



**Western Oregon University Board of Trustees:  
Academic & Student Affairs Committee  
Meeting No. 23 – November 2, 2021  
3:00pm – 5:00pm  
Via [Zoom](#) | By Phone: 1-253-215-8782  
Meeting ID: 822 1036 7253 | Passcode: 279719**

**AGENDA**

- I. CALL-TO-MEETING AND ROLL CALL**
- II. COMMITTEE CHAIR’S WELCOME**
- III. CONSENT AGENDA**
  - 1) None
- IV. ACTION ITEMS:**
  - 1) Proposal for new degrees:
    - a. [Bachelor of Science and Bachelor of Applied Science in Data Analytics](#)
- V. REPORT & DISCUSSION ITEMS:**
  - 1) Student Affairs Update | [Vice President Report](#)
  - 2) Academic Affairs Update | [Vice President Report](#)
- VI. SHOWCASE: [Lessons Learned: What Worked and What Didn’t](#)**
- VII. ADJOURNMENT**

## **WOU Board of Trustees, Proposal for a new degree program: Bachelor of Science and Bachelor of Applied Science in Data Analytics (BS/BAS-DA)**

The Bachelor of Science (BS) and Bachelor of Applied Science (BAS) degrees in Data Analytics are interdisciplinary, building on foundational course work from Mathematics, Computer Science and Information Systems. From Mathematics, students will develop their skills in quantitative literacy, logical reasoning, statistics and linear algebra; from Computer Science, coding skills; and from Information Systems, technological and information management skills. The foundational skills will be further developed and located in a framework for data analytics via Data Analytics course work, including a capstone high-impact learning experience.

The program requirements are the same for the BS and BAS students and comprise 75-76 credits. The paths vary in their general education requirements: BS students will complete WOU's General Education requirements, while BAS students will complete the BAS Core requirements. The BS degree is designed for students who begin at WOU in their first year of college or transfer to WOU with a traditional transfer degree (e.g., AAOT) or credits towards such a degree. The BAS path is designed for students who complete a career/technical associate's degree, or at least 60 credits towards such a degree, before transferring to WOU.

Data analytics and data science are constantly evolving fields and becoming essential to domains such as business, e-commerce, finance, government, health-care, science, telecommunications and more. As more and more domains rely on collecting and analyzing data, the demand for data analysts and data scientists will continue to grow. This major is designed to prepare graduates to meet his growing need.

The proposed BS and BAS degrees in Data Analytics supports WOU's mission, values, and strategic plan. In addition to providing a 180-credit educational pathway (between program and other degree requirements), it is deeply interdisciplinary and relevant in a world where big data is pervasive and increasingly used to solve important real-world problems. Combining data analytics skills with the fundamental components of a liberal arts degree such as communication, quantitative literacy skills, and critical thinking, this program will prepare students to immediately enter a range of careers upon graduation.

The proposed Bachelor of Science (BS) and Bachelor of Applied Science (BAS) degrees in Data Analytic received Faculty Senate Approval on June 8, 2020 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees and the Higher Education Coordinating Commission, the NWCCU will be notified of this change.

### **STAFF RECOMMENDATION:**

It is recommended that the Western Oregon University Board of Trustees Academic and Student Affairs Committee approve the introduction of the proposed The Bachelor of Science (BS) and Bachelor of Applied Science (BAS) degrees in Data Analytics as included in the docket material.



## Proposal for a New Academic Program

**Institution:** Western Oregon University

**College/School:** Liberal Arts and Sciences

**Department/Program Name:** Computer Science

**Degree and Program Title:** BAS and BS in Data Analytics

### 1. Program Description

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

*30.7101 Data Analytics, General.*

**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.**

We are proposing the establishment of Bachelor of Science (BS) and Bachelor of Applied Science (BAS) degrees in Data Analytics at Western Oregon University. Data analytics and data science are constantly evolving fields and becoming essential to domains such as business, e-commerce, finance, government, health-care, science, telecommunications and more. As more and more domains rely on collecting and analyzing data, the demand for data analysts and data scientists will continue to grow. This major is designed to prepare graduates to meet his growing need.

WOU's data analytics program is interdisciplinary and built on a foundation of Mathematics, where students will develop their skills in quantitative literacy, logical reasoning, statistics and linear algebra. Also foundational to this degree is coding skills, which will be developed through Computer Science courses, and technological skills, which will be developed through Information Systems courses. These skills will be further developed and put into the framework of the data analytics field with Data Analytics courses, including a high-impact capstone experience.

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

The Data Analytics major is designed to be a self-contained 90-credit degree completion program. It builds in flexibility for students with 14-15 elective credits that students will be advised to fulfill with upper division credits.

Curriculum

The Data Analytics major is an interdisciplinary major with core classes in Computer Science, Data Analytics, Information Systems, and Mathematics. The major culminates in a high-impact practice capstone project.

**Computer Science Core (12 credits):**

- CS 161 Computer Science I (4 credits)
- CS 162 Computer Science II (4 credits)
- CS 436 Dynamic Systems Simulation (4 credits)

**Data Analytics Core (20 credits):**

- DA 101 Foundations of Data Analytics (4 credits)
- DA 432 Introduction to Data Analytics (4 credits)
- DA 434 Data Visualization (4 credits)
- DA 436 Learning from Data (4 credits)
- DA 438 Analysis of Social and Economic Networks (4 credits)

**Information Systems Core (12 credits):**

- IS 240 Information Management I (4 credits)
- IS 301 Information Systems Automation (4 credits)
- IS 340 Information Management II (4 credits)

**Mathematics Core (19-20 credits):**

- MTH 231 Elements of Discrete Math I or MTH 251 Calculus I (4 credits)
- MTH 232 Elements of Discrete Math II or MTH 252 Calculus II (4 credits)
- MTH 243 Introduction to Probability and Statistics (4 credits)
- MTH 244 Introduction to Probability and Statistics II OR BA 367 Regression Analysis (3-4 credits)
- MTH 308 Computational Linear Algebra (4 credits)

**Capstone Project (12 credits):**

- DA 471 Advanced Techniques (4 credits)
- DA 472 Data Analytics Project Management or IS 470 Project Management (4 credits)
- DA 473 Data Analytics Project Implementation or IS 475 Project Implementation (4 credits)

**Total Credits 75-76 credits**

BS and BAS students complete the same program requirements. The paths vary in their general education requirements: BS students will complete WOU's General Education requirements, while BAS students will complete the BAS Core requirements. The BS degree is designed for students who begin at WOU in their first year of college or transfer to WOU with a traditional transfer degree (e.g., AAOT) or credits towards such a degree. The BAS path is designed for students who complete a career/technical associate's degree, or at least 60 credits towards such a degree, before transferring to WOU.

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 or close to 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. If a student chooses to take BA 367, they will complete 47 upper division credits of 75 credits in the program and will be advised to take the remaining 15 credits as upper-division, for a pathway that totals 90 credits. If a student chooses to take MTH 244, then they will have 44 credits of the 76 that are upper-division. Thus the student will need 16 more credits of upper-division electives, which will result in 92 credits.

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

Students will be able to enroll in any WOU courses for which they have the prerequisites, and so may take courses on WOU's campus in Monmouth or Salem. Whenever possible, we will offer courses in flexible formats, including many asynchronous online course offerings. The program will draw on WOU's learning management system (Canvas) for all flexible format course delivery (including face-to-face), including instructional and curriculum design support from WOU's Center for Academic Innovation.

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

This program takes advantage of many existing WOU courses taught by highly qualified tenure-track and tenured faculty in Computer Science, Information System and Mathematics. The new courses will be developed by highly qualified faculty in the fields of Computer Science, Data Science, Information Systems, Mathematics, Statistics and Systems Science.

According to the Society for Industrial and Applied Mathematics (SIAM,) good programs in data analytics include databases, algorithms, data mining, machine learning, statistics, and visualization. All of these areas are already being taught at WOU at some level and can be further developed. Moreover, data analytics is necessarily an interdisciplinary field and WOU has a history with interdisciplinary degrees. Successful examples include the combined Computer Science/Mathematics major, the combined Economics/Mathematics major and the Sustainability Major.

