![Western Oregon University logo]

Western Oregon University Board of Trustees:
Academic & Student Affairs Committee
Meeting No. 15 – October 30, 2019
Public Site: Hamersly Library, Room 301-A
1:30pm – 3:30pm

AGENDA

I.   CALL-TO-MEETING AND ROLL CALL

II.   COMMITTEE CHAIR'S WELCOME

III.   CONSENT AGENDA
   1)   Approval May 22, 2019 meeting minutes   (page 1)

IV.   ACTION ITEMS:
   1)   Proposal for new graduate certificate:

   a.   Interpreting Studies: Teaching Interpreting   (page 5)

   2)   Proposal for new undergraduate certificate:

   a.   Professional Writing   (page 22)

   3)   Proposal for new undergraduate program:

   a.   Bachelor of Science in Aquarium Science   (page 37)

V.   REPORT & DISCUSSION ITEMS:
   1)   Consent Agenda Items – Committee Charter
   2)   Academic Affairs Updates:

   a.   Free Speech on Campus   (page 53)

   b.   WOU:Salem

   c.   Willamette Promise students – outreach efforts

   d.   Health Sciences program

   e.   ASAC Showcase: Academic Quality   (page 54)

   3)   Student Affairs Updates:

   a.   Vice President Report   (page 74)

VI.   ADJOURNMENT

Western Oregon UNIVERSITY

Western Oregon University Board of Trustees:
Academic and Student Affairs Committee
Meeting No. 14 - May 22, 2019
Public Site: Hamersly Library 301A
1:30pm – 3:00pm

Minutes

The meeting was called to order by Chair Lane Shetterly.

Committee members present: Lane Shetterly, Zellee Allen, Malissa Larson.

University Staff present: Gary Dukes, Linda Stonecipher, Erin Baumgartner, Amanda Smith, Kathy Cassity, LouAnn Vickers, Annika Barnett, Rob Winningham

CONSENT AGENDA:
The April 1, 2019 minutes were approved with no corrections.

ACTION ITEMS:
A proposal for a new Graduate certificate was brought to the committee for consideration.

Dr. Amanda Smith gave a brief overview of the Reflective Practice graduate certificate. She explained that this certificate will be repackaged classes that are already offered, and would allow students to gain a certificate and perhaps entice them to take more classes. It was confirmed that there would be no budget impacts and that the certificate will be an online program.

Motion: Lane Shetterly
2nd: Zellee Allen
No discussion, unanimously approved.

REPORT AND DISCUSSION ITEMS:

Academic Affairs update
There was a brief update regarding the Doctoral Degree Granting Authority ORS 352.011. It is pending legislative action.

Provost Rob Winningham gave a quick update regarding the Oregon Transfer Project. We have a higher rate of transfer completion rates than the national average, with our completion rates being higher specifically in Native Americans, Latinx and Black identifying students.

Provost Winningham gave an overview of the Hillsboro conference, and Dr. Kathy Espino-Perez's presentation. Our enrollment numbers for students who identify as Latinx have increased and we are pursuing the opportunity to become a Hispanic Serving Institution (HSI). He asked the committee if they had ideas regarding how to expand on things we are already doing. Some previous ideas were reaching out to HACU, communicating with MarCom regarding some Spanish items for the bookstore, having a winter forum, among others.

Malissa Larson suggested that we might want to provide Dr. Espino-Perez with information regarding the resources WOU already has in place, resources that might not be seen as official, specifically with culture on campus (i.e., the Latinx fraternities and sororities, MeCha, the unofficial network of Latinx alums and how programs such as UpWard Bound and TriO assist Latinx students). The committee discussed the importance of making people aware of what being an HSI means and why WOU is pursuing the title. There will be more information coming in the next few board meetings regarding additional steps being taken.

Provost Winningham recognized the 2019 faculty Pastega Award recipients, which is the highest award given to WOU faculty. Dr. Rachel Harrington received the "Excellence in Scholarship" award and Dr. Scott Beaver received the "Excellence in Teaching" award.

Provost Winningham also provided updates on two new employees for Academic Affairs. Following a national search, Michelle "Chelle" Batchelor was hired as the new Dean of Library and Academic Innovation. She will be starting August 1, 2019. Provost Winningham thanked the search committee members for their work on finding the new dean. Following an internal search, Dr. Mike Baltzley was selected to be the new Associate Provost for Academic Effectiveness. He will also continue in his current role as a professor of biology. He will begin in this role on July 1, 2019.

Interim Associate Provost for Academic Effectiveness Dr. Erin Baumgartner gave an update regarding connecting assessment to accreditation and continued effectiveness. The practice is creating institutional undergraduate learning outcomes and things that students should be able to know when they complete their degree. Each division has their own program learning outcomes which should support and back up the institutional learning outcomes. Dr. Baumgartner gave a brief overview explaining how the outcomes and evidence are gathered. Her example was mathematics. The group

identified barriers to the quantitative outcomes and then found a new option regarding college algebra. Rather than take college algebra, students are now able to take Math 110, which is practical math applications that will be used every day.

Barriers for faculty have been identified which include time to gather information. The solution being discussed is establishing a contractual day for them to come together, look at the outcomes and provide guidance for programs to intentionally engage in assessment activities. There are gaps in the shared learning and understanding of the outcomes because of missing information. Some under-resourced programs are struggling with getting information submitted, due to lack of staff; however, some programs with plenty of resources are also not getting information submitted. As the program grows, it might be necessary that the part-time position of Associate Provost of Academic Effectiveness becomes full-time to accommodate the workload.

These reports can be found on the university website, under the news and reports section.

Provost Winningham updated the committee on the growth of advisory boards and asked the committee for advice as to what boards should be created, best practices, or potential efforts with the WOU Foundation. The committee discussed the purposes of advisory boards and it was agreed this is a great way to bring people into the fold and to receive input.

Student Affairs update
Dr. Gary Dukes provided current enrollment data and noted that our numbers are up from this time last year (and the last few years) with less cancellations than the previous couple of years. Transfers are down but so is the community college to university pipeline, which accounts for the lower enrollment numbers. He noted that most schools are trending down though recruiting efforts are being made.

Dr. Dukes' trip to Saipan went well. There was a surprising turnout to the scheduled alumni dinner. About 10 WOU alumni living in Saipan attended and there were more that were reported to not be able to attend.

Dr Dukes recognized the student leadership awards were presented at the student leadership award night.

The university is looking for new ways to incentivize students to return to WOU after they drop from classes, there will be more discussion regarding that in the Fall.

Meeting was adjourned at 2:15pm.

Academic and Student Affairs Committee (ASAC), Proposal for a new graduate certificate: Teaching Interpreting

The Division of Deaf Studies and Professional Studies proposes a graduate certificate in Interpreting Studies: Teaching Interpreting. The 18-credit program would be delivered online. A 2017 needs assessment found demand for advanced interpreting studies programs to train educators who teach at academic institutions in the Pacific Northwest and nation-wide. The graduate certificate in Interpreting Studies: Teaching supports existing faculty and soon-to-be faculty in advancing the quality of education for interpreters. At present, those who teach interpreting are largely those who do the task of interpreting well; however, that does not automatically translate to a qualified instructor. The proposed certificate would address this gap in pedagogical skill. In addition, the graduate certificate serves practicing interpreting professionals, who are required to maintain credentials by earning continuing education units.

The proposed graduate certificate in Teaching Interpreting joins other graduate certificate packages in Interpreting Studies that address the need for qualified interpreter educators nationwide. As is the case with the other Interpreting Studies graduate certificates, the proposed certificate may be applied to the MA in Interpreting Studies, if students wish to pursue a degree.

The proposed certificate received Faculty Senate Approval on July 9, 2019 and the proposal is supported by the dean of the College of Education and provost. Upon approval by the WOU Board of Trustees the NWCCU will be notified of this change.

STAFF RECOMMENDATION:

It is recommended that the Western Oregon University Board of Trustees Academic and Student Affairs Committee approve the introduction of a new graduate certificate in Interpreting Studies: Teaching Interpreting as included in the docket material.

Proposal for a New Academic Program

Institution: Western Oregon University
College/School: College of Education
Department/Program Name: Interpreting Studies
Degree and Program Title: Graduate Certificate in Teaching Interpreting

1. **Program Description**

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

      a. 16.1603 Sign Language Interpretation and Translation
      b. **"16.1603 Sign Language Interpretation and Translation.** A program that prepares individuals to function as simultaneous interpreters of American Sign Language (ASL) and other sign language systems employed to assist the hearing impaired, both one-way and two-way. Includes instruction in American Sign Language (ASL), alternative sign languages, finger spelling, vocabulary and expressive nuances, oral and physical translation skills, cross-cultural communications, slang and colloquialisms, and technical interpretation."
      c. From: http://nces.ed.gov/pubs2002/cip2000/cip2000.asp?CIP2=16.1603
      d. **"----- Sign Language Interpretation and Translation (Report under 16. 1603)"**
      e. From: http://nces.ed.gov/pubs2002/cip2000/ciplist.asp?CIP2=13

   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.

      a. Based on the needs assessment conducted in 2017, there is a demonstrated demand for advanced interpreting studies programs. Interpreting professionals are required to maintain credentials by earning continuing education units. WOU's DSPS will offer several graduate certificate packages for interpreters and interpreter educators. By offering a certificate program in Interpreting Studies: Teaching Interpreting, the division seeks to address the need for qualified interpreter educators nationwide.. Each certificate package may be applied to the MA in Interpreting Studies, if students wish to pursue a degree.

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

- Interpreting Studies: Teaching interpreting (18 credits)
    - INT 624 Teaching and Technology (1)
    - INT 640 Teaching Ethics and Professional Practice (3)
    - INT 650 Teaching Meaning Transfer (3)
    - INT 655 Assessment for Interpreter Educators (3)
    - INT 609 Practicum (2)
    - INT 675 Adult Education (3)
    - INT 665 Curriculum Development (3)

- 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).

  a. Online.

d. Adequacy and quality of faculty delivering the program.

  a. Certificate is designed to include courses that already exist and are taught as a part of existing degree programs (MAIS), thus increasing enrollment in those courses and not costing additional faculty FTE.

  b. **Dr. Elisa Maroney**, Ph.D., NIC, CI, CT, Ed: k-12, ASLTA Qualified, is a tenured professor. She teaches a 9 to 12-credit load each term, and shares curricular and advising responsibilities. Dr. Maroney holds a Ph.D. in Linguistics from the University of New Mexico. She served as a member of the Oregon Educational Interpreter Working Group from 1993 when she arrived in Oregon to coordinate the Summer Interpreter Education Program, to 2011. She was also a member of the RID-EIPA task force that made the historic and profession-changing recommendation to the RID Board of Directors that an EIPA Level 4.0 or higher and a passing score on the EIPA written test should be granted certified membership status. She was selected to act as a Meta-Facilitator at the RID 2017 LEAD Together Conference, one of 5 across the country. Dr. Maroney was selected to be one of thirteen Commissioners on the Commission on Collegiate Interpreter Education, joining the first accrediting body for interpreter education programs and the first group of Commissioners in 2006. She served the Commission as President from June 2011 to December 2013 followed by a 2-year term as Immediate Past President. She spent the 2015-2016 year on sabbatical leave teaching at the University of Education, Winneba, Ghana. She was the Project Director for the ASL/English Interpreting Program grant (H325K110246) from 2011 to 2015 when she left for Ghana. She is again serving in that role as the

grant comes to a close. She has served on the Friends of Oregon School for the Deaf Council since 2015.

c. **Ms. Amanda R. Smith,** MA, NIC-Master, CI/CT, Ed: k-12, SC:L, holds an Associate of Applied Science in Sign Language Interpreting from Johnson Community College, a Bachelor of Science in Organizational Management and Leadership from Friends University, and a Masters in Interpreter Pedagogy from Northeastern University. She has served as a faculty member in the Division of Deaf Studies and Professional Studies since 2007. She currently chairs the Division and teaches in the undergraduate ASL/English Interpreting and Master of Arts in Interpreting Studies programs. In addition to her work at WOU, Ms. Smith continues to engage in the community with interpreters and other professionals, facilitating reflective art practices for professional development. She was also selected to act as a Meta-Facilitator at the RID 2017 LEAD Together Conference, one of 5 across the country.

