address sharing her story of coming to the United States from Mexico and her efforts to navigate school despite having few teachers to support, guide, and encourage her. Student scholarship recipients also shared snippets of their own education journeys. Dr. Maria Dantas-Whitney moderated the event.

Faculty win grant from Oregon Department of Education. Dr. Marie LeJeune, Dr. Jessica Dougherty, and Mandy Olsen were awarded a Latinx Student Success grant for their proposal titled Project Alianza that partners with Central School District to support family and community literacy and professional development for Central School District teachers seeking to learn skills to support second language acquisition. The project is funded for \$222,495 for the 2022-2023 school year.

Faculty win federal grant sponsored by the Office of English Language Acquisition. Drs. Maria Dantas-Whitney and Kristen Pratt were awarded a 5-year grant for their work titled Project PROMISE (Partnerships, Resources, and Opportunities for Multilinguals through Inclusive and Sustainable Education) which will provide scholarships to Western students, help current teachers and early learning educators pursue an ESOL endorsement, and provide a variety of professional development and mentorship in both Salem-Keizer and Hillsboro School Districts.

College of Education Office of Justice, Equity, Diversity, and Inclusion planning for the year. JEDI Dr. Jaclyn Caires-Hurley, faculty Coordinator of COE JEDI released plans for professional development, events celebrating LGBTQ2SIA+ History Month, Indigenous People's Day, and will be providing monthly support meetings for students and faculty across all College of Education academic programs. Plans include

recommendations to integrate diversity, equity, and inclusion into daily university instruction and ways to learn and celebrate in our surrounding communities.

Faculty provide campus resources for respect and success for student identity and pronouns. CM Hall, co-Director of the DeafBlind Interpreting National Training & Resource Center provided professional development and resources for faculty, staff, and students in support of student identity and use of pronouns throughout September. CM also supports the Wolf Pride Network which is an **LGBTQ+** organization for WOU faculty and staff to gather and build relationships with one another, provide presence and support to **LGBTQ+** students, and create positive change on campus.

Aspiring Teachers Association planning event calendar. Speaker of the ATA, Jose Rojas Olivares, is working with the leadership team to plan a range of activities designed to bring future teachers together to learn, build relationships, and support our local communities through excellence in education. Program coordinator, Julio Herrera Anzaldo, and Event Coordinator, Tiana Rehwald, are preparing to host the Future Teachers Fall Social which will bring together the 3education community for a day of connection. Membership Coordinator Emily Schneider and Media Coordinator Seth Williamson are working towards creating retention in the organization as well as the teaching career through interactive posts and membership support programs. As Speaker Jose states "At ATA, we grow every day".

Summer Paraprofessional Conference supports almost 100 educators. Dr. Rachel Harrington, faculty coordinator of the Office for Advancement of Paraprofessionals, organized the 4th annual Conference on Learning and Instruction for Paraprofessionals (CLIP) in August. Too often paraprofessionals don't have opportunities to learn deeply about supporting children's academic growth. Senator Sara Gelser Blouin from Corvallis gave the opening address sharing her work over the years supporting the needs of all children in Oregon schools and classrooms.

Early Childhood Inclusion Summer Institute serves more than 120 educators. Drs. Cindy Ryan, Andrea Emerson, Ya-Fang Cheng, and others from the Division of Education and Leadership organized and led a multi-day professional development conference in August for early learning specialists and educators around the state. The event blended academic learning, community building, and self-care suggestions necessary for a post-COVID world.

College of Education hosts site review for national re-accreditation. Educator faculty and staff are preparing for the final stage of the two-year state and national re-accreditation review which will culminate in early November as a series of virtual meetings are held with a team of national reviews from the Council for Accreditation of Educator Preparation (CAEP) and state representatives from Teacher Standards and Practices Commission (TSPC). Western has held continuous national accreditation for teacher education since 1954.

Education partners meeting held to share vision and build community. Dr. Marie LeJeune led an educator preparation campus wide partners meeting in October to share innovations and updates with partners from other academic divisions, financial aid,

admissions, and other partners across campus. Core values for advancing the work were identified as assuring that our academic programs are accessible to working adults, that we are helping to make all programs affordable, that we are succeeding in advancing innovations, and that programs result in well-prepared Oregon educators ready to support the learning of every child. President Peters, Provost Winningham, and several other university administrators were also in attendance.

