



REGULAR MEETING OF THE WOU BOARD OF TRUSTEES

MEETING NO. 32 – APRIL 15, 2020

1:00 PM – 4:00 PM

To view the meeting: wou.edu/livestream [TypeWell Access](#)

To listen, call: 1-253-215-8782 or 1-301-715-8592 | Meeting ID: 833 666 369# #

AGENDA

I. CALL-TO-MEETING/ROLL CALL

II. CHAIR'S WELCOME

III. CONSENT AGENDA ([Appendix A](#))

- 1) [February 19, 2020 meeting minutes](#)
- 2) Proposals for new undergraduate certificate program:
 - a) [Infant Toddler](#)
 - b) [ASL Studies: Linguistics](#)
 - c) [ASL Studies: Culture](#)
 - d) [Justice / Service Learning with the Latino Community-Bilingual](#)
 - e) [Achievement in Bilingual and Biliteracy Spanish](#)
 - f) [Spanish-English Interpretation and Translation](#)
 - g) [Aging and Older Adulthood](#)
- 3) [HB 3375 Report - Diversifying the Educator Workforce](#)

IV. PUBLIC WRITTEN COMMENT

V. SHARED GOVERNANCE WRITTEN REPORTS

- 1) [Faculty Senate](#) (p. 3)
- 2) [Staff Senate](#) (p. 7)
- 3) ASWOU (No Report)

VI. [PRESIDENT'S REPORT](#) (p. 9) (Cabinet full reports in [Appendix B](#))

- 1) [COVID-19 UPDATE](#) (p. 18)

VII. BREAK



VIII. ACADEMIC & STUDENT AFFAIRS COMMITTEE (ASAC)

- 1) Committee Chair Report
- 2) Committee Recommendations for Board Action/Discussion
 - a) Proposals for new undergraduate degree program:
 - i. [Bachelor of Applied Science in Early Childhood Studies](#) (p. 36)
 - ii. [Bachelor of Science in Economics & Mathematics](#) (p. 50)

IX. EXECUTIVE GOVERNANCE & TRUSTEESHIP COMMITTEE (EGTC)

- 1) Committee Chair Report
- 2) Committee Recommendations for Board Action/Discussion
 - a) President's Annual Review
 - b) [President's FTE Reduction](#) (p. 68)

X. FINANCE & ADMINISTRATION COMMITTEE (FAC)

- 1) Committee Chair Report
- 2) Committee Recommendations for Board Action/Discussion
 - a) FY2020 Budget Update
 - i. [FY20 Management Report \(As of February 29, 2020\)](#) (p. 69)
 - b) [Tuition & Fees for 2020-21 Academic Year](#) (p. 80)

XI. FINAL ANNOUNCEMENTS

XII. ADJOURNMENT

WOU Faculty Senate (wou.edu/facultysenate) Report April 15, 2020

1. Curriculum

- Approved **37** modified undergraduate courses with minor changes
- Approved **14** new Graduate courses, **30** new undergraduate courses
- Dropped (catalog clean-up) **2** graduate, **22** undergraduate courses

2. Programs

- AB/BAS Core alignment to new General Education approved
- Applied Baccalaureate name change to Bachelor of Applied Science approved
- One modified program to offer a BAS option approved: Early Childhood Studies
- Graduate Learning Outcomes approved
- Accelerated Master's Programs approved to be offered at WOU
- Approved Bachelor of Music alignment to new General Education
- **6** New Certificates Approved: ASL Studies Culture, ASL Studies Linguistics, Infant and Toddler Studies, Spanish-English Interpreting and Translation, Bilingual and Biliteracy in Spanish, Social Justice/Service Learning with Latino Community
- Approved **51** program minor modifications (descriptions, course numbers, title)

3. Committees


- Helped fill three faculty seats on the University Cultural Competency Advisory Committee (UCCAC), as required by HB 2864
- Formed an ad hoc committee to review and update requirements for certificates at WOU

4. University

- Worked with university stakeholders to create and approve a grading policy for Spring term 2020 to allow students to take a course as Satisfactory*/No Credit in light of COVID-19 changes to course structures
- Worked with The Research Institute (TRI) to allow wide faculty input into further data analysis of the Campus Climate survey
- Helped update the Faculty Handbook for distribution
- Endorsed Academic Excellence Showcase

5. Beyond Curriculum

WOU Faculty work to help students in light of COVID-19	Who
Work to provide student/faculty resources:	
<i>Math Center goes online:</i> We are using an open student access Moodle page and Zoom to connect WOU students with the Math Center tutors for remote access to math tutoring for Spring 2020.	Laurie Burton, Mathematics/Math Center Director
<i>Self Care Cafe:</i> In each of my online courses I have an optional discussion forum or virtual "cafe" where I will post weekly self-care challenges. The first week they were encouraged to start and share a gratitude journal; additional healthy coping strategies will be shared each week.	Melissa Cunningham, Psychological Sciences
<i>How to for online assessment:</i> Created and hosted a well-received webinar on methods for assessing students online. She put it together in less than a week! https://wou.edu/provost/pedagogyseries/assessing-students-online/	Jennifer Moreno, Criminal Justice
<i>Captioning:</i> Made a video tutorial showing how to easily create and edit video captions.	Mike Baltzley, Biology
<i>Remote office hours are a success:</i> Like many faculty, I've switched to video conferencing for office hours. The students love the access and with screen sharing, we can directly review their online assignments and work.	Laurie Burton, Mathematics
<i>The WOU Food Pantry:</i> remains open to serve students and community members, and has moved to a low-contact shopping method to ensure the safety of its customers. Josh Salsbury, Class of 2021, is working under my advisement to design an online inventory management and customer ordering system for the Food Pantry for his Honors Thesis; the necessity of such a system has become very clear in the last month.	Leanne Merrill, Mathematics
Work for courses:	
<i>Zoom Breakout Rooms:</i> Using Zoom Breakout Rooms I will be assigning lab partners, which allows the students to work in pairs to write their computer programs. It also allows me to join their group to answer questions and grade their programs.	Allison Omlid, Computer Science
<i>Student Teaching:</i> Moved multiple credits of full-time student teaching practicum for over 200 teacher candidates, that was traditionally classroom based (in over 200 Oregon K12 classrooms), to an online practicum experience to replace full time student teaching for all of our students who were to graduate this Spring to meet all requirements. WOU teacher candidates will be able to support K12 classroom teachers working with students in distant / remote environments as well.	Melanie Landon-Hayes & Marie LeJeune, Division of Education and Leadership

<p><i>Print studio in a box:</i> I spent spring break scavenging, assembling, and packing mini 'printmaking studios' to ship to each student in class so they can print at home (along with my video demonstrations) instead of using the WOU printmaking studio.</p> 	<p>Rebecca McCannel, Art</p>
<p><i>Teaching Dance Classes Remotely:</i> The dance faculty are pushing furniture aside in their dining rooms, living rooms and bedrooms in order to make room in their homes to teach dance classes remotely. The blending of our academic and residential lives is necessary as we attempt to maintain community and continue to engage student learning with full-bodied experiences from remote locations.</p>	<p>Tim Cowart, Dance Program Coordinator, Department of Theater and Dance</p>
<p><i>Quality & Flexibility:</i> To provide students a high-quality learning experience, I am providing both recorded lectures and weekly, synchronous class meetings. This combination will allow students the flexibility to continue learning while balancing new responsibilities and demands while also getting the support and connection with peers and faculty that they value in a WOU education.</p>	<p>Alicia Ibaraki, Psychological Sciences</p>
<p><i>Teaching English as a Foreign Language:</i> I planned for the handful of TEFL students who absolutely need their practicum this term. Our partner ESOL programs at CCC, ELCI, and INTO-OSU are running remote synchronous English language courses that our WOU TEFL students will join to observe and then design and teach remote lessons as well as do remote one-on-one tutoring.</p>	<p>Rob Troyer, Department of English, Writing, & Linguistics</p>
<p><i>Lecture demonstrations now on video:</i> I've created a mini video studio in my basement and have been recording videos of all the demonstrations I regularly do in my physics lectures and labs. Links to my Youtube channel are posted in the class Moodle. Here's the latest one https://www.youtube.com/watch?v=WtiZ7aQpuBA&t=134s</p>	<p>Bill Schoenfeld, Earth & Physical Sciences</p>

Work to be available and provide mental health:	
<p><i>Being max available:</i> I've had my office phone forwarded home, and sent that information, along with my email, to all my students, telling them they can be in touch any time about any concern. I've heard from several, one with family issues, one with fears for her own safety, and several needing assurances that this isn't the end of the world--not even the world as we know it.</p>	<p>Marjory Lange, English/Humanities</p>
<p><i>Teaching with Compassion:</i> I plan to simply engage every student in my courses with a greater degree of compassion during this unsettling time. In every post, email, and discussion I will pay more attention to being compassionate, caring, and human; we are in this crisis together.</p>	<p>Gregory Willeford, Criminal Justice</p>
<p><i>Tips for success in online classes:</i> I recorded a 10-minute video with tips for success in online courses that also gives them the opportunity to see me and (hopefully) experience a more personal connection to their professor and the university. I created a discussion board in each class and asked students to share their own experiences about what has worked, or not, for them in past online classes, which has already generated great suggestions and connections between students!</p>	<p>Sara Budge, Psychology Department</p>
<p><i>Virtual Choirs:</i> The WOU Choirs will be working on remote recording projects, recording their parts to contribute to a full ensemble recording of a variety of repertoire that will be presented in a public "concert" release at the end of the term. They will be using online, free, cloud-based technology allowing them the opportunity to contribute their voices to a full ensemble sound and public "concert" at the end of the term.</p>	<p>James Reddan, Department of Music/Choirs</p>

Western Oregon University Board of Trustees Staff Senate Report - April 15, 2020

Recognition and Value

WOU Strategic Plan 2017-2023 Forward Together, item 6.3 under section V. Sustainability & Stewardship states “Implement process improvements to improve satisfaction and productivity of faculty and staff.”

- The findings in the “Great Colleges to Work For” survey were similar to the results of an internal Staff Senate survey we sent to classified and unclassified staff in late October 2019.

Staff Senate Goals for 2019-2020

Based on the data from those surveys, we have continued to focus on these goals:

- Internal communication of information
 - Communication remains an issue that affects students.
 - When deadlines, processes or forms change but are not communicated to faculty and staff that work outside the department that initiated the change, they provide students inaccurate information, which can affect their course registration, their financial aid or account balances, and their level of satisfaction with WOU.
 - With support from Faculty Senate, Staff Senate proposes an inward-facing webpage or portal channel that provides important changes to procedures, forms, deadlines, and internal restructuring that affect faculty and staff and, most importantly, their interactions with students.
 - Realizing the current status and limited resources, Staff Senate is looking for creative cost effective solutions to bolster WOU Internal communications in the mean time.
- Professional development and mandatory training
 - Staff Senate approved and sent an endorsement in support of a learning management system budget proposal from Human Resources to provide annual compliance training, essential training that Staff Senate has recommended, and professional development opportunities. This system will administer, document, track, report, create and deliver prepared training programs geared toward higher education needs. This budget proposal has made it to Phase 2 of the budget process.
- Employee evaluations
 - Report from HR on 02/28/20 showed a 48% completion rate for Classified staff in the Month of February, and a 39% completion rate for Unclassified staff in the month of January.

- After meeting with Julie McMurry and Heather Mercer in HR, Looking to provide a quarterly report of overdue appraisals to supervisors of supervisors.
- Staff Senate has committed to continue to emphasize the need for annual evaluations for all staff that foster professional growth and job satisfaction as a way of increasing staff retention and morale.

Sub Committees

- Staff Connections Committee has created a quarterly staff newsletter highlighting campus departments and staff; coordinated a building tour of APSC; and both on- and off-campus events, including the 2nd Wine Down Wednesday event and bowling. Due to COVID-19, all in-person events are being postponed, and the committee is thinking of ways to connect staff virtually.
- Student Support Committee will be increasing fundraising efforts to raise the amount of money for annual Staff scholarships for WOU students.



Board of Trustees, April 15, 2020

President's Report

1. **STUDENT SUCCESS:** promote student success, learning and graduation through personalized support in a student-centered education community.

- Retention improves by more than a 5 percentage points
- Nudges – WOU has had tremendous success with registration nudges organized by Niki Weight, Director of Student Success and Advising.
 - The nudges are spaced out and come from different people and include information about registration holds. For example, during the Fall 2019 registration for Winter 2020 courses, 19% of students were not registered after registration week, but after all of the nudges that went down to less than 8%.
- Removing advising holds after finals week, when it can be difficult to meet with an advisor. This is done with a high level of support from Student Success and Advising so students are able to still get high quality advising.
- Students with registration holds are now emailed information about how to remove those holds and who to contact to get them removed. WOU has removed holds for students with larger past due amounts.
- First Year Seminars associated with our new General Education Program have been designed to help students be successful and become a part of our campus community.
- Online General Education pathway is actively being developed (we will have three lab science courses being developed for online delivery, beginning as soon as Summer 2020).
- We are increasing our capacity to support online, hybrid and technology-enhanced course development by rebuilding Academic Innovation. We have hired a director and actively searching for additional instructional designers.
- WOU:Salem is serving new markets, including the working adult and people with some college but no degree. The hybrid formats with evening courses was

Office of the President

designed to be accessible for non-traditional students. Enrollment: Winter: 93; Spring: 169 (plus 7 on a waitlist)

- Willamette Promise outreach and donor funded scholarships are providing access and support to more prospective students.
- Transfer Student Orientation and Registration (TSOAR) provides targeted advising for transfer students (note: this will be done virtually during Spring 2020)
 - [4-year plans are published online](#) and have quickly become a widely used tool
 - Engaging Oregon major transfer maps and articulation processes has further the ease with which community college students can transfer into WOU.
 - Transfer Evaluation Software is making it easier to articulate courses and keep our articulations updated. We also now have a better public facing site.
- [Concordia University](#): WOU created a dedicated team to support Concordia students with WOU employees from areas including Graduate Programs, Admissions, Academic Advising, Financial Aid, Housing and more. Any current undergraduate or graduate Concordia student who can show current attendance and any student admitted for fall 2020 who can provide a Concordia acceptance letter will be automatically admitted to WOU after completing the application; the application fee will be waived.
- Athletics:
 - On March 16, 2020 the CEO Board of the Great Northwest Athletic Conference announced that it is canceling all athletic competition, including conference championships, for the remainder of the 2019-20 academic year. Last week, the Board announced an indefinite suspension of spring conference competitions and GNAC championship events.
 - The unanimous decision, reached in consultation with the conference's 11-member institutions, was made to protect the health and safety of student-athletes, coaches, staff members and fans while working to minimize the risk of transmission of the COVID-19 virus. The cancellation includes competitions in both championship and non-championship segments. The GNAC decision aligns with that of the NCAA, which has canceled all spring championships.