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

This major requires the development of four new courses, two Data Analytics classes and two Mathematics classes. WOU's faculty have sufficient capacity and expertise to deliver these courses as needed. All of the other courses in this major are offered regularly by the Computer Science Program, the Information Systems Program and the Mathematics Department.

**g. Other staff.**

No new staff is needed. The staff of the Computer Science Division will 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 2022.

**2. Relationship to Mission and Goals**

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

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 and BAS degrees in Data Analytics supports WOU’s mission, values, and strategic plan. In addition to providing a 180-credit educational pathway (between program and other degree requirements), it is deeply interdisciplinary and relevant in a world where big data is pervasive and increasingly used to solve important real world problems. Combining data analytics skills with the fundamental components of a liberal arts degree such as communication, quantitative literacy skills, and critical thinking, this program 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. This interdisciplinary degree is a combination of science, technology and mathematics.

**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.**

One of the state’s goals is to increase the number of students earning 4-year degrees (40-40-20 education goal). Creating a clear pathway to a career-focused baccalaureate degree will help achieve that goal. Furthermore, the Data Analytics program will include early academic advising, strong learning experiences, and peer-to-peer learning to promote student success. These elements will maximize the likelihood that students that start the program will persist resulting in a higher graduation rate in this important and emerging STEM field. The high-impact capstone experience will emphasize researching and solving real-world problems and will in-turn create a portfolio for use in procuring a job upon graduation.

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, information literacy skills, critical thinking skills, quantitative literacy skills, and communication skills which are essential in order for citizens to contribute constructively to society. Additionally, students will explore the ethical considerations associated with big data, including algorithmic bias. This exploration will enable students to better understand the cultural demands of citizenship as it pertains to data.

**3. Accreditation**

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

There is no separate program accreditation in this area.

- 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.**

Program will meet all NWCCU standards and NWCCU will be notified when the program has final approval.

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

N/A

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

N/A

**4. Need**

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

	Headcount projections, first 5 years of program				
	2022-23	2023-24	2024-25	2025-26	2026-27
Cohort 1 (22-23)	10	10	10	10	0

Cohort 2 (23-23)	0	10	10	10	10	
Cohort 3 (24-25)	0	0	10	10	10	
Cohort 4 (25-26)	0	0	0	10	10	
Cohort 5 (26-27)	0	0	0	0	10	
Total	10	20	30	40	40	

Headcount projects are based on cohorts of approximately 10 students that graduate in four years.

	FTE projections first five years of the program					
	2022-23	2023-24	2024-25	2025-26	2026-27	
Cohort 1 (22-23)	8.00	8.00	4.00	4.00	0.00	
Cohort 2 (23-24)	0.00	8.00	8.00	4.00	4.00	
Cohort 3 (24-25)	0.00	0.00	8.00	8.00	4.00	
Cohort 4 (25-26)	0.00	0.00	0.00	8.00	8.00	
Cohort 5 (26-27)	0.00	0.00	0.00	0.00	8.00	
Total	8.00	16.00	20.00	24.00	24.00	

FTE projects are based on the additional courses that would need to be offered to support the major from both the Computer Science Division and the Mathematics Department.

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

Year 1: 0 Year 2: 0 Year 3: 0 Year 4: ~ 10 Year 5: ~15

**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.**

Data analytics and data science are constantly evolving fields and becoming essential to domains such as business, e-commerce, finance, government, healthcare, science, telecommunications and more. As more and more domains rely on collecting and analyzing data, the demand for data analysts and data scientists will continue to grow. The U.S. Bureau of Labor Statistics says that the need for data science skills will drive a 27.9% rise in employment in the field through 2026 (<https://www.bls.gov/careeroutlook/2013/fall/art01.pdf>). This sizable demand is not being met by college graduates. Daniel Gutierrez, managing editor of insideBIGDATA, told Forbes, "The word on the street is there's definitely a shortage of people who can do data science" (<https://fortune.com/2018/05/18/best-tech-jobs-data-scientist/>). According to Society of Industrial and Applied Mathematics, "It is clear that the data tsunami is only increasing in intensity and that the



current focus on data analytics will not easily fade" (<https://www.siam.org/publications/journals/siam-journal-on-mathematics-of-data-science-simods>).

In addition to demand, jobs working with big data have been highly ranked in recent years. Each year Glassdoor .com ranks the top jobs in the United states based on median base income, job satisfaction, and number of job openings in the U.S. From 2016 to 2019, Glassdoor ranked data scientist as the number one job and third in 2020 ([https://www.glassdoor.com/List/Best-Jobs-in-America-LST\\_KQ0,20.htm](https://www.glassdoor.com/List/Best-Jobs-in-America-LST_KQ0,20.htm)). Glassdoor ranked data analyst in the top 50 jobs the last three years; 44 in 2020, 31 in 2019 and 38 in 2018 ([https://www.glassdoor.com/List/Best-Jobs-in-America-LST\\_KQ0,20.htm](https://www.glassdoor.com/List/Best-Jobs-in-America-LST_KQ0,20.htm)). As jobs working with big data are relatively new, it is more challenging to disaggregate the data. Glassdoor also ranks business analyst, data engineer and financial analyst in the top 50 for 2020. These highly ranked jobs are also paying well in Oregon. According the State of Oregon Employment Department, the median salary for a Data Scientist is \$82,485 (<https://www.qualityinfo.org/>).

- 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).**

Though the demand for professionals who can work with big data shows no signs of decreasing, it is important to investigate the viability of a proposed major in data analytics. One of the first questions is whether or not a regional liberal arts university is suited to offer such a major. Looking at comparator institutions listed in the faculty senate archives, we see several variations on the theme of data analytics and data science. Nearly every one of WOU's comparators has some minor or major connected to big data. Based on the market need and student demand, Data Analytics is quickly becoming a program, like English, Psychology, and Math that are needed at all regional public universities.

To further refine this proposal, we examined regional offerings of comparable majors. Of the regional offerings, most have a data science major or minor. Most data science majors, specifically those at OIT, OSU, PSU and UofO, have a substantial portion of the curriculum devoted to mathematical and statistical courses typically found at institutions that also offer engineering. Pacific University and Willamette University offer interdisciplinary majors emphasizing a strong calculus foundation. Eastern Oregon University and Linfield University are respectively hiring to develop a data analytics major and further develop the existing data science minor into a major. Working off the successful model of WOU's Computer Science major, we focused on a data analytics major as the data shows there is room for WOU to contribute towards meeting demand.

The proposed focus on data analytics has several benefits. Data analysts and data scientists both work with data, the main difference lies in what areas they focus on. Data analysts examine large data sets to identify trends, develop visualizations, and create presentations to help make decisions. Data analysts focus more on the application of theory. Data scientists focus more on designing and constructing new techniques for data modeling. New techniques may include algorithms, models, novel implementations and more are all part of the science of data science. By focusing on data analytics, we should be able to offer something unique in the region and use a significant amount of existing structure at WOU.

With such a growing need for data analysts, data scientists, and professionals that can work with data, the state of Oregon needs multiple programs. As WOU is a liberal arts institution, and not an engineering school, we are poised to attract students that may not otherwise see themselves in this degree, including traditional underrepresented folks in STEM.

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

Students graduating from this program will be qualified for entry-level jobs in any host of data-related fields, including data analyst, data scientist, data consultant, information manager, strategy manager, etc. Employers include banks, K-12 school districts, 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 Data Analytics 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 Data Analytics major will have the following program-specific learning outcomes.