Public Health professor attends Hispanic Association of Colleges and Universities. Dr. Doris Cancel-Tirado, from the Division of Health and Exercise Science, joined a university team in October attending the annual meeting of the Hispanic Association of Colleges and Universities where important conversations and planning occurred in support of Western's goal of becoming the first, public, 4-year university in Oregon to qualify as a Hispanic Serving Institution.

College of Education recognized by the Central School District. At the September school board meeting, Central School District superintendent, Dr. Jennifer Kubista, presented Dr. Marie LeJeune and Mandy Olsen with a Community Partnerships Recognition award for "working collaboratively for our Latino/a/x and indigenous students' success." Dr. Kubista expressed appreciation for the strong relationship between Western and the district and the many successful innovations over the years.

College of Liberal Arts and Sciences

As we begin to emerge from the pandemic, faculty and staff in the College of Liberal Arts & Sciences continue to do outstanding work. Below are several recent key developments and accomplishments from the College:

- New undergraduate majors have started this fall in Data Analytics, Accounting, Creative Production. In addition, we have a new undergraduate certificate in Public & Nonprofit Management, and a new graduate program, Master of Justice Studies. We have also rolled out our new Social Work and Social Justice tracks in Sociology, and coursework for Social Work has enrolled well for a brand-new program.
- Program review self-studies have been completed in History, Politics & Policy Administration, and Biology, with external reviews in process. Additional programs, including Math and Earth & Environmental Sciences, are beginning the self-study review process this fall.
- Our Model United Nations club has a strong fall membership and plans to attend an in-person Model UN conference in Karlsruhe, Germany, in November.
- We welcome four new tenure-track hires in LAS: Dr. Brooke Nott in Psychology, Dr. Shaun Hansen in Business & Economics, Alex LeClerc (a WOU alum) in Computer Science, and Becky Phillips in Sociology.
- We received our final report from our facilitators and peer reviewers at the ACE Learner Success Lab, co-directed by Dean Cassity and Adry Clark with the assistance of Lars Soderlund. ACE had several key recommendations for us that will help to lay groundwork for our next phase of strategic planning as well as the Title III grant-writing effort. ACE also commended WOU for being, in the words of a peer

reviewer who is also past president of CCAS, “the most student-centered institution I have seen.” WOU’s ACE Lab leadership was the only cohort member invited to present at the ACE Annual Meeting last March.

- WOU has received its first NEA grant, thanks to the efforts of CAD chair David Janowiak. This grant, along with supporting community foundation grants, will support a Spanish-language production of “The Condensed Works of Shakespeare” on campus next summer.
- An Oregon Cultural Trust grant obtained by Dr. James Reddan will support the production of the play *The Laramie Project*, a related concert performance, and a public address by Judy Shepard (mother of the late Matthew Shepard) on campus in March.
- A multidisciplinary group of faculty in both colleges have developed a draft Ethnic Studies program that will be submitted through the curricular process this month.
- The Music Department will host a mariachi workshop, directed by the pre-eminent national mariachi organization, for K-12 educators and WOU students on campus in November.
- Grant activity continues to be productive, with NSM especially active. For example, Dr. Feier Hou in Chemistry is working on an American Chemical Society Grant; Dr. David Szpakowski in Earth & Environmental Sciences is working on a NASA Space Consortium Grant; Dr. Szpakowski, Dr. Bryan Dutton in Biology and Dr. Steve Taylor in EES are working jointly on the Ash Creek Water Control District grant.
- Drs. Alicia Ibaraki and Kat Espino-Perez in Behavioral Sciences were awarded a second NSF grant to fund continued collaboration with Oregon State University (R1) and Heritage University (HSI and Native American-serving Non-Tribal Institution). The collaboration between an R1 and smaller minority-serving institutions will help to create better access for talented psychology students from underrepresented backgrounds to reach graduate school. WOU's status as an emerging HSI was important in their ability to be involved in this collaboration.
- Dr. Margaret Manoogian in Gerontology co-wrote and received an AARP Age-Friendly Community Grant for multigenerational programs and hardscape for the Sustainable Living Center (SLC), a non-profit community education organization based in the Pringle Creek Community. She was also an invited speaker for the Mercer County Holocaust, Genocide, Human Rights Educational Center, presenting “Meeting Our Mothers: Armenian Legacies,” and will speak at the upcoming Willamette Vital Health conference. (A flyer is attached). Dr. Manoogian was appointed by Mayor of Salem, Oregon to advise Center 50+ for a three-year term.
- Dr. Melissa Cannon in Gerontology was elected as President of the Board of Directors for Oregon Gerontological Association. She will serve until 2023.
- The Oregon Turtles app version 1.0, co-developed by our Computer Science and Biology programs, was released on Google Play and Apple AppStore back in April following a positive alpha and beta test. The Oregon Turtles website also went live at <https://www.oregonturtles.org>.
- Dr. Becka Morgan in Computer Science has been appointed to the advisory board for OCSTA (Oregon Computer Science Teachers Association).
- Our Study Abroad is slowly re-ramping up, with four WOU students studying overseas in Europe this Fall term.