- In addition to the cancellation of all remaining competitions, the conference is suspending all countable athletically related activities (CARA) through June 30.

2. ACADEMIC EXCELLENCE: promote academic excellence in an engaged student-focused learning environment.

- Faculty Senate approved an Accelerated Undergraduate Master Pathway program (AUMP). Qualified WOU undergraduates that wish to pursue a graduate program at WOU immediately after completing their undergraduate degree will be able to utilize up to 15 credits of graduate courses towards their undergraduate and graduate degree. The undergraduate program must opt into the AUMP program and accept the graduate credits as counting toward the undergraduate degree.
- An example of how this would work was presented to the Faculty Senate: Undergraduates in the Applied Baccalaureate Program (next year it will be named Applied Bachelor of Sciences) in Liberal Studies can take up to 12 credit hours of upper-division free electives. Those free electives could be graduate credits in the Master of Arts in Organizational Leadership. This would save the students in tuition as they will pay the undergraduate rate for those graduate credits and it will incentivize students to attend WOU graduate programs.
- Dr. David Foster and Amy Clark worked closely with the Graduate Committee to help create this innovative program. [Click here to see more information.](#)
- **Life in the Balance**

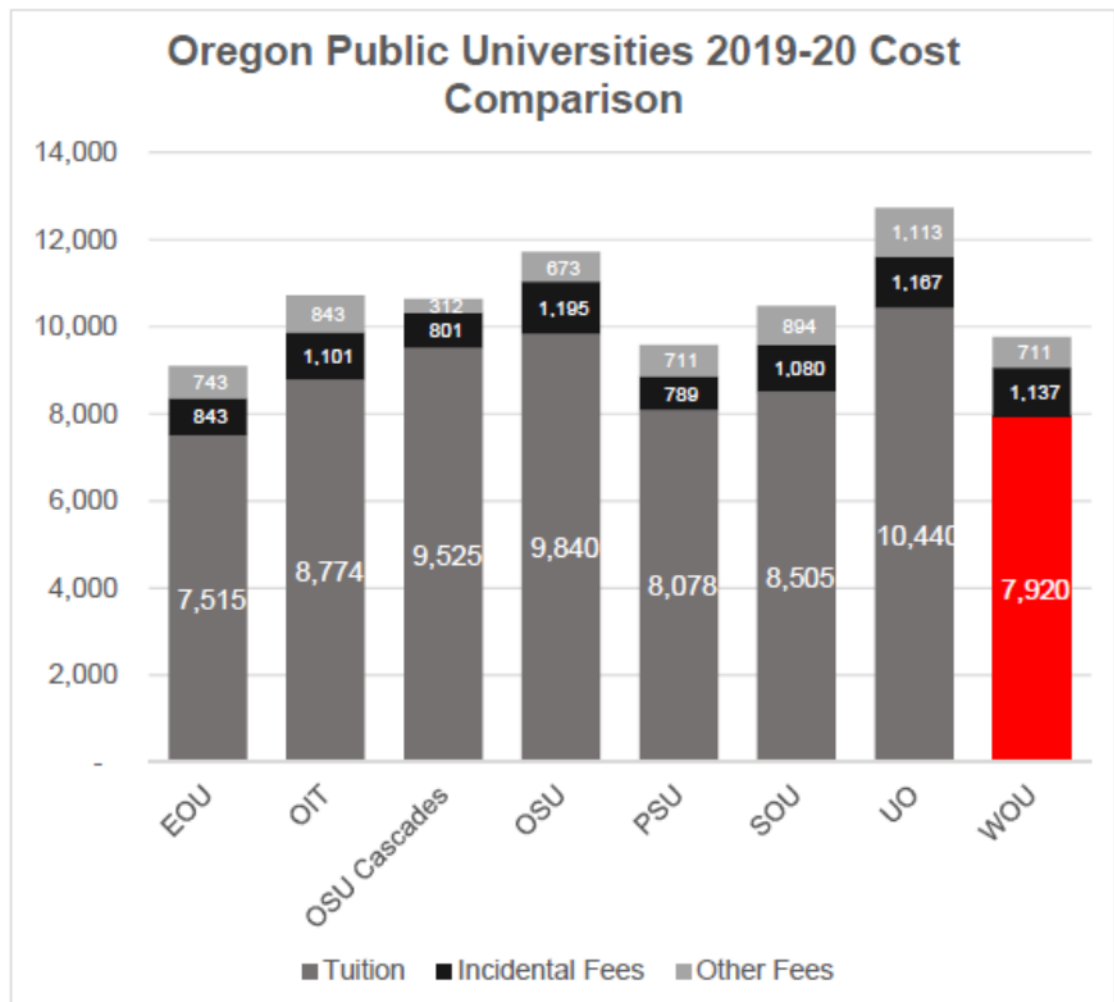
Winter 2020 Team GPA's			
Men	GPA	Women	GPA
Baseball	2.91	Basketball	3.50
Basketball	2.88	Soccer	3.54
Football	2.80	Softball	3.30
Track	3.00	Track	3.50
		Volleyball	3.48
Men Average	2.90	Women Average	3.48
Overall	3.20		

- 3. COMMUNITY ENGAGEMENT:** create meaningful opportunities for lasting partnerships with local communities and regional and global organizations
- Launched Today.WOU.edu
 - Increase in number of Instagram followers since July 1: 1,271 (33%)
 - Increase in number of Facebook followers since July 1: 1,266; 20,743 followers between Instagram, Facebook and Twitter
 - Most engaging Facebook post during winter term: A video giving a tour of WOU's ASL programs. It reached 59,095 accounts and 7.3% of those accounts engaged with the video
 - Most engaging Instagram post during winter term: Sharing a graphic from the Residence Hall Association that addressed the importance of students being able to stay in the residence halls and have access to food/shelter during the COVID-19 crisis. It reached 3,376 accounts and 15.23% of those accounts engaged with the post
 - Most engaging Twitter post during winter term: Sharing that a WOU student tested positive for COVID-19. It reached 6,263 accounts and 21.7% of those accounts engaged with the tweet
 - Career mentoring program was revamped with the help of a CiP intern. The intern connected with the current mentors and revised the master list, recruited students as mentees and partnered the mentors with the mentees. We now have more than 60 student/alumni mentor/mentee matches
 - Art & Wine Walk, featuring the collections of the late Fred Maurice:
 - Successful event held on March 11 at six locations – 3 on campus, 3 off campus
 - More than 150 attendees and sold more than \$6,000 worth of art
 - Brought the community and university together in a unique way that was applauded by several alumni/donors
- 4. ACCOUNTABILITY:** promote teamwork and transparency in budgeting, decision-making and the stewardship of resources.
- Accounting and Business Services developed business continuity plan in response to coronavirus outbreak.
 - Convened procurement card workgroup in response to internal audit accepted by the Board on February 19, 2020.

- University Budget Advisory Committee (UBAC) requested proposals for new initiatives and efficiencies. Thirty-six proposals were received this year for phase one. Based on recommendations from the Committee and Cabinet, eight proposal were identified for full development. These proposals are now on hold pending further budget considerations.
- Board Chair, President, Board Secretary and shared governance groups finalized candidates for upcoming vacancies on the WOU Board of Trustees.
- Board Secretary Devised new template for the President's upcoming performance evaluation, consistent with the [Board Statement on the Performance Evaluation of the University President](#).
- Worked with the Oregon Council of Presidents (OCOP) and the Higher Education Coordinating Commission (HECC) on data and information requests to help respond to, and manage, the COVID-19 pandemic
- Legal work:
 - Reviewed and incorporated COVID-19 communiques and advice from the Public University Risk Management and Insurance Trust (PURMIT) to University action
 - Continued substantial work with University contracting, including but not limited to wholesale revision of the University's procurement code and step-by-step guide on how units and departments may request and track contracts online/electronically
 - Worked with the President and Intercollegiate Athletics on Title IX compliance requirements
- Labor relations:
 - Significant work on University investigations, grievances, and complaint hearings, including but not limited to work under both the SEIU and WOUFT collective bargaining agreements
 - Reached agreement with the Service Employees International Union (SEIU) on a COVID-19 letter of agreement.

5. SUSTAINABILITY & STEWARDSHIP: promote effective university stewardship of educational, environmental, financial, human and technological resources.

- **University Diversity and Inclusion Advisory Committee (UDIAC):** UDIAC continues to work on the development of a Diversity Strategic Plan. The goal is to have a plan ready for review by the end of this academic year. This group continues to meet every few weeks to work on this plan.
- Goal on becoming the **most affordable public university in Oregon.**



- Course fees are associated with some of our courses that have “consumable” materials that are purchased for the students to use. Common examples include materials used in labs or art courses or a limited duration software license that gives students access to that software. Given that Spring 2020 courses will be delivered remotely, all course fees were reviewed to

Office of the President

- determine viability/need in a remote/online format. This effort identified over 200 courses where course fees were not needed in spring term. For comparison, course fees collected in Spring 2019 totaled **\$145,038**.
- The **WOU Textbook Affordability Steering Committee** selected faculty applications to adopt, adapt or create Open Education Resources (OER) for their courses.
 - Adopt—Stipend \$1000
 - Adopt an existing OER with little revision to the content.
 - Adapt—Stipend \$2000
 - Adapt existing OER with major revisions, or develop custom course content from multiple OER and/or original open content in order to support learning objectives not met by existing open resources.
 - Create—Stipend \$4000
 - Create a substantially new OER where it is possible to demonstrate that quality resources are not currently available to meet learning objectives.
 - Construction on the WOU [Welcome Center](#) is in process. The food pantry, mailroom services, and the print shop have moved to the Welcome Center (previously the Oregon Military Academy). The plan is for admissions, Financial Aid, and the Alumni office to also be housed at the Welcome Center.
 - Public Safety Director, Rebecca Chiles, is Co-leading the COVID-19 response with Director of the Student Health & Counseling Center, Beth Scroggins. They have communicated with many groups and teams and hosted a large community partner meeting.
 - University Computing Solutions (UCS) continues to make cyber-security improvements; digital modernizing of computer systems; and support the University Technology Advisory Committee.
 - Biggest and most successful **Giving Day** yet. The day included multiple matches with many partners that produced a record setting year of **\$158,416**
 - Received: \$112,052; Additional Pledges: \$46,364
 - 545 gifts from 460 donors
 - \$245.41 average gift
 - 114 first time gifts

- Gifts from 48 of 50 states plus Washington DC, 2 countries, 1 US Territory
- 13 total challenges and matches
- **Development – Gifts through March 31, 2020:**
 - Overall committed: \$2,528,377 (includes pledges, increase of \$277,029)
 - Overall received: \$2,366,873 (increase of \$207,882)

6. Fall 2020 Enrollment Update

- Applications and Admitted students are tracking ahead of previous years at this point.
 - Overall, Applications are up 547 compared to last year and up 272 from two years ago.
 - Admitted students are also running ahead of last year by 148 and are down by 30 from two years ago where we had a larger freshmen class.
- As we continue our efforts to become a Hispanic Serving Institution (HSI), our Latinx admitted student numbers are 37 students higher than this time last year. An increase year-to-year of 5.3%.
- Asian/Pacific Islander numbers are also up by 27 from this time last year. An increase of 14%
- Housing currently is tracking slightly down. We have 488 students who have applied for housing as compared to 504 at this time last year.
- Our admissions staff continue to nudge students to apply and complete admission applications. We continue to monitor the intersection of students who are admitted, complete a FAFSA, tell us they intend to enroll, apply for housing, and completed our scholarship application, and follow up with students accordingly to complete the next step.
- As you might suspect, with the COVID 19 outbreak, our admissions operation has changed drastically. We continue to send emails and texts to prospective students, but our in-person events have been cancelled in lieu of virtual activities. Admission staff are conducting more web-based interactions such as Facebook Live and Google Hangout to communicate with students and make presentations. Our Transfer Student Orientation Program will also be conducted virtually. Staff are currently working on the format for this event. In all likelihood, all of our summer programs will be conducted virtually.

Financial Aid

- Scholarship application closed on March 1. We had 2,039 students complete the application this year as compared to 1,949 last year. Staff have spent the better part of March evaluating applications and will start making awards the first part of April.

7. Outreach

- What's New at WOU, Dallas Rotary, February 18
- What's New at WOU, Portland, February 21
- Budget Town Halls, February 24 and 25
- Salem First Citizen Awards, March 7
- WOU Foundation Board meeting, March 7
- COVID-19

COVID-19

April 15, 2020

Dr. Rex Fuller, President



Western Oregon
UNIVERSITY



Mission and Strategic Plan

Western Oregon University creates lasting opportunities for **student success** through **transformative education** and **personalized support**.

Student Success; Academic Excellence; Community Engagement; Accountability; Sustainability & Stewardship



COVID-19 and Executive Order 20-09

March 19, 2020

- Oregonians are depending on colleges and universities **to remain operational to the greatest extent possible** consistent with protecting public health, including thousands of students who expect to graduate in Spring 2020.
- Oregon colleges and universities can maintain academic continuity for many students by conducting courses through **remote and online learning**.
- Many Oregon colleges and universities provide **essential housing, food, health care, and related services for students** who have no other way to access those services, including international students and foster youth.



COVID-19 and Executive Order 20-09

March 19, 2020

- 2. Pursuant to my emergency powers under ORS 433.441(3)(a) and (d), ORS 401.175(1), and ORS 401.188(2) and (3), **it is ordered that colleges and universities shall be prohibited from conducting in-person classroom, laboratory, and other instruction** from March 21, 2020, through April 28, 2020 ("effective period"), unless that period is extended or terminated earlier by the Governor.
- 4. During the effective period, colleges and **universities shall limit on-campus operations only to critical functions and shall employ social distancing measures, consistent with guidance from the Oregon Health Authority, for all on-campus employees and residents.** Critical functions may include, but are not limited to, the operation of dormitories, dining services, general administrative services, safety programs, childcare centers, research, medical facilities, and other activities critical to emergency response and resiliency efforts.



