



**Western Oregon University Board of Trustees:
Academic & Student Affairs Committee
Meeting No. 7 – October 12, 2017
Public Site: President's Conference Room
Lieuallen Administration Building, 207D
10:00 am – 12:00 pm**

AGENDA

I. CALL-TO-MEETING AND ROLL CALL

II. COMMITTEE CHAIR'S WELCOME

III. CONSENT AGENDA (April 14, 2017 Minutes)

IV. ACTION ITEMS:

- 1) Proposal for new BA/BS/BSF degrees in Art & Design
- 2) Proposal for new BA/BS degree in Sustainability

V. REPORT & DISCUSSION ITEMS:

- 1) Reporting to Northwest Commission on Colleges & Universities (NWCCU)
 - a) Final [Ad Hoc Report](#)
 - b) Updated March 2017 Year One report – resubmission March 2018
- 2) Reorganization for oversight of admissions and financial aid
- 3) Fall Term 2017 enrollment statistics
- 4) Health and Counseling Center update
- 5) Campus Climate Survey results
- 6) National Study of Learning, Voting and Engagement results
- 7) Planning and preparation for 180 credit to degree and general education revision
- 8) Planning for new program development
- 9) HECC-related committee: Accelerated Learning, HB 2998
- 10) Other

VI. ADJOURNMENT

DRAFT MINUTES

**WESTERN OREGON UNIVERSITY BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE (ASAC)
REGULAR MEETING
Meeting No. 6, April 14, 2017
President's Conference Room, Lieuallen Administration Building
9:30 - 10:30 AM**

DRAFT COMMITTEE MINUTES

(1) Call-to-Meeting and Roll Call

Committee Chair Lane Shetterly called the committee meeting to order at 9:30 AM. Lacking a quorum, Chair Shetterly temporarily moved the meeting into a working session. Roll was called at approximately 9:56 AM. Trustees Shetterly, Kelsee Martin, Dr. Cornelia Paraskevas were present; Trustee Gloria Ingle, absent -- quorum present. Provost and Vice President for Academic Affairs Stephen Scheck (present); Vice President for Student Affairs Gary Dukes (absent).

Invited guests attending: Dr. Sue Monahan, Associate Provost for Academic Effectiveness; Dr. Dan Clark, Director of the Center for Academic Innovation; Associate Provost David McDonald; and Associate Professor Camila Gabaldon, member of the faculty senate general education committee.

(2) Approval of December 15, 2016 Draft Minutes

Trustee Paraskevas moved approval; Trustee Martin seconded: minutes were unanimously approved as drafted.

(3) Action item: Proposal for new minor in Youth Crime Studies

Scheck reviewed the proposal with the committee. Trustee Paraskevas moved approval; Trustee Martin seconded: the committee members unanimously recommend forwarding to the full Board of Trustees for approval.

(4) Reports/Update items

- (a) Final Year One Report to Northwest Commission on Colleges & Universities (NWCCU) has been submitted and is available on the Provost website.
http://www.wou.edu/provost/files/2017/02/Feb2017_Year-1_ChapterOne.pdf

Printed copies will be distributed at the April 26 full Board of Trustees meeting.

- (b) Work on university learning outcomes assessment is on schedule for inclusion in the fall 2017 ad hoc report to NWCCU.
- (c) Monahan, Clark and Gabaldon walked committee members through the planning preparations for the 180 credit-to-degree and general education revision initiative. Such revision should create new enrollment opportunities for WOU to attract transfer students and to reduce the number of “excess” credits most students have incurred upon graduation.
- (d) Health & Counseling Center construction is progressing and will be ready for fall term service to students.
- (e) Scheck reviewed enrollment statistics for spring term – relatively flat compared to same day of term last spring. McDonald discussed enrollment projections for fall term. The university projects a decrease in new freshmen – in part due to Oregon Promise incentivizing freshmen to start at the community college and the launch of Oregon State University Cascades campus. We are experiencing upticks in transfer students and out-of-state students due to recruitment efforts. International enrollment is hard to predict with rhetoric currently coming out of Washington DC and graduate enrollment is highly influenced by changes in Teacher Standards and Practices (TSPC) policy changes. Overall enrollment for the university is projected at zero (best case) to 5% (likely) drop in fall 2017.

Other:

- (f) The committee was updated on current status of faculty and administrator searches: Dr. Kathleen Cassity (Hawai'i Pacific University) has been appointed as the next dean of liberal arts and sciences, starting mid-August; 12 faculty searches have been successfully completed; 3 failed searches in high market competition areas – business management, bilingual teacher education, multicultural pedagogy teacher education. Searches in the active campus visit phase are: athletic director and student affairs coordinator of leadership and programs.
- (g) Scheck noted that it appears that the university and the faculty union (WOUFT) will be unable to reach a one-year contract to move full bargaining out one year to avoid the uncertainties of the current legislative session and likely decreasing enrollment. The university and WOUFT will begin full bargaining, April 17th.

(5) Adjournment

Chair Shetterly asked for any further discussion, hearing none, he thanked all for their participation; meeting was adjourned at 10:35 AM.

ASAC, Proposal for a new degree program: B.A./B.S./B.F.A. in Art & Design

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

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

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

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

Art & Design B.F.A.:

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

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

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

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

Board Docket Summary Page Template

Art & Design Minor:

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

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

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

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

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

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

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

COMMITTEE RECOMMENDATION:

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



Proposal for a New Academic Program

Institution: Western Oregon University

College/School: Liberal Arts and Science

Department/Program Name: Art Department

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

1. Program Description

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

50.07 Fine and Studio Arts

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

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

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

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

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

Art & Design B.F.A.:

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

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

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

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

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

Art & Design Minor:

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

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

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

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

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

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

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

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

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

(84 credits)

all courses are 4-unit courses unless otherwise noted

Foundation courses: (16 credits)

A115 Beginning Design: 2D

A116 Beginning Design: 3D

A120 Foundations of Digital Art

A130 Beginning Drawing

Art History: (12 credits)

A204 Art History: Prehistoric-Late Antiquity

A205 Art History: Middle Ages-Renaissance

A206 Art History: Baroque-Contemporary

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

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

A220 Introduction to Typography

A230 Introduction to Life Drawing

A262 Digital Images & Photography I

A250 Introduction to Ceramics

A270 Introduction to Printmaking

A280 Introduction to Painting

A290 Introduction to Sculpture

Upper division courses: (36) *see advisor*

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

A304 History of Modern Art: 1789 - 1914

A305 History of Modern Art: 1914 - 1965

A306 History of Modern Art: 1965 - Present

A308W History of Graphic Design

A320 Graphic Design: Process & Theory

A321 Graphic Design: Form & Communication

A322 Graphic Design: Contemporary Issues

A323 Interactive Media: Web Structure & Communication

A324 Interactive Media: Applied

A326 Video: Animation I

A327 Video: Animation II

A329 Print Design: Systems and Techniques

A330, 331, 332 Intermediate Drawing

A350, 351, 352 Intermediate Ceramics

A370, 371, 372 Intermediate Printmaking

A380, 381, 382 Intermediate Painting

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

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

Capstone course(s):

Choose one of these 4-credit options:

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

-- *or* --

A429 Portfolio & Professional Preparation

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

Sample degree plans.

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

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

300-400 level – note possible courses

A306 History of Modern Art: 1965 – Present

A308W History of Graphic Design

A320 Graphic Design: Process & Theory

A321 Graphic Design: Form & Communication

A322 Graphic Design: Contemporary Issues

A383 Intermediate Illustration: Topics

A462 Digital Images & Photography 2

A468 Art & Technology Workshop

Capstone

A429 Portfolio & Professional Preparation

Total = 84 credits

B. Foundation

A204, A205, A206 (sequence required)

A115 Beginning Design: 2D

A116 Beginning Design: 3D

A120 Foundations of Digital Art

A130 Beginning Drawing

A262 Digital Images & Photography I

A250 Introduction to Ceramics

A270 Introduction to Printmaking

A280 Introduction to Painting

300-400 level – note possible courses

A405C Art History: Gender in Art

A406W Art History: Special Topics

A370, A371 Intermediate Printmaking

A380, 381, 382 Intermediate Painting

A330 Intermediate Drawing

Capstone

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

Total = 84 credits

Art & Design B.F.A.

(110 credits)

all courses are 4-unit courses unless otherwise noted

100-level courses (16)

A 115 Beginning Design: 2-D

A 116 Beginning Design: 3-D

A 120 Foundations of Digital Art & Design

A 130 Beginning Drawing

200-level courses: (16)

see advisor

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

Art History courses: (20)

A 204 Art History: Prehistoric through Late Antiquity

A 205 Art History: Middle Ages-Renaissance

A 206 Art History: Baroque through Contemporary

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

Upper division courses: (36)

see advisor

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

Capstone courses: (22)

A 410 Critique & Seminar (6)

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

choose either:

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

-- or --

A 429 Portfolio & Professional Preparation

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

Art & Design minor

(28 credits)

Lower division courses: (16) *See advisor*

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

Upper division courses: (12) *See advisor*

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

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

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

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

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

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

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

g. Other staff.

