



**MEETING OF THE WOU BOARD OF TRUSTEES**

**MEETING NO. 43 – NOVEMBER 17, 2021**

**9:30AM-3:00PM**

**WERNER UNIVERSITY CENTER | COLUMBIA ROOM**

**To observe the meeting: [wou.edu/livestream](http://wou.edu/livestream)**

**Audio only, call: +1 346 248 7799 US | Meeting ID: 874 5616 8242**

**AGENDA**

**I. CALL-TO-MEETING / ROLL CALL**

**II. EXECUTIVE SESSION:**

The Western Oregon University's Board of Trustees will meet in executive session. The board will meet pursuant to ORS 192.660(2)(d) (to conduct deliberations with persons designated by the governing body to carry on labor negotiations). The media is not authorized to attend the executive session pursuant to ORS 192.660(4).

**III. CHAIR'S WELCOME**

**IV. CONSENT AGENDA ([Appendix A](#))**

1) Meeting Minutes:

a) [June 9, 2021](#)

b) [September 10, 2021](#)

2) [FY22 Management Report](#) (As of September 30, 2021)

3) [Education Advisory Board \(EAB\) Contract Approval](#)

4) [Removing the President from committee designation](#)

**V. PUBLIC COMMENT**

**VI. STAKEHOLDER UPDATES**

**1) SHARED GOVERNANCE**

a. ASWOU

b. [Faculty Senate](#) (pg. 3)

c. [Staff Senate](#) (pg. 6)

**2) UNION**

a. SEIU



b. WOUFT

**VII. BREAK**

**VIII. COMMITTEE REPORTS**

**1) ACADEMIC & STUDENT AFFAIRS COMMITTEE (ASAC)**

**2) EXECUTIVE GOVERNANCE & TRUSTEESHIP COMMITTEE (EGTC)**

**3) FINANCE & ADMINISTRATION COMMITTEE (FAC)**

**IX. ACTION ITEMS**

**1) [New Degree Approval: BA-BAS Data Analytics](#) (pg. 8)**

**2) [FY2022 Proposed Budget](#) (pg. 23)**

**X. [PRESIDENT KENTON: Enrollment](#) (pg. 30) (Cabinet full reports in [Appendix B](#))**

**XI. BREAK**

**XII. PRESIDENTIAL SEARCH CONVERSATION | ANTHEM EXECUTIVE**

**XIII. FINAL ANNOUNCEMENTS**

**XIV. ADJOURNMENT**

## Faculty Senate Report to the Board of Trustees November 17, 2021

### 1. Curriculum Changes

The changes to curriculum are moving along. We have approved four modifications to undergraduate courses, four to graduate courses, and one modification to an undergraduate program. We have approved three new undergraduate courses and dropped two.

Type/Level	Modifications	New	Drop
<b>Course</b>			
Undergraduate	4	3	2
Graduate	4	0	0
<b>Program</b>			
Undergraduate	5	0	0
Graduate	1	0	0

### 2. Committees


With fewer faculty due to faculty retirements and departures, some divisions are having difficulty filling committee positions.

### 3. University

The focus is on enrollment. We have faculty working with Kristin Mauro on Transfer Pathways, including the *Credit for Prior Learning* and partnerships with community colleges.

### 4. Faculty & Program Celebrations

Who	What/Description
Jeff Templeton and Steve Taylor, Earth & Environmental Science	<p><b>Newly Formed Earth Science Alumni Society Celebrates Inaugural Event at 2021 Homecoming</b></p> <p>The Earth and Environmental Science Department celebrated an inaugural “kick-off” event with our newly formed Earth Science Alumni Society as part of the Homecoming festivities in early October. We welcomed over 25 alumni and current students to campus with the outstanding support of Erin McDonough and her team at the Foundation/Alumni Relations. The Earth Science Alumni Society is the first of its kind “alumni affinity group” at Western Oregon University. We are incredibly fortunate to have such a passionate group of geoscience alumni dedicated to supporting Earth and Environmental Science students through scholarships, mentoring, and career development.</p> 
Scott Beaver, Mathematics	<p><b>Zero-cost textbooks/course notes</b></p> <p>To keep student textbook costs down Scott has written full course textbooks, free of charge to students for:</p> <ol style="list-style-type: none"> <li>1. Calculus III (MTH 253)</li> <li>2. Advanced Calculus I &amp; II (MTH 311 and 312)</li> <li>3. Linear Algebra I (MTH 341, with Cheryl Beaver)</li> </ol>

	<p>4. Introduction to Proof (MTH 280) 5. Numerical Analysis (MTH 351) 6. Introduction to Statistics (MTH 243)</p> <p>Work is underway for Calculus II, Linear Algebra, and Advanced Calculus I &amp; II text. The Calculus III text should be published in the next few years so that the OERs will be available to instructors outside of WOU.</p>
<p>Leanne Merrill, Mathematics Department</p>	<p><b>Math Department Sends 6 Graduates to Fully-Funded Grad Programs</b></p> <p>Six recent Mathematics or Mathematics/Computer Science graduates were accepted to fully-funded Master's or Ph.D. programs for Fall 2021. The graduates will be working in mathematical biology, theoretical computer science, and mathematics education in Oklahoma, Colorado, Texas, and Oregon, and all have full-tuition scholarships plus stipends for teaching and research for their full graduate degree.</p>
<p>Leanne Merrill, Food Pantry Supervisor</p>	<p><b>WOU Food Pantry move to new more accessible location; highest service numbers in 2 years, WOU Food Pantry</b></p> <p>In August 2021, the Food Pantry moved into a new location in the recently renovated Welcome Center. In this space we can serve more students and community members in a grocery-store like setting with a large selection of nutritious food. We are sharing the space with a newly-formed student group called the Stitch Closet, which is a clothing donation service that provides students with free clothing. In October 2021, the WOU Food Pantry served 316 households and 864 people, our highest service level in over 2 years. We are grateful for the generous donations we receive that enable us to do this work.</p>
<p>Lars Soderlund, English Department</p>	<ul style="list-style-type: none"> <li>• Professor David Hargreaves's book <i>Running out of Words for Afterwards</i> was published by Broadstone Books on October 15, 2021, and there will be (or was, if this is recorded after the event) a reception for it on November 11 at 4:30 in the Willamette Room in the WUC.</li> <li>• Professor Henry Hughes's poem "Two Minds, Cooking, Friday Night" was nominated for "Best of the Net for 2021" by Ruminant Magazine. The poem appeared in Ruminant's summer issue (link below). <a href="https://www.ruminantmagazine.com/blogs/ruminant-blog/two-minds-cooking-friday-night?_pos=1&amp;_sid=34a99faa2&amp;_ss=r">https://www.ruminantmagazine.com/blogs/ruminant-blog/two-minds-cooking-friday-night?_pos=1&amp;_sid=34a99faa2&amp;_ss=r</a></li> <li>• English Studies and the Humanities division held a Halloween Party at Gentle House on Thursday, 10/28 that was well-attended. Pictures attached. The party featured mask decorating, a costume contest, and dramatic readings of spooky stories, and culminated in the dramatic reading of <i>The Raven</i>, with everyone whispering the last verse in unison. Attendees are excited to attend more events, and everyone on campus will be invited to the Holiday party!</li> <li>• English Studies coordinated with the Brayleen Blanchard and Katelin Stewart of the Student Activities Board and Janeanne Rockwell-Kincanon and Chelle Batchelor of Hamersly Library to create an Open Mic (the first since COVID!) on Friday 11/5 from 7-9 pm. 40 students attended, including a graduate student in music, and most of the students had never publicly performed comedy or music before!</li> </ul> 