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

f.

Dr. Elisa Maroney	full-time, tenured professor
Amanda R. Smith	full-time, tenured professor

g. Other staff.

    a. N/A

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

    a. Online resources such as Moodle for curriculum delivery are currently used and supported at WOU.

    b. WOU's Hamersly Library is representative of a respected, accredited university library. It holds over 900 items in the area of deafness/hearing loss, subscribes to 15 related journals, and participates in the Summit system which allows students access to an additional 8,000 items.

i. Anticipated start date.

    a. Winter 2020

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.

a. "Western Oregon University creates lasting opportunities for student success through transformative education and personalized support." This is the mission of WOU. This program aligns by engaging with pre-interpreting students much earlier in their educational journey, optimizing advising, growth, and appropriate career path choices. The institutional missions include the following that this program aligns with:

    i. 1.1.3 Strengthen programs that support graduates' career, professional, and graduate school preparedness

    ii. 1.3.3 Support curricular innovation and accountability.

    iii. 4.3 Promote high-quality, diverse and innovative models of program delivery that enhance both undergraduate and graduate student access and achievement.

    iv. 3.2.4 Create and enhance educational partnerships with local communities, particularly for underrepresented student groups.

    v. 3.4.1 Enhance diversity of university community as a matter of institutional priority and an integral component of academic success.

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.

HECC identifies the following initiatives for the state of Oregon higher education industry:

1. Goal-setting: sharpening state higher education goals in specific areas, including for working-age adults, and better reporting our progress towards meeting them.

2. Public College and University Funding: supporting sustainable state funding linked to student success.

3. Pathways: simplifying and aligning student pathways from cradle to career.

4. Student Support: enhancing student success, safety, and completion.

5. College Affordability: limiting student costs for attending college in Oregon.

6. Economic and Community Impact: contributing to prosperous workforce, economy, and communities.

Given the brief history of professional training of signed language interpreters at academic institutions (formally since the 1970s), there is a need to train the trainers. Those who teach are largely those who do the task of interpreting well, that does not automatically translate to a qualified instructor. This set of courses supports existing faculty and soon-to-be faculty in advancing the quality of education for interpreters.

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;

        a. Interpreter education and continuing professional development is sorely lacking in the pacific northwest, and the nation. This certificate will open doors for interpreters to advance their careers and perhaps entice them to seek the full master's degree after taking a few of our courses.

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

        a. In 2016, Dr. Denise Thew Hackett (Western Oregon University) undertook a research project funded by the State of Oregon to complete a Community Needs Assessment to identify the social, health, and educational disparities experienced by the Deaf and Hard of Hearing Communities. Her findings indicate that the quantity and quality of interpreters in the state is significantly lacking. This lack of quantity and quality means that many interpreting jobs go unfilled resulting in Deaf/HH Oregonians unable to see doctors, visit with social security offices, receive vocational rehabilitation services, connect with co-workers, and participate fully in job interviews, to name a few of the impacts.

    iii. address civic and cultural demands of citizenship.

3. **Accreditation**

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

        a. N/A. The Commission on Collegiate Interpreter Education (CCIE), the professional accrediting body for signed language interpreter education in the U.S., does not currently accredit advanced degrees, nor are there existing standards for this area. However, the design of this certificate and the degree program it is housed in, is based upon the values and standards that do exist for pre-service interpreting programs.

    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.

        a. The new program developed is mindful of not only CCIE standards but also current research done by faculty, graduate students and the field at large.

    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.

a. WOU does house an ASL/English interpreting program that is accredited by the Commission on Collegiate Interpreter Education (CCIE). This program is the type of program in which graduates from the certificate program may work - so not a direct connection but related. Students enrolled in the certificate program may also do practica experiences with the existing undergraduate 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.

   a. The degree in which this certificate is housed is not eligible for discipline specific accreditation because it is an advanced interpreting degree, they do not currently accredit at that level.

4. Need

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

	Graduate projections, first 6 years of the program				
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Headcount	5	10	10	10	10
SCH generation	60	150	150	150	150
Certificate Completers	0	5	5	5	5
Once course per term F, W, Sp, Su; Five terms to complete;					

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

   a. See above = 25 certificate completers over the next 5 years.

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

   a. Part-time, working adults from across the country. Likely non-traditionally aged. Could have international participation as well.

d. Evidence of market demand.

   a. In 2015, a needs assessment survey was administered among certified and non-certified interpreters nationwide inquiring as to the interest in graduate education in interpreter. We had 59 respondents. Of those interested in graduate, 78% were interested in a doctoral degree and graduate certificate work.

   b. Certified signed language interpreters are required to obtain continuing education units (CEUs). Academic, credit-bearing coursework is one of the most direct ways to get those CEUs as the national organization (Registry of Interpreters for

the Deaf) recognizes credits from an accredited institution without need for much other justification.

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).

    a. N/A

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

    a. Successful candidates will continue their pursuits as signed language interpreters, serving as mentors and leaders in their communities - specifically as faculty in interpreter education programs in their local areas.

5. Outcomes and Quality Assessment

a. Expected learning outcomes of the program.

    a. Students completing the Teaching Interpreting Certificate will:

        i. Exemplify reflective practice in interpreting and teaching through observation, application, analysis and supervision.

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

    a. Course final projects regarding philosophy statements and development of practices within their communities.

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

    a. Tenured and tenure-track faculty in the Interpreting Studies program have appointments in the division of Deaf Studies & Professional Studies, and are expected to meet the scholarly standards of the division. Per the WOU-WOUFT collective bargaining agreement, scholarly expectations of faculty at WOU are expressed through the Boyer model of scholarship, where faculty can demonstrate scholarly achievement in the scholarship of discovery, application, integration and teaching & learning. All tenure-track WOU faculty are expected to maintain engagement in at least one of these modes of scholarship.

6. Program Integration and Collaboration

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

a. This certificate program is closely related to the Master of Arts in Interpreting Studies, specifically the advanced/teaching track. Faculty will continue to work together for effective and efficient instruction.

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.

a. There are no similar program in other Oregon institutions, nor anywhere west of Washington, D.C. and Florida.

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

a. No existing similar programs.

d. Potential impacts on other programs.

a. Potential for students enrolling in the certificate to continue and pursue Master's degree.

7. External Review

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

N/A

Revised May 2016

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Instructions on Budget Outline form

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1. Whose viewpoint?

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

2. No additional resources needed?

3. **Additional resources needed?**

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

Budget Outline Form: Year 1

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: 2020-2021

	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						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						

Other Expenses					
Physical Facilities Subtotal					
GRAND TOTAL					

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						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						

Physical Facilities Subtotal					
GRAND TOTAL					

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

	GRAND TOTAL						

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						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						

Other Expenses					
Physical Facilities Subtotal					
GRAND TOTAL					

Academic and Student Affairs Committee (ASAC), Proposal for a new undergraduate certificate: Professional Writing

The English Studies Department within the Division of Humanities proposes an undergraduate certificate in Professional Writing that will be available on WOU's Monmouth campus and at the developing WOU:Salem campus. The disciplinary foundations of the certificate lie in Professional and Technical Writing, a diverse field of practices which seeks to improve the quality of written communication between content creators, writers, and audiences. The curriculum requires four (4) classes (16 credit hours) in which students learn to compose and edit documents in multiple media at a professional level. The focus of the program will be on giving students a rich and wide-ranging experience in professional writing conventions, so that by the end of the certificate they will have experience with the foundations of professional writing practice, the visual design components of writing, professional editing, and real-world professional writing experience (e.g., grant-writing, workplace internship).

All courses will be taught in the Writing program within the English department. The certificate builds upon existing courses in Professional and Technical Writing. Students can either take the certificate without pursuing a full bachelor's degree at WOU, in which case they will be awarded the certificate as soon as they fulfill the certificate requirements, or as a part of their bachelor's degree, in which case the certificate will be awarded upon the student's graduation.

Writing is a vital workplace skill. In the most recent survey done by the National Association of Colleges and Employers' Center for Career Development and Talent Acquisition, 80% of employers indicated that written communication was a skill they highly valued in applicants. Similarly, the 2016 Workforce-Skills Preparedness Report by PayScale found that writing proficiency was the hard skill that managers most frequently mentioned was severely lacking among recent college graduates. This certificate will provide opportunities for WOU undergraduate students to hone their skills, and an avenue for adult learners to strengthen work-related skills.

The proposed certificate received Faculty Senate Approval on July 9, 2019 and the proposal is supported by the dean of the College of Liberal Arts & Science and provost. Upon approval by the WOU Board of Trustees the NWCCU will be notified of this change.

STAFF RECOMMENDATION:

It is recommended that the Western Oregon University Board of Trustees Academic and Student Affairs Committee approve the introduction of a new undergraduate certificate in Professional Writing as included in the docket material.

Proposal for a New Academic Program

Institution: Western Oregon University
College/School: College of Liberal Arts and Sciences
Department/Program Name: English
Degree and Program Title: Certificate in Professional Writing

1. Program Description
a. Proposed Classification of Instructional Programs (CIP) number.

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.

Proposed Program, Disciplinary Foundations and Connections
The Professional Writing Certificate will be a program that requires students to take four classes (16 credit hours) in which they learn to compose and edit documents in multiple media at a professional level. All courses will be taught in the Writing program within the English department. The disciplinary foundations of the certificate lie in Professional and Technical Writing, a diverse field of practices which seeks to improve the quality of written communication between content creators, writers, and audiences. For several years now at WOU, classes in Professional and Technical Writing have been offered within the Writing program in the English Department.

Certificate as Independent or as Part of Bachelor's Degree Program (but not both)
Students can either take the certificate without pursuing a full bachelor's degree at WOU, in which case they will be awarded the certificate as soon as they fulfill the certificate requirements, or as a part of their bachelor's degree, in which case the certificate will be awarded upon the student's graduation. However, it is important to provide a note on federal financial aid rules: if students pursue the certificate independent of a degree, they will not be eligible for federal financial aid. Similarly, if students pursue the certificate using federal financial aid while working toward a bachelor's degree but do not complete the bachelor's degree, they will not be granted the certificate (even if they have fulfilled all of the certificate's requirements).