No new staff is required.

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

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

i. Anticipated start date.

Fall 2018

2. Relationship to Mission and Goals

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3. Accreditation

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

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

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

Not applicable.

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

Not applicable.

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

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

4. Need

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

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

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

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

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

The characteristics of Art & Design students:

This degree will serve our current population of students:

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

- d. *Evidence of market demand.*

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

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

Not applicable.

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

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

5. Outcomes and Quality Assessment

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

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

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

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

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

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

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

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

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

6. Program Integration and Collaboration

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

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

Oregon State University:

Fine Arts

Photography

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

Digital Communication Arts

Art History

University of Oregon:

Art

Art & Technology

Product Design

Art History

Arts Management

Portland State University:

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

Southern Oregon University:
Art

Eastern Oregon University:
Art

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

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

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

Not Applicable

- d. *Potential impacts on other programs.*

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

7. External Review

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

Not Applicable.

APPENDIX

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

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

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

Assistant professor: Garima Thakur

Mission

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

Program Goals

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

Art & Design major (84 credits)

Foundation courses: (16)

A115 Beginning Design: 2D

A116 Beginning Design: 3D

A120 Foundations of Digital Art

A130 Beginning Drawing

Art History: (12)

A204 Art History: Prehistoric-Late Antiquity

A205 Art History: Middle Ages-Renaissance

A206 Art History: Baroque-Contemporary

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

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

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

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

Capstone course(s): (4)

Choose either:

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

-- or --

A 429 Portfolio & Professional Preparation

OLD catalog description

Art minor

(30-32 credits)

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

OLD catalog description

Visual Communications Design minor

(36 credits)

Foundation courses: (16)

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

Introduction courses: (8)

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

Upper division courses: (12) *See advisor*

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

NEW catalog description

Art & Design minor

(28 credits)

Lower division courses: (16) *See advisor*

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

Upper division courses: (12) *See advisor*

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

OLD

(taken from 2016-2017 online academic catalog)

Art (B.F.A.)

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

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

Assistant professor: Garima Thakur

Mission

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

Learning outcomes

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

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

NEW

Art & Design (B.F.A.)

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

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

Assistant professor: Garima Thakur

Mission

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

Program Outcomes

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

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

OLD

B.F.A. in Art major

(133 credits)

A 115 Beginning Design: 2-D

A 116 Beginning Design: 3-D

Choose one:

A 119 Digital Presentation for Artists

A 120 Foundations of Digital Art & Design

A 130 Beginning Drawing

A 204 Art History: Prehistoric through Late Antiquity

A 205 Art History: Middle Ages-Renaissance

A 206 Art History: Baroque through Contemporary

Contracted art courses: (12) *see advisor*

Minimum of three 200-level studio courses

A 230 Introduction to Life Drawing

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

Choose one:

A 315 Intermediate Design: 2-D

A 316 Intermediate Design: 3-D

Upper division studio sequences: (36)

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

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

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

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

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

Art major

A 318 Production: Gallery Exhibition

A 418 Gallery Exhibition

A 419 Professional Concerns

Visual Communication Design major

A 429 Portfolio & Professional Preparation

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

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

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

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

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

NEW

B.F.A. in Art & Design major

(110 credits)

100-level courses (16)

A 115 Beginning Design: 2-D

A 116 Beginning Design: 3-D

A 120 Foundations of Digital Art & Design

A 130 Beginning Drawing

200-level courses: (16)

see advisor

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

Art History courses: (20)

A 204 Art History: Prehistoric through Late Antiquity

A 205 Art History: Middle Ages-Renaissance

A 206 Art History: Baroque through Contemporary

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

Upper division courses: (36)

see advisor

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

Capstone courses: (22)

A 410 Critique & Seminar (6)

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

choose either:

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

-- or --

A 429 Portfolio & Professional Preparation

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

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

Instructions on Budget Outline form

1. Whose viewpoint?

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

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

2. No additional resources needed?

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

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

3. Additional resources needed?

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

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

Budget Outline Form: Year 1

Estimated Costs and Sources of Funds for Proposed Program

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

Institution: Western Oregon University

Academic Year: 2017-2018

Program: Art

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

Budget Outline Form: Year 2

Estimated Costs and Sources of Funds for Proposed Program

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

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

Budget Outline Form: Year 3

Estimated Costs and Sources of Funds for Proposed Program

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

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

Budget Outline Form: Year 4

Estimated Costs and Sources of Funds for Proposed Program

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

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

ASAC, Proposal for a new degree program: B.A./B.S. in Sustainability

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

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

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

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

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

COMMITTEE RECOMMENDATION:

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



Proposal for a New Academic Program

Institution: Western Oregon University

College/School: Liberal Arts and Sciences, Social Science

Department/Program Name: Geography/Sustainability

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

1. Program Description

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

Regarding CIP Classification, please see:

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

Title: Sustainability

Definition:

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

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

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

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

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

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

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

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

Brief course descriptions can be found in Appendix I.

Sustainability

Mission

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

Learning Outcomes

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

Sustainability Major

(62 credits)

Foundations (16)

BI 101 General Biology (5)

GEOG 105 Introductory Physical Geography (4)

GEOG 106 Introductory Economic Geography (4)

PHL 255 Environmental Ethics (3)

Core (18)

COM 380 Environmental Communication (3)

GEOG 380 Environmental Conservation (4)

GEOG 425 Urban Planning (4)

or EC 436 Environmental Economics (4)

GEOG 470 Energy, Environment, and Society (4)

PS 447 Environmental Politics and Policy (3)

or PS 449 Environmental Values and Political Action (3)

Research Tools (8)

Choose two:

GEOG 321 Field Geography (4)

GEOG 341/ES 341 Geographic Information Systems (4)

GEOG 384 Qualitative Methods (4)

GEOG 385 Quantitative Methods (4)

Choose one area of concentration:

Environment (16)

 BI 370 Humans and the Environment (4)

 GEOG 306 Geographies of Development (4)

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

 GEOG 412 Selected Topics (4)

 GEOG 480 Nature and the American West (4)

or SOC 350 Food and Hunger (4)

 GEOG 490 Global Climate Change (4)

 GEOG 391 Biogeography (4)

 PS 477 International Environmental Politics (3)

Business (16)

 BA 362 Business Ethics (3)

 BA 370 Business and Society (3)

 EC 321 Public Choice Theory (4)*

 EC 436 Environmental Economics (4)*

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

 GEOG 412 Selected Topics (4)

**pre-req of Econ 201 and 202*

Capstone (4)

 GEOG 499 (4)

Note:

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

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

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

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

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

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

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

e. Adequacy and quality of faculty delivering the program

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

Geography Professors:

Shaun Huston, Ph.D.

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

Sriram Khé , PhD

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

Michael McGlade, PhD

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

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

Mark M. Van Steeter, PhD

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

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

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

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

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

g. Other staff.

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

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

Facilities and resources are adequate for implementation of this program.

i. Anticipated start date.

Summer 2018

2. Relationship to Mission and Goals

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

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

- i) Adapting to the changing world through continuous institutional improvement, evolving pedagogies and expertise, sustained scholarly and creative activities, and delivery of critical and innovative programs.
- ii) Cultivating student success through personalized attention, mentoring and degree attainment.
- iii) Sustainability and Stewardship.

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

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

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

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

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

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

3. Accreditation

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

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

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

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

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

Not applicable—this proposal is not a graduate program.

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

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

4. Need

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

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

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

Anticipated Fall 2019 Enrollment in the Sustainability Major: 25

Anticipated Fall 2020 Enrollment in the Sustainability Major: 35

Anticipated Fall 2021 Enrollment in the Sustainability Major: 40

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

Expected degrees in Sustainability

Spring 2018: 0

Spring 2019: 2

Spring 2020: 5

Spring 2021: 10

Spring 2022: 15

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

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

d. Evidence of market demand.

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

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

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

Please see Appendix II for more information.

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

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

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

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

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

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

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

5. Outcomes and Quality Assessment

a. Expected learning outcomes of the program.

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

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

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

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

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

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

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

6. Program Integration and Collaboration

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

There are no closely related programs at Western Oregon University.

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

Please see the following links for other programs:

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

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

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

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

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

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

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

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

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

d. Potential impacts on other programs.

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

7. External Review

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

APPENDIX I (Course Descriptions)

Sustainability Major Course Information

Foundations (16)

BI 101 General Biology (5)

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

GEOG 105 Introductory Physical Geography (4)

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

GEOG 106 Introductory Economic Geography (4)

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

PHL 255 Environmental Ethics (3)

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

Core (18)

COM 380 Environmental Communication (3)

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

GEOG 380 Environmental Conservation (4)

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

GEOG 425 Urban Planning (4)

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

or

EC 436 Environmental Economics (4)

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

Prerequisites: EC 201 and 202, or consent of instructor

GEOG 470 Energy, Environment, and Society (4)

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

PS 447 Environmental Politics and Policy (3)

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

or

PS 449 Environmental Values and Political Action (3)

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

Research Tools (8)

Choose two:

GEOG 321 Field Geography (4)

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

GEOG 341/ES 341 Geographic Information Systems (4)

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

GEOG 384 Qualitative Methods (4)

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

GEOG 385 Quantitative Methods (4)

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

Choose one area of concentration:

Environment (16)

BI 370 Humans and the Environment (4)

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

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

GEOG 306 Geographies of Development (4)

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

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

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

GEOG 412/512 Selected Topics (4)

Advanced analysis of traditional and contemporary topics in geography.