- In October 2022, the Cannon Gallery of Art honored 1970's Art & Design Department alumni and their professors at a reception and celebrated the newest exhibit: *They're Back! A Generation of Oregon Potters: 1970's OCE Alumni and Professors*.
- A group of faculty from multiple departments (Business, PPA, HEX, Gerontology) worked with Dean Cassity over the summer to develop healthcare management certificates at both the undergraduate and graduate level. This work conducted several focus groups with leaders in the local healthcare administration community.
- Linguistics professor Dr. Rob Troyer received a Visiting Researcher Grant from the Jyvaskyla University in Finland last summer. He gave two public presentations, was invited speaker at the launch of an online course created by a consortium of European universities and collaborated on an upcoming field research guide in language instruction.
- This summer, Apple Box Children's Theatre produced of "St. George and the Dragon," experiencing its the biggest audiences ever over the 4th of July weekend (600+ audience members a night). The College of LAS was able to arrange college credit-granting opportunities to local high school students who assisted in this production. Next year, ABCT will produce an adaption of the Mexican fairy tale *El Principe Oso*.
- Under the leadership of our Director of First Year Writing, Dr. Leigh Graziano, WOU produced the third volume of its first-year writing digital anthology, *Unbound*.
- This summer WOU launched its first graduate certificate in Writing Theory and Practice for In-Service Teachers. This certificate, geared towards current high school teachers delivering dual enrollment college credit, is the first of its kind in the state of Oregon, providing disciplinary knowledge and training to further advance the expertise of our high school colleagues.
- 5 writing and 5 math instructors all taught in the Destination Western experience, which served nearly 200 students. Both academic experiences were coordinated by Dr. Leigh Graziano (Writing) and Dr. Leanne Merrill (Math).
- Many faculty in the College are vigorously engaged in community outreach, to both area high schools and community colleges. For example, approximately 300 regional high school students came to the WOU campus last year specifically to interact with Biology faculty and laboratories. Math faculty received a Dolciani Mathematics Enrichment Grant from the Mathematics Association of America to develop and run the Polk County Math Circle and Polk County Math Festival (40 student attendees) for local high school students and were very successful.
- History professor Dr. David Doellinger gave multiple public presentations to local high schools and community colleges regarding the war in Ukraine that addressed issues related to diversity and inclusion in the conflict. These included a public forum discussion at WOU, guest class presentations at Chemeketa and Linn-Benton, a 7th grade Social Studies/AVID class at Talmadge Middle School, and a class of fifth graders at Washington Elementary School in Salem. He also gave a campus presentation in collaboration with Political Science professor Dr. Eliot Dickinson.
- Late last spring, History professor Dr. Kim Jensen presented a lecture to two Oregon and U.S. history courses at Central High School, focused on diversity in Oregon

history with case studies surrounding gender identity, race, ethnicity, and civil liberties.