Program Objectives

1. Prepare students to compose and edit documents in multiple media at a professional level, skills which are necessary for success in a range of careers in the modern workplace.
2. Familiarize students with the theories and practices of professional writing.
3. Require students to use writing to engage with real-world challenges in the WOU community and beyond.

1

Programmatic Focus
The focus of the program will be on giving students a rich and wide-ranging experience in professional writing conventions, so that by the end of the certificate they will have experience with the foundations of professional writing practice (WR300), the visual design components of writing (WR301 or WR401), professional editing (WR402), and real-world professional writing experience (WR409 or WR303 Grant Writing).

Certificate Offered
The only offered certificate will be the Certificate in Professional Writing.

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

Required Courses (16 credit hours total; can be taken in any order)

- **WR300** Technical and Workplace Writing (4 credits)
- **WR301** Integrating Writing and Design (4 credits)
  OR **WR401** Writing Across Media (4 credits)
- **WR402** Professional Editing (4 credits)
- **WR409** Internship (for at least four credits)
  OR **WR303 Topics in Public and Professional Writing: Grant Writing** (4 credits)

   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).

Program Delivery Location
The three in-person courses of the certificate (WR300, WR301 or WR401, and WR402) have been and will be offered at the WOU Monmouth campus, and in the future one of them will be offered each quarter at WOU's Salem campus in hybrid form for the benefit of non-traditional students and working professionals. The fourth required course will be each student's choice: either an internship (WR409) arranged by the student and monitored by an internship supervisor and a Writing faculty member, or the Grant Writing course (WR303 Topics in Public and Professional Writing: Grant Writing, which will be taught online).

Course Scheduling
The certificate is set up so that it will be possible for students to start it at the beginning of any quarter and complete it in one year (though they have the option of taking more time to complete the certificate). For the Salem campus, this will mean that students can complete the certificate by taking one of each of the hybrid courses per term for three terms at the Salem campus and taking either the online grant writing course or the internship during one of those quarters. The courses also have been and will be taught consistently at the Monmouth campus, and so the certificate will also be available to WOU students there. Due to the limitations of scheduling faculty, however, it may not be possible for students to acquire the certificate in one year without taking any courses at the Salem campus.

Course Technology
The courses will all require the use of computer classrooms or laptops to accompany instruction for the in-person meetings. These requirements are already sufficiently covered in the places where these courses have been offered: ITC 003 on WOU's campus and the Salem campus classrooms.

    e.   Adequacy and quality of faculty delivering the program.

All faculty members scheduled to teach classes have PhDs and have taken PhD coursework in Professional and Technical Writing and/or possess instructional experience in Professional and Technical Writing greater than three years in length.

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

Dr. Lars Soderlund, the organizer of WOU's Professional and Technical Writing courses, is an Associate Professor at WOU, while Dr. Damian Koshnick is an incoming NTT assistant professor with a three-year contract that is liable for renewal at the end of those three years. Their teaching availability is more than sufficient to keep the certificate robust.

    g.   Other staff.

N/A

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

The program will not require research or writing technology beyond what WOU already has available.

    i.   Anticipated start date.

Fall 2020

    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.

Support of Mission
The certificate will support WOU's mission of creating lasting opportunities for student success through transformative education and personalized support by providing a lasting skillset that students will use throughout their lives (professional writing is one of the most commonly requested skills from employers in a hybrid and online certification heretofore unavailable in the Willamette Valley.

Support of Vision and Values
The certificate will familiarize students with the theories and practices of professional writing through the coursework it requires, and it will also require students to use writing to engage with real-world professional writing challenges in the WOU community and beyond, in keeping with WOU's Vision of increased public outreach (bullet 2) and of connecting students with communities through engagement in service and experiential learning (bullet 6). Students will contribute to their communities (Values bullet 4) most clearly in the form of either an internship or the online WR 303 Topics in Public and Professional Writing: Grant Writing course, which will prepare students to support the financial health of area institutions.

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 primary way in which the certificate supports these goals is through providing the marketable skill of professional writing for students. Writing is a skill recognized as important in almost all professional fields, as evidenced by the frequency with which employers list writing as the most valuable skill that they would like to see from college graduates. In the most recent survey done by the National Association of Colleges and Employers' Center for Career Development and Talent Acquisition, 80% of employers indicated that written communication was a skill they highly valued in applicants. Similarly, the 2016 Workforce-Skills Preparedness Report by PayScale found that writing proficiency was the hard skill that managers most frequently mentioned was severely lacking among recent college graduates.

These data points suggest that if students graduate without sufficient skills in professional writing, they may be at risk of being underprepared for the job market. Students who graduate from an access institution like Western Oregon University may be especially at risk if they have taken a route to college that has not involved frequent writing practice, and this may be exacerbated if they do not happen to take upper-division courses in the new Gen Ed that have Writing as their high-impact practice. For these students, the Professional Writing Certificate will offer the opportunity to gain considerable experience with professional writing (and a certification) in a reasonable time frame.

The need for upper-division professional writing experience goes beyond WOU's Monmouth campus. With our expansion into Salem, the Professional Writing Certificate would enable working professionals and non-traditional students in the Salem area to sharpen their writing skills to increase their contributions to their workplace and to become more marketable as job applicants.

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;

This certificate will provide career-grounded coursework that provides an incentive for students to begin and continue with their college careers.

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

By offering the certificate to non-matriculated students, WOU would be supporting both professionals and would-be professionals with the ability to write professionally which is vital to both challenge and opportunity response.

    iii. address civic and cultural demands of citizenship.

The abilities to efficiently process information and to write clearly, qualities that this certificate engenders in its students, are key to being an informed and participating citizen.

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

4

N/A

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

N/A

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

N/A

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

N/A

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

NOTE: the certificate's courses also serve the English major, the Writing minor, various programs around campus that require professional writing courses, and some Gen Ed courses (WR 301 and WR 401, so far) and so do not represent a need beyond these courses or, necessarily, a visible enrollment beyond these populations.

- Year One (2020-2021): 30

- Year Two (2021-2022): 32

- Year Three (2022-2023): 34

- Year Four (2023-2024): 36

- Year Five (2024-2025): 38

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

Year One (2020-2021): 20

Year Two (2021-2022): 20

Year Three (2022-2023): 22

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Year Four (2023-2024): 24

Year Five (2024-2025): 26

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

At first, the students who enroll and complete the certificate should primarily represent a body of students whose characteristics are in keeping with that of WOU's non-graduate student body, as those are the students who will be introduced to the program through their English major, Writing minor, Gen Ed coursework, or the requirements of another major that requires one of the courses in the certificate. However, if the Salem campus gains in popularity, then the number of both matriculated and non-matriculated non-traditional students could increase significantly.

   d. Evidence of market demand.

As mentioned above, in the most recent survey done by the National Association of Colleges and Employers' Center for Career Development and Talent Acquisition, 80% of employers indicated that written communication was a skill they highly valued in applicants. Similarly, the 2016 Workforce-Skills Preparedness Report by PayScale found that writing proficiency was the hard skill that managers most frequently mentioned was severely lacking among recent college graduates.

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

N/A

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

Students who graduate with this certification should expect an increase in the attention that their career documents (resumes, etc.) garner from potential employers if they are pursuing a job that involves a large amount of professional writing. Additionally, employed students who are hoping to be promoted at their workplace should find the acquisition of a professional writing certificate to be an asset in the promotion process.

   5. Outcomes and Quality Assessment
   a. Expected learning outcomes of the program.

Learning Outcomes

1. Compose in various professional writing genres, showing appropriate choices for documents' intended audiences, contexts, and purposes.
2. Demonstrate knowledge of visual style principles as they manifest in professional document design.

3. Demonstrate ability to write and edit documents for professional standards of clarity and concision, including arrangement of content, word choice, and situation-appropriate grammatical choices.

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

Every three years, a selection of coursework of students who have completed the certificate will be assessed according to the learning outcomes.

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

As Western Oregon University is not primarily a research institution, no specific research in the area of professional and technical writing will be required of faculty teaching in the certificate. However, an indicator of success will be the changes that will be made to their courses over time in line with assessment data.

6. Program Integration and Collaboration
a. Closely related programs in this or other Oregon colleges and universities.

Oregon State University has a Certificate in Scientific, Technical, and Professional Communication.

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 Oregon State certificate requires 30-31 credits and is more like a minor than the certificate WOU will offer. The Oregon State certificate offers students the opportunity to dive deeply into specific topics in technical and scientific communication, while the WOU certificate is much more focused on flexible professional writing in an employment context.

There are no other programs focused on professional writing at WOU, but eventually a collaboration with the Communications department could be possible, as some other institutions do attach programs like the proposed certificate to the Communications department (though many do not). At the moment, Communications at WOU focuses on verbal and physical communications, rhetoric, persuasion, communication and social justice, public relations, and other areas of study that do not have the technical and workplace writing focus of WOU's Professional and Technical Writing program in English.

c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.
d. Potential impacts on other programs.

N/A.

7. External Review

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

N/A

Revised May 2016
Instructions on Budget Outline form

1. Whose viewpoint?

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

2. No additional resources needed?

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

3. Additional resources needed?

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

Budget Outline Form: Year 1
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: 2020-2021

Program:

	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

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)	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

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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 From Current Budgetary Unit	Column B Institutional Reallocation from Other Budgetary Unit	Column C From Special State Appropriation Request	Column D From Federal Funds and Other Grants	Column E From Fees, Sales and Other Income	Column F 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

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)	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

Academic and Student Affairs Committee (ASAC), Proposal for a new undergraduate program – BS in Aquarium Science

The proposed Bachelor of Science in Aquarium Science is a self-contained 180-credit degree completion program delivered in a partnership between WOU and Oregon Coast Community College. Students will begin their degree at WOU and complete their general education requirements, Biology course work, Business course work, and upper division requirements over three years (118 credits). Students will spend their last year at OCCC taking their Aquarium Science course work (53 credits), which includes a 12-credit summer internship.

An Aquarium Science BS degree would teach students the practical skills needed to enter the workforce coupled with a broad liberal arts foundation, giving students skills that employers expect when they require applicants to have a four-year degree. Additionally, the Aquarium Science BS degree will give the students a foundation in Biology and Business that will complement their focused training in Aquarium Science.

Oregon Coast Community College (OCCC) offers a two-year Associate of Applied Science (AAS) degree in Aquarium Science. While the OCCC Aquarium Science program is very successful at placing students in entry-level jobs, the program alumni often find themselves limited in career advancement because they do not have a four-year degree. Additionally, an ever-increasing proportion of entry-level jobs require applicants to have four-year degrees. OCCC also offers a one- year certificate program for post-baccalaureate students; however, this pathway requires students to take five years of coursework (four years at a baccalaureate-issuing institution and one-year at OCCC) before they can enter the workforce. An Aquarium Science BS degree offered jointly by WOU and OCCC will reduce the time and money required to pursue a career in Aquarium Science for students who know that they want a four-year degree, and will create additional career opportunities that are not available for students with an AAS Aquarium Science degree.