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

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

or

SOC 350 Food and Hunger (4)

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

GEOG 490 Global Climate Change (4)

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

GEOG 391 Biogeography (4)

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

PS 477 International Environmental Politics (3)

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

Business (16)

BA 362 Business Ethics (3)

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

BA 370 Business and Society (3)

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

EC 321 Public Choice Theory (4)

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

EC 436 Environmental Economics and Public Policy (4)

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

Prerequisites: EC 201 and 202, or consent of instructor

GEOG 409/509 Practicum (3-12)

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

GEOG 412/512 Selected Topics (4)

Advanced analysis of traditional and contemporary topics in geography.

Capstone (4)

GEOG 499 Capstone Experience (4)

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

APPENDIX II (Opportunities)

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

Bureau of Labor Statistics:

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

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

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

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

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

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

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

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

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

Employment Opportunities:

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

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

https://jobsbeta.microsoft.com/us/en/job/261211/Director-of-Carbon-and-Energy-Microsoft-Sustainability-Team?jobsource=indeed&utm_source=indeed&utm_medium=indeed&utm_campaign=indeed-feed

https://www.indeed.com/cmp/Epson-Portland-Inc./jobs/Environmental-b5908e2f8533c837?sjdu=QwrRXKrQZ3CNX5W-09jEvS74-IUvb8tdyvuIQMIH87BEsyuWwD6Aca7VRum_eXqaxvAKJLO_Clu-qmUKM93Wyia3mZxX7Ud3XYvLmXoEHh69TAalCUnf3GtfcvVmGRUs

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

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

<http://careers.aramark.com/ShowJob/Id/34136/Sustainability%20Coordinator%20%20%20Western%20Kentucky%20Univ.>

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

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

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

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

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

https://www.indeed.com/cmp/Indeed-Hire-Master-Account/jobs/Environmental-Analyst-8a8fc4edbd7d7e50?sdu=QwrRXXKrqZ3CNX5W-09jEvS74-IUvb8tdyvuIQMIH87CISLKWQ47IPFVHIBhtbPL119DYtIMsBg_4YonZM-I0OTQ2b9II319ZICwwVIqdchs

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

https://www.indeed.com/cmp/Clean-Water-Action-Texas/jobs/Community-Organizer-c13ad9cb730a1c10?sdu=QwrRXXKrqZ3CNX5W-09jEvZr6AuUSIGdwzp7L93QJjWz2PZS-rKIHShhEVoVTZGeapzw0bfGokccXK0G_eDYaFw

https://www.indeed.com/cmp/Clean-Water-Action-Texas/jobs/Community-Organizer-c13ad9cb730a1c10?sdu=QwrRXXKrqZ3CNX5W-09jEvZr6AuUSIGdwzp7L93QJjWz2PZS-rKIHShhEVoVTZGeapzw0bfGokccXK0G_eDYaFw

Internships for students or recent graduates:

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

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

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

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

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

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

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

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

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

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

https://jobs.oregonstate.edu/postings/45603?utm_source=Indeed&utm_medium=organic&utm_campaign=Indeed

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

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

Instructions on Budget Outline form

1. Whose viewpoint?

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

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

2. No additional resources needed?

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

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

3. Additional resources needed?

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

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

Budget Outline Form: Year 1

Estimated Costs and Sources of Funds for Proposed Program

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

Institution: Western Oregon University

Academic Year: 2018-2019

Program: Sustainability

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

Budget Outline Form: Year 2-4

Estimated Costs and Sources of Funds for Proposed Program

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

Institution: Western Oregon University

Academic Years: 2019-2022

Program: Sustainability

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

This page is intentionally blank.

2017 Campus Climate Comparison Study

SUMMARY REPORT:

WESTERN OREGON UNIVERSITY

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

TABLE OF CONTENTS

INTRODUCTION	2
METHODOLOGY	3
SURVEY INSTRUMENT	3
SAMPLING AND DISTRIBUTION	3
RESPONSE RATES	4
PARTICIPANT DEMOGRAPHICS	4
RESULTS	5
PERCEPTIONS OF CAMPUS CLIMATE	5
Student Perceptions of Peer Attitudes	5
Student Perceptions of How the Institution Would Handle a Report of Misconduct	6
Overall Feeling of Safety	7
KNOWLEDGE OF RESOURCES	8
KNOWLEDGE ABOUT CONSENT	8
BYSTANDER INTERVENTION BEHAVIOR	9
SEXUAL HARASSMENT BY FACULTY OR STAFF	10
Sexual Harassment by Faculty or Staff	10
Sexual Harassment by Other Students	11
STALKING BEHAVIORS	11
INTIMATE PARTNER AND DATING VIOLENCE	13
NON-CONSENSUAL SEXUAL CONTACT AND SEXUAL ASSAULT VICTIMIZATION	14
Victimization Rates of Any Non-Consensual Sexual Contact	14
Victimization Rates of Sexual Assault	14
Perpetration Rates of Any Non-Consensual Sexual Contact	15
Perpetration Rate of Sexual Assault	15
Tactics Reported by Victims and Perpetrators	16
REPORTING	17
ALCOHOL USE	18

INTRODUCTION

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

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

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

METHODOLOGY

SURVEY INSTRUMENT

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

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

SAMPLING AND DISTRIBUTION

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

Table 1. Selected institutional characteristics.

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

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

RESPONSE RATES

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

Table 2. Selected institutional characteristics.

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

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

PARTICIPANT DEMOGRAPHICS

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

Table 3. Selected demographics in percentages.

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

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

RESULTS

PERCEPTIONS OF CAMPUS CLIMATE

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

Student Perceptions of Peer Attitudes

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

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

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

*p < .05.

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

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

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

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

*p < .05.

Overall Feeling of Safety

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

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

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

*p < .05.

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

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

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

*p < .05.

KNOWLEDGE OF RESOURCES

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

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

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

*p < .05.

KNOWLEDGE ABOUT CONSENT

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

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

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

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

*p < .05.

BYSTANDER INTERVENTION BEHAVIOR

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

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

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

*p < .05.

GENDER DISCRIMINATION AND POTENTIAL SEXUAL HARASSMENT

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

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

Sexual Harassment by Faculty or Staff

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

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

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

*p < .05.

Harassment by Other Students

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

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

*p < .05.

STALKING BEHAVIORS

Stalking refers to unwelcome patterned behavior that causes people to fear for their safety. Examples of stalking behavior include sending unwanted phone calls, texts, or emails; watching someone from a distance; sneaking into a person’s car or house without permission, and visiting a person’s home, workplace, or school without permission. Table 13 reports how many students experienced the stalking behavior listed. A total percentage is included at the bottom of the table for the percentage of students who experienced at least one of the behaviors listed.

Table 13. Percentages of students who reported experiencing specific stalking behaviors. The percentages of females who reported these experiences are in parentheses.

	Western Oregon University	4 Year Public	Aggregate Data
Watched or followed you from a distance, or spied on you with a listening device, camera, or GPS [global positioning system]	7 (8)	6 (8)	5 (6)
Approached you or showed up in places, such as your home, workplace, or school when you didn’t want them to be there?	7 (7)	9 (10)	8 (9)
Left strange or potentially threatening items for you to find?	2 (1)	2 (2)	2 (1)
Sneaked into your home or car and did things to scare you by letting you know they had been there?	2 (1)	1 (1)	1 (1)
Left you unwanted messages (including text or voice messages)?	14 (16)	11 (13)	10 (11)
Made unwanted phone calls to you (including hang up calls)?	6 (7)	7 (8)	6 (6)
Sent you unwanted emails, instant messages, or sent messages through social media apps?	18 (18)	11 (13)	10* (12)
Left you cards, letters, flowers, or presents when they knew you didn’t want them to?	1 (0)	2 (3)	2 (2)
Made rude or mean comments to you online?	10 (11)	8 (8)	7 (8)
Spread rumors about you online, whether they were true or not?	8 (9)	5 (5)	5 (6)
Total percentage of students who disclosed at least one experience of stalking	28 (31)	24 (25)	22 (24)

*p < .05.

INTIMATE PARTNER AND DATING VIOLENCE

Intimate Partner Violence (IPV) is typically labeled as dating violence or relationship violence when referring specifically to college students. The Center for Disease Control has defined IPV as physical, sexual, emotional, or verbal violence that occurs between current or former intimate partners. In this study, IPV refers specifically to any form of interpersonal violence that occurs between two college students in a committed dating relationship. Table 14 reports how many students experienced the listed behavior related to dating violence. A total percentage is included at the bottom of the table for the percentage of students who experienced at least one of the behaviors listed.

Table 14. Percentages of students who reported experiencing intimate partner violence from any hook-up, boyfriend, girlfriend, husband, or wife they have had, including exes, regardless of the length of the relationship. The percentages of females who reported these experiences are in parentheses.