1. Use relevant technology for the analysis of large, complex, or messy data sets to design, implement, and evaluate analytics-based solutions.
2. Use quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality. - Aligned to the Quantitative Literacy University Learning Outcome
3. Collect, analyze and assess evidence to reach informed conclusions and judgments. - Aligned to the Inquiry and Analysis University Learning Outcome

### **b. Methods by which the 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 the university faculty committees.

The Computer Science Division's faculty will be primarily charged with assessment of this program, with collaboration from the already standing CS/MTH committee. Each of the three program specific learning outcomes will be assessed at least once every three years, starting with one for each of the first three years. Each of the courses in the program are aligned to at least one of the learning outcomes. Assignments and student work from associated courses will be collected to assess each learning outcome. The assessment tools for learning outcomes 2 and 3 will be the Quantitative Literacy Assessment Rubric from Leap and the Inquiry and Analysis Assessment Rubric from Leap, respectively. Faculty in the Computer Science division will develop an assessment tool for the first learning outcome. In addition to this practice, assessment will also include analyzing data provided to the program by the Institutional Research office, including graduation rates, transfer friendliness and D/W/F rates.

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

Faculty in the Computer Science Division 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.

Data science programs currently exist at most regional colleges and universities and focus more on the data science side of working with big data. The proposed data analytics major at WOU along with the ongoing program development at EOU are the primary efforts in the region that focus more on the analytics side of working with data. WOU is collaborating with institutions that offer technical AAS programs, specifically faculty at Chemeketa Community College to ensure transferability.

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.

As there are several existing data science programs, the proposed data analytics major at WOU is designed to complement these offerings and serve a broader audience. Since WOU is a liberal arts institution and is designated as an emerging HSI, the data analytics program has the potential to increase representation in STEM fields statewide.

There are several existing programs at WOU that may benefit from development of this program and there is strong potential for collaboration. Some of the coursework will be attractive to mathematics majors in the applied track or dual computer science/math majors. Some of the coursework may also be attractive to other divisions and departments looking for additional material in statistics. Lastly, adding an interdisciplinary program with a quantitative focus has the potential to expand undergraduate research opportunities as well as interdisciplinary research opportunities across campus.

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

Not applicable.

- d. Potential impacts on other programs.  
There are no known negative impacts at this time.

# Budget Outline Form: Year 1

## Estimated Costs and Sources of Funds for Proposed Program

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

Institution: Western Oregon University

Academic Year: 2022-2023

Program:

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
<b>Personnel</b>						
Faculty (Include FTE)		\$12,000(addition of 8 credits - 0.18 NTT FTE)				\$12,000
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring		\$7,500 (for marketing)				\$7,500
<b>Personnel Subtotal</b>						<b>\$19,500</b>
<b>Other Resources</b>						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
<b>Other Resources Subtotal</b>						
<b>Physical Facilities</b>						
Construction						
Major Renovation						
Other Expenses						
<b>Physical Facilities Subtotal</b>						
<b>GRAND TOTAL</b>		<b>\$19,500</b>				<b>\$19,500</b>

## Budget Outline Form: Year 2

### Estimated Costs and Sources of Funds for Proposed Program

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

	<b>Column A</b>	<b>Column B</b>	<b>Column C</b>	<b>Column D</b>	<b>Column E</b>	<b>Column F</b>
	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
<b>Personnel</b>						
Faculty (Include FTE)		\$12,000 (addition of 8 credits - 0.18 NTT FTE)				\$12,000
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
<b>Personnel Subtotal</b>						
<b>Other Resources</b>						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
<b>Other Resources Subtotal</b>						
<b>Physical Facilities</b>						
Construction						
Major Renovation						
Other Expenses						
<b>Physical Facilities Subtotal</b>						
<b>GRAND TOTAL</b>		\$12,000				\$12,000

## Budget Outline Form: Year 3

### Estimated Costs and Sources of Funds for Proposed Program

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

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
<b>Personnel</b>						
Faculty (Include FTE)		\$18,000 (addition of 12 credits - 0.27 NTT FTE)				\$18,000
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
<b>Personnel Subtotal</b>						
<b>Other Resources</b>						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
<b>Other Resources Subtotal</b>						
<b>Physical Facilities</b>						
Construction						
Major Renovation						
Other Expenses						
<b>Physical Facilities Subtotal</b>						
<b>GRAND TOTAL</b>		\$18,000				\$18,000

## Budget Outline Form: Year 4

### Estimated Costs and Sources of Funds for Proposed Program

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

	<b>Column A</b>	<b>Column B</b>	<b>Column C</b>	<b>Column D</b>	<b>Column E</b>	<b>Column F</b>
	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
<b>Personnel</b>						
Faculty (Include FTE)		\$24,000 (addition of 16 credits - 0.36 NTT FTE)				\$24,000
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
<b>Personnel Subtotal</b>						
<b>Other Resources</b>						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
<b>Other Resources Subtotal</b>						
<b>Physical Facilities</b>						
Construction						
Major Renovation						
Other Expenses						
<b>Physical Facilities Subtotal</b>						
<b>GRAND TOTAL</b>		\$24,000				\$24,000



**Academic and Student Affairs Committee**  
**November 2, 2021**  
**Vice President for Student Affairs Report | Dr. Gary Dukes**

**Fall 2022 Recruitment Update**

Applications and admitted student numbers are up from last year. Applications are up 30% and Admitted students are up 64%. Our Hawaii recruiter was able to get into some high schools early and as a result we are up 60% and 300% respectively in applications and admissions with students from Hawaii.

We had our first fall Preview Day on October 8. It was a smaller than usual crowd, but given the Delta variant, it was positive event. Our next Preview Day will be November 13. The Admissions Office has several other [recruitment events](#) planned for this term. In addition, we continue to have our weekly enrollment group meeting.

**Cesar E. Chavez Leadership Conference**

On November 12, 2021, WOU will be hosting the Cesar E. Chavez Leadership Conference. The mission of this conference is *to instill in our Latino/a youth, the value of education; which nurtures mind, body and spirit in order to develop a social consciousness that empowers them as leaders for social justice and civic responsibility in the greater community.* In the past this conference has been open to all high school students, but this year the conference has been broken up in to two smaller conferences and the first one will be in November and will only be for high school seniors. We currently have 450 students signed up for the first conference and the cap is 500.

**Destination Western**

Two weeks prior to the start of New Student Week, WOU offered a new residential academic focused pre-orientation program. One hundred and thirty-five students completed the program. The students participated in classes to improve writing and math skills. In addition, these students engaged in social activities and other programs to help acclimate them to WOU. Funding for this program was provided by a grant through the State of Oregon. We are hoping this grant continues so we can provide this program in future years. [Here](#) is a video showing Destination Western.

**Health and Counseling**

Students are overwhelmingly choosing to meet with our counselors in-person with just a few choosing to have tele-counseling appointments. Students can obtain free COVID tests through the Student Health and Counseling Center and have been utilizing this service on a daily basis. The Center partnered with WVT Laboratory out of Corvallis for the free tests. There have been 15 reported positive COVID cases of our students since the beginning of fall term.

**Housing and Dining**

We have 912 students living on-campus this year compared to 718 last year and 1141 in 2019. All students living in the residence halls are compliant with our COVID

requirement. Last year many students left the residence halls going into Winter and Spring terms given most classes weren't offered in person, so we don't anticipate significant attrition this year. We have housing available for students who need to isolate because of COVID, but generally haven't had to utilize more than one or two rooms at one time and we currently do not have any students in isolation.

Staffing, especially in dining, continues to be challenging. Dining is currently down four professional staff positions and over 20 student positions. This has limited our ability to provide some of the catering requests on campus and to offer all of the concepts we would offer in Valsetz dining.

### **Homecoming**

Homecoming occurred October 4-9 on campus. The week's activities included a carnival, painting the Wolf Logo on Church Street, "Paint the Town Red" which involved decorating downtown businesses windows (ASL Club won this competition), a comedian, and a bonfire the night before the game. One new event this year to homecoming was Class-by-Class Dodgeball tournament which replaced the women's flag football game. The Sophomore Class won the Dodgeball tournament. Student Body President Logan Jackson and Student Body Vice President were crowned Wolf Royalty.

### **Tree Lighting**

Mark your calendars for December 3, 2021, for the 53<sup>rd</sup> Annual Tree Lighting. This year's event will be exclusively outdoors.