The proposed Bachelor of Science degree received Faculty Senate Approval on October 22, 2019 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, HECC approval will be sought; pending HECC approval, the NWCCU will be notified of this change.

STAFF RECOMMENDATION:
It is recommended that the Western Oregon University Board of Trustees Academic and Student Affairs Committee approve the introduction of a new undergraduate program in Aquarium Science as included in the docket material.

Proposal for a New Academic Program

Institution: Western Oregon University and Oregon Coast Community College

College/School: WOU: College of Liberal Arts and Sciences

Department/Program Name: WOU: Biology; OCCC: Aquarium Science

Degree and Program Title: Bachelor of Science in Aquarium Science

1. Program Description

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

03.0601: Wildlife, Fish and Wildlands Science and Management.
Definition: A program that prepares individuals to conserve and manage wilderness areas and the flora, marine and aquatic life therein, and manage wildlife reservations and zoological/aquarium facilities for recreational, commercial, and ecological purposes. Includes instruction in wildlife biology, marine/aquatic biology, environmental science, freshwater and saltwater ecosystems, natural resources management and policy, outdoor recreation and parks management, the design and operation of natural and artificial wildlife habitats, applicable law and regulations, and related administrative and communications skills.

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.

Oregon Coast Community College (OCCC) offers a two-year Associate of Applied Science (AAS) degree in Aquarium Science. While the OCCC Aquarium Science program is very successful at placing students in entry-level jobs, the program alumni often find themselves limited in career advancement because they do not have a four-year degree. Additionally, an ever-increasing proportion of entry-level jobs require applicants to have four-year degrees. OCCC also offers a one-year certificate program for post-baccalaureate students; however this pathway requires students to take five years of coursework (four years at a baccalaureate-issuing institution and one-year at OCCC) before they can enter the workforce. An Aquarium Science BS degree offered jointly by WOU and OCCC will reduce the time and money required to pursue a career in Aquarium Science for students who know that they want a four-year degree, and will create additional career opportunities that are not available for students with an AAS Aquarium Science degree.

An Aquarium Science BS degree would teach students the practical skills needed to enter the workforce coupled with a broad liberal arts foundation, giving students the skills that employers expect when they require applicants to have a four-year degree. Additionally, the Aquarium Science BS degree will give the students a foundation in Biology and Business that will complement their focused training in Aquarium Science.

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

The Bachelor of Science in Aquarium Science is a self-contained 180-credit degree completion program. Students will begin their degree at WOU and complete their general education requirements, Biology course work, Business course work, and upper division requirements over three years (118 credits). Students will spend their last year at OCCC taking their Aquarium Science course work (53 credits), which includes a 12-credit summer internship.

Students will apply to admission to the Aquarium Science degree during the Winter term of the year in which they plan to complete their course work at WOU, and will be notified before the start of the Spring term. The degree is structured so that students who do not get accepted into the Aquarium Science degree program can complete a Business BS degree with a Biology minor at Western in 180-credits.

Curriculum

The curriculum is comprised of four elements: Foundational Science courses, Business and Entrepreneurship courses, and Aquarium Science courses.

The Mathematics, Biology, Chemistry, and Earth Science coursework will create an important foundation for the Aquarium Science courses students take in their final year of the degree. The Business and Entrepreneurship courses will be valuable to students when they begin their careers because many AQS graduates work in small zoos and aquariums, or go into business for themselves.

The Aquarium Science courses listed below are identical to the required courses for AQS certificate students at Oregon Coast Community College.

Foundational Science (43-45 credits)
- MTH 110: Applied College Mathematics or MTH 111: College Algebra (4)
- CH 104: Chemistry and the Environment (4)
- ES 106: Earth Systems Science (4)
- BI 211: Principles of Biology I (4)
- BI 212: Principles of Biology II (4)
- BI 213: Principles of Biology III (4)
- ES 331: Introduction to Oceanography (3)
- Choose 4 of the below
  - BI 317: Vertebrate Natural History (4)
  - BI 343: Analysis of Biological Data (4)
  - BI 360: Animal Behavior (4)
  - BI 361: Marine Ecology (5)
  - BI 451: Invertebrate Zoology (5)
  - BI 453: Marine Vertebrates (4)

Business and Entrepreneurship (22 credits)
- BA 211: Financial Accounting (4)
- BA 310: Principles of Marketing (3)
- BA 315: Financial Management (3)
- BA 361: Organizational Behavior (3)

- BA 362: Business Ethics (3)
- BA 370: Business and Society (3)
- ENT 350: Small Business Management (3)

Aquarium Science (53 credits)
- AQS 100: Introduction to Aquarium Science (3)
- AQS 110: Aquarium Science Practicum 1 (2)
- AQS 111: Aquarium Science Practicum 2 (2)
- AQS 165: Current Issues in Aquarium Science (1)
- AQS 186: Introduction to Scientific Diving (3)
- AQS 215: Biology of Captive Fishes (4)
- AQS 216: Elasmobranch Husbandry (2)
- AQS 220: Biology of Captive Invertebrates (4)
- AQS 226: Biology of Diverse Captive Species (2)
- AQS 232: Reproduction & Nutrition of Aquatic Animals (4)
- AQS 240: Life Support System Design and Operation (4)
- AQS 245: Animal Husbandry in a Research Capacity (2)
- AQS 252: Exhibits and Interpretation (4)
- AQS 270: Fish & Invertebrate Health Management (4)
- AQS 295: Aquarium Science Internship (12)

Electives of the student's choosing (free electives) (min 22 credits)
The WOU General Education Program constitutes at least 40 credits in addition to the courses listed above. To complete a baccalaureate degree, students will need to take at least 22 credits of elective courses. Students will work closely with an academic advisors to ensure that their elective courses include sufficient upper division course work to complete the 60 upper division credit requirement of WOU.

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).

The first three years of the program will be offered at WOU. WOU offers in-person, hybrid and on-line courses. In addition to the Monmouth campus, WOU also offers a limited number of courses in Salem.

The final year of the program will be offered at OCCC. The OCCC Aquarium Science courses are offered in-person. While at OCCC, students will be dual-enrolled at WOU and will maintain access to the WOU's library resources, both the physical resources as well as electronic resources. Students will be able to enroll in any courses for which they have the prerequisites.

e. Adequacy and quality of faculty delivering the program.

This program takes advantage of established programs at WOU and OCCC. The General Education courses, Foundational Science courses, and Business courses in the AQS BS degree are existing courses that are taught as part of the General Education program, the Biology curriculum, or the

Business curriculum at WOU. The Aquarium Science courses are existing courses that are taught at OCCC. Both institutions have highly qualified faculty who will contribute to this program.

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

This program takes advantage of existing courses which are adequately staffed by current faculty at WOU and OCCC.

g. Other staff.

The degree will be housed in the Biology Department at WOU and the Aquarium Science Program at OCCC. Academic advising will be provided by Biology faculty at WOU and Aquarium Science faculty at OCCC. A faculty advisory board will govern the program and provide academic advising to students. The inaugural advisory board will be drawn from the faculty committee that developed this program, and other faculty interested in supporting interdisciplinary degree completion efforts. Administrative support to coordinate the program, especially the intake of new students and assignment of faculty advisors, will be provided by the Office of Academic Affairs.

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

WOU already has the facilities, library, and other resources in place to support the courses offered by WOU. OCCC likewise has the resources in place to support the courses offered by OCCC.

i. Anticipated start date.

Pending approval by HECC and NWCCU, we anticipate beginning this program in Fall 2020.

2. **Relationship to Mission and Goals**

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

WOU's mission is to create lasting opportunities for student success through transformative education and personalized support. WOU has made an enduring commitment to the value of teaching and learning, and emphasizes a student-centered, personalized approach to education. WOU places a high value on its role as an access institution in Oregon, offering programs that support the needs of our community members and makes education affordable. Our institutional priorities, as identified in our strategic plan, calls for the university to:
- Strengthen programs that support graduates' career, professional, and graduate school preparedness (I.1.3)
- Provide intentional and effective paths to graduation within 180 credits (I.2.1)
- Promote academic array that provides distinctive, high-quality programs (II.4.1)
- Promote interdisciplinary courses and degree programs that support collaborative and multidimensional educational experiences and pathways (II.4.4)
- Strengthen and expand community college partnerships to promote educational attainment (IV.3.5)

OCCC's mission include preparing students for success by providing educational pathways in response to the diverse needs of the community and to offer accessible and engaging programs that will enrich local community and beyond. One of their core objectives is to offer academic programs comprised of clear pathways to employment and self-development.

The proposed BS degree in Aquarium Science embodies WOU's and OCCC's missions in that it creates a clear educational pathway that combines the technical skills needed for a specific career path with the fundamental skills of a liberal arts degree, such as communication, quantitative literacy skills, and critical thinking. While students can already combine a 4-year degree with an Aquarium Science certificate, the BS degree will allow students to complete their academic training in 4-years and 180 credits instead of 5 years and 233 credits. Likewise, students could currently earn an AAS in Aquarium Science degree then pursue a baccalaureate degree, but they would be entering the job market two years after completing their career-specific course work.

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.

In 2011, Oregon passed legislation creating the 40-40-20 goal which aspires to have 40% of Oregonians complete a 4-year degree, 40% complete a 2-year degree or certificate, and 20% earn a high school diploma. In 2017, Oregon passed additional legislation clarifying that these targets are for young Oregonians rising through the education system. The BS in Aquarium Science provides a clear, career-oriented pathway for students to earn a 4-year degree.

In 2013, Oregon created a STEM Investment Council to aid in the advancement of the state's STEM goals. The creation of a STEM degree that gives Oregon high school students a clear career pathway will give more students access to STEM careers and the opportunity to develop the knowledge and skills needed to thrive in a competitive workforce.

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;

One of the state goals is to increase the number of students earning 4-year degrees. Creating a clear pathway to a career-focused baccalaureate degree will help achieve that goal. Likewise, one of the state goals is to increase STEM education. The BS in Aquarium Science will give students an additional option for a STEM degree.

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

People with baccalaureate degrees have higher rates of employment than people with associate's degrees. For example, according to the National Center for Education Statistics, in 2017, 25- to 34-year old men with a bachelor's degree had 5% higher rate of employment then men with some college but no bachelor's degree. For women, the difference was 8%. Using different data and dividing the data into slightly different categories, the Bureau of Labor Statistics reported similar trends: in 2017, people with bachelor's degree had an unemployment rate of 2.5%, people with an associate's degree had an unemployment rate

of 3.4%, and people with some college but no degree had an unemployment rate of 4.0%. The Bureau of Labor Statistics also reported that the average weekly income of people with a bachelor's degree ($1,173) was 40% higher than the average weekly income of people with an associate's degree ($836). Creating a clear pathway to a 4-year degree for student's interested in aquarium science will give students more employment opportunities and a greater earning potential.

iii. address civic and cultural demands of citizenship.

This degree provides students interested in a career in aquarium science the opportunity to earn a degree that includes a broad-based liberal education, which will give them skills such as critical thinking skills, quantitative literacy skills, and communication skills which are essential in order for citizens to contribute constructively to society. Additionally, understanding how to properly care for aquatic organisms requires learning about ecology, environmental sustainability, and the proper management of resources; a healthy global society needs citizens who are well-versed in these valuable concepts.