- History professor Dr. Elizabeth Swedo, our Phi Alpha Theta faculty advisor, took two WOU students to the annual honor society conference in Western Washington University in Bellingham, Washington.
- History faculty coordinated the transfer of the Gentle House papers (temporarily housed at Hamersly Library) to the Social Science Resource room for access by history majors working on public history methods.
- The divisional annual reports demonstrate monumental efforts by faculty in every discipline with respect to curricular revision and diversification, increasing attention to DEI issues, professional development in both online and face-to-face modalities, student high-impact and fieldwork experiences, community engagement initiatives, scholarly publications and presentations, and more. Dean Cassity has an extensive faculty bibliography and activity repository available in her office and will be happy to share this information with anyone who is interested.
- Finally, Dean Cassity has announced that she will be stepping down and retiring at the end of the current academic year.

Academic and Student Affairs Committee (ASAC)

October 27, 2022

Interim Vice President for Student Affairs Report | Tina M. Fuchs

Introduction

The Division of Student Affairs is made up of [16 different departments](#) that provide support to students from the time of their recruitment to their ultimate goal of graduation from Western Oregon University (WOU). The focus of most areas is on retention and success, as is highlighted in this report. While not all encompassing of everything the division is doing, this report provides a snapshot of some of the great work happening within many of the areas in Student Affairs.

An important and necessary step for the division to meet the needs of our students and support their success, is identifying division-wide goals as well as evaluating last year's challenges and successes. The [2022 Student Affairs Overview Report](#), finalized in August 2022 and prepared for new President, Dr. Jesse Peters, provides an overview of the division, outlines key departmental successes and challenges from 2021-22, and identifies priorities, themes, and goals for the 2022-2023 academic year.

Recruitment/Enrollment Management

Admissions

- The Office of Admissions finalized a three-year contract with the Educational Advisory Board (EAB) to provide strategic advisory services to strengthen our recruitment initiatives. We enter this fall's recruitment season with incredible optimism in recruiting future WOU students.
- Admissions is seeing an average increase of 31% in attendance at our Fall Preview Days compared to last year.
- One of the goals of Admissions is to improve application processing. To that end, Admissions is in the second full year of using Slate, a comprehensive platform for admissions and enrollment management, and has moved to paperless admission and administration, thus creating a more efficient and sustainable system which allows for efficient processing of applications. Currently, new application processing turnaround is one week or less.

Financial Aid

- Banner Financial Aid is in the final stages of validation before it goes live with loading student FAFSA applications on Friday, October 21, 2022, for the 2023-2024 award year. Students will be able to access their self-service account on Monday, October 24, 2022, which will provide information about documentation that we are requesting. The implementation of Banner Financial Aid could not have been done without the hard work and collaboration between Accounting & Business Services, the Office of Admissions, the Office of Financial Aid, University Computing Solutions, and University Registrar

New Student & Family Programs (NSFP)

- The second cohort of [Destination Western](#) (DW) was a rousing success with 186 students completing the residential bridge program! Students completed two academic experiences, one in writing and one in math, and participated in multiple social activities within their learning cohorts. As of week two, 100% of the Destination Western 2022 student participants were still enrolled at WOU. We will continue to monitor their enrollment throughout their first year. 2021 data showed significant retention from term to term in the academic year following their participation.
- WOU's PACK [Welcome Week](#) orientation program included over 30 all-student and highlighted events as well as over 1300 attendees to 85 resource sessions throughout the week. This year NSFP implemented a new initiative, "Faculty Friday." Faculty Friday had a heavier focus on academics to help prepare incoming students for the start of Fall term.
Be sure to check out the [PACK Welcome Week 2022](#) highlights video!

University Housing

- University Housing welcomed over 900 students to the residence halls this fall. Occupancy is just under where they were this time last year: currently 903 living on-campus vs 916 last year.
- This past summer 28 groups and just over 3,200 guests were welcomed to the residence halls for summer conferences and events. The summer conference program generated over \$290,000 in revenue for University Housing.