	Western Oregon University	4 Year Public	Aggregate Data
The person threatened to hurt me and I thought I might really get hurt	7 (9)	7 (9)	6 (7)
The person pushed, grabbed, or shook me	6 (7)	11 (13)	8 (10)
The person hit me	3 (4)	5 (5)	4 (4)
The person beat me up	2 (2)	1 (1)	1 (1)
The person stole or destroyed my property	2 (2)	5 (5)	4 (4)
The person can scare me without laying a hand on me	9 (11)	13 (16)	10 (13)
Total percentage of students who disclosed at least one experience of dating violence	11 (12)	19 (21)	15 (17)

*p < .05.

NON-CONSENSUAL SEXUAL CONTACT AND SEXUAL ASSAULT VICTIMIZATION

Students were also asked to report their experiences related to specific forms of non-consensual sexual contact, including:

- Fondling, kissing, or rubbing up against the private areas of the respondent’s body (lips, breast/chest, crotch, or butt), or removing clothes without consent;
- Having oral sex with the respondent or making the respondent perform oral sex without consent;
- Putting the penis, fingers, or other objects into the respondent’s vagina without consent;
- Putting the penis, fingers, or other object into the respondent’s butt without consent;
- Attempting (unsuccessfully) to have oral, anal, or vaginal sex without the respondent’s consent.

Victimization Rates of Any Non-consensual Sexual Contact

Table 15 first shows the percentages of students that experience any of the non-consensual sexual contact described above, followed by the same information for only the females in the sample.

Table 15. Percentages of students reporting any non-consensual touching, penetration, or attempted penetration. The percentages of females who reported these experiences are in parentheses.

	Western Oregon University	4 Year Public	Aggregate Data
Victim of at least one instance of unwanted touching, penetration, or attempted penetration	18.1 (21.7)	19.9 (25.1)	19.4 (24.1)

*p < .05.

Victimization Rates of Sexual Assault (Rape or Attempted Rape)

Sexual assault is defined here as any of the non-consensual acts that involve completed or attempted sexual penetration. Therefore, these numbers exclude behaviors that involve non-consensual touching/kissing/fondling. Table 16 summarizes the reported victimization data for incidents that meet this definition of sexual assault.

Table 16. Percentages of students reporting sexual assault involving penetration or attempts at penetration (excludes non-consensual touching/kissing/fondling). The percentages of females who reported these experiences are in parentheses.

	Western Oregon University	4 Year Public	Aggregate Data
Victim of at least one instance of completed or attempted oral, vaginal, or anal sexual assault	10.2 (12.0)	13.8 (17.2)	12.4 (15.4)

*p < .05.

Perpetration Rates of Any Non-consensual Sexual Contact

Table 17 first shows the percentages of students that experience any of the non-consensual sexual contact described above, followed by the same information for only the females in the sample.

Table 17. Percentages of students who reported perpetrating any non-consensual touching, penetration, or attempted penetration.

	Western Oregon University	4 Year Public	Aggregate Data
Perpetrated at least one instance of unwanted touching, penetration, or attempted penetration	0.8	2.0	2.2

*p < .05.

Perpetration Rates of Sexual Assault (Rape or Attempted Rape)

Sexual assault is defined here as any of the non-consensual acts that involve completed or attempted sexual penetration. Therefore, these numbers exclude behaviors that involve non-consensual touching/kissing/fondling. Table 18 summarizes the reported victimization data for incidents that meet this definition of sexual assault.

Table 18. Percentages of students who reported perpetrating sexual assault involving penetration or attempts at penetration (excludes non-consensual touching/kissing/fondling).

	Western Oregon University	4 Year Public	Aggregate Data
Perpetrated at least one instance of completed or attempted oral, vaginal, or anal sexual assault	0.8	1.1	1.1

*p < .05.

Tactics Reported by Victims of Any Non-consensual Sexual Contact

The climate survey differentiated the tactic used during the act of sexual violence between:

Acts of Coercion

- Telling lies, threatening to end the relationship, threatening to spread rumors about the respondent, making promises the respondent knew were untrue, or continually verbally pressuring the respondent after they said they did not want to continue;
- Showing displeasure, criticizing the respondent’s sexuality or attractiveness, getting angry but not using physical force after the respondent said they did not want to continue;

Incapacitation

- Taking advantage of the respondent when they were too drunk or out of it to know what was happening;

Force or Threats of Force

- Threatening to physically harm the respondent or someone close to the respondent;
- Using physical force, for example: holding the respondent down, pinning their arms, or having a weapon.

Victims of any form of non-consensual sexual contact were asked to report the method by which non-consensual sexual contact was obtained (Table 19). Perpetrators were also asked to disclose the tactic they utilized during the sexual assault (Table 20). The percentages in table 19 and 20 may add up to more than 100% because more than one tactic may have been used during the instance of sexual violence.

Table 19. Percentages of victims who disclosed the tactics related to their sexual assault.

	Western Oregon University	4 Year Public	Aggregate Data
Coercion	65.2	65.3	68.4
Incapacitation	56.5	57.4	54.9
Force or threats of force	39.1	39.8	41.5

*p < .05.

Table 20. Percentages of perpetrators who disclosed utilizing different tactics related to their sexual assault.

	Western Oregon University	4 Year Public	Aggregate Data
Coercion	0.0	51.5	59.6
Incapacitation	0.0	42.6	43.0
Force or threats of force	100.0	28.7	28.9

*p < .05.

REPORTING

Students who reported experiencing sexual assault were asked if they told anybody about the incident or incidents. In the aggregate data, 62.3% of the victims reported telling someone about the incident or incidents and 66.2% of victims from the Public institutions reported telling someone about the incident or incidents. At Western Oregon, 47.8% of students reported telling someone about the incident or incidents. Students indicating they had told someone about the incident were then asked whom they told. Table 21 shows various categories of individuals identified in the survey, along with the percentage of respondents indicating that they told someone in each specific category. Note that percentages in Table 21 are only for those students that reported telling someone about their experience.

Table 21. Percentages of students who spoke with someone about an incident of harassment, stalking, intimate partner violence, or sexual assault.

	Western Oregon University	4 Year Public	Aggregate Data
Roommate	37	40	48
Close friend other than roommate	84	82	80
Romantic partner	47	44	38
Parent or Guardian	32	26	26
Other family member	11	21	19
Doctor/nurse	26	11	9
Religious leader	5	5	6
Off-campus rape crisis center staff	11	5	4
Off-campus counselor/therapist	26	13	13
Local police	11	13	9
Campus security or police department	5	7	7
Institution health services	5	5	5
On-campus counselor/therapist	21	9	13
Resident Advisor or Residence Life staff	11	6	10
Office of Student Conduct	11	6	7
Institution faculty or staff	16	13	13

*p < .05.

ALCOHOL USE

One of the most consistent variables associated with sexual violence perpetration is alcohol use. A recent review of 43 cross-sectional, prospective, and experimental studies regarding the association between alcohol and sexual assault reported that roughly half of the sexual assaults across all the studies involved alcohol use on the part of the victim, the perpetrator, or both. However, even that number may be underestimated because at least one study found that more than 80% of perpetrators admitted to drinking before their assault. Furthermore, alcohol use is so commonly associated with sexual violence that 77% of students in one study reported that a reduction in drinking would help prevent sexual aggression at their school.

Tables 22-25 report on the frequency of specific drinking behaviors since a student enrolled at Western Oregon. Table 22 reports the percentage of students that disclosed drinking alcohol since enrolling at their institution and table 23 reports the percentage of the students who drank that reported at least one instance of binge drinking. In this study, binge drinking was defined as 4 or more drinks (women) or 5 or more drinks (men) within a period of two hours. Tables 24 and 25 report the typical number of drinks and the maximum number of drinks a student consumed since enrolling at their institution.

Table 22. Response to the question: *People drink alcohol in bars, with meals, in restaurants, at sporting events, at home while watching TV, and in many other places. Since you enrolled at Western Oregon, how often did you usually have any kind of drink containing alcohol? By a drink we mean half an ounce of alcohol which would be a 12 ounce can or glass of beer or cooler, a 5-ounce glass of wine, or a drink containing 1 shot of liquor?*

	Western Oregon University	4 Year Public	Aggregate Data
Percentage of ALL students that disclosed drinking behaviors	72.1	83.2*	76.7
Percentage of UNDERAGE students that disclosed drinking behaviors	55.1	69.6*	59.7

*p < .05.

Table 23. Response to the question: *Since you enrolled at Western Oregon, how often did you have 5 or more (males) or 4 or more (females) drinks containing any kind of alcohol within a 2-hour period?*

	Western Oregon University	4 Year Public	Aggregate Data
Percentage of ALL students that disclosed binge-drinking behaviors	74.0	72.0	70.1
Percentage of UNDERAGE students that disclosed binge-drinking behaviors	78.9	78.5	73.2

*p < .05.