<p>Dr. Leigh Graziano, FYW Coordinator &amp; Associate Professor of English</p>	<p><b><u><a href="#">Unbound: A First-Year Writing Anthology, Volume 2 Published!</a></u></b> The digital first-year writing anthology is pleased to announce the release of its second volume in Spring 2021, celebrating the creative thinking, sophisticated prose, and impressive inquiry projects taken on by our students. This volume features student pieces on the way language and writing practices are racialized; genre analysis of multiple online and workplace discourse communities; cultural practices of Indigenous and Latinx communities; and arguments about the promise and peril of restrictive writing constructs.</p>
<p>Keven Malkewitz, Marketing, Division of Business and Economics</p>	<p><b>Name-Mascot-Logo Research Project</b> This project examines changes in school Names-Mascots-Logo (e.g., Robert E. Lee, Indians, Crusaders, etc.). The project examines all high school and college-university changes. We will determine why changes occur, and investigate how to facilitate change of socially inappropriate names-mascots-logos. This project was made possible by the WOU Community Internship Program; the CIP provided Masters in Education student Joe Reed as a <i>Marketing Research Assistant</i> for this project.</p>

## Staff Senate Report to the Board of Trustees November 17, 2021

2020-2021 was a challenging year for all of us at Western Oregon University. Still, Staff Senate was able to achieve a great deal. In the 2021-2022 school year, Staff Senate will be working on continuing the work we have done in the past and looking forward to address new challenges. Below is a summary of some of our successes as well as areas that we plan to focus on in the upcoming school year.

### Goals for 2021-2022

Staff Senate plans to continue to work on improving campus communication. It is important to us that we have clear, consistent communication across all channels. As frequent change has been a constant over the past year, it is vitally important that WOU staff receives all necessary information in as timely a manner as possible. We encourage the University Administration to not only provide information about recently enacted changes, but to be proactive in providing updates and information on possible or pending changes as well.

Morale and participation have been severely affected over the past year and a half. We have seen reductions in staff as well as high turnover rates. Fewer people are doing more with less and the strain is being felt across campus. Staff Senate is working on ways to encourage participation in the Senate and in a variety of staff represented committee positions. We are also working on ways that we can recognize the hard work of individuals and Western's dedicated departments.

Two more areas that Staff Senate plans to focus on are training and performance reviews. WOU staff need to have the best tools to do the job. Two of the most important tools are initial and ongoing training. We would like to see WOU work towards developing more standardized training and increase opportunities for ongoing training of existing staff. In a related area, Staff Senate would like to see that **all** employees receive an annual performance review. We would also be interested in exploring some sort of 360 degree review system.

## Staff Senate Successes

Staff Senate has accomplished much over the past year; in spite of all of the challenges.

Over the Summer, we held a series of Staff recognition events (in conjunction with the President's Office). These events were an opportunity for staff to get together in-person (outside) and enjoy snacks and informal conversation.

We also partnered with SEIU to develop a survey to gain staff insight on returning to in-person work. The survey results were shared with Administration and are also available on the Staff Senate website.

We partnered with HR to provide input into updating a variety of employee policies including: Leave donation for Unclassified employees, vacation buyout for Unclassified employees, bereavement leave for Unclassified employees, and the remote work policy.

Staff Connections, one of the standing committees of Staff Senate, has seen an increase in membership and they are working hard to promote a positive work environment. They continue to send out their "Monday-ish Motivations" and have been actively working to involve staff on campus through their newly updated website and newsletter.

## Current Staff Senate Membership for 2021-2022

Classified Senators:

Amanda Bales, Jenna Otto, Keats Chaves, Melissa Hinzman, Michelle Gallagher, Unfilled Seat

Unclassified Senators:

Adrian Trujillo, Ambre Plahn, Luanne Carillo-Avalos, Kelly Rush, Michael Reis, Rip Horsey

## **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

	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)		\$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

## **Finance & Administration Committee (FAC), November 4, 2021, FY22 Proposed Budget**

### **Education & General Fund Component:**

Education & General Fund has a net budget deficit of \$2.241M. When added to the Beginning Fund Balance of \$10.870M, this results in a projected ending FY22 Fund Balance of \$8.630M, 12.98% of revenues. The FY22 Preliminary Budget had a net budget deficit of \$2.958M and resulted in a projected ending fund balance of \$7.504M, or 11.36% of revenues for FY22. The budget does not incorporate any compensation adjustments for FY22 with exception of regular step increases for staff and promotional step increases for faculty.