Student Engagement, Leadership, Retention and Support Services

Abby's House, Center for Equity & Gender Justice

- Abby's House is joining a two year [Hope Impact Partnership](#) collective with the Hope Center at Temple University. This partnership will help Abby's House create a Basic Needs Task Force on campus, provide professional development and training opportunities for staff, and assist with a student needs survey.
- Abby's House received a no-cost extension of the 2020 VOCA-FI grant through September 30, 2023 that provides funding to WOU's advocacy program, and we have received \$124,016 (80% of the VOCA award amount) from the state that will help us continue our advocacy program through September 30, 2024.
- Abby's House is collaborating with the Office of Diversity, Equity, and Inclusion, Human Resources, and Student Conduct to provide Responsible Employee training to all employees. Abby's House is taking the lead for providing training to all student employees.

Campus Dining

- Campus Dining launched the [Daxbot robot delivery](#) this fall term 2022, averaging about 60 deliveries a week. Campus Dining anticipates deliveries will increase once Café Allegro begins deliveries.
- The Press coffee shop opening is pending a contract execution. A timeline for the opening of the coffee shop will be determined after a contract is finalized and with the hiring of student employees.

Child Development Center (CDC)

- The CDC has returned to full enrollment of 40 preschoolers (plus a waitlist).
- In alignment with the WOU's values and efforts in becoming a HSI, the CDC is piloting a Dual Language Immersion (Spanish/English) classroom.

Office Disability Services (ODS)

- In collaboration with University Computing Services and Academic Innovation, the office of Disability Services created a Web Accessibility Course that will reside in Canvas for WOU faculty, staff and students
- Due to popular demand, ODS restarted a training program for WOU employees on how to be more inclusive to people with disabilities.

Multicultural Student Services and Programs (MSSP)

- The Diversity Scholars program recognizes outstanding students who are awarded a recurring diversity commitment scholarship (DCS) during their tenure at WOU. For 2022-23, 55 new students received the award and two of whom received the David S. Brody Memorial Scholarship, a full ride scholarship to WOU. All new scholarship recipients were recognized at the Diversity Scholars dinner on October 19. In attendance were many of the scholars' family members.
- [César E. Chávez Leadership Conference \(CECLC\)](#) has a rich history at Western Oregon University. CECLC began in 1990 as a gathering of Hispanic high school students from Portland Public schools. In 2007, the César E. Chávez Leadership Conference moved from the Portland area to being hosted on the Western Oregon University campus. The CECLC will be hosted as two events, one for high school seniors and the second one focusing on high school freshman-juniors.

Center for Professional Pathways (CPP)

- Service Learning & Career Development changed their department name to the **Center for Professional Pathways**. The name aligns with the department's goals to create equitable pathways to career readiness and social mobility for all students. The long-term goal is to ensure every student at WOU connects with people, tools, and opportunities that help them reach their professional goals.
- One of CPP's goals is creating equitable pathways to social mobility for all students. This year the focus is on pathways for historically underrepresented students interested in healthcare and technology careers. This coincides with the State of Oregon's talent crisis in these sectors.

- CPP has organized over 30 events for fall term 2022. For details, visit: <https://wou.edu/professional-pathways/events/>

Student Conduct

- WOU is hosting the Oregon Student Conduct Administrators (OSCA) fall meeting, with Student Conduct professionals from all over the state of Oregon and Southern Washington planning to attend.

Student Engagement

- Student Engagement is actively organizing events and social activities for students and the WOU community, including Homecoming, Family Weekend, and many others. We invite the Board of Trustees to attend our annual Holiday Tree Lighting on December 2, 2022. For more information on events, visit: <https://wou.edu/student-engagement/>
- [The Western Howl](#) is WOU's weekly newspaper. This award-winning newspaper is written, edited, and printed by students. Print issues are distributed on campus on Wednesdays while updates are added daily [online](#).
- [Conference & Event Services](#) is filling up summer 2023 quickly, including two high revenue generating conferences. After two years of limited conference activity, revenue generation this fiscal year is looking positive.
 - FY 19 revenue: \$832,680
 - FY 20 revenue: \$487,423
 - FY 21 revenue: \$1,273
 - FY 22 revenue: \$234,138
 - FY 23 revenue: \$614,658

Student Health and Counseling Center (SHCC)

- The SHCC will be hosting a COVID vaccine/booster clinic fall term (date to be announced).
- The SHCC passed a CCare audit ([Oregon Contraceptive Care](#)). This program provides free contraceptive management services, birth control, and reproductive health care at no charge to students eligible for the program through state and federal requirements.
- For AY 21/22:
 - Counseling intakes increased 65% (with 2 less counselors)
 - Counseling crisis increased 133%
 - After hours crisis increased 50%
 - Medical services increased 52% (with 2 less medical staff)
 - Mental health psychiatric care increased 161% with one provider)
- Fall 2022:
 - Week 1 - counseling saw more clients the first week than they have in the past 3 years (pre-COVID!)
 - So far this term, more students have been seen (couns/medical) than in the past 2 years at this time.