3. Accreditation

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

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.

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.

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.

4. Need

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

	Headcount projections, first 6 years of program					
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Cohort 1 ('20-21)	4	4	4	4		
Cohort 2 ('21-22)		5	5	5	5	
Cohort 3 ('22-23)			6	6	6	6
Cohort 4 ('23-24)				8	8	8
Cohort 5 ('24-25)					10	10
Cohort 6 ('25-26)						12
Total	4.0	9.0	15.0	23.0	29.0	36.0

Projections are based on the interactions that of AQS faculty and administrators have had with potential, current, and former AQS students. Potential AQS students have expressed reluctance to enroll in a program at a community college, rather than a four-year institution. Current and former AQS students have expressed a desire to be able to obtain AQS training as part of a four-year degree.

	FTE projections (Average of 42.3 credits per year for years 1-3, 53 credits for year 4)					
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Cohort 1 ('20-21)	3.8	3.8	3.8	4.8		
Cohort 2 ('21-22)		4.7	4.7	4.7	6.0	
Cohort 3 ('22-23)			5.6	5.6	5.6	7.2
Cohort 4 ('23-24)				7.5	7.5	7.5
Cohort 5 ('24-25)					9.4	9.4
Cohort 6 ('25-26)						11.3
Total	3.8	8.5	14.1	22.7	28.6	35.4

We assume that students will attend full-time. 42.3 credits is 0.94 FTE. 53 credits is 1.2 FTE.

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

	Graduate projections, first 6 years of the program					
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Cohort 1 ('20-21)				4.0		
Cohort 2 ('21-22)					5.0	
Cohort 3 ('22-23)						6.0
Cohort 4 ('23-24)						
Cohort 5 ('24-25)						
Cohort 6 ('25-26)						
Total				4.0	5.0	6.0

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

There are only 10-15 colleges or universities in the United States which offer 4-year degrees in zoo or wildlife science. Of those, only three (Roger Williams University, St. Francis University, and the University of New England) have a degree that emphasizes aquarium science. Additionally, none of those institutions are in the Rocky Mountain region or western United States. As such, we expect this program to attract students from all over the United States, especially from Oregon, California, Idaho, Nevada and Washington. The AAS and certificate Aquarium Science programs currently offered at OCCC has attracted students from 13 states over the past 3 years.

d. Evidence of market demand.

A survey of the job listings on the Association of Zoos & Aquariums website shows that in the past year approximately 33% of aquarist or related aquarium jobs require a bachelor's degree, and the majority of job postings prefer a bachelor's degree. As stated above, the average salary for

individuals with a bachelor's degree is 40% higher than individuals with an associate's degree. This difference in salary reflects a difference in the value that employers place on four-year degrees.

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).

No other Oregon public universities offer this program.

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?

Graduates of the Aquarium Science program at Oregon Coast Community College have a 94% rate of finding jobs in the aquarium industry. We envision that students with an Aquarium Science BS degree will be as successful at landing aquarium-related jobs, but will have access to higher-salary entry-level positions and will have greater opportunity for promotion and advancement in their career.

5. **Outcomes and Quality Assessment**

a. Expected learning outcomes of the program.

Learning goals

Aquarium Science students will work to achieve WOU's Undergraduate Learning Outcomes: Quantitative Literacy, Written Communication, Inquiry & Analysis, Integrative Learning, and Diversity. The curriculum will also help students meet WOU's General Education Learning Outcomes (GELOs) which are as follows:

- WOU GELO #1: **Intellectual Foundations and Breadth of Exposure**
  Practice different and varied forms of knowledge, inquiry, and expression that frame academic and applied learning
- WOU GELO #2: **Critical thinking**
  Demonstrate the ability to evaluate information and develop well-reasoned and evidence-based conclusions.
- WOU GELO #3: **Citizenship**
  Articulate the challenges, responsibilities, and privileges of belonging in a complex, diverse, interconnected world.
- WOU GELO #4: **Multidisciplinary learning**
  Integrate knowledge, perspectives, and strategies across disciplines to answer questions and solve problems.

In addition, the BS in Aquarium Science will have the following program-specific learning outcomes. These learning outcomes are related to the Biology program and Business programs at WOU and the Aquarium Science program at OCCC.
1. Demonstrate critical thinking by engaging in laboratory experimentation, field research, data analysis and interpretation at multiple course levels.
2. Effectively communicate, verbally and in writing, scientific concepts, research findings and ideas to professionals and the general public.

3. Maintain, analyze, diagnose and repair aquarium life support systems and their components.
4. Perform basic water quality analysis using standard testing equipment.
5. Maintain healthy animals through proper set-up, monitoring and accepted animal husbandry practices.
6. Identify physically compromised animals and abnormal animal behaviors.
7. Work within a group to conceptualize, plan, construct and manage environments that promote healthy of fishes and invertebrates.

Students will achieve these outcomes through a curricular structure that ensures a balance between breadth and depth of exposure. Breadth is ensured through the general education courses the students will take at WOU, as well as the required Biology and Business courses. The depth of exposure will occur partially through the upper division course work students will take at WOU, as well as the year-long Aquarium Science course work students will take at OCCC.

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

The WOU University Learning Outcomes and General Education Learning Outcomes apply to all students enrolled at WOU and are assessed by university faculty committees.

Listed above are seven degree-specific learning outcomes. Learning outcome #1 is aligned with the WOU Biology major learning outcomes, and is assessed every three years by the Biology Department. Currently, the learning outcome is assessed through two mechanisms: 1) and exit survey required of all graduating Biology majors; and 2) a signature assignment in BI 331 General Microbiology. Because AQS students will not take BI 331, the Biology faculty will choose a signature assignment from one of the required Biology courses for AQS majors—BI 360, BI 361, BI 451, BI 453. The signature assignment will be assessed using the LEAP VALUE rubrics for Critical Thinking and Inquiry & Analysis.

The OCCC Aquarium Science Program undergoes annual review by a National Visiting Committee comprised of professionals in the aquarium industry. The program also is reviewed by a Local Advisory Board comprised of aquarium, aquaculture, and government science members.

A member of the WOU Biology Department and the OCCC Aquarium Science Program manager will meet annually to review assessment findings from the previous year. Curricular adjustments, such as required courses, course-specific learning outcomes, concept delivery strategy, etc., will be discussed with the Biology faculty at WOU and the AQS faculty at OCCC during the academic year and considered for implementation.

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

Faculty in the Biology Department at WOU are expected to meet the scholarly standards of their divisions. Faculty at WOU can demonstrate scholarly achievement in the scholarship of discovery, application, integration and teaching & learning. All tenure-track WOU faculty are expected to maintain engagement in at least one of these modes of scholarship.

6. Program Integration and Collaboration

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

There are not any closely related programs at other Oregon colleges and universities.

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 program offering at OCCC is unique in the state and as such there are no obvious collaboration possibilities.

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

The Aquarium Science BS program does not plan to formally collaborate with other programs across the state. However, the curriculum plan we have created for a BS degree offered jointly between a 4-year institution and a community college has the potential to be a template for similar degrees across the state. We are happy to collaborate with institutions that want to offer degrees in conjunction with either WOU or OCCC. We are also happy to provide guidance and advice for institutions looking to develop similar programs even if those programs do not include either WOU or OCCC. Additionally, as long as students satisfy WOU's residency and upper division requirements for graduation, students could transfer courses taken at other institutions into the Aquarium Science BS program.

d. Potential impacts on other programs.

As there are not any closely related programs at other Oregon colleges and universities, there should not be any impacts on other programs in the state.

7. External Review

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

N/A

Revised May 2016

Instructions on Budget Outline form

1. Whose viewpoint?

The Budget Outline is intended to show the budgetary impact resulting from offering the new program. This table should be completed from the viewpoint of the budgetary unit that will be responsible for

the program. Determine what the budgetary unit will be doing (in terms of new or additional activities) that it is not now doing and show what these activities will cost — whether financed and staffed by shifting of assignments within the budgetary unit; reallocation of resources within the institution; special appropriation of the legislature; or gift, grant, or other funds.

2. **No additional resources needed?**

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

3. **Additional resources needed?**

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

Budget Outline Form: Year 1

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: 2016-2017

Program:

	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

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)	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

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 From Current Budgetary Unit	Column B Institutional Reallocation from Other Budgetary Unit	Column C From Special State Appropriation Request	Column D From Federal Funds and Other Grants	Column E From Fees, Sales and Other Income	Column F 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

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 From Current Budgetary Unit	Column B Institutional Reallocation from Other Budgetary Unit	Column C From Special State Appropriation Request	Column D From Federal Funds and Other Grants	Column E From Fees, Sales and Other Income	Column F 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

Western Oregon UNIVERSITY

Free Speech on Campus:
Controversial Speakers, University Preparedness and Legal Consideration

Thursday, November 7, 2019
4:00pm-5:30pm

—————

Werner University Center, Columbia Room

Moderator: Dr. Kathy Cassity, Dean, Liberal Arts & Sciences

Opening Remarks: Dr. Rex Fuller, WOU President

Panelists:
    Rebecca Chiles, WOU Director of Public Safety
    Ryan Hagemann, WOU Vice President and General Counsel
    Erik Morgan, ASWOU President

Program Review
Executive Summary

Kathleen Cassity, Dean, College of Liberal Arts & Sciences

Western Oregon University:
Department of English Studies (Humanities Division)

Majors Reviewed:

English: Literature (B.A.)
English: Writing (B.A.)
English: Linguistics (B.A.)
English: Language Arts (B.A., in partnership with WOU College of Education)

Minors and Certificates Reviewed:

English: Literature
English: Writing
English: Linguistics
Certificate: Teaching English as a Foreign Language (TEFL)

Dates of Program Review: Academic Year 2017-18
External Reviewer Visit: October 2018

Date of Executive Summary: June 2019

EXECUTIVE SUMMARY: DEPARTMENT OF ENGLISH STUDIES (HUMANITIES)

The Department of English, Writing and Linguistics (now renamed the Department of English Studies) conducted a formal program review during the 2017-18 academic year, with external review taking place in the Fall term of the subsequent academic year (Fall 2018). The self-study was co-written by Drs. Gavin Keulks, Rob Troyer and Lärs Soderlund, and was submitted to the Dean of the College of Liberal Arts & Sciences (LAS) in July 2018. Dr. Barry Milligan, Professor of English at Wright State University, conducted an external review in October 2018 and submitted a report in November 2018. The LAS Dean visited the English faculty during a department meeting in January 2019 to discuss both the self-study and external review, as well as the strategies for continual improvement identified by the Department. The implementation of most initiatives was already underway at that time, and the Dean made additional recommendations.

The program review emphasized the following programmatic strengths:
   a. award-winning faculty and students;
   b. wide-ranging co-curricular engagement;
   c. personalized support and outstanding student mentorship;
   d. numerous high-impact learning practices;
   e. successful recent hire of a First-Year Writing Coordinator;
   f. creation of course goals and alignment with ULO's;
   g. robust engagement with Willamette Promise; and
   h. MOU with University of Oregon to assist TEFL certificate-earning students with MA degree completion.