Table 24. Response to the question: *Since you enrolled at Western Oregon, how many alcoholic drinks did you have on a typical day when you drank alcohol?*

	Western Oregon University	4 Year Public	Aggregate Data
Average number of drinks consumed in a typical day for ALL students who reported drinking behavior	3.79	3.30	3.20
Average number of drinks consumed in a typical day for UNDERAGE students who reported drinking behavior	3.52	4.16	3.62

*p < .05.

Table 25. Response to the question: *Since you enrolled at Western Oregon, what is the maximum number of drinks containing alcohol that you drank within a 24-hour period?*

	Western Oregon University	4 Year Public	Aggregate Data
Average maximum number of drinks in a 24-hour period for ALL students that disclosed any drinking behavior	7.49	6.41	6.32
Average maximum number of drinks in a 24-hour period for UNDERAGE students that disclosed any drinking behavior	5.86	7.87	6.34

*p < .05.

2012 & 2016 CAMPUS REPORT

Student Voting Rates for
Western Oregon
University

WHAT'S INSIDE

About This Report

Your Institution's Voting Data

Voting and Registration Rates

How Your Institution's Numbers
Compare

Your Students' Voting Data

By Voting Method

By Age Group

By Education Level

By Undergraduate Class Year

By Enrollment Status

By Gender

By Race/Ethnicity

By Field of Study

About This Report

Thank you for participating in the National Study of Learning, Voting, and Engagement (NSLVE). Since NSLVE's launch in 2013, more than 1,000 colleges and universities have signed up to receive their voting rates for the 2012, 2014 and 2016 federal elections. Along with others, your institution's participation in this study has allowed us to build a robust database of nearly 30 million college student records, about 10 million for each election year, that serve as a foundation for innovative research on college student political learning and engagement in democracy.

NSLVE is a signature initiative of the Institute for Democracy and Higher Education (IDHE) at Tufts University's Jonathan M. Tisch College of Civic Life. The mission of IDHE is to shift college and university priorities and culture to advance political learning, agency, and equity. We achieve our mission through research, resource development, technical assistance, and advocacy.

About the Data

The voter registration and voting rates in this report reflect the percentage of your institution's students who were eligible to vote and who actually voted in the 2012 and 2016 elections. These results are based on enrollment records your institution submitted to the National Student Clearinghouse (FERPA-blocked records excluded) and publicly available voting files collected by Catalyst.

Institutional voting rates are adjusted by deducting an estimated number of students identified by each institution as non-resident aliens and reported to the Integrated Postsecondary Education Data System (IPEDS). For breakdowns by student characteristics, we cannot consistently adjust for students who are non-resident aliens, resident aliens, or undocumented students. This may result in your institution's actual voting rate being higher than we report. To calculate that percentage, and to read more about NSLVE data, see our [FAQ on Campus Reports](#). Please also see [Creating and Maintaining the NSLVE Database](#) paper for a more detailed study methodology.

Reviewing the Data

Use the following key to interpret the charts:

* = number of students is less than 10

n/a = no data was collected or calculated for this field.

What to do next?

- ❑ Review the data. This report provides a baseline measure of your students' engagement in democracy in 2012 and 2016, and compares your institution's voting rates to similar institutions. Visit our website for more comparison data.
- ❑ Share the report widely and strategically, including posting it online.
- ❑ Put your data into practice. Use our IDHE Resources to guide you.
- ❑ Address your campus climate for student political learning, discourse, and participation. Start by bringing the IDHE team to your campus or using the IDHE self-assessment rubric available on our website.
- ❑ Partner with IDHE. We are available with virtual office hours, webinars, brown bag discussions and in-person trainings.

For up-to-date news on NSLVE data, resources and upcoming opportunities visit our website: idhe.tufts.edu.

Follow us on Twitter [@TuftsIDHE](https://twitter.com/TuftsIDHE) or email us at NSLVE@tufts.edu.

Warm regards,
IDHE Team



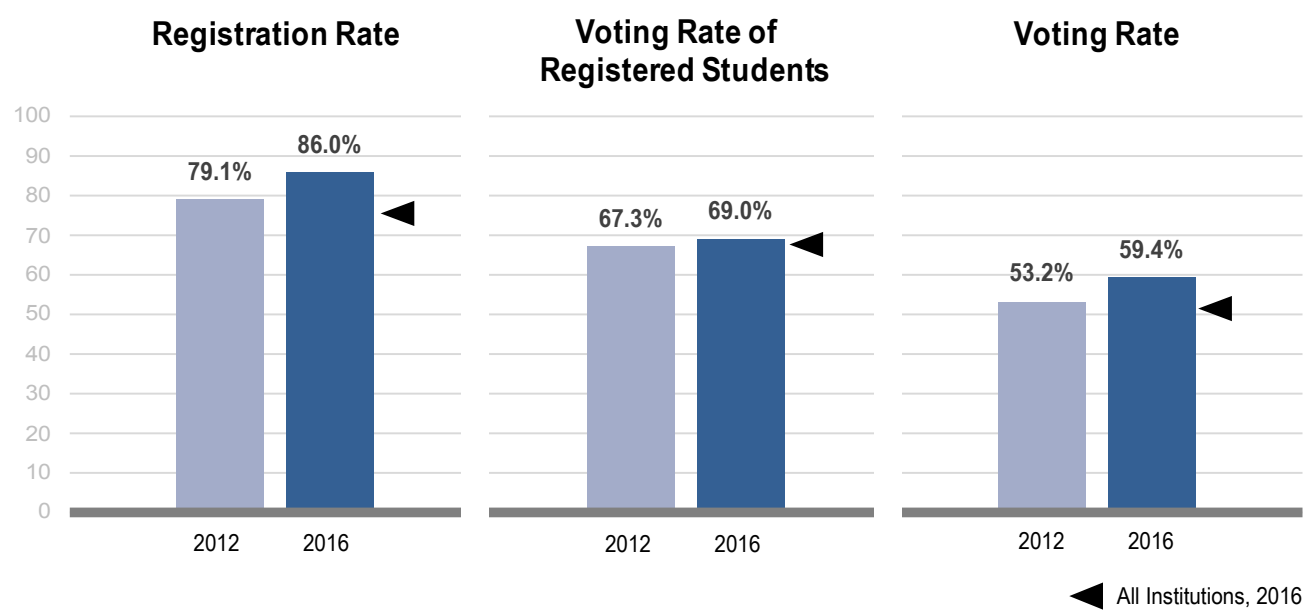
YOUR STUDENTS' VOTING DATA | PRESIDENTIAL ELECTIONS

Voting and Registration Rates

2016 Voting Rate
59.4%

CHANGE FROM 2012
6.1

2016 VOTING RATE FOR ALL INSTITUTIONS
50.4%



	2012	2016	Change
Total student enrollment	6,115	5,351	↓ -764
Age under 18/Unknown	(41)	(16)	
IPEDS estimated non-resident aliens	(282)	(319)	
FERPA records blocked	(12)	*	
Total eligible voters	5,780	5,011	↓ -769
Number of students who registered	4,570	4,309	↓ -261
Number of students who voted	3,077	2,974	↓ -103
Registration rate	79.1%	86.0%	↑ 6.9
Voting rate of registered students	67.3%	69.0%	↑ 1.7
Voting rate	53.2%	59.4%	↑ 6.1
Difference from all institutions	+6.3	+9.0	