### **Upward Bound**

Upward Bound is a 1.5M U.S. Department of Education TRiO grant which serves 50 first-generation, low-income and/or students with disability in high school. WOU's grant serves students attending Dallas or Central High Schools. The grant is a five-year renewable grant. We are in the process of writing to renew our grant since this is the last year of our current five-year grant. The grant provides tutoring and other college preparatory activities. Because of WOU's involvement with these activities, most students attend WOU for college. We will be notified in summer of 2022 of our extension.

### **Diversity Commitment Scholars and Bilingual Teacher Scholars**

Each year, WOU offers around 50 students a \$6,000 renewable scholarship as part of the Diversity Commitment Scholars program. These students are connected to staff in the Multicultural Student Services and Programs office for support and advising. For Fall 2021, we awarded 41 new students and 11 transfer students this scholarship. Two students were awarded the Brody Scholarship which is a scholarship through the WOU Foundation which funds a student's entire expenses (Tuition, Fees, Room, Board, and Expenses).

This year WOU had nine new students and 11 transfer students who received the Bilingual Teachers Scholars award. This is a renewable \$3,000 scholarship. Five

DACA students also received this award which is the largest number of DACA students receiving this award.

### **Dream.US**

The Dream.US is the nation's largest college and career success program for immigrant youth, having provided more than 7,500 college scholarships to DREAMers attending over 75 partner colleges in 19 states and Washington, DC. The Dream.US believes that all young Americans, regardless of where they were born, should have the opportunity to get a college education and pursue a meaningful career that contributes to our country's future. The Dream.US provides scholarships up to \$33,000 for a 4-yr degree, and an additional \$4,000 to help cover books and fees.

Western Oregon University is one of the 75 partner colleges and the only one in Oregon. WOU currently has 50 National (in-state) scholars and 10 Opportunity (out-of-state) scholars. In their most recent report, Dream.US reported that National scholars at WOU persisted at a rate of 91.9% compared to the programs overall average of 86.8%. In addition, National scholars at WOU had an average GPA of 3.31 compared to the Dream.US overall average of 3.26. Adrian Trujillo, Itsel Venegas-Trujillo, Anel Venegas-Trujillo, and Travis Heide work specifically with these students along with programs such as the Student Enrichment Program and Multicultural Student Services and Programs.

Seven Dream.US participants graduated this past spring and two more will graduate at the end of fall term. This fall WOU welcomed eight first-year students and six transfer students as part of the Dream.US program. This program has greatly improved the ability for students at WOU to afford a college education.

### **Child Development Center**

Thirty-eight students are enrolled in the Child Development Center (CDC) with many students on a waitlist. The CDC serves children 2 ½ - 5 years of age. The CDC was scheduled to offer Toddler care this year but didn't have enough enrollment for this to happen.

Classrooms were capped this year (normally classrooms can hold 18) in order to reduce density related to COVID. There was a COVID case in one of the classrooms this quarter which resulted in a two-week pause in that classroom meeting. Because of the cohort model being used in the CDC, this only impacted the one classroom.

The CDC has been quite successful in obtaining grants to offset the cost of attendance for needy families. One grant was for \$222,480 and provided the cost of care for 18 students. Tammy Gardner, the Director of the CDC has done well in applying for and receiving grants.

### **Incidental Fee Process**

The Incidental Fee Committee will begin meeting in the next month to start their process.

**Academic and Student Affairs Committee****November 2, 2021****Provost & Vice President for Academic Affairs Report | Dr. Rob Winningham****WOU:Salem**

WOU:Salem and the Vick Building are open and operating. We had a series of events from September 20 through September 25:

- Ribbon Cutting, Monday, September 20
- Alumni & Donor Welcome, September 22 & 23
- Employee Reception, September 24
- WOU:Salem Faculty & Student Orientation, September 25

You can view the grand opening video:

<https://www2.wou.edu/nora/woutv.video.viewer?pvideoid=1659>

And, here are links to the news coverage

- Salem Reporter: <https://www.salemreporter.com/posts/5032/wou-welcomes-first-students-to-new-salem-campus>
- Salem Statesman Journal: <https://www.statesmanjournal.com/story/news/education/2021/09/20/western-oregon-university-opens-doors-new-salem-location/8371566002/>
- Salem Business Journal (2008): [http://www.salembusinessjournal.com/pdf/2008\\_05\\_sbj.pdf](http://www.salembusinessjournal.com/pdf/2008_05_sbj.pdf)



## Earn your degree at WOU:Salem

*Once-a-week, face-to-face classes begin September 27, 2021*

### Graduate Programs

- MA in Organizational Leadership
- MS in Rehabilitation and Mental Health Counseling

### Undergraduate programs

- BA in Interdisciplinary Studies
- BAS in Liberal Studies
- Certificate in Professional Writing

### WHY NOT NOW?

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### Degree completion via online + WOU:Salem options

- BS/BAS in Psychology
- BS/BAS in Criminal Justice

### WOU is **transfer friendly**

- Oregon's AAOT degree satisfies all general education requirements: Get straight to completing your major!
- BAS degree options allow for AAS degree holders to complete a four-year degree in 90 or fewer additional quarter credits. Your AAS credits count!
- With our Degree Partnership Program with Chemeketa, you can be dually enrolled!

*Together we* **ACHIEVE**

## Willamette Promise Summer Leadership Institute

In partnership with the Willamette Education Service District, WOU hosted the Willamette Promise Summer Leadership Institute from August 19-21. Thirty rising seniors from 14 different high schools came to WOU's campus to:

- work on college scholarship essays (Cornelia Paraskevas),
- meet peers from other schools,
- get to know WOU faculty and BOT member Jaime Arredondo
- dream about their futures and take concrete steps to get there,
- build skills and confidence and interests,
- get comfortable with the MacBook Pro that each student was awarded and that will carry them to college and beyond

These kids, all of whom will be first generation college students and many of whom speak a language other than English in their homes:

- Practiced study skills with a biology professor (Erin Baumgartner)
- Talked about how they adapt their language to their context (Rosario Peralta Cortez)

- Learned, through trial and error, how to communicate more effectively (Sarah Sheldrick)
- Tried out different crime scene investigation techniques (Graham Rankin and Patty Flatt)
- Danced and programmed, or made astonishingly life-like casts of their hands, or learned some stage combat moves (Daryl Thomas, Pete Hoeffcker Mejia, Ted deChatelet)
- Created vision boards of their futures
- Shared what they learned with each other and us

Video: <https://www.youtube.com/watch?v=ewcLI71244M>



Photos courtesy of the Willamette Education Service District

## Graduate Programs

Overall graduate student enrollment for Fall 2021 is lower than in Fall 2020, though four programs have seen increased enrollment for Fall 2021 compared to Fall 2020.

3-Year Graduate Student Headcount Comparison			
Program	Fall 19	Fall 20	Fall 21 (as of 10.11.21)
MS Education	49	66	63
MA Teaching	58	78	72
MS Special Education	69	70	65
MS Educational Technology	34	25	24
MS Management & Information Systems	18	6	.
MS Rehabilitation Counseling	24	40	44
MA Criminal Justice	11	14	18
MA Interpreting Studies	26	34	36
MS Deaf & Hard of Hearing Education	39	15	1
MA Teaching-Elementary	24	8	.
M.M. Contemporary Music	9	8	6
M.A. Organizational Leadership	21	35	38
End/Auth/CTL (only)	4	6	6
Specializations (only)	11	3	5
Certificate (only)	7	8	10
<b>Total</b>	<b>404</b>	<b>416</b>	<b>388</b>

This Fall, we've formed the Graduate Student Advisory Council to the Dean of Graduate Studies and Research. The council will begin meeting this term and will advise Dean Fouts throughout the year on policies and circumstances that affect graduate students in an effort to better support student success.

The Graduate Office is excited to support new programs and initiatives that were approved last year, including:

- The MS in Justice Studies and 2 new Criminal Justice Certificates (Advanced Juvenile Justice Studies, Social Justice)
- 2 new Organizational Leadership Certificates (Adaptive Leadership, Enabling Leadership)
- The [Accelerated Undergraduate to Master's Pathway](#) (a.k.a., the AUMPathway)

### Sponsored Projects Office

In FY 2021, the Sponsored Projects Office (SPO) helped submit 68 external funding proposals. The proposals were led by 39 different faculty and staff members from across campus and totaled just under \$23 million in requested funding. This is up from FY 2020, in which 55 proposals were submitted with close to \$20 million in requested funding. FY 2021 WOU proposals are faring well; as of October 12, 2021, 41 of the 68 proposals have been funded totaling close to \$11.7 million in new awards so far.