The following weaknesses were identified:
   a. past challenges with collegiality;
   b. declining enrollment trends (in accordance with national norms);
   c. diverging goals and interests of faculty in the various sub-disciplines;
   d. low attendance at department meetings;
   e. some faculty resistance to assessment;
   f. a vacuum in potential future leadership.

Opportunities included:

   a. new incentives to degree programs more streamlined and student-centered;
   b. numerous approaching retirements, providing an opportunity to reshape future direction;
   c. enhanced professional development and curricular alignment in First Year Writing.

Threats were identified as:

a. increased assessment work load;
b. lower enrollments and major numbers;
c. problems with scheduling:
d. need for long-term replacement faculty;
e. somewhat low faculty morale, due in part to the threats identified above.

As a result of the program review, the Department decided to pursue new program-driven initiatives and continue with numerous academically effective practices. The Dean also recommended new initiatives. All of these are outlined in the Implementation Matrix below.

IMPLEMENTATION MATRIX

New Program-Driven Initiatives	Completed/ Ongoing	Underway (Target Completion Date)	To Be Done (Will be Ongoing)
Change name to Department of English Studies	X		
Add an Integrated English Studies track to its major (note: this new track entirely draws upon existing curriculum and resources)	X		
Reduce common core requirements in major to facilitate smoother graduation pathways	X		
Contribute significantly to new Gen Ed program	X		
Bring total required credits into alignment with WOU's 30-60-90 initiative	X		
Increase number of online and hybrid course offerings	X		
Revise curriculum, with focus on modernizing/adding diverse literary courses	X		
Emphasize workforce preparation and preparing students for professional life in marketing and advising materials			X (Start in 2019/20 academic year)
Develop Certificate in Professional and Technical Writing		X (Fall 2020)	
Form Professional and Technical Writing Advisory Board	X		
Contribute to offerings on WOU's new Salem campus	X		

Continuation of Ongoing Effectiveness	Completed/ Ongoing	Underway Target Completion Date)	To Be Done (Will be Ongoing)
Participating significantly in Willamette Promise dual credit initiative	X		
Contributing to Honors Program	X		
Offering the desirable TEFL certificate	X		
Continuing its robust professional development program for First-Year Writing faculty	X		
Delivering multiple high-impact learning practices, including student literary journals, writing prizes, Writing Center internships and more	X		
Engaging enthusiastically with annual Academic Excellence Showcase and PURE	X		
Offering high-quality personalized education and student mentorship	X		
Developing smooth transfer pathways and community college partnerships	X		
Monitoring success of new curriculum and engaging in programmatic assessment and improvement	X		
LAS Dean Recommendations	Completed/ Ongoing	Underway Target Completion Date)	To Be Done (Will be Ongoing)
Emphasize and articulate the value of the English degree in the workplace in advising and marketing documents, web site and other relevant venues			X – Start in 2019/20 academic year
Help students develop and articulate marketable skills, such as through enhanced internship opportunities		X (Will be ongoing)	

Track post-graduation outcomes more closely and engage more robustly with successful English alumni, publicizing alumni successes and potentially using alumni as mentors			X – Start in 2019/20 academic year
Improve web site as well as marketing materials; engage in more robust publicity and marketing efforts			X – Start in 2019/20 academic year
Continue to develop partnerships with feeder institutions and enhance accessibility of curriculum through multiple modalities		X (Will be ongoing)	

The Department of English Studies is pleased to report that, as the above matrix demonstrates, almost all of the identified initiatives as well as practices to continue are already in place or substantially underway. In addition, a new TT hire in Global/World Literatures and a new NTT hire in Professional Writing, along with a new NTT in First Year Writing, are scheduled to start in Fall 2019. The Department, the Humanities Division, and the LAS Dean also plan to advocate vigorously for appropriate replacement faculty, in light of numerous recently submitted and pending retirements. As pointed out in the report, this provides an opportunity to shape the future direction of the Department of English Studies in an academically sound and sustainable manner.

GERONTOLOGY ASSESSMENT PLAN AND REPORT
2017-18
PROGRAM LEARNING OUTCOME: **Identify the needs of older adults and assess different approaches to address those needs.**

ASSESSMENT PLAN

Target
Describe what level of proficiency AND percent student attainment of the stated learning outcome.

Eighty percent of the graduating seniors should meet proficiency in each stated learning outcome.

Data Source
Describe where and when data will be collected, how and if students will be sampled, and estimated sample size.

Data is gathered as an embedded case study assignment in Gero 411: Gerontology Practicum II offered both winter and summer academic terms. All students in the course will be asked to complete the assignment as part of their capstone final practicum paper yet only those students within three terms of graduation or less will be evaluated for the purposes of this assessment. The sample size will be approximately 15 students, depending on the number of graduating seniors for that specific year. We are a small but growing academic department.

Means of Assessment
Describe in detail the method of assessment you will be using (e.g., capstone project, course-embedded assessment, standardized instrument, etc.).

Students will be asked to evaluate the following case study which is a course embedded project in the final practicum course offered in the department:
Imagine an 82-year-old woman, who was widowed 2 years ago, suffered a fall that resulted in bruising and a severely sprained wrist. She has been discharged from the hospital but she appears to be at a fall risk and her physical therapist recommends regular outpatient visits and exercises at home to improve strength. The woman currently lives in a two-story home by herself. She has her driver's license but gets lost at times and her son has expressed concerns about her driving. Although her adult daughter lives geographically close, both the mother and daughter are not interested in moving in together.

Means of Scoring
Describe how you will score the assessment.
For example: Will you use a rubric or answer key, or will it be scored by a testing company? (If you plan to use a rubric, be sure to upload the rubric below.) Who will do the scoring? One or more people? How will scores be reported (e.g., total scales or subscores)?

A learning objectives rubric has been developed by departmental faculty for this case study assignment that addresses all three departmental learning objectives. A minimum of two faculty members in the gerontology department will score each student assessment. Scores will be

reported by both a total score that is cumulative across all three learning objectives and subscores for each individual learning outcome.

If used a rubric, please upload it here.
Rubric Gerontology Program Assessment revised 9-18-17 - MC 8.28.asd(36.37 kb)

Evidence Storage
Describe how/where the evidence pertaining to the assessment process is being archived. Electronic archive is preferred when possible. Please be certain that records can be retrieved for review by internal (e.g., division, college, university) or external (e.g., NWCCU) reviewers.

Currently, the assessment for gerontology is in a folder that is secured in the Behavioral Sciences Division office with a second copy in the office of Margaret Manoogian, Associate Professor of Gerontology and Gerontology Department Head.

REPORT OF RESULTS

Data Source
Where did you get the data for assessment? (e.g., employer survey, embedded assessment, capstone or thesis project, class presentation)

During 2017-2018, data were collected from students (N= 7) who were enrolled in Gero 411: Gerontology Practicum II during winter and summer terms, 2016-2017. This course requires 120 hours of practicum work in an agency/organization that serves older adults and is the second (and more intensive) practicum required of Gerontology students. Gero 411 is our program's senior level/capstone course that helps students to: a) further develop their abilities to apply course content in professional settings that serve older adults; b) understand their fit within professional settings; and c) prepare for career opportunities after graduation. Students must complete and pass Gerontology Practicum I (60 hours required) before they may enroll in Gero 411. As part of their final career portfolio, students are presented with a case study that highlights an older adult with cognitive and physical challenges and are asked to analyze her case, utilizing the learning they have garnered in their major core courses, electives, and fieldwork.

Findings
What were the findings of the assessment?
What did faculty learn about student learning from reviewing the data?

Seven students completed the assessment (winter, 2018—6 students; summer 2018—1 student). The assessment outcome categories were 1) Exceeding Proficiency; 2) Meeting Proficiency; 3) Approaching Proficiency; and 4) Not meeting Proficiency. The tables below outline the findings.

What we learned:
As we did the previous year, we had two assessment evaluators. Each completed their evaluations separately and then scores were compared and averaged. There was a high amount of agreement on scores between the evaluators, indicating inter-rater reliability. We learned the following in comparing scores to the previous year.

Assessment Structure:
This past year, instructors provided more clarity in instructions for the assessment by, for example, placing more emphasis on not drawing conclusions/ "embroidering." The previous year we had some students re-state the assessment and explain that they did not have enough information to draw conclusions, or they added new information to develop a more complete scenario. Neither of these was the objective of the assessment case study analysis. We saw dramatic improvement in this area of the assessments for 2017-2018.

Students were all given the case study assessment earlier in the term, which may have helped in being more focused on the questions and how they answered them.

We expanded how we evaluated students across learning outcomes as outlined in our assessment tool and rubric. For instance, as students identify the needs of the woman described in the case study, they should also be addressing personal autonomy/agency, a person-centered approach, and the maintenance of dignity. The revised assessment tool strengthened our evaluation of the case study assessments. Additionally, a more detailed rubric helped us to better evaluate not just the number of ways that students address the case study across learning objectives but also the depth of their analysis.

Assessment Content and Curriculum Needs:
All students met or exceeded learning objectives in three areas: a) identifying needs of older woman (100%); b) alternatives for older woman's situation (100%); and c) cognitive abilities/issues (100%). In physical abilities/issues, 85% of students met or exceeded learning objectives. In both social/family context and using a multidisciplinary lens, 71% of students met or exceeded learning objectives. Compared to 2016-2017, students improved in all areas except for in physical abilities/issues, in which they remained the same.

We saw dramatic improvement in students demonstrating learning about cognitive abilities/issues, which was a primary goal from our 2016-2017 assessment. Every single case addressed dementia or cognitive decline as a potential concern. Most, surprisingly, some stated a need for comprehensive testing for cognitive decline or seeing a neurologist, when one of the first steps if there is suspected decline and safety issues should be having a medical review. This should perhaps be better addressed in GERO 360: Cognitive & Physical Changes of Aging and in GERO 480: Alzheimer's and Other Dementias Management.

As we have seen previously, students generally demonstrated the ability to apply knowledge and skills in assessing the overall needs of the woman, proposing solutions and/or alternatives for her situation, and exploring physical abilities/issues. We still see variety in how these assessments are approached, although generally strengths appear to emerge around understanding the situation from a combined physical, social and psychological lens. Knowing that some students completed practicums in area agencies on aging, we could see where some students may have been able to take a more comprehensive approach in their assessment. We also noticed more in-depth responses regarding housing issues, social isolation, autonomy, and need for social engagement due to the person's housing situation, curtailing of transportation, or relationship status as a widow.

Moving forward with curriculum, increased emphasis may need to be placed on using critical thinking exercises in the classroom that help students connect concepts such as policy, history, social class, identity, and illness. For example, not every case addressed financial issues for the individual. Course content focusing on community resources for addressing a comprehensive approach – i.e., "wrap-around services" for the aging individual – is important. We should probably have a case manager/social worker or options counselor visit the GERO 410:

Practicum I course to discuss how to comprehensively approach individuals and their needs. They could also bring some examples and have the students brainstorm how to approach it before the practitioner contributes their expertise. Overall, we seem to be heading in the right direction with our planned program changes, which include a more controlled set of courses for students to take as electives.