COVID-19 and Executive Order 20-12

March 23, 2020

- On March 12, 2020, I **prohibited gatherings of 250 or more people**, and announced a statewide closure of Oregon K-12 schools from March 16, 2020, through March 31, 2020.
- On March 17, 2020, I **prohibited gatherings of 25 or more people**, banned on-site consumption of food and drink at food establishments statewide, and extending school closures until April 28, 2020. I also encouraged all businesses not subject to the prohibitions to implement social distancing protocols.
- On March 19, 2020, I **suspended in-person instructional activities at higher education institutions** through April 28, 2020.



COVID-19 and Executive Order 20-12

- Pursuant to ORS 433.441(3)(a), (b), (d) and (f), ORS 401.168(1), and ORS 401.188(1) to (3), and effective March 25, 2020, all businesses and nonprofit entities with offices in Oregon shall facilitate telework and work-at home by employees, to the maximum extent possible. Work in offices is prohibited whenever telework and work-at-home options are available, in light of position duties, availability of teleworking equipment, and network adequacy.
- 12. Pursuant to ORS 433.441(3)(a), (b), (d) and (f), ORS 401.168(1), and ORS 401.188(1) to (3), and effective March 25, 2020, all state executive branch offices and buildings, to the maximum extent possible, shall close to the public and provide public services by phone and online during regular business hours. To the extent that closure is not feasible, in-person interactions between staff and the public should be by appointment, whenever possible. When public services require in-person interactions, social distancing measures must be established, implemented, and enforced, to the maximum extent possible.



COVID-19 Response

- Our COVID-19 core team: Lisa Catto (MarCom), Rebecca Chiles (Emergency Planning), Tina Fuchs (Dining and Housing) , Hilary Holman-Kidd (Academic Affairs), Jennifer King (Health Center), Malissa Larson (Student Affairs), and Beth Scroggins (Health Center).
- Expanded group: Cabinet, Deans, Dave McDonald (External Relations/Leg Affairs) , Judy Vanderburg (HR), Marion Barnes (MarCom) , Michael Smith (Facilities) , Carson Campbell (Legal/Labor Relations)
- Work guided by Oregon Health Authority, World Health Organization, and WOU's plan:

The Infectious Disease Annex describes departmental and individual actions, roles and decisions that may be required to reduce, control and respond to the effects of an illness on the students, staff and operations of WOU. The plan has been developed for an influenza pandemic but may be modified and implemented for other contagious infectious disease events such as measles or large-scale food poisoning. (see, https://wou.edu/ucs/php/WOU_EOC.pdf, pp:49-59)



Key Communications and Decisions

- Created website: wou.edu/coronavirus
 - CDC travel advisories: WOU is not approving travel for university business in China, Hong Kong, Iran, Italy, Japan, Singapore, South Korea, Taiwan and Thailand.
 - Until further notice, WOU-funded travel to international destinations that the CDC has deemed a level 2 or higher on the travel health notice is banned. See the most up-to-date list of these countries on the [CDC website](#). At this time, WOU-funded domestic travel is currently permissible on a case-by-case basis; however, travelers should monitor conditions in the travel destination carefully before departure.
- March 12: WOU will **not sponsor or host** any gatherings with more than 250 people.
 - This restriction is effective until April 8 and will be reevaluated prior to that date.
- Limit all non-essential meetings of twenty (20) or more individuals, including after-work functions.
- Non-essential WOU-sponsored travel is suspended.
- Employees will be permitted to work remotely, where feasible, and with approval from their supervisor. (see [here](#))



Message to students—March 14

- I know this past week has been stressful beyond measure. Between the normal stress of the end of an academic term and the added stress of the COVID-19 outbreak in the Northwest, your days have been filled with extraordinary challenges. The university has done its best to adapt to this changing landscape and under our winter quarter final exam guidelines, **you will not have face-to-face exams.**
- As president, I want to extend my best to you for continued success in both your academic and personal lives. Your journey is supported by caring faculty and staff who are invested in your ultimate success in all respects. With the steps we have taken, it is my hope that you can direct your energy to a strong finish to winter term. In short, give it your best, take needed breaks, and know that you have a pack of Wolves supporting you!
- We will keep you updated as necessary through the coming days and weeks and will continue to prioritize your health and well-being. We look forward to welcoming you back to your studies in the spring quarter, and we wish you all the best as we work together through our current challenges.



Academic Response

Winter term

- Winter term finals remote/online.
- All finals will be delivered remotely.

Classes in Spring

- Spring term begins Wednesday, April 1.
- All classes will be delivered remotely. You'll hear from your faculty by April 1 with information about how your courses will be delivered.
- The Registrar's office recently introduced an online-only add/drop process (learn more [here](#)). The standard deadlines apply for spring term add/drop.

Tuition & Fees

- Tuition is charged based on original mode of delivery.
- Course fees were returned in approximately 250 courses.



Remote/Online course conversion

Adjustment made	Number of courses	Percent of courses
Course was already online	139	10.21%
Change to online delivery	693	50.88%
Virtual class meetings	176	12.93%
Virtual class meetings + hybrid	175	12.85%
Internships/Other delivery with partners	119	8.74%
Cancel course	28	2.06%
Decision pending	32	2.35%
Total	1362	100.00%



Academic Affairs

- Academic Affairs created an [Instructional Resiliency Website](#) for faculty and one to [help students navigate remote and online courses](#).
- Academic Affairs had 200 computers and tablets to check out to students and acquired 145 hotspots for students who needed more reliable internet access.
- Zoom licenses are available to all faculty and staff who need them. Zoom, WebEx, and Google Meet have the ability to record sessions.
 - Faculty are encouraged to record synchronous or live activities in order to better serve students who might have health challenges, child care responsibilities or other barriers to being online at a certain time.
- Expanded Academic Innovation capacity to better serve faculty who are shifting to remote and online course delivery.



Academic Affairs – Registrar

- In keeping with the university's efforts to help control the spread of COVID-19 we are instituting entirely **paperless registration effective Monday, March 16th** for spring term 2020 registration and beyond.
 - You will no longer use add/drop forms to add, drop or withdraw from courses. This will support social distancing by negating the need for you to meet with instructors or come to the Office of the Registrar for registration processes.
 - You may email your instructor a request for an override. Please provide the instructor with detailed information including your name, V#, the CRN of the course, and a detailed description (or picture) of the registration error you are encountering. The override and registration process are entirely online.
- WOU will be offering a **new grading option for the Spring 2020: Satisfactory/No Credit (S*/NC)**. Any student in a course graded A-F can voluntarily opt-in to choose this grading method up until May 15 (Friday of Week 7) simply by using Wolf Web in their Portal. Students who select this option will see either an S* or an NC recorded on their final transcript for that course.



Housing

- **Spring Break:** Campus residence halls will remain open during **spring break**, with the standard fee waived, reducing the need for students to travel home if they are unable to or uncomfortable with traveling at this time.
- **Spring term:** If you plan to stay in the residence halls, University Housing will consolidate all residents to a central location on April 13 and 14.
 - You will be housed in Arbor Park for the remainder of the term. The rate is \$2,156 plus you must choose a meal plan. You must complete the [Spring Term Housing Reservation Form](#) by March 25 to indicate your plans to remain living on campus for the rest of spring term.
 - If you'd like to move out of the residence halls, please complete the [University Housing Check Out Form](#) by March 25 to avoid spring term charges. You may move out between now and 5 p.m. on April 5.
- No student will be charged for spring term if they leave housing by April 5 and follow the check-out process. Instructions for Express check out can be found [here](#).
- More housing FAQs can be found on the [University Housing website](#).



Facilities and Student Affairs

- Starting March 24, most campus buildings will be locked and accessible by fob only.
- Facilities Services disinfect all entrance door handles daily.
 - The department will be monitoring building traffic to deploy resources for cleaning bathrooms and other building areas with the goal of disinfecting most heavily in areas that must be used.
- Because the Peter Courtney Health and Wellness Center (HWC) is closed, online fitness courses are available to students. The staff is also setting up eSports.
- The Student Health and Counseling Center (SHCC) will remain open and has established remote appointments. It also is the site of in-person COVID-19 testing for students.
- Wolf Ride will remain in operation on a single-person-ride basis.
- Student Engagement is planning a slate of online events to keep students engaged with their WOU community and campus.



ASWOU and Incidental Fees

- ASWOU made the decision to continue to collect the Incidental Fee for Spring term.
 - it was important to try and keep students employed and provide as much service as possible to students.
- Campus Recreation has made Fitness on Demand available remotely to students so they can continue to have access to workout videos.
 - Started E-Sports and will continue to expand program offerings in that area.
- Student Engagement and other offices are looking at how we provide programming to students in a virtual basis.
 - Encouraging student organizations and groups to continue meeting virtually and engaging their groups. Our intent is to keep students engaged and maintaining community among members.
- Student Health and Counseling Center is open and seeing students in person on a limited basis.
 - SHCC is also offering tele-counseling and tele-health appointments.



Commencement

- After deep deliberation, **the university has decided to present the 163rd Commencement Ceremony as a virtual event, allowing us to celebrate this important milestone and provide recognition of our students' hard work and perseverance.**
- The virtual ceremony will take place at the originally scheduled Commencement time of 10 a.m. June 13.
- The web-based ceremony will still include addresses from President Fuller and our outstanding student honorees; in addition, customized information about participating grads will be viewable on demand by all “attendees.” In advance of the ceremony, **each graduate will receive by mail a commencement program book, a mortarboard (graduation cap), tassel and diploma cover.** Diplomas will be mailed to graduates during the summer.



Questions ?



WOU Board of Trustees, Proposal for a new degree program: Bachelor of Applied Science in Early Childhood Studies (BAS-ECS)

The Bachelor of Applied Science in Early Childhood Studies (BAS-ECS) is a proposed new pathway within our current Early Childhood Studies (ECS) program that serves students who hold an Associate of Applied Science degree in Early Childhood or a closely related field. The Early Childhood Studies program prepares skilled and reflective early childhood practitioners who can effectively respond to the unique learning needs of diverse young children and their families. Grounded in the principles of educational equity and inclusion, social justice, reflective practice, and the development of diverse leaders in the field of early childhood, the program facilitates the learning and development of our early childhood practitioners who, in turn, will successfully affect the learning and development of diverse young children from birth to 8 years.

This pathway is designed for those students who are working in the field of early childhood and who want to advance their degree. These students are currently working in early childhood programs such as Head Start/Early Head Start, Relief Nurseries, Baby/Preschool Promise, public and private preschool, family child care, or as instructional aides in other settings. These students tend to be non-traditional, diverse, from underserved populations, and may be English Language Learners.

The proposal is brought to the Board of Trustees because the new pathway is a different degree type (BAS) from the current pathway (BS). The purpose of the proposed program is to create a pathway for students with the AAS degree in early childhood or closely related field to complete a four-year degree in a timely fashion. This Bachelor of Applied Science degree is specifically designed for students who have an Associate of Applied Science (AAS) in early childhood or a closely related field. The career/technical-related Associate's degree (AAS) has traditionally been treated as a terminal degree; the emergence of applied baccalaureates (i.e., the Bachelor of Applied Science) has created a path for AAS degrees to feed seamlessly into 4-year degrees at WOU. This pathway is NOT for students who have completed an Associates of Arts Transfer (AAOT) degree or who are a traditional student moving through a university program.

The BAS-ECS pathway addresses the growing needs of creating portable and stackable early childhood educational pathways for a non-traditional and diverse student body. Miriam Calderon, Executive Director of the Oregon Early Learning Division (ELD) at the Oregon Department of Education shared an *Early Childhood Professional Learning Plan* as part of the Student Success Act in a Legislative Report dated January 15, 2020. In that report, Calderon shared that the ELD must support the workforce, which includes, "ensuring staff are knowledgeable and skilled to create environments children need through degrees, credentials, and ongoing professional learning" (p. 4). She goes on to report that only 36% of the workforce in child care centers and preschool programs have a

bachelor's degree. Finally, this report shares a framework for Oregon's Professional Learning Investment that includes, "accessible, culturally and linguistically-responsive credential and degree programs to prepare educators to work with young children" (p. 10). The BAS-ECS program proposal is a direct response to these needs identified by the state of Oregon.

The proposed BAS in Early Childhood Studies received Faculty Senate Approval on February 25, 2020 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, the NWCCU will be notified of this change.

COMMITTEE RECOMMENDATION:

The WOU Academic and Student Affairs Committee recommends that the Western Oregon University Board of Trustees approve the introduction of the proposed BAS in Early Childhood Studies as included in the docket material.



Proposal for a New Academic Program

Institution: Western Oregon University

College/School: College of Education

Department/Program Name: Education & Leadership

Degree and Program Title: Bachelor of Applied Science (BAS) in Early Childhood Studies (non-licensure)

1. Program Description

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

CIP Code 13.1210

Title: Early Childhood Education and Teaching

A program that prepares individuals to teach students ranging in age from infancy through eight years (grade three), depending on the school system or state regulations. Includes preparation to teach all relevant subject matter.

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

The Bachelor of Applied Science in Early Childhood Studies (BAS-ECS) is a proposed new pathway within our current Early Childhood Studies (ECS) program that complements our existing Early Childhood Studies B.S. pathway.

The Early Childhood Studies program prepares skilled and reflective early childhood practitioners who can effectively respond to the unique learning needs of diverse young children and their families. The Early Childhood Studies program is grounded in the principles of educational equity and inclusion, social justice, reflective practice, and the development of diverse leaders in the field of early childhood. We are committed to facilitating the learning and development of our early childhood practitioners who, in turn, will successfully affect the learning and development of diverse young children from birth to 8 years.

The BAS-ECS pathway is specifically designed for students who have an Associates of Applied Science (AAS) in early childhood or a closely related field. In addition, this pathway is designed for those students who are working in the field of early childhood and who want to advance their degree. These students are currently working in early childhood programs such as Head Start/Early Head Start, Relief Nurseries, Baby/Preschool Promise, public and

private preschool, family child care, or as instructional aides in other settings. These students tend to be non-traditional, diverse, from underserved populations, and may be English Language Learners.

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

This is a 90-credit degree completion program.