### **Revenue Assumptions:**

Total Revenues (net of remissions) for the FY22 Budget are \$66.478M, which is \$400K more than the FY22 Preliminary Budget and \$4.876M less than FY21 Actuals.

- Although actual enrollment came in at a decline of ~12% from last year as of the second week of the term (Fall 2020 to Fall 2021, -12.8% UG FTE, -7.1% GR FTE), and the budget was based on a 10% decline, given the mix of enrolled students in the varying tuition rates (higher proportion of graduate students than initially budgeted), the tuition budget still appears on pace to be met.
- Attrition is assumed to be 6% from Fall to Winter and an additional 6% from Winter to Spring, unchanged from the FY22 Preliminary Budget.
- Fee remissions are budgeted at \$5.5M, unchanged from the Preliminary Budget.
- The only revenue adjustment is for online course fee revenue, which is adjusted to \$2.233M, a \$400K increase. The Preliminary Budget assumed that 25% of courses would be online, while actual fall term resulted in ~40% of undergraduate enrollment and ~60% of graduate enrollment being online. The Proposed Budget assumes that in-person enrollments will increase in winter and spring, returning to our original assumption of 25% of courses being online.
- Government Resources & Allocations remain unchanged, although HECC has provided a projection that shows the allocation will be \$30.470M, a \$175K increase from the budget. The Preliminary Budget was based on \$886M funding for the PUSF, and before the true-up for updated FY21 credit hours and graduation. The latest projection from the HECC accounts for the increased PUSF funding level of \$900M, and WOU's share of the allocation decreasing. This has not been incorporated into the budget yet as HECC continues to provide varying numbers for what the final allocation will be.

### **Expense Assumptions:**

Total Expenses for FY22 Budget are budgeted at \$67.477M, which is \$1.883M more than the FY22 Preliminary Budget, and \$3.492M more than FY21 Actuals.

## Personnel

- Personnel budget totals \$57.246M, \$966K more than the Preliminary Budget and \$915K more than FY21 actuals.
- The \$22.5K decrease in faculty salaries reflects savings from a faculty resignation replaced by NTT funds.
- Unclassified salaries budget has increased by \$607K due to the additional investments that have been made in hopes to boost enrollment. These include three new Admissions positions (Campus Tours, Financial Aid Navigator, and an additional Office Specialist), a Partnership Director in Academic Affairs, an additional Financial Aid Counselor, an IR Analyst, a Budget Analyst, part-year funding for the DEI office, part-year funding for a Business program professional advisor, a part-time Spanish translator, and several equity adjustments for staff in varying departments.
- The \$40K decrease in classified salaries reflects two eliminated custodians, which were fully reimbursed by Housing, so there is a corresponding decrease to internal sales as well.
- Classified pay has a modest increase of \$17K reflecting an increase to public safety based on historical actuals.
- Student pay has increased by \$57K reflecting funding for Freedom Center and small increases to Public Safety, Marketing & Communications, and Multicultural Student Services & Programs.
- Budgeted Other Payroll Expense has increased by \$325K as a result of the other adjustments.

## Services & Supplies (S&S)

- Services & Supplies net budget totals \$10.022M, a \$917K increase from the Preliminary Budget, and \$2.496M more than FY21 Actuals.
- Additional investments have been made here as well in hopes to boost enrollment. These include funds for a contract with EAB (strengthen enrollment in graduate programs, focusing on WOU:Salem), a contract with RNL (assist Financial Aid processes), and funds for the Freedom Center and newly created DEI Office. There was also a significant increase (\$115K) to account for increased premiums with PURMIT.
- Reduced budgeted internal sales by \$132K, due to the decrease in Housing custodial reimbursement mentioned under personnel.

## **Net Transfer Assumptions:**

Total Net Transfers are budgeted at \$3.317M, \$172K more than the Preliminary Budget, and \$88K more than FY21 Actuals.

- The athletics subsidy has increased by \$172K, which reflects partial year funding for men's soccer head and assistant coaches.



## **Other Activities:**

Total Other Activities will result in \$2.075M net positive, \$2.372M more than the Preliminary Budget.

- We have incorporated the \$3M of CARES III (ARP) that has been earmarked for E&G relief.
- Retirement incentive faculty payments have been updated to reflect the five faculty that took the incentive (ten were budgeted).
- Funding has also been added for LAS start-up funds, Banner financial aid implementation, and other misc. activities including an events manager for Rice Auditorium, flood damage, emergency tree trimming, and rollover for furniture purchases.

## **Auxiliary Component:**

The auxiliary component is composed of Athletics, Housing, Dining, Parking, Conference Services, Bookstore, Student Health & Counseling Center (SHCC), Child Development Center (CDC), and other minor operations. The net budget deficit for all Auxiliaries (excluding IFC) totals \$327K, which is an improvement from the FY22 Preliminary Budget deficit of \$1.023M.

- University Housing budgeted revenues have been increased by \$75K. The Preliminary Budget was based on occupancy in Arbor Park, Heritage, and Ackerman, but Housing has also opened Barnum Hall due to more students being on campus.
- Campus Dining's revenue remains unchanged as meal plans for fall term came in slightly under what was budgeted, but there have been additional conference and catering events that have subsidized this. Café Allegro's budgeted revenues have been increased by \$25K, as the first two weeks of sales in October came in much higher than anticipated, with cautious optimism the trend will continue.
- Student Health & Counseling Center's revenue budget has been decreased by \$75K due to lower than expected fall term health service fees, as a result of increased online course offerings. The budgeted revenue was left unchanged for winter and spring revenues, with anticipation that we will be closer to the 25% of online courses originally expected. A vacant position was removed from the budget, and \$200K of CARES III (ARP) one-time funds were added, bringing SHCC to a positive budget of \$230K, with hopes to begin to replenish their reserves.
- Recreation Center Building Fee's revenue budget has been increased by \$180K, reflecting actual fall term revenues with 6% attrition anticipated in winter and spring terms.