Please Note: Variability in detail from student case analyses may reflect writing fluency, scholastic achievement, and critical thinking skills.

Table 1. Overall Proficiency of Senior Gerontology Students 2017-2018 (N= 7).

	Exceeding (3.6-4.0)	Meeting (2.6-3.5)	Approaching (1.6-2.5)	Not Meeting (<1.5)
Level of Proficiency	3	4	0	0

Table 2. Assessment of Learning Outcomes Across all Learning Objectives in Gerontology (N= 7).

	Exceeding	Meeting	Approaching	Not Meeting
Needs of older woman	3	4	0	0
Alternatives for older women's situation	3	4	0	0

Upload Evidence
If you would like to save evidence (student work, completed rubrics, etc) to Tk20, upload the file(s) here.

No file attached

REPORT OF ACTIONS
What changes, if any, will faculty make to curriculum as a result of assessment?

Moving forward with curriculum, increased emphasis may need to be placed on using critical thinking exercises in the classroom that help students connect concepts such as policy, history, social class, identity, and illness. For example, not every case addressed financial issues for the individual. Course content focusing on community resources for addressing a comprehensive approach – i.e., "wrap-around services" for the aging individual – is important. We should probably have a case manager/social worker or options counselor visit the GERO 410: Practicum I course to discuss how to comprehensively approach individuals and their needs. They could also bring some examples and have the students brainstorm how to approach it before the practitioner contributes their expertise. Overall, we seem to be heading in the right direction with our planned program changes, which include a more controlled set of courses for students to take as electives.

**Report from the Quantitative Literacy
Professional Learning Community (PLC)
2016-17**

**Prepared by the QL PLC (Breeann Flesch, Chair;
Sue Monahan, Administrative Support)
September 30, 2017**

What is Quantitative Literacy?

Quantitative Literacy (QL) is "a 'habit of mind' competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, algorithms, etc., as appropriate)" (American Association of Colleges & Universities).

QL encompasses six features:

- Interpretation – Ability to explain information in mathematical forms (e.g., equations, graphs, diagrams, tables, words)

- Representation – Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)

- Calculation

- Application/Analysis – Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limitations of this analysis

- Assumptions – Ability to make and evaluate important assumptions in estimation, modeling and data analysis

- Communication – Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is and how it is formatted, presented, and contextualized)

What is a PLC?

A professional learning community (PLC) is an interdisciplinary group of educators who come together around a common interest in strengthening teaching and learning in a particular area. WOU's university-wide assessment efforts are organized around PLC's that focus on each of our ULO's.

Table 1: QL PLC members

Educator	Department	Role on PLC
Breeann Flesch	Mathematics	Chair
Kendall Rosales	Mathematics	Member
Matt Nabity	Mathematics	Member
Ethan McMahan	Psychology	Member
John Leadley	Economics	Member
Vivian Djokotoe	Criminal Justice	Member
Kristin Latham	Biology	Member
Melinda Shimizu	Earth Science	Member

Bob Hautala	Exercise Science	Member
Dan Clark	Center for Academic Innovation	Contributing supporter
Sue Monahan	Provost's Office	Contributing supporter

What were the goals of the PLC?

The QL PLC convened with three goals in mind:

- *Alignment and assessment*: Examine the level of WOU undergraduate quantitative literacy by collaboratively reviewing student work in courses aligned with the Quantitative Literacy outcome. In its first consideration of our curriculum and its support of QL, the PLC considered these broad questions:
    o What opportunities do we provide WOU students to demonstrate quantitative literacy and its component parts?
    o What level of achievement do faculty who teach quantitative literacy courses expect of students?
    o Do students meet faculty expectations?

- *Curricular innovation and collaboration*: As an interdisciplinary group, develop, pilot and assess a new college mathematics course to satisfy BS requirements and serve students in natural sciences, social sciences and pre-professional fields who will not take calculus.

- *PLC Process Design and Refinement*: Pilot the PLC process for the assessment of undergraduate learning outcomes.

What process did the PLC use to achieve its goals?

The PLC met approximately once per month from July 2016 through June 2017.

- The group pursued "alignment and assessment" by collecting and reviewing a sample of student work from each section of general education math, computer science and Q-designated courses. Review of student work was collaborative: Multiple members of the PLC reviewed each piece of work, scored the student's level of achievement and its alignment with the expectations instructors reported, and discussed any problematic cases. The review of student work resulted in robust conversations about each aspect of quantitative literacy and what it looks like in student work across a variety of disciplines.

- The group pursued "curricular innovation and collaboration" by advising Dr. Breeann Flesch as she designed and piloted a new course, "Applied College

Mathematics" (MTH 110), to satisfy the BS Mathematics requirement. The course was designed to serve the quantitative literacy needs of students in the natural sciences, social sciences and pre-professional fields who will continue on to study statistics rather than calculus.

● The group pursued "PLC process design and refinement" through regular assessment of PLC processes, feedback from members, and adjustments to processes. Through recursive feedback, the group (1) developed a process of reviewing a "typical" piece of student work (identified by the instructor) alongside the instructor's report of expectations, (2) refined a scoring sheet with course information that facilitated review, and (3) developed a mechanism for collecting student work from faculty. (See Figure 1 for summary of current PLC process.)

Figure 1: Current State of the PLC review process (Who is responsible)

Identify courses and instructors (AE)
Each general education Math, Computer Science and Q-Designated course, with one section per instructor per year
Call for assignment and student work (Chair)
An assignment where the student can demonstrate features of QL, a typical or modal piece of student work, report of instructor's expectations
Upload assignment and student work (Instructors)
In Moodle in 2016-17, TK20 in the future
PLC review of student work (PLC)
PLC discussion of non-concurrence (PLC)
Aggregation of data from reviews (AE)
Instructor expectations, typical student performance, reviewer concurrence, prominent features
Discussion of aggregated data and recommendations (PLC)

**Quantitative Literacy at WOU**

Expectations of Students

WOU has identified QL as a focal Undergraduate Learning Outcome (ULO). In 2015-16, in a project led by a mathematics faculty member, WOU's faculty identified desired levels of achievement in QL for our students, by degree. Those targets are summarized in Table 2 below.

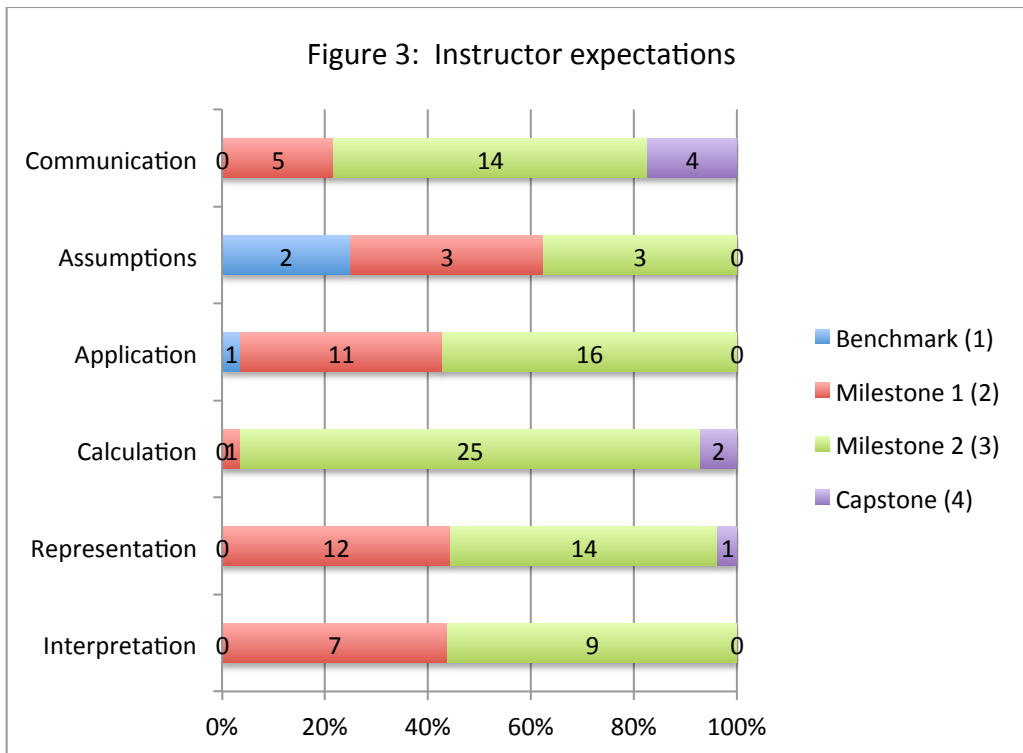Table 2: Faculty consensus on expected level of performance for features of QL

	BA	BS
Interpretation	3: Provides accurate explanations of information presented in mathematical forms. *For instance, accurately explains the trend data shown in a graph.*	4: Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. *For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.*
Representation	2: Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	3: Competently converts relevant information into an appropriate and desired mathematical portrayal.
Calculation	3: Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.	3: Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.
Application/Analysis	2: Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	3: Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.
Assumptions	2: Explicitly describes assumptions.	3: Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.
Communication	3: Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.	3: Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.

In total, the group had time to review 39 assignments. We included one piece of student work from each course from which we received submissions, but in the case of multiple instructors using a common assignment, we typically only reviewed work from one instructor.

Focal features of QL: We found that a typical assignment allowed students to demonstrate between two and four features of quantitative literacy. Please note that the group did not expect any one assignment to cover all features of quantitative literacy: Early in our PLC process we piloted review with sample assignments from PLC members' courses, and it became clear that it was the rare assignment that could effectively cover all aspects of Quantitative Literacy. Figure 2 summarizes the frequency with which *instructors* identified each feature as a focal feature of the assignment; this tells us what instructors believe students are being given the opportunity to demonstrate. Assumptions and interpretation were *least* likely to be identified as focal features by instructors.