Core Courses

- ED 220 Introduction to Early Childhood Education **Credits: 3**
- ED 231 Typical & Atypical Development **Credits: 3**
- ED 232 Health & Safety Practices for the Early Childhood Environment (birth-4th grade) **Credits: 3**
- ED 235 Literature for the Young Child **Credits: 3**
- ED 250 Inclusive Practices in Early Childhood Settings (birth-4th grade) **Credits: 3**
- ED 283 Introduction to Observation and Assessment in Early Childhood **Credits: 3**
- ED 322 Early Childhood Motor Development and Movement Education **Credits: 3**
- ED 324 Creative Arts in Early Childhood Settings (birth-4th grade) **Credits: 3**
- ED 343 Purposes of Play in Learning **Credits: 3**
- ED 345 Designing Early Childhood Environments (birth-4th grade) **Credits: 3**
- ED 348 Developmentally Appropriate Practices: EC Play, Development and Literature **Credits: 3**
- ED 350 Emergent Literacy **Credits: 3**
- ED 354 ECE Numeracy & Mathematics **Credits: 3**
- ED 368 Science & Social Studies in Early Childhood Settings (birth-4th grade) **Credits: 3**
- ED 380 Infant and Toddler Development **Credits: 3**
- ED 383 Introduction and Overview to Infant Mental Health **Credits: 3**
- ED 385 Infant Toddler Observation and Assessment **Credits: 3**
- ED 419 Poverty, Young Children and their Families **Credits: 3**
- ED 450 Methods for Classroom Management **Credits: 3**
- ED 466 Technology in Inclusive Early Childhood Environments **Credits: 3**
- ED 472 Trauma Informed Practices in Early Childhood Education **Credits: 3**
- ED 409 Early Childhood Practicum **Credits: 6**
- ED 427 Professional Development: Early Childhood Studies Capstone **Credits: 3**

Elective Credits: 18

Working closely with their advisor, students will choose electives that support their career path and count towards their major. This may include courses that complete the B.A.S. General Education core.

Total Credits: 90

- 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 program will be delivered so as to maximize accessibility for the target students: Online and hybrid courses, evening and weekend delivery, with the intention to deliver at the Salem location when enrollments allow.

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

The Division of Education and Leadership's Early Childhood Studies program faculty (five full-time) will take on the primary role of delivering the Infant Toddler Certificate. These courses are already included in our degree program, and our faculty are already teaching many of them. All three of our Early Childhood tenure-line faculty have experience with teaching infant/toddler coursework, and two, Drs Emerson and Ryan, have expertise in this particular area.

Dr. Ya-Fang Cheng, Assistant Professor of Early Childhood/Elementary

Dr. Ya-Fang Cheng is an Assistant Professor of Early Childhood/Elementary and received her doctoral degree in Curriculum Instruction with a focus on early childhood education and early literacy. Her dissertation focused on *Early Childhood Educators' Beliefs and Classroom Implementation of Literacy Learning Standards*. Dr. is a new faculty member at WOU, and has taken on roles that include teaching coursework, supervising students in their clinical placements, and working with our international cohort of students.

Dr. Andrea Emerson, Assistant Professor of Early Childhood

Dr. Andrea Emerson is an Assistant Professor of Early Childhood. Dr. Emerson received her Ph.D. in Curriculum and Instruction with a focus on Early Childhood education from Clemson University. She has taught a number of different courses, her specialty areas focus on play, infant/toddlers, and working with families. Dr. Emerson has supervised students in their clinical placement, currently serves as cohort leader, and has served on a number of university committees.

Dr. Cindy Ryan, Associate Professor and Early Childhood Studies Program Coordinator

Dr. Cindy Ryan received her doctoral degree in Teaching and Learning with a focus on Early Childhood from the University of Minnesota. She also received a Master's of Science in Special Education from the University of Minnesota-Duluth. Dr. Ryan taught in early childhood, early intervention (birth-3yrs)/early childhood special education (3-7years), and kindergarten programs, as well as served as district level early childhood and special education program coordinators prior to her doctoral work. She has served as Early Childhood Program Coordinator at WOU since 2014, where she has also served on a number of university and community committees. Dr. Ryan has served as co-principal investigator for Project PIECE (Promoting Inclusion in Early Childhood Educators), a \$1,000,000 federal OSEP grant whose goal was to recruit, retain, and graduate underserved

early childhood teachers who will teach in inclusive settings. Her specific area of focus includes inclusion, infant/toddler and home visiting, working with families, and working with non-traditional students.

These faculty bring a plethora of knowledge and experience to the Bachelor of Applied Science in Early Childhood program. All faculty members have experienced teaching in the current Early Childhood Studies, the Early Childhood/Elementary pathway, and the international student cohort. In addition, they have experience and understand the unique needs and expectations of diverse and non-traditional students.

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

The College of Education at WOU has extensive resources (building, materials, human capital) to successfully launch this certificate with existing courses.

- g. Other staff.

This certificate will be supported by College of Education staff who already serve the needs of education students and programs. No additional staff will be needed.

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

Western Oregon University's history as a normal school and its continued excellence in educator preparation affords this new program opportunities and resources of a well-established educator preparation program. We currently have productive ongoing working relationships with the following cross-campus groups. These relationships actively support DEL programs and will also serve as support to the Infant Toddler Certificate:

- Academic Advising and Learning Center
- Financial Aid Office
- Hamersly Library and library faculty, in particular Robert Monge, Educational Librarian
- Multicultural Student Services
- Office of Disability Support
- University Business Office
- University Computing Services
- Western Oregon University Child Development Center
- Writing Center

- i. Anticipated start date.

September 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.

Signature areas: The BAS in Early Childhood Studies leverages the strengths of WOU's educational licensure programs to serve those who work with children in educational settings but do not seek or need licensure at this time. The program is an outgrowth of our existing BS in Early Childhood Studies that serves students who proceed on the traditional path through a four-year degree (e.g., complete all four years at WOU, complete and AAOT and then transfer to WOU to complete the degree).

Institution's mission: The proposed program is designed as a transformative educational experience for teachers already working with students; the professional development and growth of these teachers translates into transformation of the educational experiences of the students they serve.

Strategic priorities: This program supports several of WOU's strategic priorities.

- 1.1.3 -- Strengthen programs that support graduates' career, professional, and graduate school preparedness.
 - 1.2.2 -- Provide intentional and effective transfer paths to graduation.
 - 1.2.3 Improve access to coursework for degrees, programs and certificates.
 - 4.3 Promote high-quality, diverse and innovative models of program delivery that enhance both undergraduate and graduate student access and achievement.
 - 2.4 Create and enhance educational partnerships with local communities, particularly for underrepresented student groups.
 - 3.2.6 Strengthen partnerships with community organizations and businesses and local, regional and state government agencies.
- 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 BAS-ECS pathway addresses the growing needs of creating portable and stackable early childhood educational pathways for a non-traditional and diverse student body. Miriam Calderon, Executive Director of the Oregon Early Learning Division (ELD) at the Oregon Department of Education shared an Early Childhood Professional Learning Plan as part of the Student Success Act in a Legislative Report dated January 15, 2020. In that report, Calderon shared that the ELD must support the workforce, which includes, "ensuring staff are knowledgeable and skilled to create environments children need through degrees, credentials, and ongoing professional learning" (p. 4). She goes on to report that only 36% of the workforce in child care centers and preschool programs have a bachelor's degree. Finally, this report shares a framework for Oregon's Professional Learning Investment that includes, "accessible, culturally and linguistically-responsive credential and degree programs to prepare educators to work with young children" (p. 10). The BAS-ECS program proposal is a direct response to these needs identified by the state of Oregon.

- c. Manner in which the program meets regional or statewide needs and enhances the state's capacity to:
- i. improve educational attainment in the region and state;
 - ii. respond effectively to social, economic, and environmental challenges and opportunities; and
 - iii. address civic and cultural demands of citizenship.

This degree opens a streamlined degree-completion pathway for students with the AAS degree in early childhood or closely related field. This Bachelor of Applied

Science degree is specifically designed for students who have an Associate of Applied Science (AAS) in early childhood or a closely related field. The career/technical-related Associate's degree (AAS) has traditionally been treated as a terminal degree; the emergence of applied baccalaureates (i.e., the Bachelor of Applied Science) has created a path for AAS degrees to feed seamlessly into 4-year degrees at WOU. This pathway is NOT for students who have completed an Associates of Arts Transfer (AAOT) degree or who are a traditional student moving through a university program.

3. Accreditation (NOT APPLICABLE)

- 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.

Cohort starting	Progression of students through program				
	2020-21	2021-22	2022-23	2023-24	2024-25
2020-21	10	10	5	0	0
2021-22		15	15	7	0
2022-23			20	20	10
2023-24				25	25
2024-25					25
Total enrolled	10	25	40	52	60

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

Cohort starting	Progression of students through program				
	2020-21	2021-22	2022-23	2023-24	2024-25
2020-21	0	5	5	0	0
2021-22	0	0	8	7	0
2022-23	0	0	0	10	10

2023-24	0	0	0	0	12
2024-25	0	0	0	0	0
Total BAS graduates	0	5	13	17	22

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

This pathway is designed for those students who are working in the field of early childhood and who want to advance their degree. These students are currently working in early childhood programs such as Head Start/Early Head Start, Relief Nurseries, Baby/Preschool Promise, public and private preschool, family child care, or as instructional aides in other settings. These students tend to be non-traditional, diverse, from underserved populations, and may be English Language Learners.

- d. Evidence of market demand.

WOU has been directly approached by Head Start programs in our region with the request to design degree completion programs that serve those who presently work in the State's Head Start programs. There is particular interest in Teacher's Assistants (who have Associate's degrees) completing appropriate 4-year degrees so that they can transition into Lead Teacher roles. In addition, the federal grants that support Head Start provide tuition support for employees to complete 4-year degrees in relevant areas such as this Early Childhood Studies BAS program.

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

Not applicable.

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

This program positions graduates to advance in teaching careers in early childhood settings, as described elsewhere in this proposal (4d).

5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

Upon completion of the program, graduates will be able to:

- Practice as reflective early childhood professionals who are advocates for young children and their families.
- Create an inclusive climate where diversity is valued.
- Demonstrate evidence of appropriate knowledge, skills and dispositions needed to provide quality care of early education for all young children (birth-8yrs.) and their families.

- Work effectively in inclusive early childhood settings (including Head Start, child care, preschool and K-4 elementary schools).
- b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

Assessment of this program aligns with assessment of the existing Early Childhood Studies program. The program will assess student learning annually by examining authentic student work and performance against standards and expectations that derive from the program's learning outcomes. Assessment results will be reported to the university, and used for continual improvement of the program.

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

Scholarly work equivalent to the expectations of tenured, tenure-track, and non tenure-track faculty at Western Oregon University as articulated in the Collective Bargaining Agreement.

6. Program Integration and Collaboration

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

We expect to welcome students from community college Early Childhood Education programs, including Chemeketa's program.

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

The proposed program is aligned with the existing BS in Early Childhood Studies (non-licensure) at Western Oregon University. It simply opens that program up to a wider population of students through the program's design and its intended delivery.

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

NA

- d. Potential impacts on other programs.

This program may cause some BS in Early Childhood Studies students to shift to the BAS track. Should that happen, it would reflect the better fit of the BAS program for the specific educational background of the students who change programs.

7. External Review

If the proposed program is a graduate level program, follow the guidelines provided in *External Review of New Graduate Level Academic Programs* in addition to completing all of the above information. Not applicable.

Budget Outline Form: Year 1 Academic Year: 2020-2021

Estimated Costs and Sources of Funds for Proposed Program: Bachelor of Applied Science in Early Childhood Studies (BAS-ECS)

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) (1.6 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	0					

Budget Outline Form: Year 2 Academic Year 2021-2022

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	0					

Budget Outline Form: Year 3 Academic Year 2022-2023
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	0					

Budget Outline Form: Year 4 Academic Year: 2023-2024

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) (1.6 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	0					

WOU Board of Trustees, Proposal for a new degree program: Bachelor of Science (B.S.) in Economics & Mathematics

The proposed undergraduate degree in Economics & Mathematics provides students with an opportunity to acquire a solid foundation in these synergistic fields during their undergraduate studies. The proposed program provides a clear curricular pathway that combines quantitative methods of mathematics with the economic discipline in order to solve real world problems. Upon completion of this proposed undergraduate degree program, graduates will be able to effectively use mathematical skills to solve quantitative problems from a wide array of authentic contexts, apply relevant theoretical models to explore microeconomic and macroeconomic issues, and effectively communicate both economic and mathematical concepts. The skills and knowledge acquired by students in this program are increasingly vital in our current economy, including in the financial services sector. By studying both Economics and Mathematics, and engaging both theory and application, graduates will develop valuable and marketable skills through the study of a fascinating and current set of ideas.

The proposed major received Faculty Senate Approval on February 11, 2020 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, the NWCCU will be notified of this change.

COMMITTEE RECOMMENDATION:

The WOU Academic and Student Affairs Committee recommends that the Western Oregon University Board of Trustees approve the introduction of the proposed Bachelor of Science (B.S.) in Economics & Mathematics 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: Economics and Mathematics
Degree and Program Title: Economics and Mathematics Major

1. Program Description

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

30.4901: Application of mathematical methods to the development of economic theory, models, and quantitative analysis

Definition: A program that is a structured combination of economics and mathematics courses. Includes instruction in independently designed, individualized, or regular programs.

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

The Economics & Mathematics program provides students with an opportunity to acquire a solid foundation in both fields during their undergraduate studies. This program combines the quantitative methods of mathematics with an applied science in order to solve real world problems. The skills and knowledge acquired by students in this program are increasingly vital in the ever increasing importance of the service sector in the current economy. Students in this major not only gain valuable skills but also study a fascinating set of ideas that will help them with a career in the changing job market.

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

The Economics & Mathematics program is a self-contained 90-credit degree completion program. To reach a total of 90 credits, students will be advised on choosing an additional 18 credits. Students placing into MTH 111 will take MTH 111 & MTH 112 as prerequisites for the major, accounting for 8 of these 18 credits. The remaining credits should be upper division and can be from an optional minor and/or courses in EC, MTH, CS, IS, GIS (ES 341, 342, or GEOG 341), COM, WR or other disciplines suggested by an advisor.

Curriculum

The curriculum is comprised of three elements: Economic courses, Mathematics courses, and Electives.