HOW YOUR NUMBERS COMPARE | PRESIDENTIAL ELECTIONS

By Carnegie Classification

2012 Voting Rate for All Institutions
46.9%

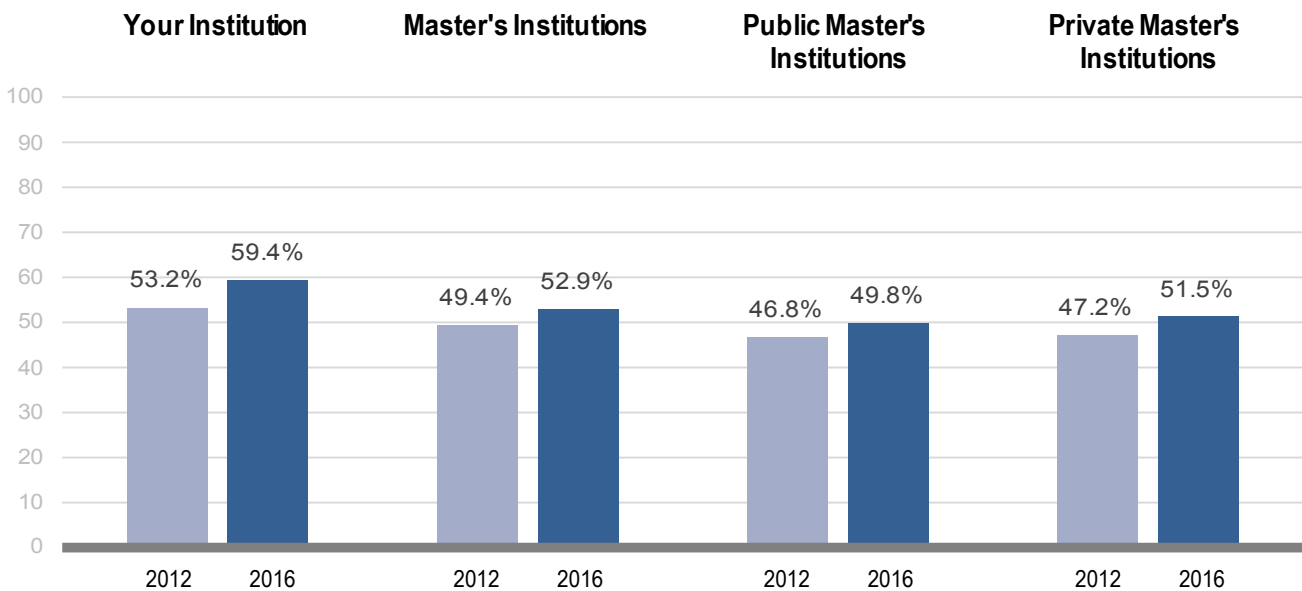
HIGH 72.9%
 LOW 19.3%

2016 Voting Rate for All Institutions
50.4%

HIGH 81.4%
 LOW 13.1%

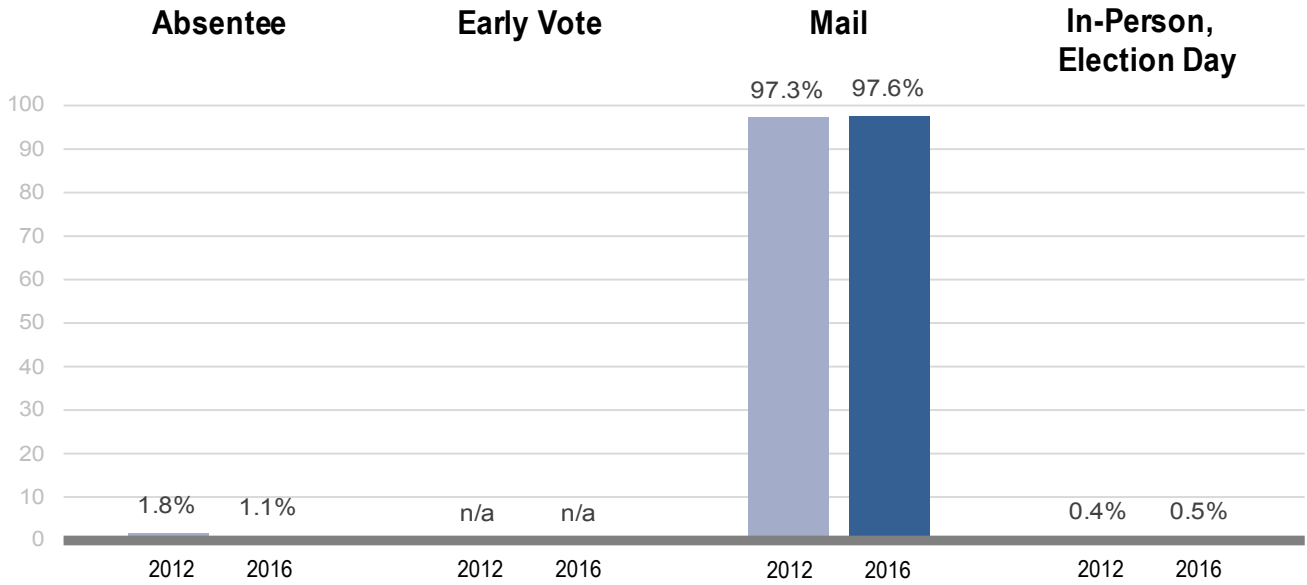
Difference from All Institutions **+6.3**

Difference from All Institutions **+9.0**



YOUR STUDENTS' VOTING DATA | PRESIDENTIAL ELECTIONS

By Voting Method*

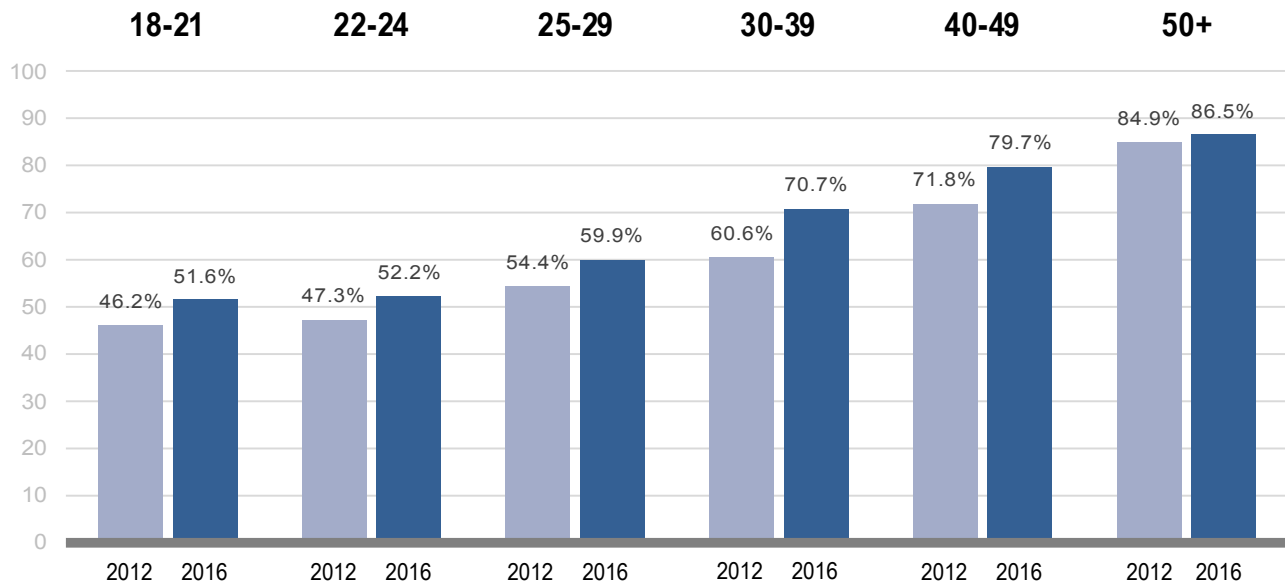


	2012		2016		Change
	Voted	Rate	Voted	Rate	
Absentee	55	1.8%	34	1.1%	↓ -0.7
Early Vote	*	n/a	*	n/a	n/a
Mail	2,993	97.3%	2,903	97.6%	↑ 0.3
In-Person, Election Day	11	0.4%	15	0.5%	↑ 0.1
Unknown	17	0.6%	16	0.5%	
Total	3,077		2,974		

* Your students' data broken down by voting method. If your campus has a high number of voting method "Unknown", it means that this information was not reported by local officials where your students voted.

YOUR STUDENTS' VOTING DATA | PRESIDENTIAL ELECTIONS

By Age Group*

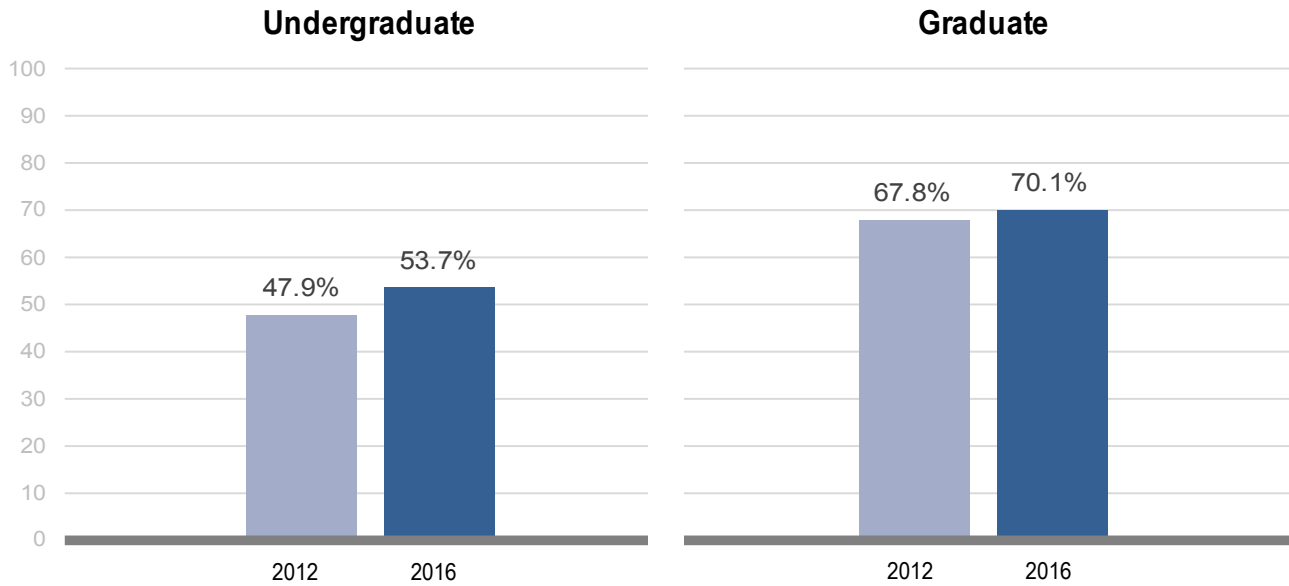


	2012			2016			Change
	Enrolled	Voted	Rate	Enrolled	Voted	Rate	
18-21	3,127	1,444	46.2%	2,912	1,503	51.6%	↑ 5.4
22-24	1,282	606	47.3%	1,136	593	52.2%	↑ 4.9
25-29	673	366	54.4%	571	342	59.9%	↑ 5.5
30-39	550	333	60.6%	420	297	70.7%	↑ 10.2
40-49	284	204	71.8%	187	149	79.7%	↑ 7.9
50+	146	124	84.9%	104	90	86.5%	↑ 1.6
Unknown	13			0			

* Your students' data broken down by age at the time of the election. To provide more accurate voting rates, students ineligible to vote because they were too young, students whose age data was not reported to the Clearinghouse, as well as records that were FERPA blocked are removed from this table. Please note that we are not able to adjust these voting rates by removing non-resident aliens, resident aliens or undocumented students.