- Athletics' labor has been updated as mentioned in the E&G transfer out section, to reflect adding two men's soccer coaches, as mentioned above.
- Parking's revenue budget has increased by \$55K given actual revenue-to-date, with the increase resulting from increased parking pass sales. Expenses remain unchanged, reducing Parking's deficit to \$185K.

**Incidental Fee (IFC) Component:**

Incidental Fee has a net deficit budget of \$199K, remaining unchanged from the FY22 Preliminary Budget (with intentional plan to use fund balance to cover the deficit).

**Designated Operations & Service Departments Component:**

Designated Operations & Service Department budgets are inclusive of primarily Council of Presidents and Telecommunications, as well as other small miscellaneous budgets. These remain unchanged from the FY22 Preliminary Budget.

**FY22 Budget across Component Funds:**

Combined component budgets results in a total net budget deficit across these funds of \$2.822M, a \$1.413M improvement from the FY22 Preliminary Budget deficit of \$4.235M.

**COMMITTEE RECOMMENDATION:**

The WOU Finance & Administration Committee recommends that the Western Oregon University Board of Trustees approve the FY22 Budget as presented in the docket.

**Western Oregon University  
FY22 Proposed Budget  
Component Funds Budget Summary**

	<b>Education &amp; General (E&amp;G)</b>	<b>Auxiliary (excluding IFC)</b>	<b>Incidental Fee (IFC)</b>	<b>Designated Operations &amp; Service Depts</b>	<b>Total</b>
<b>Revenues</b>					
Enrollment Fees	32,272,450	1,891,872	4,281,640	113,134	38,559,096
Government Resources & Allocations	30,983,621	-	-	-	30,983,621
Gift Grants and Contracts	622,260	29,626	80,371	-	732,257
Investment	2,000,000	6,000	21	4,190	2,010,211
Sales & Services	500,000	9,612,736	103,693	126,630	10,343,059
Other Revenues	100,000	1,325,857	172,453	2,030,156	3,628,466
<b>Total Revenues</b>	<b>66,478,331</b>	<b>12,866,091</b>	<b>4,638,178</b>	<b>2,274,110</b>	<b>86,256,710</b>
<b>Expenses</b>					
Personnel	57,245,601	7,409,404	2,067,648	1,018,983	67,741,636
Services & Supplies	10,021,567	7,329,660	2,542,144	1,310,307	21,203,677
Capital Outlay	209,691	-	-	-	209,691
<b>Total Expenses</b>	<b>67,476,859</b>	<b>14,739,064</b>	<b>4,609,792</b>	<b>2,329,290</b>	<b>89,155,004</b>
<b>Net Transfers</b>	<b>3,317,367</b>	<b>(1,346,211)</b>	<b>227,182</b>	<b>750</b>	<b>2,199,088</b>
<b>Total Expenses &amp; Transfers</b>	<b>70,794,226</b>	<b>13,392,853</b>	<b>4,836,973</b>	<b>2,330,040</b>	<b>91,354,092</b>
<b>Net Recurring Budget</b>	<b>(4,315,895)</b>	<b>(526,761)</b>	<b>(198,795)</b>	<b>(55,930)</b>	<b>(5,097,382)</b>
One Time Activities	(2,075,189)	(200,000)	-	-	(2,275,189)
<b>Net Budget</b>	<b>(2,240,706)</b>	<b>(326,761)</b>	<b>(198,795)</b>	<b>(55,930)</b>	<b>(2,822,193)</b>
<b>Beginning Fund Balance</b>	<b>10,870,294</b>	<b>1,839,548</b>	<b>4,499,472</b>	<b>3,047,114</b>	<b>20,256,428</b>
<b>Projected Ending Fund Balance</b>	<b>8,629,588</b>	<b>1,512,786</b>	<b>4,300,676</b>	<b>2,991,184</b>	<b>17,434,235</b>
<b>Fund Balance as a Percentage of Revenues</b>	<b>12.98%</b>	<b>11.76%</b>	<b>92.72%</b>	<b>131.53%</b>	<b>20.21%</b>

Western Oregon University  
 FY22 Proposed Budget  
 Education & General Fund Detail

	FY22 Preliminary Budget	FY22 Proposed Budget	Increase/ (Decrease)
<b>Revenues</b>			
<b>Tuition &amp; Fees</b>			
<b>Undergraduate Tuition</b>			
Resident	19,420,776	19,420,776	-
WUE	7,004,598	7,004,598	-
Non-Resident	1,353,460	1,353,460	-
<b>Total Undergraduate Tuition</b>	<b>27,778,834</b>	<b>27,778,834</b>	<b>-</b>
<b>Graduate Tuition</b>	<b>3,700,240</b>	<b>3,700,240</b>	<b>-</b>
<b>Summer</b>			
Undergraduate	1,900,000	1,900,000	-
Graduate	800,000	800,000	-
<b>Total Summer</b>	<b>2,700,000</b>	<b>2,700,000</b>	<b>-</b>
<b>Other Tuition</b>	<b>360,000</b>	<b>360,000</b>	<b>-</b>
<b>Total Tuition</b>	<b>34,539,074</b>	<b>34,539,074</b>	<b>-</b>
<b>Fees</b>			
Matriculation	550,000	550,000	-
Course	300,000	300,000	-
Online Course	1,833,376	2,233,376	400,000
Other	150,000	150,000	-
<b>Total Fees</b>	<b>2,833,376</b>	<b>3,233,376</b>	<b>400,000</b>
<b>Fee Remissions</b>	<b>(5,500,000)</b>	<b>(5,500,000)</b>	<b>-</b>
<b>Total Tuition &amp; Fees (net of remissions)</b>	<b>31,872,450</b>	<b>32,272,450</b>	<b>400,000</b>
<b>Government Resources &amp; Allocations</b>			
Student Success & Completion (SSCM)	30,293,705	30,293,705	-
Engineering Technology (ETSF)	307,728	307,728	-
Small-Energy Loan Program (SELP)	382,188	382,188	-
<b>Total Government Resources &amp; Allocations</b>	<b>30,983,621</b>	<b>30,983,621</b>	<b>-</b>
<b>Other Revenues</b>			
Gift Grants and Contracts	622,260	622,260	-
Interest Earnings/Investment	2,000,000	2,000,000	-
Sales & Services	500,000	500,000	-
Other Revenues	100,000	100,000	-
<b>Total Other Revenues</b>	<b>3,222,260</b>	<b>3,222,260</b>	<b>-</b>
<b>Total Revenues</b>	<b>66,078,331</b>	<b>66,478,331</b>	<b>400,000</b>