Upward Bound

- WOU has been selected to continue to receive funding through the federal TRIO Upward Bound grant for another five years. The anticipated funding of \$1,488,005 will allow Upward Bound to continue building on the success of the past 23 years in serving low-income and potential first-generation high school students. That fact that WOU's proposal was selected to receive continued funding speaks volumes about the campus support we receive at WOU for the Upward Bound program. This support has been crucial to their success. Thank you for your continued and sincere support of TRIO Upward Bound. Here's to another 5 years!

Veterans Resource Center (VRC)

- Veterans Day Week is planned for the week of November 7th- 12th, there will be a variety of events including "Your community Veterans Panel", Veterans breakfast open to all WOU staff and employee veterans, and the annual Ruck N Run. To find out more please go to [Save the date! Veterans Day week](#)
- The VRC offers WOU employees training opportunities around ways to learn and practice framing classroom discussions objectively to create safe classroom spaces for veterans, and opportunities to deepen an understanding of Veterans specific academic and personal support needs. To find out more and complete the training visit the [Veterans Resource Center Faculty and Staff training page](#).

Wolfstore

- Digital books have made a comeback at the bookstore. Many digital titles are now available for students to purchase to help save on the costs of course materials.
- The Wolfstore has been revamping merchandise. Positive feedback abounds regarding the new selections in the store - some items selling out in just over a week.
- Marketing has been an area of focus for the Wolfstore, particularly around social media engagement. The Wolfstore has created a new TikTok account and is increasing their social media presence across many platforms.

Vice President for Student Affairs office

- All first-year and transfer students are required to complete the [U Got This!](#) bystander training during their first term at WOU. This training is developed by Catharsis Production, which is the same organization that developed the employee training program WOU is participating in this fall.
- The National Student Exchange (NSE) program has begun recruiting students for the 2023-24 academic year. To learn more about NSE, visit wou.edu/nse. Want a sneak peek into a day-in-the-life of a WOU NSE student? Arlette Tapia Lopez, a social science major and Spanish minor senior, recently took over the WOU NSE Instagram account and shared a day in her life at Stony Brook University! Visit the "Take Overs" highlight album to view her stories: www.instagram.com/wounationalstudentexchange

Division of Student Affairs Other Information

Shout Out!

- [Lindsey Gibson](#), interim Director of University Housing, for her leadership and management of University Housing as WOU came out of the pandemic. Lindsey assumed the interim Director role in February and has provided stable leadership during challenging times.
- [Leslie Lloyd](#), Assistant Director of Financial Aid, for her efforts in planning and coordinating College Goal Oregon, a regional FAFSA filing event hosted at WOU on October 15.
- [Blanca Miranda Aguilar](#), Program Coordinator and Advisor in Multicultural Student Services and Programs (MSSP), for her exceptional service and support of students in MSSP, as well as planning and organization of the Diversity Scholars Dinner on October 19.
- [Justin Sunada](#), Assistant Director of Experiential Learning, for his willingness to volunteer for various Student Affairs department events and programs.

SPOTLIGHT program

New Student Sunrise Breakfast and Signing of PACK Week Walk

- Traditions are very much alive at WOU! On the early morning of Friday, September 23, 2022, students gathered at MacArthur Field to watch the sunrise and get a taste of delicious pancakes offered by Campus Dining and served by Student Affairs staff. President Peters and ASWOU President Harwood were among the guest speakers. Students also had the opportunity to leave their legacy by signing their name on a sidewalk.



Newsletters

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 below.

[Student Affairs Enews](#)

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