YOUR STUDENTS' VOTING DATA | PRESIDENTIAL ELECTIONS

By Education Level*

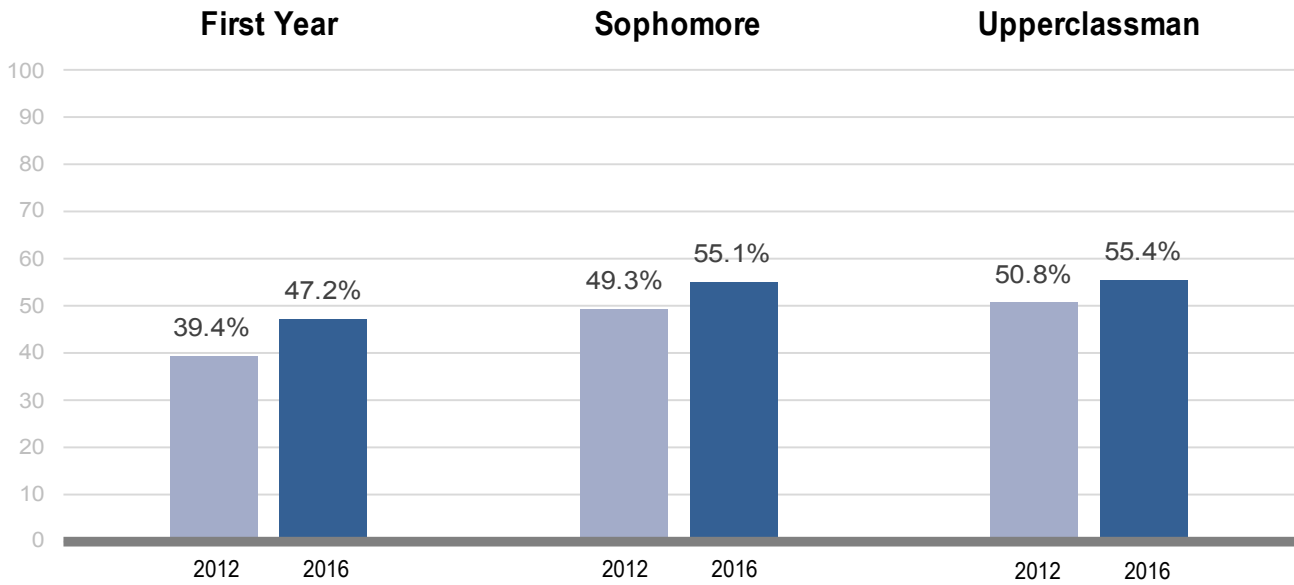


	2012			2016			Change
	Enrolled	Voted	Rate	Enrolled	Voted	Rate	
Undergraduate	5,162	2,470	47.9%	4,645	2,494	53.7%	↑ 5.8
Graduate	894	606	67.8%	685	480	70.1%	↑ 2.3
Unknown	*			0			

* Your students' data broken down by undergraduate and graduate students. To provide more accurate voting rates, students ineligible to vote because they were too young, students whose age data was not reported to the Clearinghouse, as well as records that were FERPA blocked are removed from this table. Please note that we are not able to adjust these voting rates by removing non-resident aliens, resident aliens or undocumented students.

YOUR STUDENTS' VOTING DATA | PRESIDENTIAL ELECTIONS

By Undergraduate Class Year*

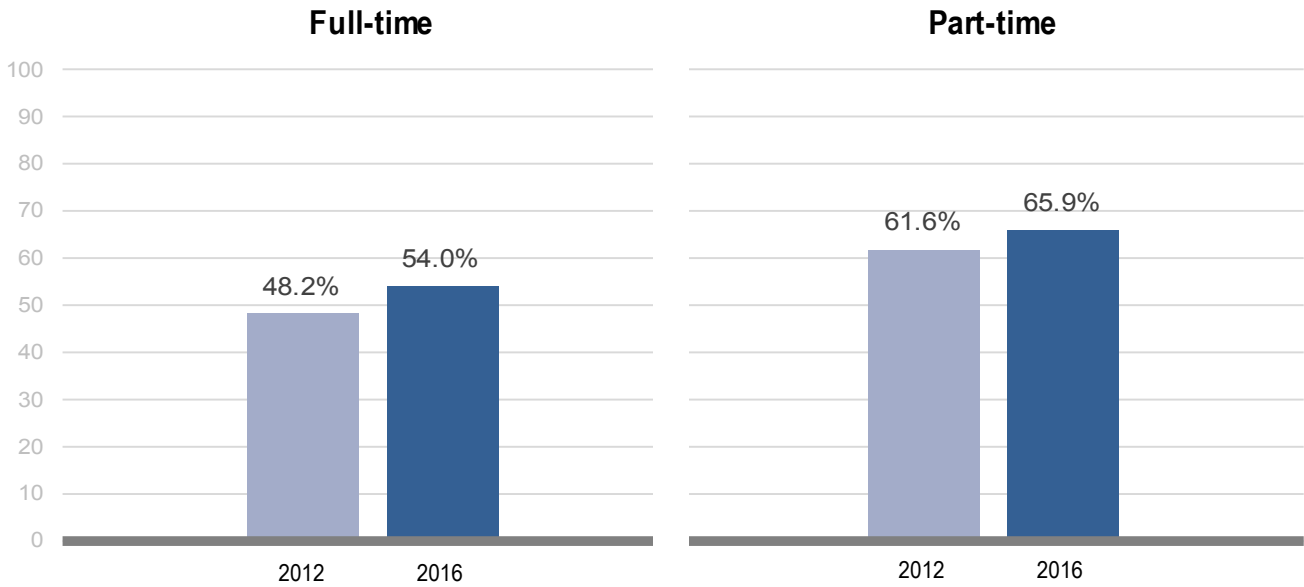


	2012			2016			Change
	Enrolled	Voted	Rate	Enrolled	Voted	Rate	
First Year	1,084	427	39.4%	873	412	47.2%	↑ 7.8
Sophomore	2,727	1,343	49.3%	2,650	1,459	55.1%	↑ 5.8
Upperclassman	1,166	592	50.8%	1,103	611	55.4%	↑ 4.6

* Your students' data broken down by undergraduate students' class level. To provide more accurate voting rates, students ineligible to vote because they were too young, students whose age data was not reported to the Clearinghouse, as well as records that were FERPA blocked are removed from this table. Please note that we are not able to adjust these voting rates by removing non-resident aliens, resident aliens or undocumented students.

YOUR STUDENTS' VOTING DATA | PRESIDENTIAL ELECTIONS

By Enrollment Status*

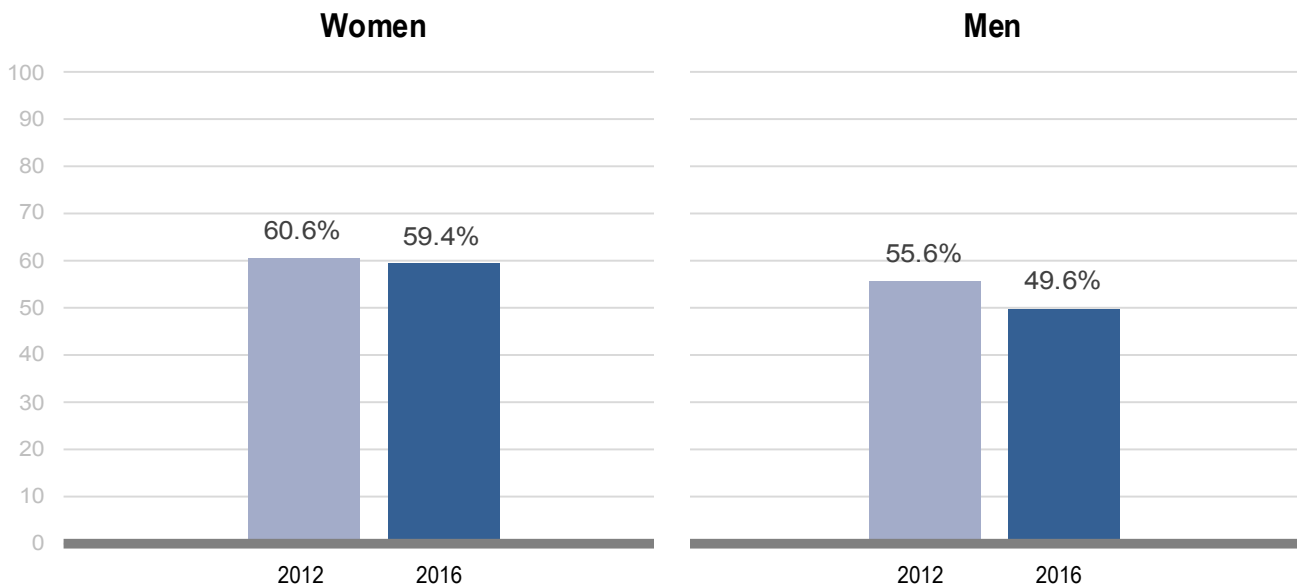


	2012			2016			Change
	Enrolled	Voted	Rate	Enrolled	Voted	Rate	
Full-time	4,910	2,367	48.2%	4,533	2,449	54.0%	↑ 5.8
Part-time	1,152	710	61.6%	797	525	65.9%	↑ 4.2
Unknown	0	0	n/a	0	0	n/a	

* Your students' data broken down by part-time and full-time students. To provide more accurate voting rates, students ineligible to vote because they were too young, students whose age data was not reported to the Clearinghouse, as well as records that were FERPA blocked are removed from this table. Please note that we are not able to adjust these voting rates by removing non-resident aliens, resident aliens or undocumented students.