Western Oregon University  
 FY22 Proposed Budget  
 Education & General Fund Detail

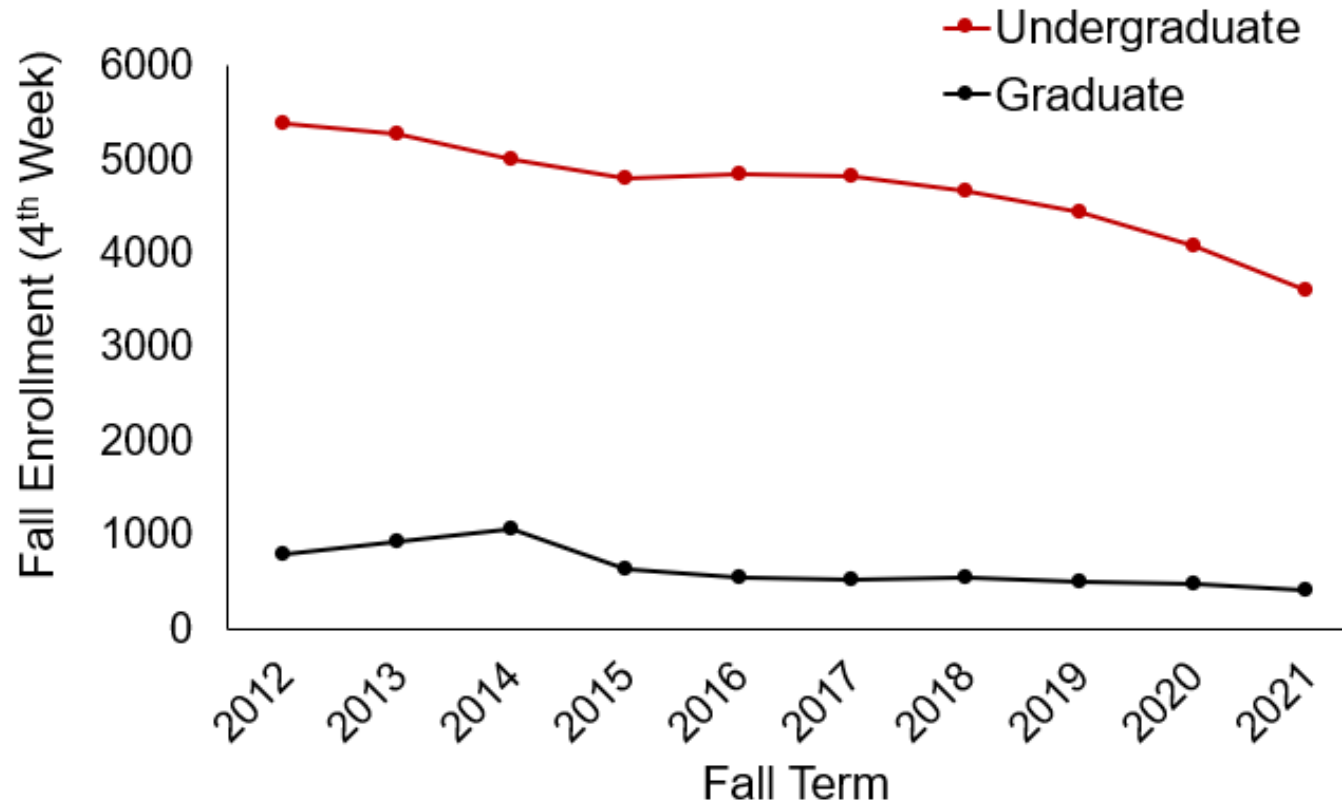
	FY22 Preliminary Budget	FY22 Proposed Budget	Increase/ (Decrease)
<b>Expenses</b>			
<b>Personnel</b>			
Faculty Salaries	17,898,592	17,876,075	(22,517)
Unclassified Salaries	8,471,711	9,078,781	607,070
Faculty & Unclassified Pay	550,090	572,206	22,116
Classified Salaries	6,585,340	6,545,170	(40,170)
Classified Pay	243,128	260,311	17,183
Student	1,727,983	1,785,055	57,072
OPE	20,803,177	21,128,003	324,826
<b>Total Personnel</b>	<u>56,280,021</u>	<u>57,245,601</u>	<u>965,580</u>
<b>Services &amp; Supplies</b>			
Services & Supplies	12,510,445	13,295,408	784,963
Internal Sales	(3,406,006)	(3,273,841)	132,165
<b>Total Services &amp; Supplies</b>	<u>9,104,439</u>	<u>10,021,567</u>	<u>917,128</u>
<b>Capital Outlay</b>	<u>209,691</u>	<u>209,691</u>	<u>-</u>
<b>Total Expenses</b>	<b>65,594,151</b>	<b>67,476,859</b>	<b>1,882,708</b>
<b>Transfers</b>			
Athletics Subsidy	2,807,002	2,979,025	172,023
Child Development Center Subsidy	150,000	150,000	-
SELP Funding Match	175,000	175,000	-
Misc. Other Transfers	13,342	13,342	-
<b>Total Transfers</b>	<u>3,145,344</u>	<u>3,317,367</u>	<u>172,023</u>
<b>Total Recurring Expenses &amp; Transfers</b>	<b>68,739,495</b>	<b>70,794,226</b>	<b>2,054,731</b>
<b>Net Recurring</b>	<b>(2,661,164)</b>	<b>(4,315,895)</b>	<b>(1,654,731)</b>
<b>Other Activities</b>			
CARES III Reimbursement	-	(3,000,000)	(3,000,000)
Vacation Payout/Unemployment	61,043	61,043	-
Retirement Incentive Faculty Payments	135,650	67,825	(67,825)
Student Vaccine Incentive	100,000	100,000	-
LAS Start-Up Funds	-	50,000	50,000
Banner Financial Aid implementation	-	268,000	268,000
Other Misc. Activities	-	377,943	377,943
<b>Total Other Activities</b>	<u>296,693</u>	<u>(2,075,189)</u>	<u>(2,371,882)</u>
<b>Net</b>	<b>(2,957,857)</b>	<b>(2,240,706)</b>	<b>717,151</b>
<b>Beginning Fund Balance</b>	<b>10,461,708</b>	<b>10,870,294</b>	
<b>Projected Ending Fund Balance</b>	<b>7,503,851</b>	<b>8,629,588</b>	
<b>Fund Balance as a Percentage of Revenues</b>	<b>11.36%</b>	<b>12.98%</b>	