FY 2022 is also off to a strong start and we're continuing to see an upward trend in grant submissions: \$1.1 million in proposals had been submitted by this time in FY 2020 (by Oct. of 2019), \$3.7 million in proposals had been submitted in FY

2021 (by Oct. 2020), and as of Oct. 2021, \$4.5 million in proposals have been submitted.

The Sponsored Projects Office produced a Fall 2021 newsletter which contains a review of proposal activity and highlights grants from across campus:

<https://wou.edu/research/2021/10/12/fall-2021-newsletter/>

In collaboration with the Accounting and Business and Budget Offices, SPO is rolling out the new [Distribution of Indirect Cost Recovery Policy](#). The roll-out is currently in Phase 1, which is focused on setting up distributions of recovered indirect funds to PIs, Divisions/Centers, and their respective area of campus. SPO is offering campus presentations as well as individualized meetings across campus to explain the policy and the roll-out.

### **Library and Academic Innovation**

After a year of rapid adaptation and actively seeking student and faculty feedback, Library and Academic Innovation (LAI) has undergone a year of transformation.

Library and Academic Innovation has a new shared [mission, vision, and values](#) that align with WOU's strategic plan. The Library has a new [Information Literacy Program](#), a new [Collection Development Plan](#) and an updated [Collection Development Policy](#).

As of Fall 2021, WOU's transition from Moodle to Canvas learning management system is complete. Center for Academic Innovation is offering new [faculty development programs](#) as well as instructional design consultations and support for teaching with technology.

LAI envisions the Hamersly Library as a more welcoming space for BIPOC students. As one step in this direction, the Library has begun to implement bilingual English/Spanish directional signage, bookmarks and brochures.

Check out the Library's updated list of [WOU Faculty and Staff Publications!](#)

The Library's [OER Program](#) has saved WOU students approximately \$840,553.29 as of September 2021 (detailed report submitted by Sue Kunda). Our goal is to reach over one million dollars in student textbook savings by July 2022.

The Library celebrated [Latinx Hispanic Heritage Month](#) by hosting a Bilingual Story Talk with President Jay Kenton and Admissions Director Anna Hernandez-Hunter on September 29, 2021. This well attended event was coordinated by Freedom Center Co-Director Makana Ripley in



partnership with the Freedom Center Board, City of Monmouth, and City of Independence. This was the Library's first major in-person event since March 6, 2020.

### **Registrar's Office**

The Office of the Registrar completed a review of potential graduates from the last seven years and was able to identify and resolve missing graduation requirements for twenty-eight undergraduate students. Their degrees were awarded and diplomas were issued on September 10th.

This past summer we awarded a total of 176 baccalaureate degrees to 171 undergraduates and 29 graduate degrees and certificates were awarded to 25 graduate students.

### **Student Success and Advising**

Student Success and Advising (SSA) hosted 635 virtual and phone advising appointments including 228 individual appointments for new and incoming students over the summer. SSA hosted five virtual advising events in June and July, with support from faculty advisors across campus. SSA advisors also provided in-person and virtual advising support during eight on-campus orientation events.

The Degree Completion project has been quite successful with 92 Degree Completion students enrolled in fall term courses. These are students who SSA staff reached out to and helped get them re-enrolled. The Degree Completion advisors also have been instrumental in awarding 40 students with HERFF funds to allow them to return to school to complete their degrees. This work continues into the fall term.

SSA hired two temporary employees to work with students who have been impacted by Covid-19. Maggie Newton is our Degree Completion advisor and Travis Tyler is our Covid-19 Retention and Persistence advisor with a focus on our students athletes. The SSA staff engaged in their own cultural competency training while reading the books *White Fragility* and *How to be Anti-racist*.

SSA was also involved with the *Destination Western* program that brought approximately 150 incoming students to campus, several weeks early to learn additional academic skills before starting the term. SSA provided daily presentations on academic skills, keynote speakers, and a cohort leader for the program.

[Destination Western Student Video](#)

[Destination Western Staff Video](#)

## College of Education

The College of Education programs recently partnered with Admission staff to host 30 high school students from Clatsop County high schools in partnership with programs at Clatsop Community College. Students had fun learning a bit of American Sign Language, playing with the green screen technology with our student-led video production team called Q-Loop Studios, and left their mark on the COE graffiti walls in the Woodcock building.

Faculty in the Division of Creative Arts and the Division of Education and Leadership collaborated to design undergraduate pathways for educator endorsements in music and drama. These pathways were recently approved by Teacher Standards and Practices Commission and will add flexibility for students on our campus. An undergraduate pathway in art is also in development.

The DeafBlind Interpreting National Training and Resource Center in the College of Education's Research & Resource Center with Deaf\* Communities received a \$2.1M grant from the U.S. Department of Education's Rehabilitation Services Administration. Co-principal investigators CM Hall and Heather Holmes continue leadership transforming services, access, and communication norms for DeafBlind individuals across the country expanding and normalizing Protacticle (formerly protactile ASL).

Co-principal investigators Dr. Maria Dantas-Whitney and Dr. Kristen Pratt were recently notified that they have received a \$350,000 continuation grant from the Oregon Department of Education to continue their Rural Partnerships Pathways Program grant (RP3) streamlining degree completion and licensure pathways for teachers in Douglas, Clatsop, Tillamook, Lincoln, Linn, and Benton counties.

## College of Liberal Arts and Sciences

The College of Liberal Arts & Sciences continues to do outstanding work. Some of our current accomplishments and initiatives include:

- Thirteen LAS programs (Business, Art & Design, Music, Theatre, Dance, Creative Production, Cybercrime Investigation, Humanities, Spanish, Math, Chemistry, Social Science and Organizational Leadership) successfully submitted proposals for marketing grants and these programs are already actively engaged in innovative marketing efforts.
- Newly approved and still-in-process programs that we expect to commence in Fall 2022 include a new graduate program, Master of Justice Studies; undergraduate degrees in Creative Production, Cybercrime Investigation, and Data Analytics; certificates in Public & Nonprofit Management, as well as basic and intermediate Spanish, German, French, and Public & Nonprofit

Management; and new educational endorsements in Theatre Education and Music Education.

- Over the summer, program reviews were fully completed in Music and Theatre. Self-studies were completed in Information Science, Computer Science, Math and History, and external reviews for those programs are now pending.
- On September 22, LAS and COE faculty jointly participated in a full day of DEI training workshops with nationally renowned specialist Dr. Nicole Stokes of St. Joseph's University in Philadelphia, Pennsylvania. Initial assessment data shows a highly positive response to this training.
- Dr. Jaime Marroquin, Associate Professor of Spanish, and Sue Kunda in the Library have assisted with publishing an open educational resource with a WOU imprint, *Hispanic Origins of Oregon*, authored by Dr. Olga Gutiérrez Rodríguez. This volume will be shared with several archival organizations.
- Our Model United Nations club has a strong fall membership and will attend an in-person Model UN conference with Clark College and Lewis & Clark University in Portland this November.
- Dr. Leanne Merrill, Assistant Professor of Mathematics, was honored as Educator of the Year by the Monmouth-Independence Chamber of Commerce last spring.
- Dr. Leigh Graziano, Director of First Year Writing and Associate Professor of English, is proud to announce the publication of the second anthology of first-year student writing, *Unbound: A First-Year Writing Anthology*: <https://wou.edu/english/first-year-writing/first-year-writing-unbound/> This work showcases the excellent work by a diverse range of our first-year writing students.
- Dean Cassity and our Director of Service Learning & Career Development, Dr. Adry Clark, continue to co-lead the American Council of Education's Learner Success Lab. Currently they are working with a faculty/staff/administrative steering committee to develop key recommendations for the upcoming report due to ACE in Spring 2022, and in preparation for what we hope will be an in-person site visit from our ACE facilitator, Dr. Mary Churchill, in the Winter 2022 term.
- Drs. Leanne Merrill and Leigh Graziano, directed the content delivery in Math and Writing for the inaugural *Destination Western* program in the two weeks preceding fall term. Other participating faculty included Katherine Schmidt, Tandy Tillinghast, Samantha Morgan, and Maddie Hannah for Writing; and Cheryl Beaver, Brenda Bradley, Chris Mock, and Andrew Nerz for Math.
- Dr. Lucas Cordova, Assistant Professor of Computer Science, continues to work on a prestigious National Science Foundation grant titled "*Testing Tutor - An Inquiry-Based Pedagogy and Supporting Tool to Improve Student Learning of Software Testing Concepts*."
- This year our Information System program started its first online cohort of IS students, recruited largely from Portland Community College. This is currently the only online pathway for an Information Systems degree in the state.