Economics (24 cr)

- EC 201 Introduction to Microeconomics Credits: 4
- EC 202 Introduction to Macroeconomics Credits: 4
- EC 311 Intermediate Microeconomics I Credits: 4
- EC 312 Intermediate Microeconomics II Credits: 4
- EC 313 Intermediate Macroeconomics Credits: 4
- EC 315 Econometric Analysis and Report Writing Credits: 4

Economics Electives (8 cr)

Approved upper division economics electives Credits: 8

Mathematics (28 cr)

- MTH 251 Calculus I Credits: 4
- MTH 252 Calculus II Credits: 4
- MTH 254 Multivariate Calculus Credits: 4
- MTH 280 Introduction to Proof Credits: 4
- MTH 341 Linear Algebra I Credits: 4
- MTH 365 Mathematical Probability Credits: 4
- MTH 366 Mathematical Statistics Credits: 4

Mathematics Electives (8 cr)

- MTH 314 Differential Equations Credits: 4
- MTH 351 Introduction to Numerical Analysis Credits: 4
- MTH 354 Applied Discrete Mathematics Credits: 4
- MTH 358 Mathematical Modeling Credits: 4
- MTH 363 Operations Research Credits: 4

Economics / Mathematics Capstone Project (4 cr)

- EC 413/MTH 413 Economics and Mathematics Capstone I Credits: 2
- EC 414/MTH 414 Economics and Mathematics Capstone II Credits: 2

Total Credits: 72

Economics - Mathematics credit breakdown

		Credits		Credits		Credits	TOTAL
Lower division	EC	8	MTH	16	EC/MTH	0	24

Upper division	EC	24	MTH	20	EC/MTH	4	48
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Economics - Mathematics 90-credit program pathway

- Placing in MTH 111: MTH 111 (4) + MTH 112 (4) + free electives (10) + major core (72) = 90
- Placing in MTH 112: MTH 112 (4) + free electives (14) + major core (72) = 90
- Placing in MTH 251: Free electives (18) + major core (72) = 90

Students will work closely with advisors to plan an academic program that includes sufficient upper division coursework to enable them to complete 60 upper division credits within the 90-credit program. The university has inventoried upper division course work at WOU, and identified over 300 courses that are taught at the upper division and have one or no course prerequisites. In general these courses are more specialized in focus than lower division courses but are accessible to students with disciplinary tools developed in the course. To satisfy the 60 upper division credits graduation requirements, students placing into MTH 111 will need to include four upper division credits from their 30 free elective credits. Those placing into MTH 112 or higher will complete the 60 upper division credits within the program.

Faculty will propose specific course offerings so that students in the Economic & Mathematics program are equipped with supplementary courses such as computer science and information systems. These supplementary courses will provide additional skills for students in that program to be successful in multifaceted job requirements.

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).

Students will be able to enroll in any WOU courses for which they have the prerequisites, and so may take courses on WOU's main campus in Monmouth or at the campus in Salem. Whenever possible, we will offer courses in flexible formats. The program will draw on WOU's learning management system (Moodle) for all flexible format course delivery (including face-to-face), including instructional and curriculum design support from WOU's Center for Academic Innovation. Access to specialized software, such as SPSS, Matlab and R/RStudio, is managed by University Computing Solutions.

e. Adequacy and quality of faculty delivering the program.

This program takes advantage of established programs at WOU. The Economics and Mathematics courses in the Economics and Mathematics BS degree are existing courses that are taught as part of the General Education program, the Economics and Mathematics curriculum at WOU. WOU also has highly qualified faculty teaching in a range of disciplines that will contribute to this program.

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

This program will require the development of two new courses: EC/MTH 413 and EC/MTH 414. These cross-listed capstone courses will be supervised by the Mathematics and/or Economics Departments faculty. They will be taken by the seniors in the program over two-terms. WOU's faculty have sufficient capacity and expertise to deliver these courses as needed. All of the other courses in the dual program are offered regularly by the Economics Department and the Mathematics Department.

g. Other staff.

No new staff is needed, the Business Division and Mathematics Department office staff will both work with the new program.

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.

i. Anticipated start date.

Pending approval by HECC and NWCCU, we anticipate beginning this program in Fall 2021.

2. Relationship to Mission and Goals

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

Western Oregon University's mission is "To create lasting opportunities for student success through transformative education and personalized support". WOU is distinguished by its student-centeredness, a personalized approach to education, a strong liberal education and the high value it places on its role as an access institution in Oregon. Our strategic plan calls for the university to:

- Strengthen programs that support graduates' career, professional, and graduate school preparedness (1.1.3)
- 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)
- Improve access to coursework for degrees, programs and certificates (I.2.3)
- Promote interdisciplinary courses and degree programs that support collaborative and multidimensional educational experiences and pathways (II.1.4)

The proposed BS degree in Economics and Mathematics embodies WOU's mission, values, and strategic plan in that it creates a clear educational pathway that combines quantitative methods of mathematics with the economic discipline in order to solve real world problems. Coupled with the fundamental skills of a liberal arts degree, such as communication, quantitative literacy skills, and critical thinking, this will prepare students to immediately enter into a range of careers upon graduation.

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.

One of the state's 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 stated educational goals for the Oregon STEM Investment Council, established in 2013 by HB 2636, is to double the number of students who earn a postsecondary degree requiring proficiency in science, technology, engineering, or mathematics. Students interested in economics will have the option to develop these skills as part of the combined major.

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's 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. Additionally, according to the U. S. Bureau of Labor Statistics, there are twenty occupations that require a bachelor's degree for entry-level positions and have faster than average projected job growth. Six of these are relevant to graduates of our program.

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

Document (5) ranks the top high-wage, high-demand occupations that are considered to be priorities in terms of job training by the Oregon Employment Department. Excluding health care, occupational classifications that might be destinations for our undergraduates include: financial managers, accountants and auditors, marketing and sales managers, cost estimators, and operations researchers.

iii. address civic and cultural demands of citizenship.

This degree provides students the opportunity to earn a degree that includes a broad-based liberal education, which will give them skills such as problem solving skills, critical thinking skills, quantitative literacy skills, and communication skills which are essential in order for citizens to contribute constructively to society. Additionally, understanding the underlying financial and economic challenges requires learning about socio-economic disparities, roots of poverty and related concerns. A healthy and responsible global society needs citizens who are well-versed in these valuable concepts.

3. Accreditation

Economics and Mathematics Program is not a field in which accreditation is available.

- 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 5 years of program					
	2021-22	2022-23	2023-24	2024-25	2025-26	
Cohort 1 (21-22)	4.00	4.00	3.00	2.00	0.00	
Cohort 2 (22-23)	0.00	4.00	4.00	3.00	2.00	
Cohort 3 (23-24)	0.00	0.00	4.00	4.00	3.00	
Cohort 4 (24-25)	0.00	0.00	0.00	4.00	4.00	
Cohort 5 (25-26)	0.00	0.00	0.00	0.00	4.00	
Total	4.00	8.00	11.00	13.00	13.00	

Projections are based on current enrollments in the Economics and Mathematics Departments and projected job growth in related career paths.

	FTE projections (Average of 12 credits per term), first five years of the program					
	2021-22	2022-23	2023-24	2024-25	2025-26	
Cohort 1 (21-22)	6.07	6.07	4.67	3.27	1.40	
Cohort 2 (22-23)	0.00	9.33	9.33	7.00	4.67	
Cohort 3 (23-24)	0.00	0.00	14.00	14.00	10.27	
Cohort 4 (24-25)	0.00	0.00	0.00	14.00	14.00	

Cohort 5 (25-26)	0.00	0.00	0.00	0.00	14.00	
Total	6.07	15.40	28.00	38.26	44.33	

We assume that students will attend full-time.

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

	Graduate projections, first 5 years of the program					
	2021-22	2022-23	2023-24	2024-25	2025-26	
Cohort 1 (21-22)	0.00	1.00	1.00	2.00	0.00	
Cohort 2 (22-23)	0.00	0.00	1.00	1.00	2.00	
Cohort 3 (23-24)	0.00	0.00	0.00	1.00	1.00	
Cohort 4 (24-25)	0.00	0.00	0.00	0.00	1.00	
Cohort 5 (25-26)	0.00	0.00	0.00	0.00	0.00	
Total	0.00	1.00	2.00	4.00	4.00	

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

We expect the characteristics of students in this major to reflect the overall population of WOU students pursuing a bachelor’s degree. The STEM designation may increase the number of international students.

d. Evidence of market demand.

The Brookings Institution’s Hamilton Project (1) notes “[m]ajors that emphasize quantitative skills tend to have graduates with the highest lifetime earnings. The highest-earning majors nationally are those in engineering fields, computer science, operations and logistics, physics, economics, and finance.” A useful interactive chart (2) allows comparisons to be made for the lifetime earnings path between majors based on level of degree (or no degree/high school diploma). If we compare a bachelor’s degree in economics to a bachelor’s degree for all other majors, and a bachelor’s degree in economics to a high school degree (or GED), we generate the following table:

Median Annual Earning Over Career (in 2014 dollars)

Years Since Start of Career	Bachelor's: Economics	Bachelor's: Other	High School or GED
1	\$43,000	\$35,000	\$17,000
10	\$74,000	\$57,000	\$30,000
20	\$94,000	\$71,000	\$37,000
30	\$89,000	\$72,000	\$39,000

Given the evidence from The Hamilton Project and other aforementioned sources, the potential earnings for WOU graduates in Economics and Mathematics is well above the annual earnings numbers included in HECC's WOU snapshot (3).

The State of Oregon Employment Department data on state/regional employment trends are accessible at (4). That website includes Oregon Occupational Employment Projections from 2017-2027 for over 800 occupations. WOU program graduates would be most likely to pursue careers under the job classification titles "Management, Business and Finance" or "Professional and Related" (to Management, Business and Finance). Management, Business and Finance includes occupations such as financial managers, purchasing managers, cost estimators, logisticians, market analysts, and insurance underwriters. The Professional and Related category includes, *inter alia*, database administrators, actuaries, statisticians, and economists. These positions all require a bachelor's degree to enter the occupation. In general, these occupations are projected to have higher than average growth in Oregon.

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).

WOU is located near Salem in the mid-Willamette Valley. The only other public university in this region is Oregon State University, and their mathematical economics option is designed for students intending to do graduate work in economics and finance. For example, it requires students to take the advanced microeconomic and macroeconomic theory courses rather than the intermediate level courses taken by most economics majors. The proposed program at WOU is designed to give graduates with a bachelor's degree the skills required for entry-level positions in a wide range of occupations. Those interested in graduate studies will take courses most appropriate for their intended graduate discipline.

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?

Some of the expected occupations for graduates of this program are actuary, budget analyst, business consultant, data analyst, financial analyst, geographic information analyst, government policy analyst, health informatics analyst, investment manager, marketing manager, operations manager, professor, risk manager. Employers include banks, consulting firms, finance companies, government agencies, insurance companies, and colleges and universities.

5. Outcomes and Quality Assessment

a. Expected learning outcomes of the program.

Students majoring in the new Economics and Mathematics major will 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 Economics and Mathematics major will have the following program-specific learning outcomes. These outcomes are related to the Economics and Mathematics Programs at WOU.

1. Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts. (Q)
2. Apply relevant theoretical models to explore microeconomic and macroeconomic issues (IA).
3. Demonstrate effective communications of economic and mathematical concepts. (W)

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 students will take at WOU, as well as the required lower division Economics and Mathematics courses. The depth of exposure will occur through the upper division coursework in Economics and Mathematics students will take at WOU, as well as the two capstone courses that are required for the major.

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

Since the WOU University Learning Outcomes and General Education Learning Outcomes apply to all students who are enrolled at WOU, they are assessed by university faculty committees.

Listed above are three degree-specific learning outcomes. Learning outcome #1 is aligned with the WOU Mathematics major learning outcomes, and is assessed every three to five years by the Mathematics Department. Currently, the learning outcome is assessed using the LEAP VALUE rubric for Quantitative Literacy. Learning outcome #2 is aligned with the WOU Economics major learning outcomes, and is assessed every three to five years by the Economics Department. Currently, the learning outcome is assessed using the LEAP VALUE rubric for Inquiry and Analysis.

Learning outcome #3 is aligned with the WOU Mathematics and Economics majors learning outcomes, and is assessed every three to five years by both departments. Currently, the learning outcome is assessed using the LEAP VALUE rubric for Written Communication.

Faculty of the WOU Economics and Mathematics Departments 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 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 Economics and Mathematics Departments at WOU are expected to meet the scholarly standards of their respective divisions. Faculty may demonstrate their 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.

Reed College and Portland State University are the only institutions in Oregon to have a major combining significant elements of both economics and mathematics. The mathematics-economics major at Reed College is similar in its weighting of the two disciplines to the proposed major at WOU. The quantitative economics major at Portland State University emphasizes economics (56 credit hours in economics and 23 credit hours in math/statistics). Both Oregon State University and the University of Oregon have options within the economics major for additional coursework in mathematics.

These programs are designed for students who plan to pursue a graduate degree in economics. The proposed major at WOU is intended to serve a broader audience and gives students the flexibility to take electives in related disciplines based on their individual career plans.

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

The proposed program is a collaboration of the Departments of Mathematics (within the Division of Mathematics and Natural Science) and Economics (Division of Business & Economics), including instruction, advising and the capstone project. Courses required for the proposed major, with the exception of the capstone, are currently offered for the existing major and minor in the two departments.

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

The individual courses in the proposed major are replicated at other Oregon institutions in their existing economics and mathematics programs.

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.

References:

(1) Hershbein B. and M. Kearney. Major Decisions: What Graduates Earn Over Their Lifetimes. The Hamilton Project (Brookings Institution). Retrieved 7/1/19 from http://www.hamiltonproject.org/papers/major_decisions_what_graduates_earn_over_their_lifetimes

(2) The Hamilton Project (Brookings Institution). Career Earnings by College Major. Retrieved 7/2/19 from http://www.hamiltonproject.org/charts/career_earnings_by_college_major/

(3) Oregon Higher Education University Snapshot. 2017-2018 Academic Year Western Oregon University. Retrieved 7/9/19 from <https://www.oregon.gov/highered/research/Documents/Snapshots/WOU-Snapshot.pdf>

(4) State of Oregon Employment Department. Retrieved 7/10/19 from <https://www.qualityinfo.org/pubs>

(5) State of Oregon Employment Department. Oregon Careers 2019. Retrieved 7/10/19 from <https://www.qualityinfo.org/documents/10182/33976/Oregon+Careers+2019?version=1.12>

Budget Outline Form: Year 1 Academic Year: 2020-2021

Estimated Costs and Sources of Funds for Proposed Program: Bachelor of Science (B.S.) in Economics & Mathematics

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	0					

Budget Outline Form: Year 2 Academic Year 2021-2022

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	0					

Budget Outline Form: Year 3 Academic Year 2022-2023
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	0					

Budget Outline Form: Year 4 Academic Year: 2023-2024

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	0					

President's FTE Reduction

As previously reported to the WOU Board of Trustees, and included in the April 2020 docket, the University, after less-than-expected enrollment in Fall 2020, engaged in significant and purposeful budget reduction measures for FY2020. Amid this budget work to implement reduction measures for FY2020 and develop a FY2021 budget, the state, country and globe were overwhelmed by the COVID-19 pandemic. Governor Kate Brown issued several executive orders aimed at combating the spread and impact of COVID-19, but Executive Orders 20-09 and 20-12 were particularly germane to university operations. The executive orders may be viewed here ([EO 20-09](#) and [EO 20-12](#)).