Figure 2: Focal features identified by instructors
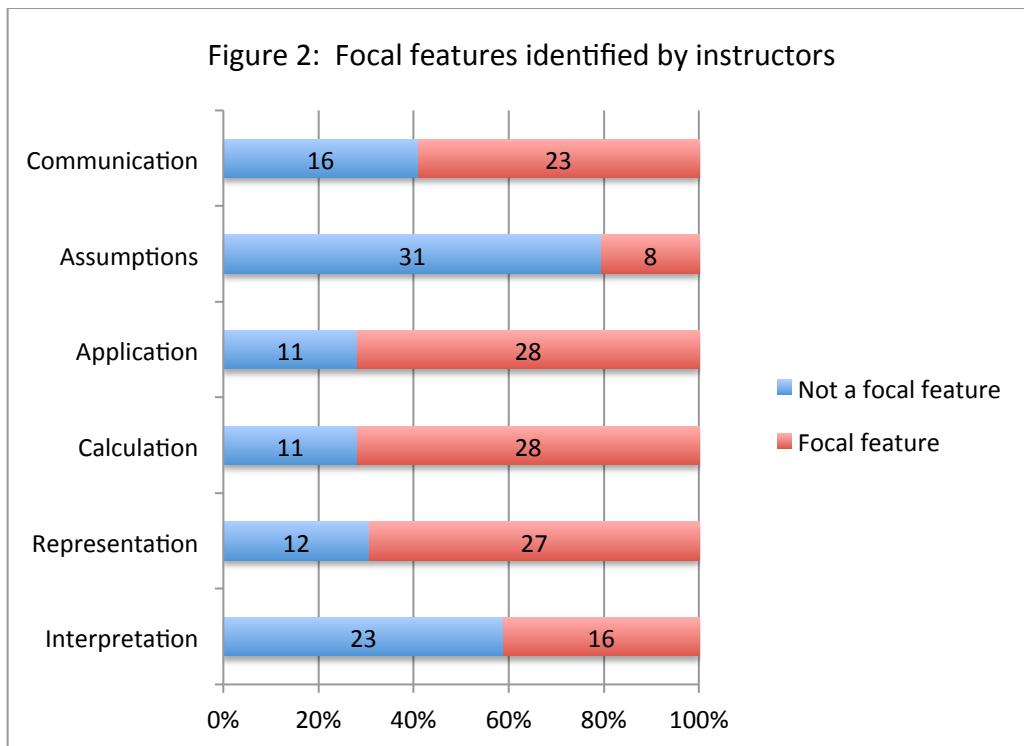
Instructor expectations: We asked instructors to share with us *their* expectations of student performance on the assignment. Findings are summarized in Figure 3. Instructors had the highest expectations regarding "calculation" and "communication". With the exception of "assumptions", at least 50% of instructors who identified a feature as focal expected students to have achieved at level three or higher.

Figure 3: Instructor expectations

As noted earlier, in 2015-16 WOU faculty came to consensus on expected levels of achievement in Quantitative Literacy among WOU students upon graduation. To examine the concurrence between those expectations and the expectations of individual instructors, we examined the 300-400 level courses in disciplines (Q-designated and/or QL focused courses) and computed the *mean* instructor expectation for each feature. We selected these courses because they are designed to be taken later in a student's academic program, closer to the time of graduation.

Based on this, we found that instructor expectations in our upper division Q-designated courses in the disciplines align with campus-wide faculty expectations for BS students upon graduation for the following features: Representation, Calculation, Application/Analysis, Assumptions (see Table 3). On average, however, instructor expectations for Interpretation and Communication fall below the more general faculty expectations. Please note that assignments did not typically address *all* of the features of Quantitative Literacy. As a result, this data reflects those features where students had an opportunity to demonstrate the skill. Each assignment also left some skills un-assessed.

Table 3: Faculty consensus on target vs. instructor's stated expectations (n=12)

	BS	Mean expectation in 300-400 level courses in disciplines
Interpretation	4: Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. *For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.*	2.6
Representation	3: Competently converts relevant information into an appropriate and desired mathematical portrayal.	3
Calculation	3: Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.	3
Application/Analysis	3: Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	3
Assumptions	3: Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.	3
Communication	3: Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.	2.5

Student achievement relative to instructor expectations: In approximately two-thirds of the assignments, instructors reported that students met or exceeded their expectations (see Table 4). Because of the way we collected this information at the beginning of our process, we are unable to say *where* students most commonly fell short. We have fixed this flaw in our data collection and review process, and should be able to collect and analyze this data going forward.
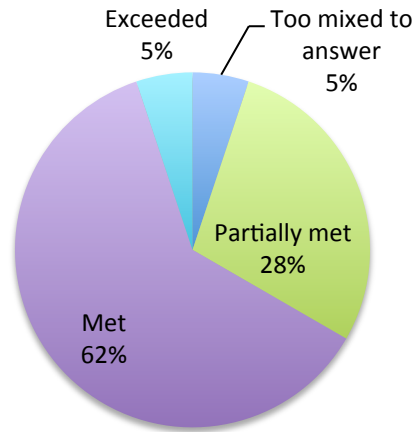
Figure 4: Student performance, relative to instructor expectations

Exceeded 5%
Too mixed to answer 5%
Partially met 28%
Met 62%

Reviewer concurrence with instructors: Instructors and reviewers were asked to identify the most prominent features of the assignments. Reviewers were more likely to follow the instruction to identify just the two most prominent features, while instructors sometimes identified more. In all, however, we found fairly strong concurrence between instructors and reviewers about the features of QL that students had the opportunity to demonstrate.

Figure 5: Focal features identified
Reviewers and Instructors
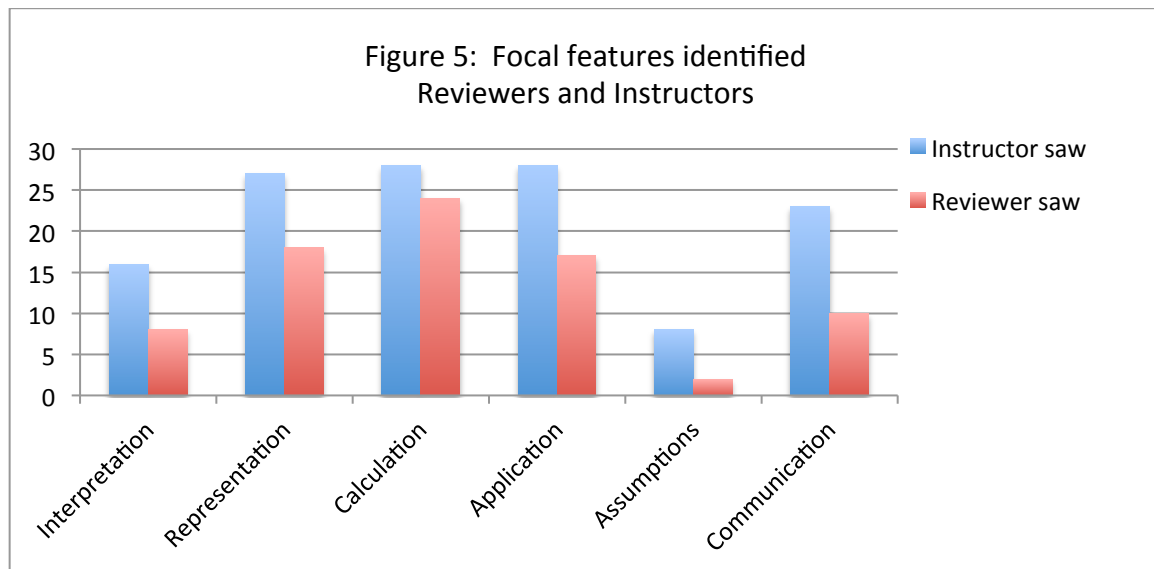
Recommendations related to Quantitative Literacy for the General Education
Committee, the Assessment Facilitation Steering Committee and the broader WOU
community

- The strongest examples of quantitative literacy were deeply rooted in real world examples. We encourage providing students with even more opportunities to connect quantitative literacy with meaningful contexts.

- We encourage further development of high quality disciplinary courses where students have the opportunity to demonstrate quantitative literacy. The assignments and student work in Q-designated courses were impressive examples of quantitative literacy applied to real world contexts.

- More focus in QL-courses on assumptions, interpretation and communication may be warranted given the paucity of examples of assumptions in assignments and student work, and the divergence between overall WOU faculty expectations regarding Quantitative Literacy and individual instructor expectations of students.

- We suggest that the Mathematics Department review the pre-requisite structure for MTH 111 and MTH 243. Most Q-designated courses drew more heavily on material from MTH 243 rather MTH 111. We wonder if it might be possible to encourage more students to take MTH 243 or to take it *earlier* (perhaps by reconsidering having MTH 111 as a pre-requisite for MTH 243)

Recommendations related to PLC Process for Assessment of ULO's

- We found a process where instructors submit *one* assignment with *one* piece of typical student work, along with a report of the instructor's expectations, to be sufficient. That said, when multiple features of QL were in an assignment, it was sometimes hard to identify a single piece of student work; in those cases, typical work on a feature, from multiple students, worked better.

- In the future, it would be helpful to have instructors indicate, on the student work, the features they believe are prominent. This allows the PLC to more easily see from the perspective of the instructor.

- Once a PLC has a good sense of a skill and its components, it is recommended that they communicate with instructors about expectations for assignments (e.g., how many features of the skill are expected to be covered by the assignment).

- We recommend retaining a process for "opting out" of review, when the material to be reviewed is too far outside the expertise of the reviewer for the reviewer to feel comfortable reviewing.

- We found the process of focusing discussion on assignments where there was confusion or a lack of concurrence to be a productive use of time.

- The process of submitting the work electronically worked well for submitters and reviewers. Moving to electronic review of the work would facilitate data aggregation and reporting, however.

Academic and Student Affair Committee
Vice President for Student Affairs Report
October 30, 2019

New Student Week
Each year, the week prior to the start of classes is a time for first-year students to move into the residence halls and engage in activities to prepare them for their time at Western Oregon University. National speakers present on topics such as diversity, sexual assault, responsible drinking, and student success. A multitude of additional programs provide information on topics as study skills, financial literacy, how to get involved in a club or organization, etc. The week has a positive impact on students who participate.

There is some desire to modify the program and have move-in a day earlier and start classes on Wednesday of this week. We have a group of folks from academic and student affairs to examine this and determine if it makes sense to change this program.

Campus Building Tours and Campus Events Videos
This past spring, we contracted with a videographer who has been filming the interior of all the major buildings on campus for students and others to take a tour of these building virtually. We have found these to be helpful in allowing students to see our campus when they might not be able to actually visit the campus in person.

We have also been filming campus events in 3D technology. We have filmed commencement, the rock wall in campus recreation, a campus tour, a tour of Monmouth and Independence, and homecoming. We also plan to film the tree lighting.

Enrollment
4th week numbers *(available at the 10-30-19 meeting)*
Enrollment report update for Fall, 2020 *(available at the 10-30-19 meeting)*

Financial Aid and our Demographic
A recent article published by the Educational Advisory Board (EAB) noted that on average, 30% of students who file the FAFSA will be selected for verification. However, that number goes up to around 50% for students who come from low-income families. And of that 50%, 22% won't complete the process. Given our demographics, this is an area we need to pay more attention to. I have directed our Financial Aid and Admission offices to work to inform students of the process and provide information and assistance on how to complete the process successfully. It was also noted that the current White House administration has made it more difficult for students to upload all of the documents needed for the FAFSA making the completion process more difficult in general.

University Diversity and Inclusion Advisory Committee (UDIAC)
UDIAC had a retreat during the summer to plan their activities for the year. Establishing a UDIAC Strategic Plan for the University is a key goal for this group. UDIAC will also be looking at the hiring process for faculty and staff and examining ways for this process to be more inclusive and draw more faculty and staff of color to WOU.

Voter Registration and Voting (2018)
We recently received our report for the number of WOU students who were registered and voted in the 2018 election. ASWOU has a tradition of doing a phenomenal job in getting students registered to vote and actually voting in the election. This year was no different. 79.2% of our students were registered to vote as compared to 78.4% of college students nationally. 51.8% of our students voted in the 2018 election as compared to 39.1% of college students nationally. 51.8% is a 15 point increase for WOU as compared to 2014, and ranks among the highest nationally. ASWOU deserves all of the credit for this achievement.