- We were all deeply saddened by the untimely death last April of our longtime Chair of Business & Economics, Dr. Hamid Bahari-Kashani. We would like to thank Dr. John Leadley for stepping up last spring to serve as interim chair, and Dr. Bojan Ilievski for stepping up as the new Business & Economics Division Chair. Kudos are also due to Kathy Witwer for her outstanding work with the Business students during this difficult time.
- We are actively engaged in developing transfer articulations with both Chemeketa and Linn-Benton Community Colleges, and Dean Cassity is now engaged in regular meetings with deans at both colleges as they select programs to focus on in the current academic year.
- The Criminal Justice Sciences Division formed the Center for Restorative Justice & Re-entry at Western Oregon University in Spring 2022, along with an accompanying scholarly journal.
- A group of faculty and staff are currently working on developing an Ethnic Studies program. This work is being spearheaded by Social Sciences Division Chair Dr. Mary Pettenger.
- Several LAS faculty have recently published notable works. In English Studies, Dr. Cornelia Paraskevas recently published a book, *Exploring Grammar Through Texts*; Dr. David Hargreaves just published a volume of poetry, *Running Out of Words for Afterwards*; and Dr. Henry Hughes' poem "Two Minds, Cooking, Friday Night" was nominated for "Best of the Net for 2021" by Ruminant Magazine. Dr. Ryan Topper will be co-editing a special issue on "Poetics from the Global South" for the prestigious journal *Interventions: An International Journal of Postcolonial Studies*.
- Dr. Emily Plec, Professor of Communication Studies, received a \$4000 grant to engage WOU students from foster care backgrounds with community foster youth in online program and event planning to serve foster youth statewide. Dr. Plec is also currently delivering a one-credit online workshop in Race, Power & Privilege, developed in conjunction with the national organization SpeakOut.
- Dr. Patricia Gimenez-Eguibar, Professor of Spanish, was a featured speaker at two events celebrating Hispanic Heritage Month. The first was presented alongside Governor Kate Brown, the Consuls of both Spain and Mexico, and others: [https://youtu.be/W\\_0PVzQRRYc](https://youtu.be/W_0PVzQRRYc) (her talk is at [23:16](#)). The second was presented at the Chehalem Cultural Center: <https://www.chehalemculturalcenter.org/events-calendar/2021/hhm-lecture>.
- NTT Assistant Professor of Dance Les Watanabe's film entitled "2020-2021" was selected for "Best Editor for Short Film" in the 2021 Mysuru International Film Festival. This was a film created last year for our Spring Dance Concert featuring our outstanding dance majors and minors.
- NTT Assistant Professor of Dance Cynthia Garner-Guitierrez is choreographing a new work, *Milagro*, a musical currently in development by Portland singer-songwriter Anna Gilbert and celebrated Guatemalan singer-songwriter Gaby Moreno.
- Last July, Valley Shakespeare Company at WOU gave six performances for live audiences on the outdoor stage outside of Rice Auditorium.

- Behavioral Sciences Division faculty Drs. Melissa Cannon, Jay Schwartz, Alicia Ibaraki, Kathy Espino-Perez, Tracy Powell, and Chehalis Strapp all published work in peer-reviewed publications within the past few months.

### **Partnerships Program**

The purpose of recently hired partnership program is to “grow and strengthen WOU’s opportunities and ability to provide fiscally productive educational programs and experiences for external partners.” As part of this purpose, one main area of focus is to “develop partnership opportunities and relationships.” Jessica Murfin was hired to serve as our Partnership Specialist. Jessica has already begun setting up professional development workshops for not-for-credit educational opportunities and she has found many meetings with internal and external stakeholders, including OHSU, SEIU, the Governor’s staff, and local city leaders. We are developing a catalog of offerings that WOU currently offers (for-credit and not-for-credit) and a system to manage the contracts, invoicing and delivery to external partners. Another focus of this work is to take advantage of our WOU:Salem campus to expand our offerings and service to the Salem area.

### **Marketing Academic Programs**

Academic Affairs has partnered with MarCom to request submissions to fund targeted marketing efforts by academic programs. In October, we awarded 13 grants between \$1600 and \$8000 to engage in marketing efforts that had a high probability of bringing new students to WOU. Many of the proposals were quite creative and most will help develop relationships and a pipeline from high schools and community colleges to WOU. The criteria for funding were to have a proposal that had a high potential of bringing new students to WOU, an identified target audience that could be reached and a plan that could be implemented by faculty leads.

WOU has contracted with one of the most respected higher education support organizations, EAB, to help us recruit returning students and undergraduate students. Other universities who have done similar work with EAB have had remarkable success from this partnership. Admissions, Graduate Studies, WOU-Salem, College of Liberal Arts and Sciences, College of Education, MarCom, Institutional Research and University Computing Solutions have all been involved in implementing this work.

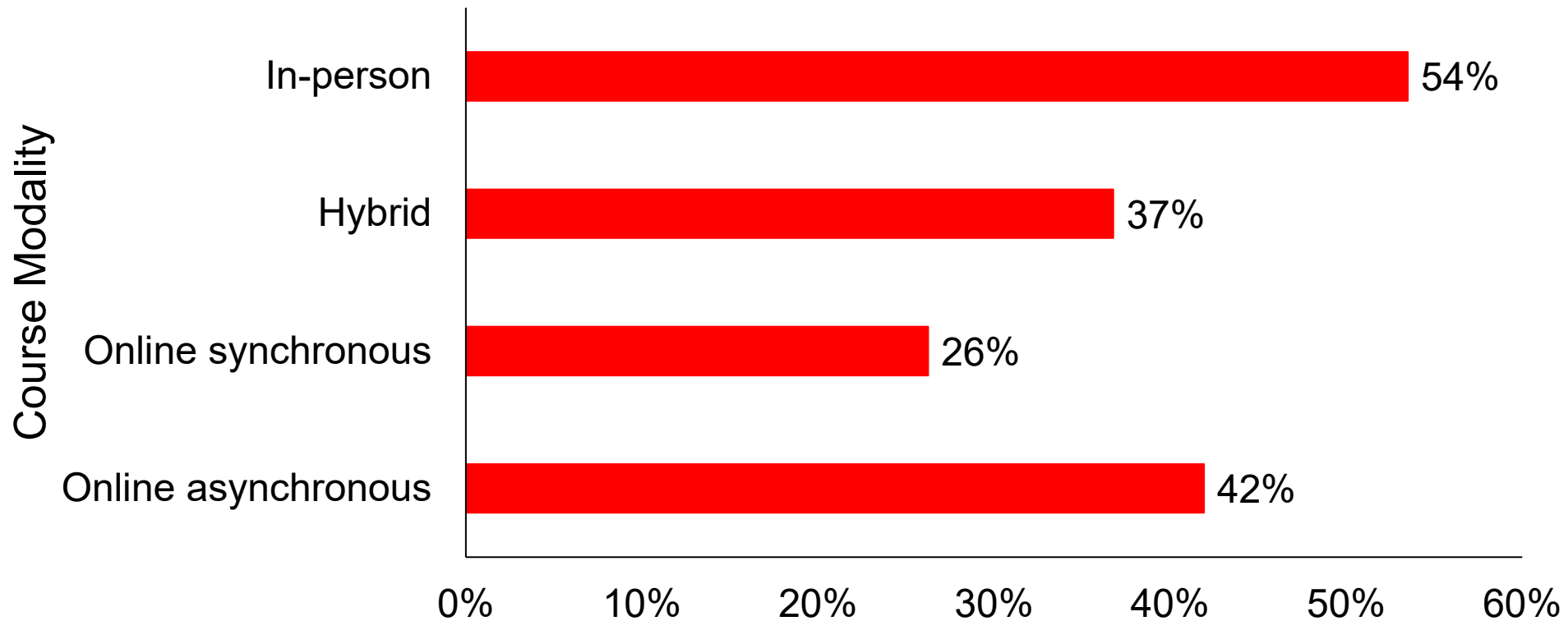


# Winter 2022 Course Modality Preferences WOU Undergraduate Students

With your personal and educational needs in mind, which method of instruction would you prefer for Winter Term 2022?