On April 1, the President sent a detailed budget update to the campus—outlining the budget condition and the actions taken to impact the FY2021 budget. Among other actions, the president froze all unclassified salaries for FY2021 and observed that all “unclassified employees in senior level administrative positions will have reduced FTE to contribute a work week of total compensation.” This action will save approximately \$80,000 for FY2021.

For the president to be included in this action—as was his intent—the Board needs to act. Oregon Revised Statute 352.096 vests authority over the president’s “compensation and terms and conditions of employment” with the Board. In order to accomplish the president’s objective—to achieve salary savings, as well as ensuring compliance with federal wage and hour law—the Board can reduce the president’s FTE. Strategies similar to this were employed at Oregon’s public universities and the Oregon University System during the 2008-2009 recession.

STAFF RECOMMENDATION

The Board, effective July 1, 2020, will reduce President Rex Fuller’s FTE from 1.0 to 0.981 FTE and delegates authority to the Board Chair or her designee to finalize and execute the necessary amendments to President Fuller’s employment agreement to memorialize this Board action. The Board also delegates authority to the Board Chair or her designee the authority to rescind the FTE reduction and memorialize the rescission when budget conditions obviate the need for the FTE reduction.

Finance & Administration Committee (FAC), April 2, 2020 Management Report

Period 8 Actual to Actual and Percent Variance Education & General Fund Report:

This report provides eight months of actual revenue and expense activity (as of February 29, 2020) as compared to the same period in prior fiscal year.

Revenues:

Gross student fees & tuition are \$2.429M less than the prior year due to an approximate 5% decrease in fall and 6% decrease in winter term enrollment. Fee remissions have increased by \$1.163M from the prior year due to more aggressive financial aid packaging. Total institutional discount is 15% of tuition & fees, which is in line with other Oregon institutions. Government resources & allocations have increased by \$2.362M from prior year based on the HECC's Public University Support Fund (PUSF) allocation formula. This is reflective of the addition of \$100M to the PUSF for all seven universities rather than the \$120M, which would have met the current service level need and resulted in an additional \$1.4M in state funding to WOU.

Expenses:

Personnel expenses are \$2.847M more than the prior period. The eight months personnel expense includes the second and final retirement window program payment of \$783K.

Services and supplies expenses are \$180K less than the prior period.

Net Revenues less Expenses:

Net revenues less expenses have decreased by \$3.762M compared to prior year.

FY20 Projection Scenarios for Education and General Fund Report:

To address the financial implications of COVID-19, this report includes three scenarios. The first scenario is based on the typical methodology.

Scenario 1:

This report provides year-end projections. The projected year-end methodology is a combination of actual revenues and expenses for the first eight months of operations and projections for the remaining four months of FY20. Projections for periods nine through twelve are based on the actual FY19 realization/burn rates for period eight, which are applied to FY20 revenues and expenses.

Revenues:

Total revenues are projected to be \$67.423M, \$1.967M less than the FY20 adjusted budget. Tuition is projected to be \$1.908M less than the adjusted budget, due to a continued decline in enrollment and \$1M increase in fee remissions.

Expenses:

Total expenses are projected to be \$69.858M, \$2.875M more than the FY20 adjusted budget. Personnel is projected to be \$62.617M, \$3.377M more than the adjusted budget. This projection is not reflective of budget reductions that are underway; to date, two staff positions have been eliminated. Service and supplies are projected to be \$7.239M, \$401K less than the adjusted budget.

Operating Net Revenues less Expenses:

Net revenues less expenses are projected to be a loss of \$5.740M versus the FY20 adjusted budget of \$1.311M.

Transfer Schedule:

A projected transfer schedule is attached to provide details for the projected transfers in and out. Salem remodel expenses originally included \$800K of E&G funds, but have been reallocated to Capital Improvement & Renewal (CIR) funds, which is reflected in the transfer schedule.

Net Revenues less Expenses and Transfers:

Net revenues less expenses and transfers are projected to be a loss of \$9.309M versus the FY20 adjusted budget of \$5.639M. This is primarily due to the decrease in tuition revenue and increase in personnel expense. Projected year end fund balance is \$3.647M, or 5.41% of projected revenues.

Scenarios 2 and 3 are addressing potential financial impacts of COVID-19 and vary in the amount of tuition revenues anticipated to be collected as a result of delivering classes remotely for spring term.

Scenario 2:

The second projection is a 'worst-case' scenario view. In FY19, 20% of spring term tuition revenues were attributable to online courses; this scenario projects student fees & tuition revenues to include only 20% of predicted spring term tuition and holds all other revenues and expenses equivalent to our base projection scenario. Student fees & tuition are projected to be \$26.517M, \$10.302M less than the adjusted budget. Total net revenues less expenses are \$(16.703M), and fund balance is \$(3.747M).

Scenario 3:

The third projection incorporates suggestions to mitigate the large deficit and presumes some transition from face-to-face to remote delivered courses in addition to traditional online courses. Student fees & tuition are projected to be \$29M. Other revenues and expenses are held to the base projection. Other activities includes \$1M being replenished from the quasi-endowment, \$2.698M used to purchase the Salem building being replenished by drawing on the line of credit, and reducing transfers out by \$88K for conference services. This results in total net revenues less expenses of (\$10.434M) and a fund balance of \$2.522M or 4.10%. A 5% fund balance would be \$3.076M, or \$553K more.

COMMITTEE RECOMMENDATION:

The WOU Finance and Administration Committee recommends that the Western Oregon University Board of Trustees accept the FY20 Projected Year-End Report and the overall Management Report as of February 29, 2020.

Western Oregon University
P8 YTD Actual to Actual Variance
(Unaudited, non-GAAP, for management purposes only)
(in thousands)

As of February 29, 2020
For the Fiscal Year Ended June 30, 2020

	P8 YTD FY19	P8 YTD FY20	Variance	Note
	Actuals	Actuals		
Education & General Fund				
Revenues				
Student Fees & Tuition	31,252	28,823	(2,429)	Lower enrollment
Less: Fee Remissions	(3,241)	(4,404)	(1,163)	Increase in fee remissions
Net Student Fees & Tuition	28,011	24,419	(3,592)	
Government Resources & Allocations	21,258	23,620	2,362	HECC higher allocation
Gift Grants and Contracts	495	467	(28)	
Other Revenue	2,558	2,552	(6)	
Total Revenues	52,322	51,058	(1,264)	
Expenses				
Personnel	37,169	40,016	2,847	Salary rate & retirement contribution increases
Service & Supplies	4,306	4,126	(180)	
Capital Expense	216	49	(168)	
Total Expenses	41,692	44,191	2,499	
Net Revenues less Expenses	10,630	6,867	(3,762)	

Western Oregon University
P8 YTD Actual to Actual Variance
(Unaudited, non-GAAP, for management purposes only)
(in thousands)

As of February 29, 2020
For the Fiscal Year Ended June 30, 2020

	P8 YTD FY19	P8 YTD FY20	Variance	Note
	Actuals	Actuals		
Auxiliary Enterprises Funds				
Revenues				
Enrollment Fees	4,902	4,486	(416)	
Sales and Services	8,878	8,798	(80)	
Other Revenue	997	910	(87)	
Total Revenues	14,777	14,194	(583)	
Expenses				
Personnel	7,285	7,665	380	
Service & Supplies	8,099	8,475	376	
Capital Expense	105	0	(105)	
Total Expenses	15,489	16,140	651	
Net Revenues less Expenses	(711)	(1,945)	(1,234)	
Designated Operations, Service Departments, Clearing Funds				
Revenues				
Enrollment Fees	465	452	(13)	
Sales and Services	172	112	(60)	
Other Revenue	1,503	1,432	(70)	
Total Revenues	2,140	1,996	(144)	
Expenses				
Personnel	813	721	(92)	
Service & Supplies	728	786	58	
Capital Expense	32	107	75	
Total Expenses	1,573	1,615	41	
Net Revenues less Expenses	567	381	(185)	

Western Oregon University
P8 Percent Actual Variance Analysis Education & General Fund
(Unaudited, non-GAAP, for management purposes only)
(in thousands)

As of February 29, 2020
For the Fiscal Year Ended June 30, 2020

	P8 FY19 Realization/ Burn Rate %	P8 FY20 % of Adjusted 2020 Budget	Variance
Education & General Fund			
Revenues			
Student Fees & Tuition (net of remissions)	70.37%	66.32%	-4.05%
Government Resources & Allocations	83.86%	85.85%	1.99%
Gift Grants and Contracts	58.36%	54.91%	-3.44%
Other Revenue	60.77%	60.64%	-0.13%
Total Revenues	74.52%	73.58%	-0.94%
Expenses			
Personnel	63.38%	67.55%	4.17%
Service & Supplies	56.99%	54.00%	-2.99%
Capital Expense	47.71%	24.01%	-23.70%
Total Expenses	62.55%	65.87%	3.33%

Western Oregon University
P8 Percent Actual Variance Analysis Education & General Fund
(Unaudited, non-GAAP, for management purposes only)
(in thousands)

As of February 29, 2020
For the Fiscal Year Ended June 30, 2020

	P8 FY19 Realization/ Burn Rate %	P8 FY20 % of Adjusted 2020 Budget	Variance
Auxiliary Enterprises Funds			
Revenues			
Enrollment Fees	68.80%	63.79%	-5.01%
Sales and Services	61.91%	61.36%	-0.55%
Other Revenue	51.85%	52.61%	0.76%
Total Revenues	63.18%	61.45%	-1.74%
Expenses			
Personnel	64.04%	63.39%	-0.65%
Service & Supplies	63.71%	62.79%	-0.92%
Capital Expense	1615.23%	100.00%	-1515.23%
Total Expenses	64.29%	63.08%	-1.21%
Designated Operations, Service Departments, Clearing Funds			
Revenues			
Enrollment Fees	433.85%	399.68%	-34.17%
Sales and Services	59.74%	0.00%	-59.74%
Other Revenue	64.29%	26.14%	-38.15%
Total Revenues	78.31%	0.48%	-77.83%
Expenses			
Personnel	71.05%	71.36%	0.31%
Service & Supplies	60.96%	59.88%	-1.08%
Capital Expense	100.00%	100.00%	0.00%
Total Expenses	66.36%	69.50%	3.15%

Western Oregon University
 FY20 Projected Year-End
 (Unaudited, non-GAAP, for management purposes only)
 (in thousands)

As of February 29, 2020
 For the Fiscal Year Ended June 30, 2020

	FY19 Year-End Actuals	FY20 Year-End Projected	FY20 Adjusted Budget	Variance FY20 Projected Year-End to Adjusted Budget	Note
Education & General Fund					
Recurring Operating Activities					
Student Fees & Tuition (net of remissions)	39,804	34,911	36,820	(1,908)	Lower enrollment/higher fee remissions. Projection is based on amount provided by HECC.
Government Resources & Allocations	25,348	27,512	27,512	-	
Gift Grants and Contracts	848	800	850	(50)	
Other Revenue	4,209	4,200	4,209	(9)	
Total Revenues	70,209	67,423	69,391	(1,967)	
Personnel	58,647	62,617	59,240	(3,377)	Projection is based on transfer schedule. Projection is based on transfer schedule.
Service & Supplies	7,556	7,239	7,640	401	
Capital Expense	454	102	203	101	
Total Expenses	66,656	69,958	67,083	(2,875)	
Interfund Transfers In	(12,350)	(478)	(841)	(363)	
Interfund Transfers Out	16,971	3,683	4,460	777	
Total Expenses and Transfers	71,278	73,163	70,702	(2,462)	
Operating Net Revenues less Expenses	(1,069)	(5,740)	(1,311)	4,429	
Other Activities					
Investment in Salem Building	-	(2,698)	(3,500)	(802)	
Retirement Window Payment	(905)	(783)	(783)	0	
Other	(213)	(88)	(45)	43	
Total Other Activities	(1,118)	(3,569)	(4,328)	(759)	
Total Net Revenues less Expenses	(2,187)	(9,309)	(5,639)	3,670	
Fund Balance at the Beginning of the Year	15,143	12,956	12,956		
Fund Balance at the End of the Year	12,956	3,647	7,317		
Fund Balance as a Percentage of Revenues	18.45%	5.41%	10.54%		

Western Oregon University
 FY20 Projected Year-End
 (Unaudited, non-GAAP, for management purposes only)
 (in thousands)

As of February 29, 2020
 For the Fiscal Year Ended June 30, 2020

	FY19 Year-End Actuals	FY20 Year-End Projected	FY20 Adjusted Budget	Variance FY20 Projected Year-End to Adjusted Budget	Note
Auxiliary Enterprises Funds					
Enrollment Fees	7,125	6,520	7,032	(512)	
Sales and Services	14,341	14,212	14,339	(127)	
Other Revenue	1,923	1,755	1,730	25	
Total Revenues	<u>23,389</u>	<u>22,488</u>	<u>23,101</u>	<u>(613)</u>	
Personnel	11,374	11,967	12,090	123	
Service & Supplies	12,712	13,303	13,497	194	
Capital Expense	7	0	0	0	
Total Expenses	<u>24,093</u>	<u>25,270</u>	<u>25,588</u>	<u>317</u>	
Interfund Transfers In	(12,736)	(3,797)	(10,706)	(6,908)	Projection is based on transfer schedule.
Interfund Transfers Out	9,850	318	8,691	8,372	Projection is based on transfer schedule.
Total Expenses and Transfers	<u>21,207</u>	<u>21,791</u>	<u>23,572</u>	<u>1,781</u>	
Net Revenues less Expenses	2,182	696	(472)	1,168	
Additions/Deductions to Fund Balance	(2,487)	(2,433)			
Fund Balance at the Beginning of the Year	<u>12,851</u>	<u>12,546</u>			
Fund Balance at the End of the Year	<u>12,546</u>	<u>10,809</u>			
Fund Balance as a Percentage of Revenues	53.64%	48.07%			
Designated Operations, Service Departments, Clearing Funds					
Enrollment Fees	107	104	113	(9)	
Sales and Services	288	187	174	13	
Other Revenue	2,337	2,228	2,046	181	
Total Revenues	<u>2,732</u>	<u>2,519</u>	<u>2,333</u>	<u>186</u>	
Personnel	1,144	1,015	1,011	(4)	
Service & Supplies	1,194	1,289	1,312	23	
Capital Expense	32	107	0	(107)	
Total Expenses	<u>2,371</u>	<u>2,412</u>	<u>2,323</u>	<u>(89)</u>	
Interfund Transfers In	(343)	(304)	0	304	Projection is based on transfer schedule.
Interfund Transfers Out	299	104	1	(103)	Projection is based on transfer schedule.
Total Expenses and Transfers	<u>2,327</u>	<u>2,211</u>	<u>2,324</u>	<u>113</u>	
Net Revenues less Expenses	405	308	9	298	
Additions/Deductions to Fund Balance	(420)	(356)			
Fund Balance at the Beginning of the Year	<u>2,965</u>	<u>2,951</u>			
Fund Balance at the End of the Year	<u>2,951</u>	<u>2,903</u>			
Fund Balance as a Percentage of Revenues	108.01%	115.27%			