YOUR STUDENTS' VOTING DATA | PRESIDENTIAL ELECTIONS

By Gender*

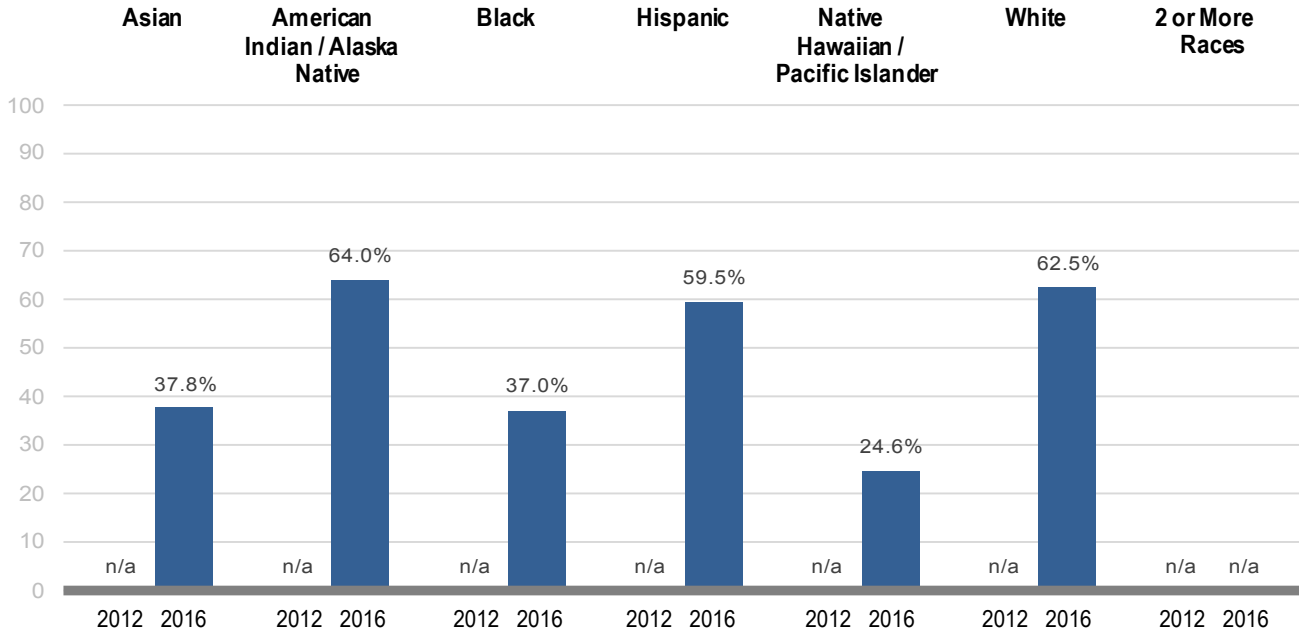


	2012			2016			Change
	Enrolled	Voted	Rate	Enrolled	Voted	Rate	
Women	3,067	1,859	60.6%	3,360	1,996	59.4%	↓ -1.2
Men	1,993	1,108	55.6%	1,970	978	49.6%	↓ -6.0
Unknown	1,002	110	11.0%	0	0	n/a	

* Your students' data broken down by gender. To provide more accurate voting rates, students ineligible to vote because they were too young, students whose age data was not reported to the Clearinghouse, as well as records that were FERPA blocked are removed from this table. Please note that we are not able to adjust these voting rates by removing non-resident aliens, resident aliens or undocumented students.

YOUR STUDENTS' VOTING DATA | PRESIDENTIAL ELECTIONS

By Race/Ethnicity*



	2012			2016			Change
	Enrolled	Voted	Rate	Enrolled	Voted	Rate	
Asian	0	0	n/a	225	85	37.8%	n/a
American Indian/ Alaska Native	0	0	n/a	86	55	64.0%	n/a
Black	0	0	n/a	189	70	37.0%	n/a
Hispanic	0	0	n/a	692	412	59.5%	n/a
Native Hawaiian/ Pacific Islander	0	0	n/a	138	34	24.6%	n/a
White	0	0	n/a	3,503	2,190	62.5%	n/a
2 or More Races	0	0	n/a	*	*	n/a	n/a
Unknown	6,062			197			

* Your students' data broken down by race. To provide more accurate voting rates, students ineligible to vote because they were too young, students whose age data was not reported to the Clearinghouse, as well as records that were FERPA blocked are removed from this table. Please note that we are not able to adjust these voting rates by removing non-resident aliens, resident aliens or undocumented students.

YOUR STUDENTS' VOTING DATA | PRESIDENTIAL ELECTIONS

By Field of Study*

* Your students' data broken down by field of study. To provide more accurate voting rates, students ineligible to vote because they were too young, students whose age data was not reported to the Clearinghouse, as well as records that were FERPA blocked are removed from this table. Please note that we are not able to adjust these voting rates by removing non-resident aliens, resident aliens or undocumented students. The green and red highlighted values below represent your campus's top three and bottom three voting rates by field of study.

	2012			2016			Change
	Enrolled	Voted	Rate	Enrolled	Voted	Rate	
Biological and Biomedical Sciences	209	86	41.2%	147	84	57.1% ↑	16.0
Business, Management, and Marketing	652	256	39.3%	581	226	38.9% ↓	-0.4
Communication and Journalism	135	76	56.3%	117	65	55.6% ↓	-0.7
Computer and Information Sciences	186	77	41.4%	177	79	44.6% ↑	3.2
Education	985	575	58.4%	1,163	738	63.5% ↑	5.1
English Language and Literature	121	58	47.9%	72	48	66.7% ↑	18.7
Family and Consumer/Human Sciences	0	0	n/a	11	*	n/a	n/a
Foreign Languages, Literatures, and Linguistics	207	101	48.8%	198	96	48.5% ↓	-0.3
Health Professions	275	162	58.9%	276	170	61.6% ↑	2.7
History	73	55	75.3%	37	26	70.3% ↓	-5.1
Law Enforcement, Firefighting, and Protective Services	550	248	45.1%	404	225	55.7% ↑	10.6
Liberal Arts and Sciences, and Humanities	22	12	54.6%	10	*	n/a	n/a
Mathematics and Statistics	50	25	50.0%	74	46	62.2% ↑	12.2
Multi/Interdisciplinary Studies	457	211	46.2%	369	199	53.9% ↑	7.8
Parks, Recreation, Leisure, and Fitness Studies	236	82	34.8%	265	119	44.9% ↑	10.2
Philosophy and Religious Studies	12	*	n/a	0	0	n/a	n/a
Physical Sciences	88	46	52.3%	92	50	54.4% ↑	2.1
Psychology	432	217	50.2%	425	260	61.2% ↑	11.0
Social Sciences	307	173	56.4%	242	140	57.9% ↑	1.5
Visual and Performing Arts	329	174	52.9%	294	162	55.1% ↑	2.2
Unknown	736	436	59.2%	376	229	60.9% ↑	1.7

Thank you for the work you do to improve your students' political learning and engagement. We hope that you find your NSLVE report useful. For up-to-date news on NSLVE data, resources, and to sign up for our newsletter visit: idhe.tufts.edu.

References:

NSLVE encourages to share this report as broadly as possible, including posting it. When doing so, please use the following citation: Institute for Democracy & Higher Education: National Study of Learning, Voting and Engagement. (2016). *2012 & 2016 NSLVE Campus Report*. Medford, MA.

Follow us:  [@TuftsIDHE](https://twitter.com/TuftsIDHE)

Contact us:

Institute for Democracy & Higher Education:
National Study of Learning, Voting and Engagement
Lincoln Filene Hall, Medford, MA 02155
NSLVE@tufts.edu | 617-627-3804

INSTITUTE FOR
DEMOCRACY 
HIGHER EDUCATION