- In-person
- Hybrid (both in-person and online instruction)
- Online synchronous (live class meetings)
- Online asynchronous (at your own pace)

Percent of students (n = 1028) who chose each modality



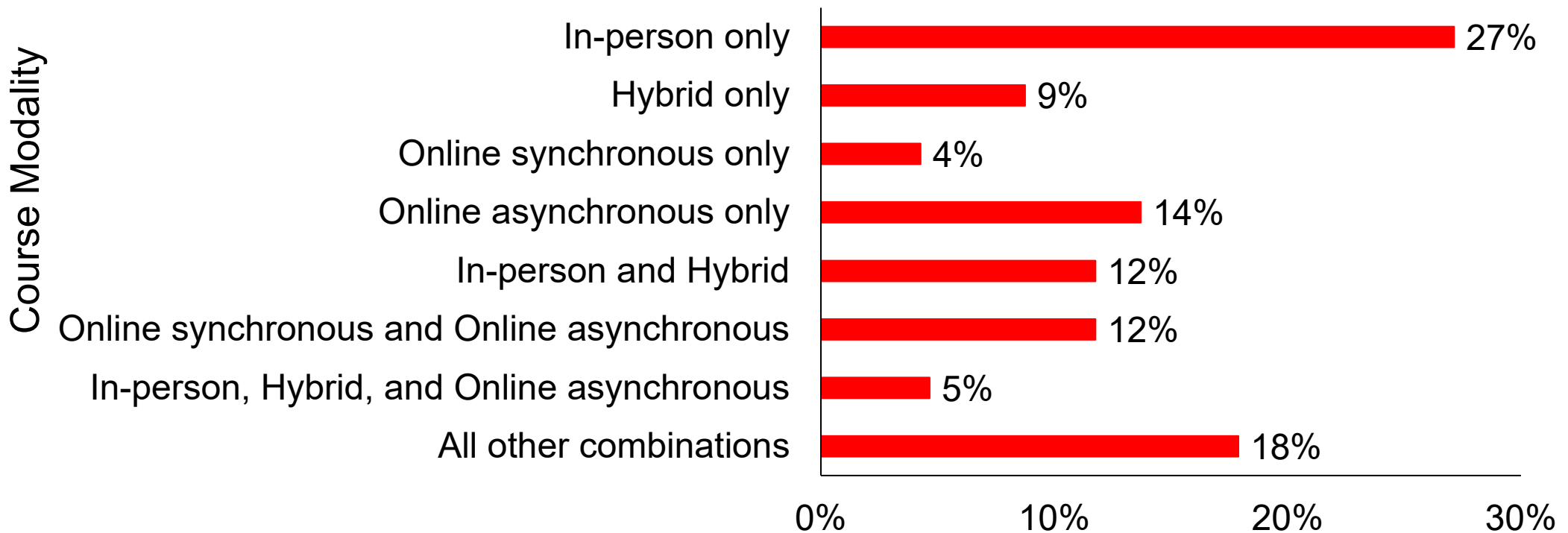


# Winter 2022 Course Modality Preferences WOU Undergraduate Students

With your personal and educational needs in mind, which method of instruction would you prefer for Winter Term 2022?

- In-person
- Hybrid (both in-person and online instruction)
- Online synchronous (live class meetings)
- Online asynchronous (at your own pace)

Percent of students who chose specific combinations of modalities



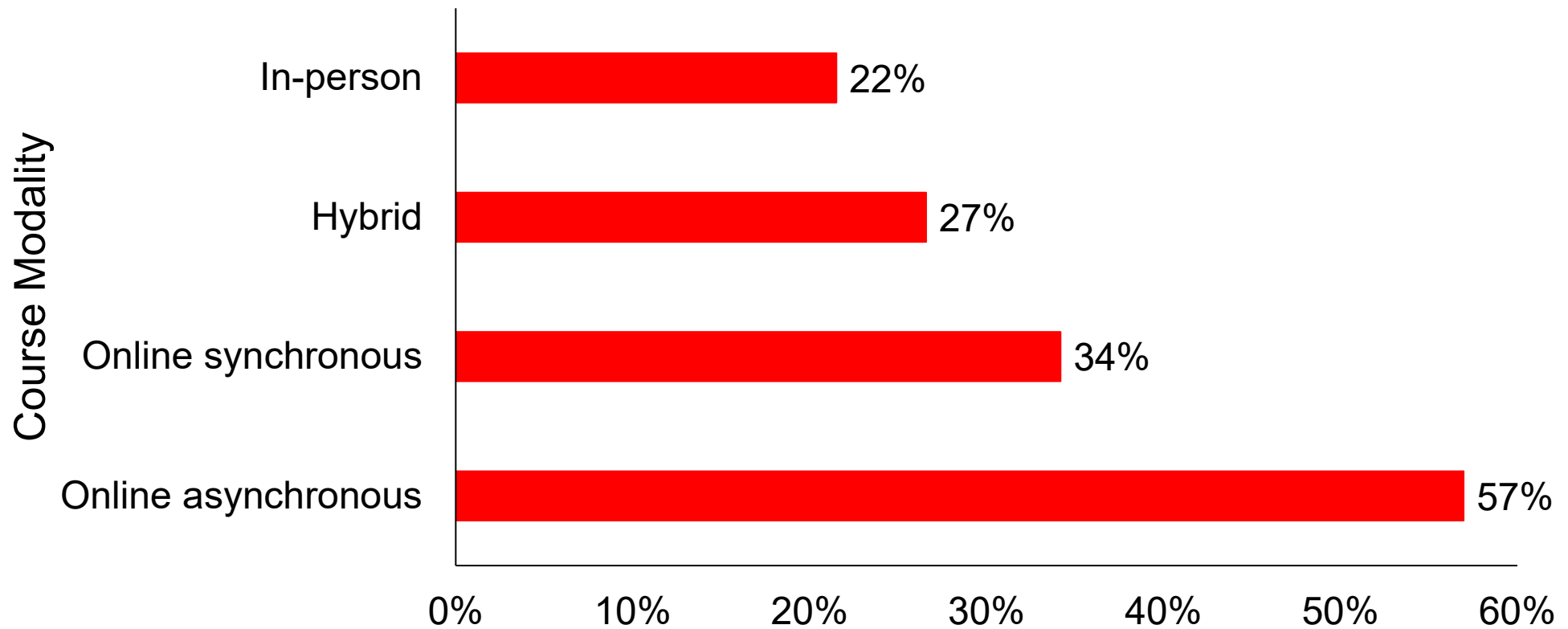


# Winter 2022 Course Modality Preferences WOU Graduate Students

With your personal and educational needs in mind, which method of instruction would you prefer for Winter Term 2022?