Western Oregon University

FY20 Projection Scenarios

(Unaudited, non-GAAP, for management purposes only)

(in thousands)

	FY20	Projection 1	Variance	Projection 2	Variance	Projection 3	Variance
	Adjusted Budget	(Standard)	To Budget	(Spring Online Only)	To Budget	(In between, Line of Credit)	To Budget
Education & General Fund							
Recurring Operating Activities							
Student Fees & Tuition (net of remissions)	36,820	34,911	(1,908)	26,517	(10,302)	29,000	(7,820)
Government Resources & Allocations	27,512	27,512	0	27,512	0	27,512	0
Gift Grants and Contracts	850	800	(50)	800	(50)	800	(50)
Other Revenue	4,209	4,200	(9)	4,200	(9)	4,200	(9)
Total Revenues	69,391	67,423	(1,967)	59,029	(10,361)	61,512	(7,879)
Personnel	59,240	62,617	(3,377)	62,617	(3,377)	62,617	(3,377)
Service & Supplies	7,640	7,239	401	6,239	1,401	6,239	1,401
Capital Expense	203	102	101	102	101	102	101
Total Expenses	67,083	69,958	(2,875)	68,958	(1,875)	68,958	(1,875)
Interfund Transfers In	(841)	(478)	(363)	(478)	(363)	(478)	(363)
Interfund Transfers Out	4,460	3,683	777	3,683	777	3,683	777
Total Expenses and Transfers	70,702	73,163	(2,462)	72,163	(1,462)	72,163	(1,462)
Operating Net Revenues less Expenses	(1,311)	(5,740)	4,429	(13,134)	11,823	(10,651)	9,340
Other Activities							
Quasi-Endowment	0	0	0	0	0	1,000	(1,000)
Investment in Salem Building	(3,500)	(2,698)	(802)	(2,698)	(802)	0	(3,500)
Retirement Window Payment	(783)	(783)	0	(783)	0	(783)	0
Other	(45)	(88)	43	(88)	43	0	(45)
Total Other Activities	(4,328)	(3,569)	(759)	(3,569)	(759)	217	(4,545)
Total Net Revenues less Expenses	(5,639)	(9,309)	3,670	(16,703)	11,064	(10,434)	4,795
Fund Balance at the Beginning of the Year	12,956	12,956		12,956		12,956	
Fund Balance at the End of the Year	7,317	3,647		(3,747)		2,522	
Fund Balance as a Percentage of Revenues	10.54%	5.41%		-6.35%		4.10%	

Western Oregon University

Transfers Schedule - Projected

(Unaudited, non-GAAP, for management purposes only)

	E&G					Auxiliary					Des Ops - Serv Dept.		Plant fund		Other		Total	
	(a)	(b)	(c)	(d)	(e)	(a)	(b)	(c)	(d)	(e)	(a)	(d)	(d)	(e)				
Transfers In E&G																		
Actual	265,613	42,677	7,693			2,638	90,000						60,000					468,621
Upcoming														8,893				8,893
Transfers Out E&G																		
Actual				1,170	53,777								141,940	2,698,042				2,894,930
Upcoming	150,000	3,298,158	87,863										33,060	-	4,804			3,573,885
Transfers In AUX	(b)	(f)	(g)	(c)	(h)													
Actual				1,170	53,777													261,370
Upcoming	150,000	3,298,158	87,863										203,087					3,536,021
Transfers Out AUX	(a)	(b)																
Actual	265,613	42,677																318,290
Upcoming																		-
Transfers In DO, SD						(m)							(l)		(c)			
Actual						10,000							288,000		6,440			304,440
Upcoming																		-
Transfers Out DO, SD	(a)	(c)	(d)			(k)												
Actual	2,638	7,693	90,000			3,336												103,667
Upcoming																		-

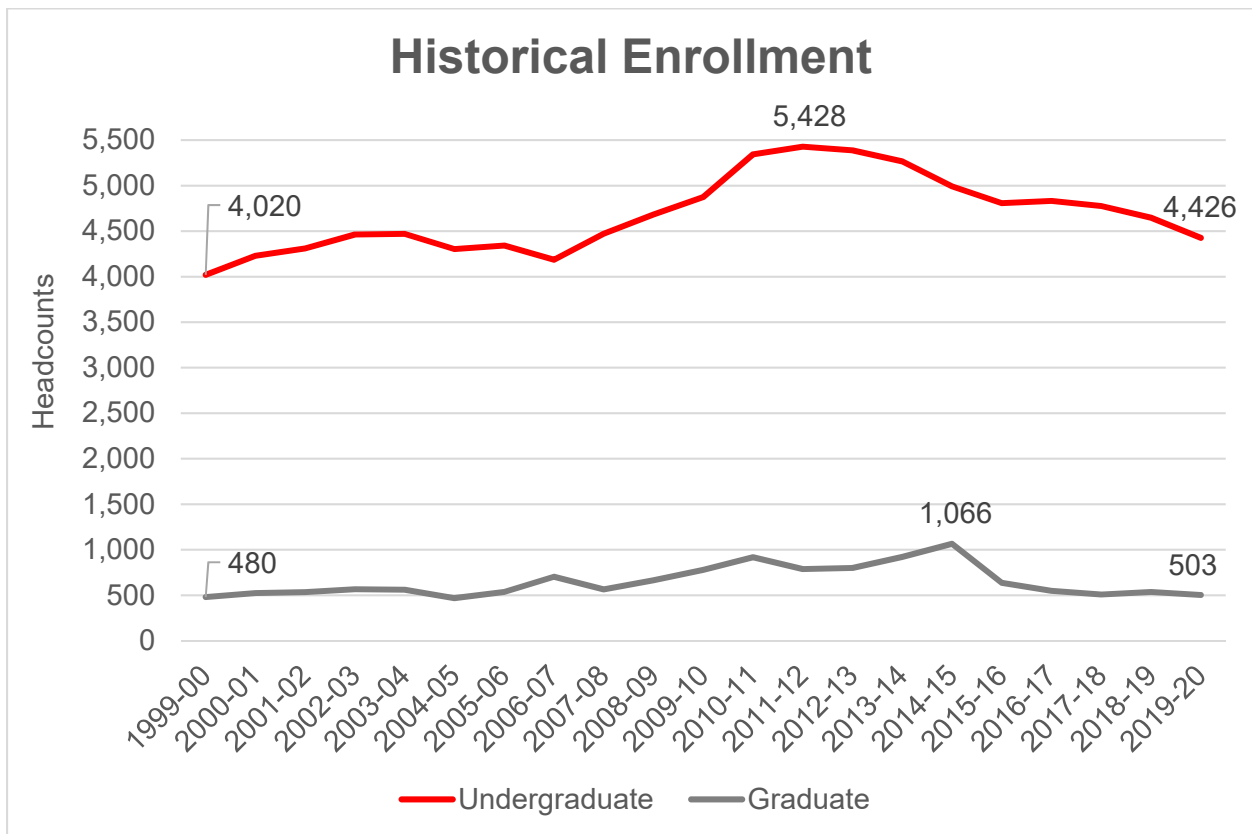
Type	Description
(a)	Return of FY19 'loans' to cover cash deficits in Athletics, Conference Services, Sundry & Rainbow Dance
(b)	Child Development Center support
(c)	Misc. transfers
(d)	Private scholarship interest earnings and Pepsi contract funds to offset fee remissions
(e)	Endowment matches
(f)	Athletic operations support
(g)	Conference Services support
(h)	Werner University Center Pacific Room remodel support
(i)	Small-Scale Energy Loan Program debt service
(j)	Purchase & remodel of Vick Building in Salem
(k)	Close out old library service index
(l)	Building & equipment replacement reserves for Housing, Dining, Parking, Health & Wellness Center, Telecommunications, and the Werner University Center
(m)	Vending income sponsored scholarships

Finance & Administration Committee (FAC), April 2, 2020 Tuition & Fee Book

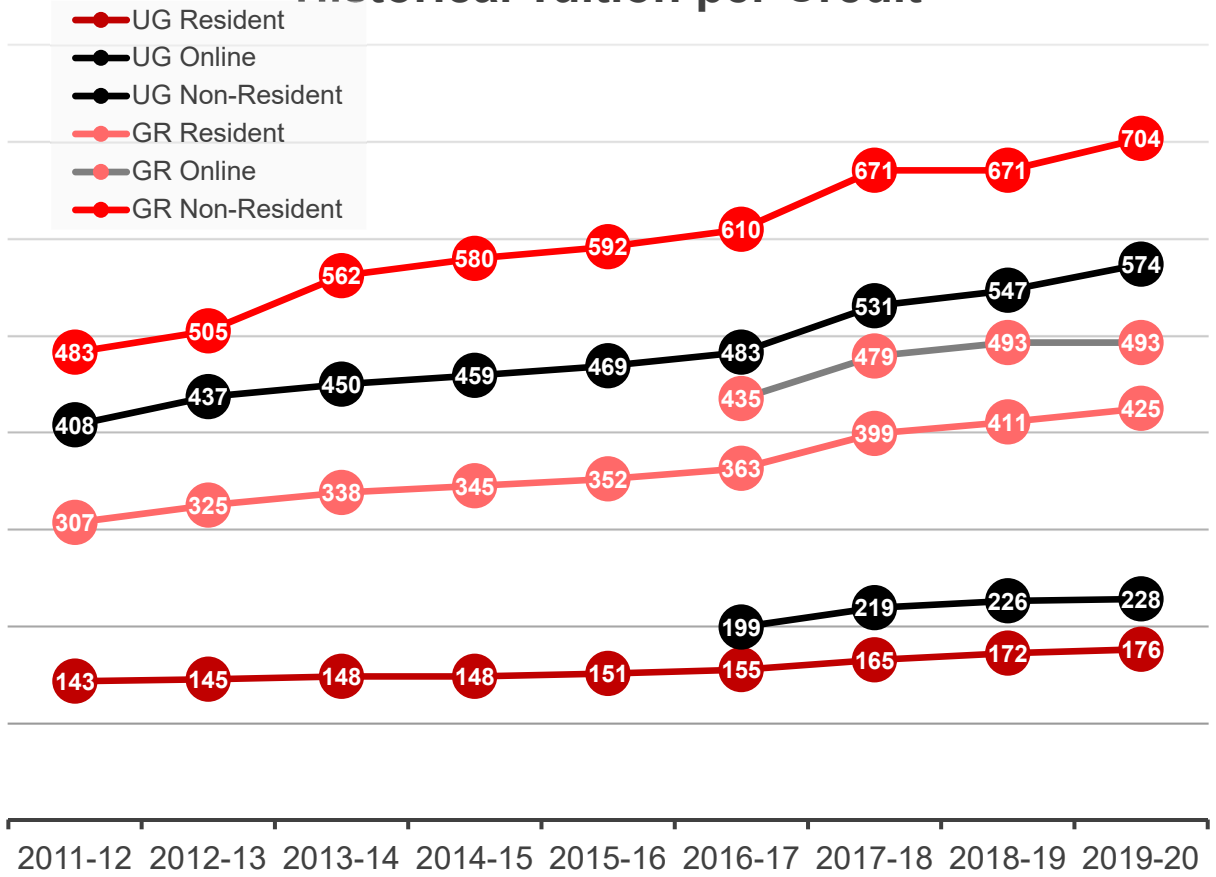
BACKGROUND

The 2019-20 Tuition & Fee Advisory Committee (TFAC) is comprised of fourteen members – two administrators, two faculty members, and ten students. TFAC met five times over the course of winter term to learn about the University budget, how state funding is allocated, review financial projections, hear from the Student Health & Counseling Center, and learn about the overall tuition setting process. While TFAC only makes a formal recommendation on resident undergraduate tuition and mandatory fees, the model they utilize to review different increases includes all tuition rates.