# Enrollment Report

**Interim President Jay Kenton  
Board of Trustees Meeting  
November 17, 2021**

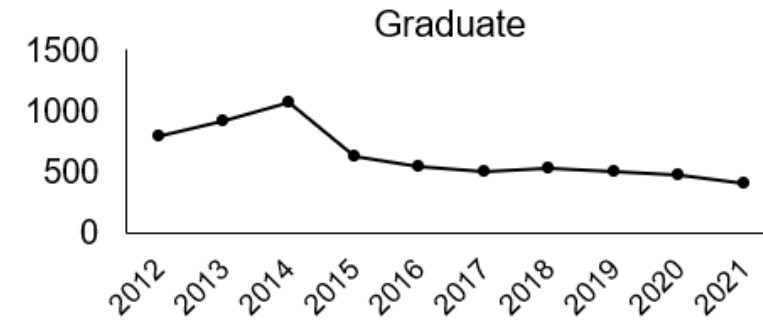
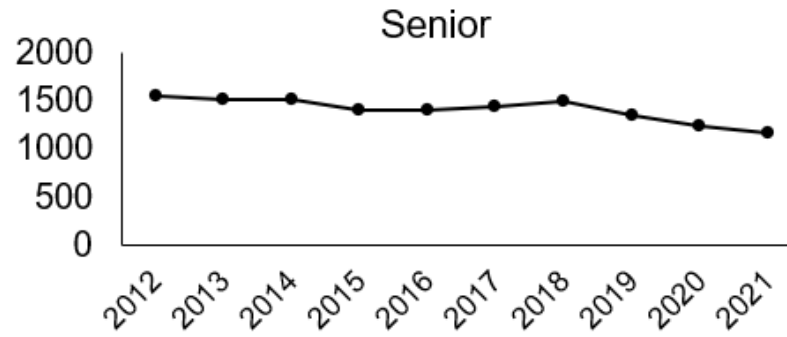
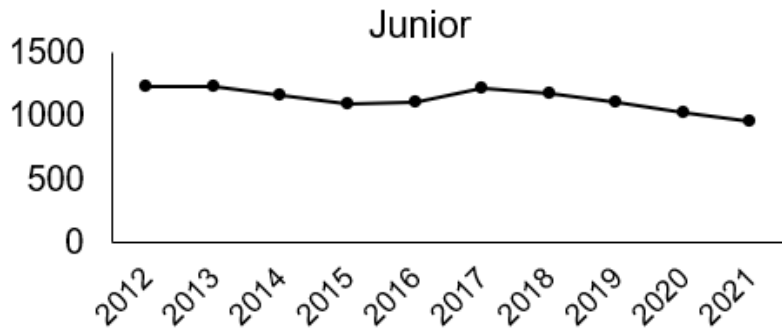
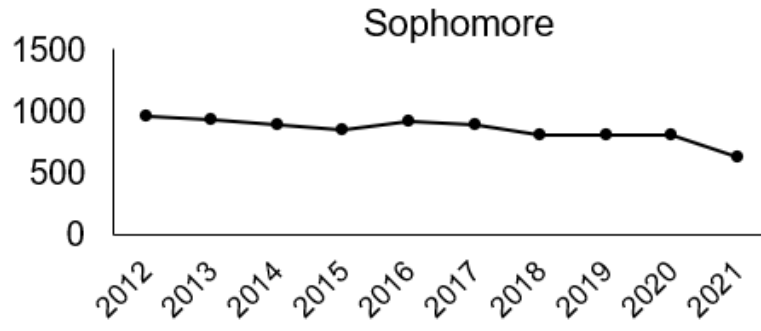
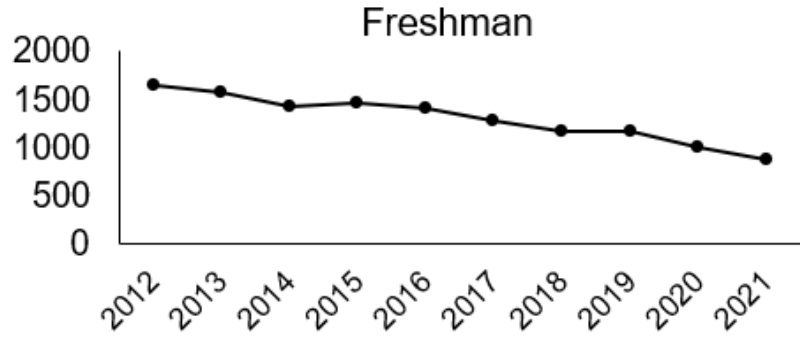
## Fall 4<sup>th</sup> Week Enrollment from 2012-2021

- Fall 4<sup>th</sup> Week enrollment has declined 33% for undergraduates and 48% for graduate students since Fall 2012



# Fall 4<sup>th</sup> Week Enrollment by Class Standing

Fall Enrollment (4<sup>th</sup> Week)