- In-person
- Hybrid (both in-person and online instruction)
- Online synchronous (live class meetings)
- Online asynchronous (at your own pace)

Percent of students (n = 79) who chose each modality





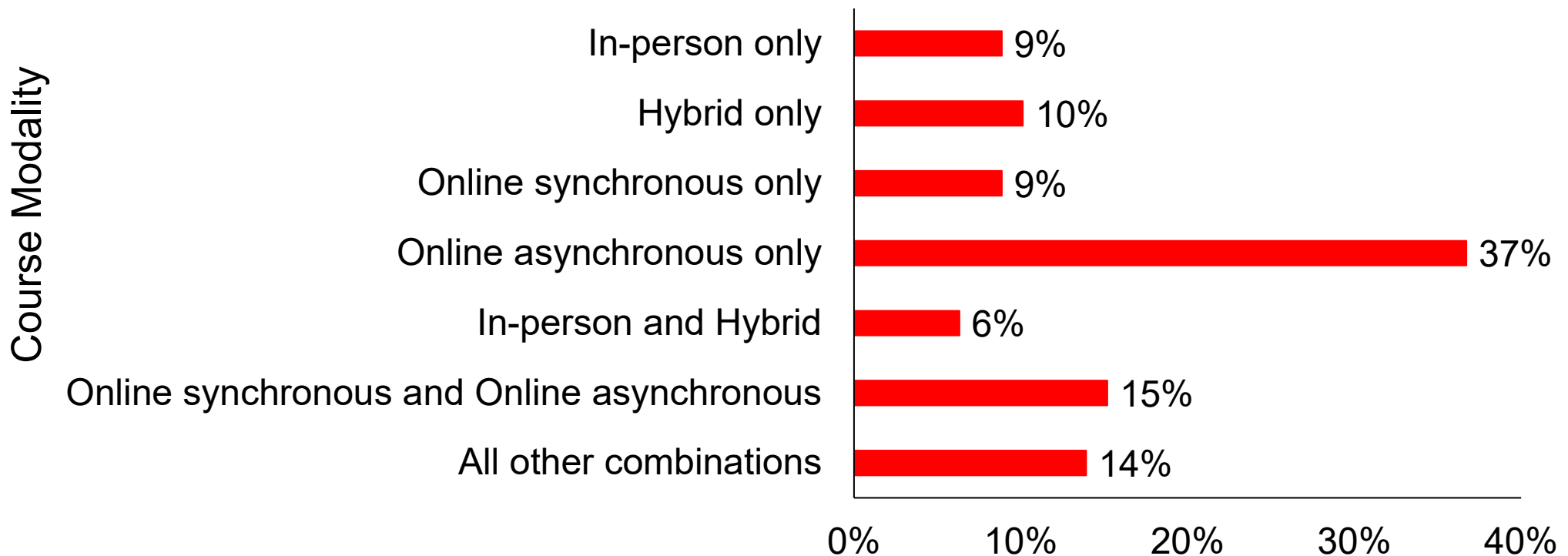


# Winter 2022 Course Modality Preferences WOU Graduate Students

With your personal and educational needs in mind, which method of instruction would you prefer for Winter Term 2022?

- In-person
- Hybrid (both in-person and online instruction)
- Online synchronous (live class meetings)
- Online asynchronous (at your own pace)

Percent of students who chose specific combinations of modalities

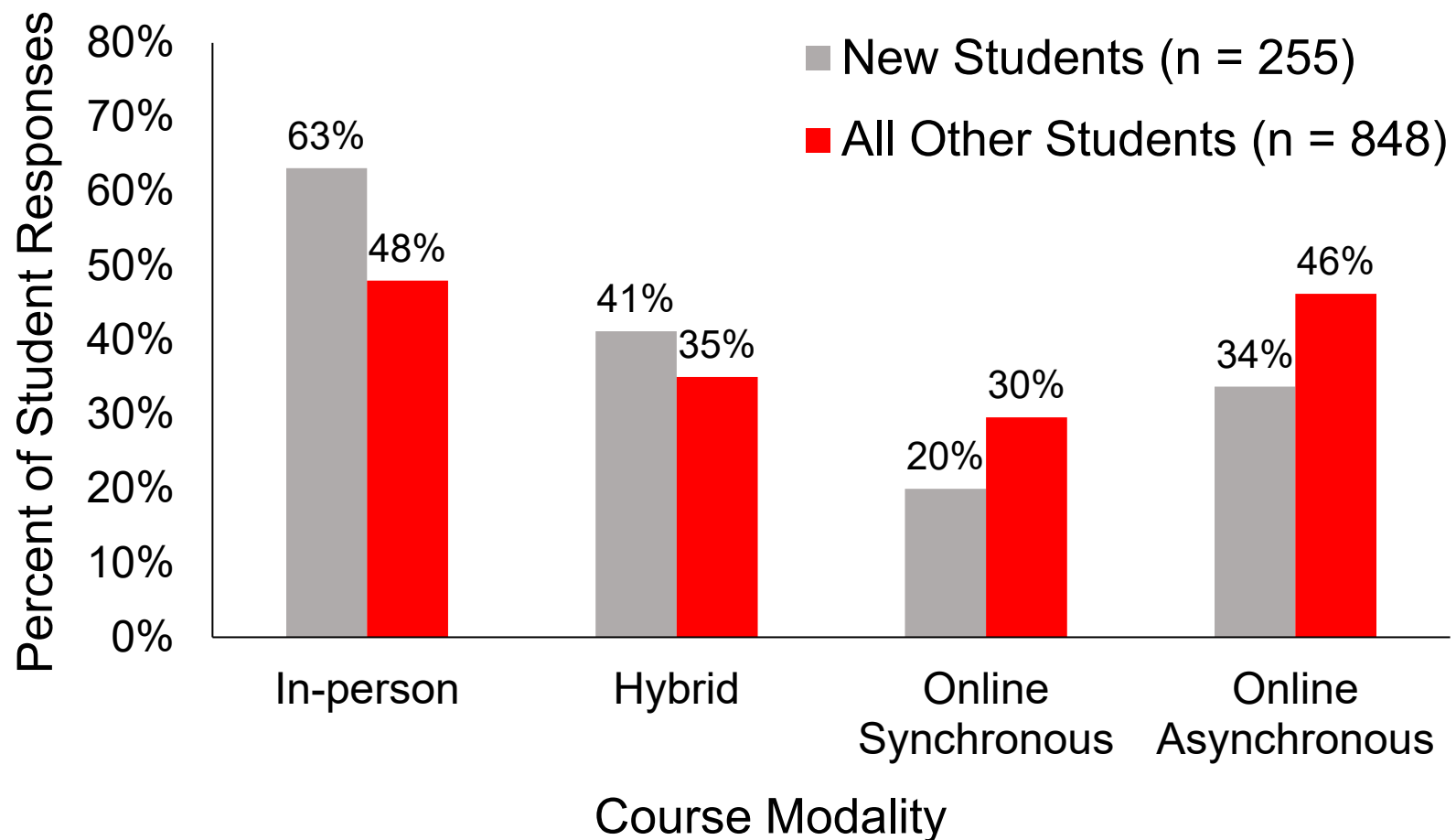




# Winter 2022 Course Modality Preferences New vs. Returning Students

With your personal and educational needs in mind, which method of instruction would you prefer for Winter Term 2022?

- In-person
- Hybrid (both in-person and online instruction)
- Online synchronous (live class meetings)
- Online asynchronous (at your own pace)





## What worked well in 2021-22? Some common themes...

What worked well for you while using online learning, student support and services last year at WOU?

- Having all the required readings as PDFs and accessible on Moodle/Canvas.
- Save time and money not having to commute to campus.
- Online learning gave flexibility in managing personal and educational needs and responsibilities.
- Online learning allowed students to worry less about being exposed to COVID-19 while trying to earn their education.
- Having lectures recorded and being able to reference and review them at their own pace helped students learn the course material.



## What *didn't* work well in 2021-22? Some common themes...

What DID NOT work well for you while using online learning, student support and services last year at WOU?

- Nothing worked well.
- Students found that it was hard to set boundaries for themselves because they were working and learning from home.
- Felt disconnected from classmates, professors, and the larger WOU community.
- The instructions for assignments and due dates were not as clear and concise as they would have been in person.
- Students felt like they were teaching themselves the course content, as opposed to feeling instructed and guided through the learning process.