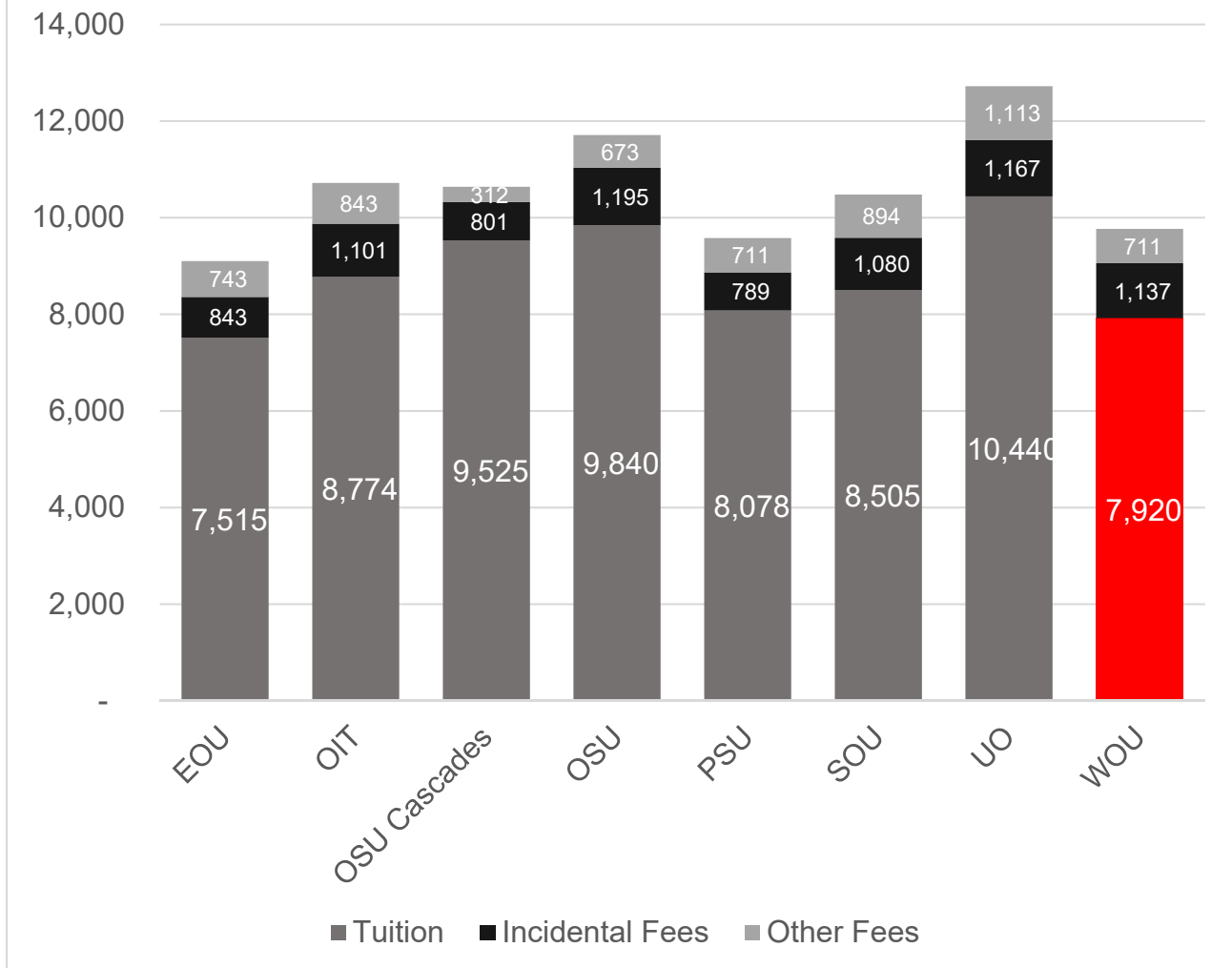
TFAC was unanimously in support of the requested \$6 increase to the Health Service fee, but undecided on a resident undergraduate increase prior to the open forums for students at large, and took both a \$6 (3.41%) and \$8 (4.55%) per credit increase to gain student feedback. A poster was created including the following graphics to assist committee members when talking to students at-large about the two different increases.



Historical Tuition per Credit



Oregon Public Universities 2019-20 Cost Comparison



During the tabling open forums, TFAC heard from 120 students at-large. 57 were in favor of the \$6 (3.41%) increase, while 63 students were in favor of the \$8 (4.55%) increase. Additionally, 105 students were in favor of the \$6 increase to the health service fee, while 5 were not (only received feedback from 110 students).

When TFAC reconvened to make their final recommendation, all but two of the students were in favor of the \$8 (4.55%) increase. The Committee also felt strongly about the necessity to continue efforts of overall affordability through open educational resource initiatives. Their recommendation letter is attached for additional information.

SUMMARY OF RECOMMENDED CHANGES IN TUITION AND FEES FOR 2020-21

Overall:

- A new online course fee of \$53 per credit
- An increase in the health service fee of \$6, bringing the fee to \$145 per term
- No increases to the building, student health building, student rec center building, and matriculation fees
- IFC has voted to change the structure of the incidental fee to be two tiers, with a fee of \$265 for credits 1-5, and \$395 for 6 or more credits

Undergraduate:

- Resident undergraduate tuition increase of \$8 per credit, or 4.55%
- Non-resident undergraduate tuition increase of \$28 per credit, or 4.88%
- Changing the tuition assessment structure to be based on residency regardless of modality
 - Before, undergraduate online tuition was assessed at a rate of \$228 per credit, regardless of residency. This resulted in resident students paying a premium for online classes, while WUE and non-resident students received a discount for online classes.

Graduate:

- Resident graduate tuition increase of \$21 per credit, or 4.94%
- Non-resident graduate tuition increase of \$35 per credit, or 4.97%
- No increase to graduate online tuition

SUMMER

Summer 2020 tuition and fee rates were included in the Tuition & Fee book approved at the April 17, 2019 Board meeting. To align with the academic calendar and financial aid award year, Summer 2021 is not included in this Tuition & Fee book in order to become the start term for 2021-22.

COMMITTEE RECOMMENDATION:

The WOU Finance and Administration Committee recommends the Western Oregon University Board of Trustees approve the 2020-21 Academic Year Tuition and Fee Book.

March 6, 2020

To: President Fuller and the WOU Board of Trustees

Subj: Recommendation from the Tuition & Fee Advisory Committee

Throughout winter term, the Tuition & Fee Advisory Committee has been a valuable venue for students to provide their input on next year's tuition rate for undergraduate resident students. We have had the opportunity to learn about the financial workings of Western Oregon University and have gained insight into the rising personnel costs, the transition of state allocation models, the potential tuition rate increases, and the overall effect of these factors on WOU students and the university budget.

In the Tuition & Fee Advisory Committee meetings, we have explored gaining efficiencies resulting in budget savings and possible areas of investment for the university. Therefore, we believe that it is necessary to invest in increasing both enrollment and graduation rates. We hope that the Administration can work to improve enrollment, retention and graduation rates, ensuring student success.

We believe that focusing on enrollment, retention, innovative and creative academic programming and university operations, new programs in consideration of our students' interests, and graduation rates will have a positive impact on long-term University funding. First, because the State will grant funds based on enrollment and graduation rates, and second, because an increase in enrollment increases revenue directly. As far as short-term funding, we understand the necessity of increasing tuition rates. Through a consideration of conversations with 120 students and committee deliberations, we recommend the increase for resident undergraduate tuition to be 4.55% or \$8 per credit (bringing the tuition rate to \$184 per credit) and a \$6 per term increase to the health service fee (bringing the fee to \$145 per term). That decision was supported by all but two members of the committee; one dissenting vote supported an increase to resident undergraduate tuition of 3.41% or \$6 per credit, and the other supported an increase of 3.98% or \$7 per credit. We make this recommendation accompanied with continued university fee remissions to students who are able to afford college least (as determined by FAFSA and ORSAA), and with supporting diverse students through financial aid packages including tuition remissions and scholarships. We also feel strongly about the necessity to continue efforts of overall affordability through open educational resource initiatives.

We greatly appreciate your commitment to the students of Western Oregon University. We hope that you continue to think of students as you reflect on these financial decisions. We appreciated the information and opportunities to comment. While it is not easy to recommend any tuition increase for our students, given this information and involvement, we are prepared to endorse a tuition increase at 4.55% for undergraduate resident tuition.

Again, we appreciate our involvement in this process and we would be happy to address any questions you may have while this is being discussed at the Finance Committee or full Board meeting.

Monica Cerda-Ortiz

Erik Morgan

NJ Johnson

Julieanne Ohashi-Sides

Will Lucas

Jason Weber

Marilyn Maldonado-Dominguez

Hunter Weeks

Andy McDonald

Hamid Bahari-Kashani

Claudia Mendez

Becka Morgan



Western Oregon
UNIVERSITY

2020 – 2021 Academic Year Tuition and Fee Book

Adopted by Western Oregon University Board of Trustees at the April __, 2020, meeting. All prior tuition and fee books are superseded except as to the rights and obligations previously acquired or incurred therein.

2020-21 ACADEMIC YEAR TUITION

Credits	Undergraduate			Graduate	
	Resident	WUE/Texas	Non-Resident	Resident	Non-Resident
1	184.00	276.00	602.00	446.00	739.00
2	368.00	552.00	1,204.00	892.00	1,478.00
3	552.00	828.00	1,806.00	1,338.00	2,217.00
4	736.00	1,104.00	2,408.00	1,784.00	2,956.00
5	920.00	1,380.00	3,010.00	2,230.00	3,695.00
6	1,104.00	1,656.00	3,612.00	2,676.00	4,434.00
7	1,288.00	1,932.00	4,214.00	3,122.00	5,173.00
8	1,472.00	2,208.00	4,816.00	3,568.00	5,912.00
9	1,656.00	2,484.00	5,418.00	4,014.00	6,651.00
10	1,840.00	2,760.00	6,020.00	4,460.00	7,390.00
11	2,024.00	3,036.00	6,622.00	4,906.00	8,129.00
12	2,208.00	3,312.00	7,224.00	5,352.00	8,868.00
13	2,392.00	3,588.00	7,826.00	5,798.00	9,607.00
14	2,576.00	3,864.00	8,428.00	6,244.00	10,346.00
15	2,760.00	4,140.00	9,030.00	6,690.00	11,085.00
16	2,944.00	4,416.00	9,632.00	7,136.00	11,824.00
17	3,128.00	4,692.00	10,234.00	7,582.00	12,563.00
18	3,312.00	4,968.00	10,836.00	8,028.00	13,302.00
<i>Each Additional Credit Hour</i>	184.00	276.00	602.00	446.00	739.00

Notes:

(1) Tuition for undergraduate students under the Western Undergraduate Exchange (WUE) program or who are from Texas is assessed at 150% of the resident tuition rate.

(2) Tuition rates apply to all courses regardless of modality (face-to-face, hybrid, online) or location (Monmouth, Salem).

PROMISE RATES

Credits	Resident Undergraduate		
	2018	2017	2016
1	197.00	198.00	186.00
2	394.00	391.00	367.00
3	591.00	584.00	548.00
4	788.00	777.00	729.00
5	985.00	970.00	910.00
6	1,182.00	1,163.00	1,091.00
7	1,379.00	1,356.00	1,272.00
8	1,576.00	1,549.00	1,453.00
9	1,773.00	1,742.00	1,634.00
10	1,970.00	1,935.00	1,815.00
11	2,167.00	2,128.00	1,996.00
12	2,364.00	2,321.00	2,177.00
13	2,561.00	2,514.00	2,358.00
14	2,758.00	2,707.00	2,539.00
15	2,955.00	2,900.00	2,720.00
16	3,152.00	3,093.00	2,901.00
17	3,349.00	3,286.00	3,082.00
18	3,546.00	3,479.00	3,263.00
<i>Each Additional Credit Hour</i>	197.00	193.00	181.00

MANDATORY FEES

Credits	Undergraduate Mandatory Fees					
	Building	Incidental	Health Service	Student Health Bldg	Student Rec Ctr Bldg	Total
1	23.00	265.00	145.00	11.00	42.00	486.00
2	25.00	265.00	145.00	11.00	42.00	488.00
3	27.00	265.00	145.00	11.00	42.00	490.00
4	29.00	265.00	145.00	11.00	42.00	492.00
5	31.00	265.00	145.00	11.00	42.00	494.00
6	33.00	395.00	145.00	11.00	42.00	626.00
7	35.00	395.00	145.00	11.00	42.00	628.00
8	37.00	395.00	145.00	11.00	42.00	630.00
9	39.00	395.00	145.00	11.00	42.00	632.00
10	41.00	395.00	145.00	11.00	42.00	634.00
11	43.00	395.00	145.00	11.00	42.00	636.00
12 or more	45.00	395.00	145.00	11.00	42.00	638.00

Notes:

(1) A one-time Matriculation Fee of \$365 is assessed to all new and transfer undergraduate students.

(2) Online courses are subject to an online course fee of \$53 per credit.

(3) These fees are assessed based on Monmouth campus credit hours. Students not enrolled at the Monmouth campus may opt in to the Health Service Fee for associated service.

MANDATORY FEES (cont.)

Credits	Graduate Mandatory Fees					Total
	Building	Incidental	Health Service	Student Health Bldg	Student Rec Ctr Bldg	
1	23.00	265.00	145.00	11.00	42.00	486.00
2	25.00	265.00	145.00	11.00	42.00	488.00
3	27.00	265.00	145.00	11.00	42.00	490.00
4	29.00	265.00	145.00	11.00	42.00	492.00
5	31.00	265.00	145.00	11.00	42.00	494.00
6	33.00	395.00	145.00	11.00	42.00	626.00
7	35.00	395.00	145.00	11.00	42.00	628.00
8	37.00	395.00	145.00	11.00	42.00	630.00
9 or more	45.00	395.00	145.00	11.00	42.00	638.00

Notes:

(1) A one-time Matriculation Fee of \$315 is assessed to all new and transfer graduate students.

(2) Online courses are subject to an online course fee of \$53 per credit.

(3) These fees are assessed based on Monmouth campus credit hours. Students not enrolled at the Monmouth campus may opt in to the Health Service Fee for associated service.

ROOM AND BOARD RATES

University Housing and Campus Dining Room and Board Rates					
		Annual	Fall	Winter	Spring
Landers	Double Room (2 people/2 person room)	8,159	2,856	2,856	2,447
	Single (1 person/1 person room)	9,996	3,499	3,499	2,998
	Super Single (1 person/2 person room)	10,664	3,732	3,732	3,200
Barnum	Deluxe Double (2 people/3 person room)	9,534	3,337	3,337	2,860
	Triple (3 people/3 person room)	8,159	2,856	2,856	2,447
	Single (1 person/3 person room)	11,108	3,888	3,888	3,332
Heritage & Ackerman	Standard Double (2 people/2 person room)	9,002	3,151	3,151	2,700
	Single (1 person/1 person room)	9,996	3,499	3,499	2,998
	Super Single (1 person/2 person standard double)	10,664	3,732	3,732	3,200
Arbor Park	Individual Rate for shared apt. (4 people/apt) - no meal plan	7,404	2,591	2,591	2,222
	Individual Rate for shared apt. (4/people/apt) - with meal plan	9,826	3,439	3,439	2,948
Meal Plans	Resident Meal Plan #1	1,050	285	285	285
	Resident Meal Plan #2	1,350	450	450	450
	Resident Meal Plan #3	1,800	600	600	600
	Resident Meal Plan #4	2,250	750	750	750
	Resident Meal Plan #5	450	150	150	150

Notes:

- (1) Room rates to be charged 35% in fall and winter terms and 30% in spring term. Meal plan charges to be distributed evenly each term.
- (2) Students residing in all halls other than Arbor Park must select a meal plan.
- (3) Rates include 23.00 social activity fee and 30.00 laundry fee per term.

Family Housing	Knox Street Housing (does not include meal plan)	705/month
	Alderview Townhouse (does not include meal plan)	945/month interior unit; 975/month exterior unit

Notes:

- (1) Knox: Includes utilities, internet through MInet fiber, free laundry in community laundry room, 2.00 social activity fee per month.
- (2) Alderview: Includes utilities, campus internet, washer/dryer in each apartment, 2.00 social activity fee per month.