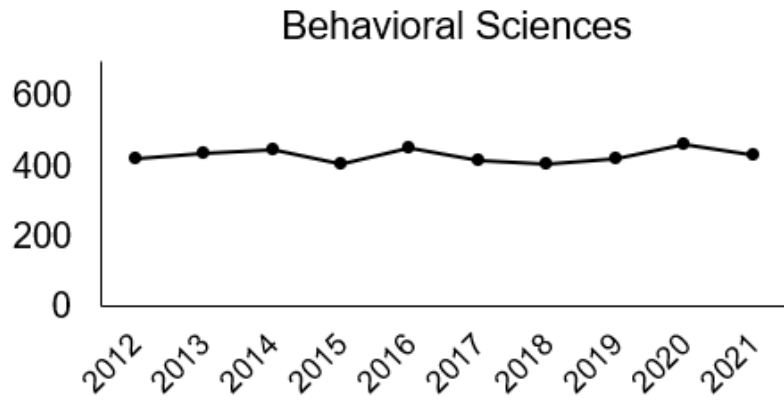
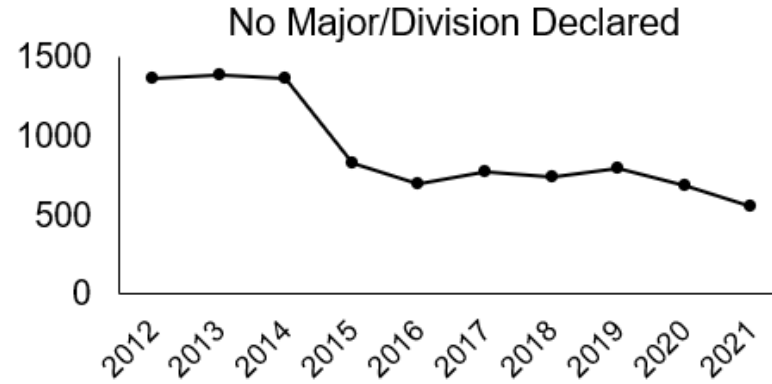
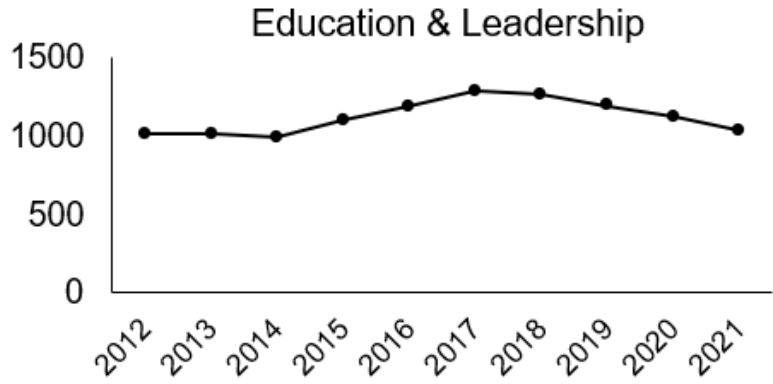




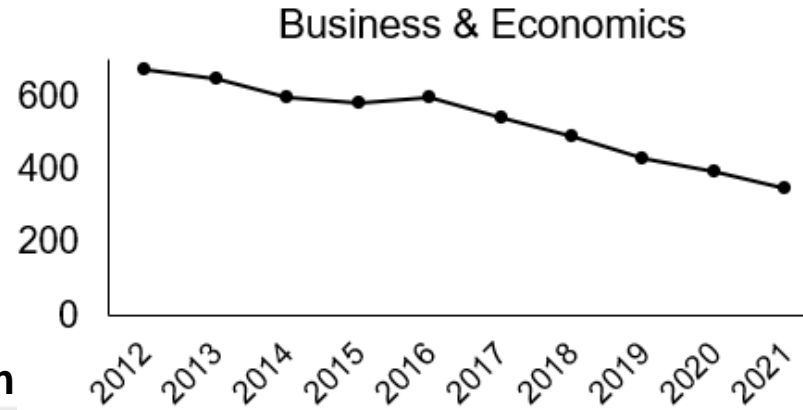
## Fall 4<sup>th</sup> Week Enrollment by Division | Largest Divisions by Total Majors

- In the following charts, students were only counted by their 1<sup>st</sup> majors (i.e., the 2<sup>nd</sup> for students who are double majors were not included)
- Enrollment in the Divisions of Education & Leadership and Behavioral Sciences has remained flat since 2012

Fall Enrollment (4<sup>th</sup> Week)



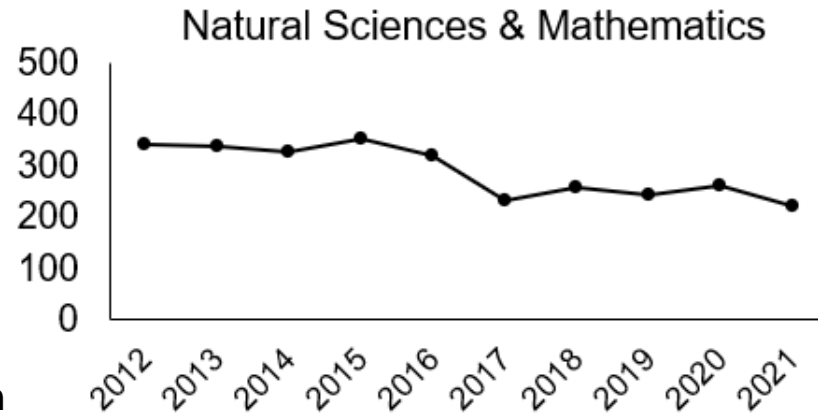
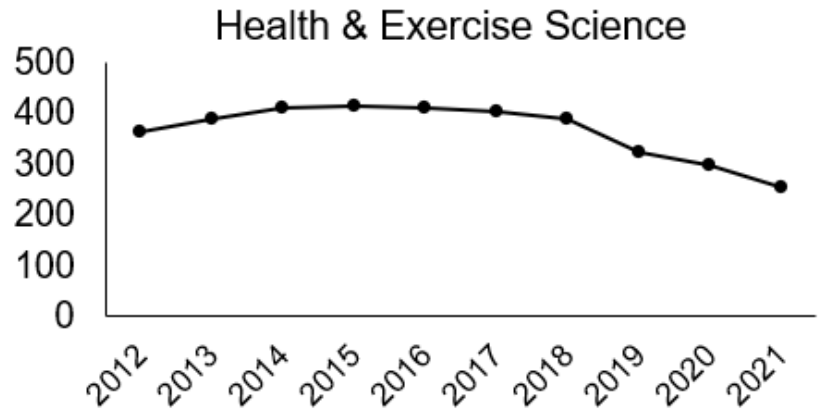
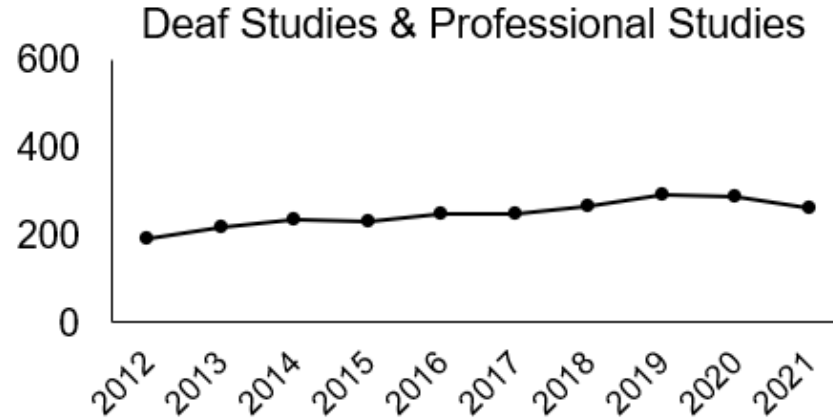
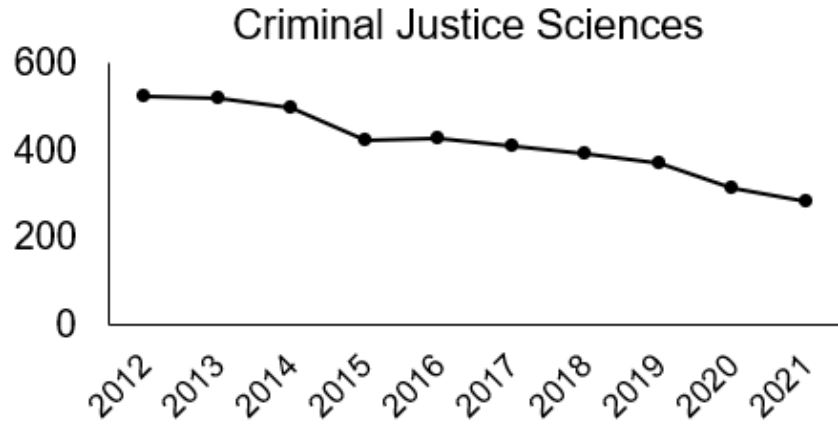
Fall Term



## Fall 4<sup>th</sup> Week Enrollment by Division | Next 4 Largest Divisions by Total Majors

- Enrollment in the Division of Deaf Studies & Professional Studies has grown 36% since 2012

Fall Enrollment (4<sup>th</sup> Week)

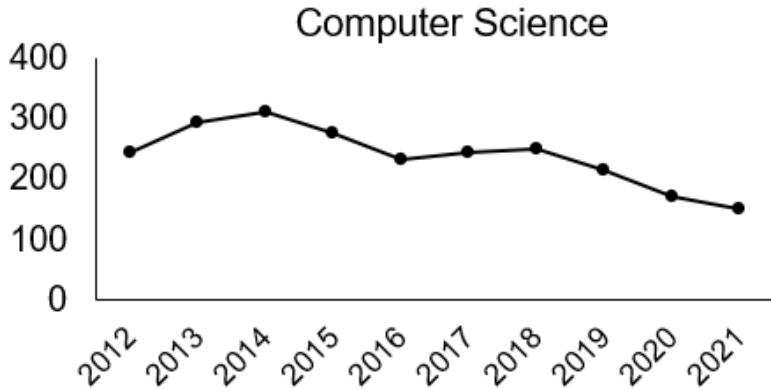
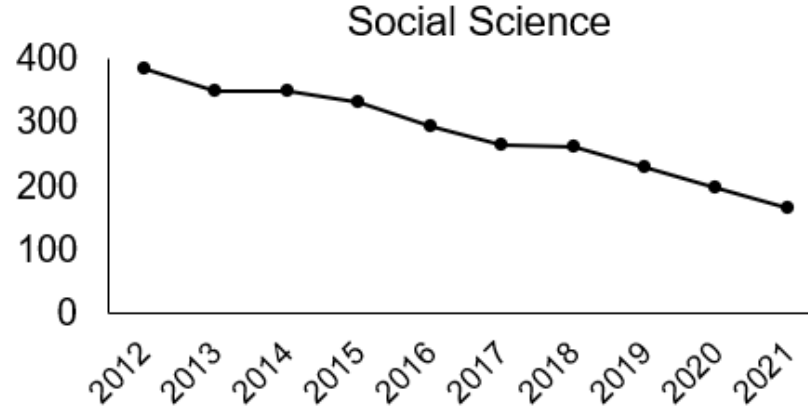
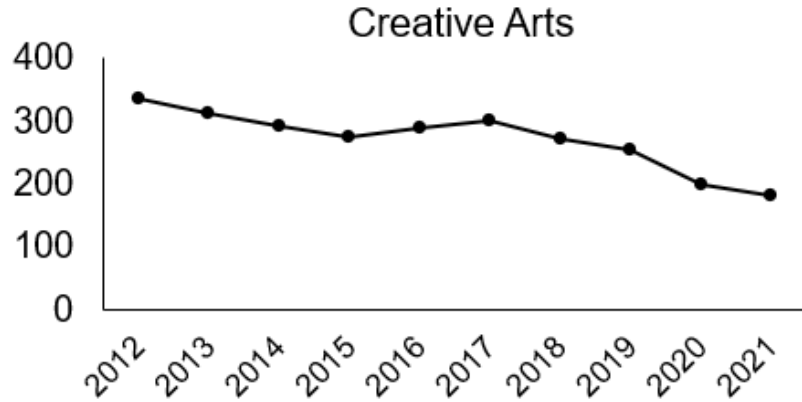


Fall Term

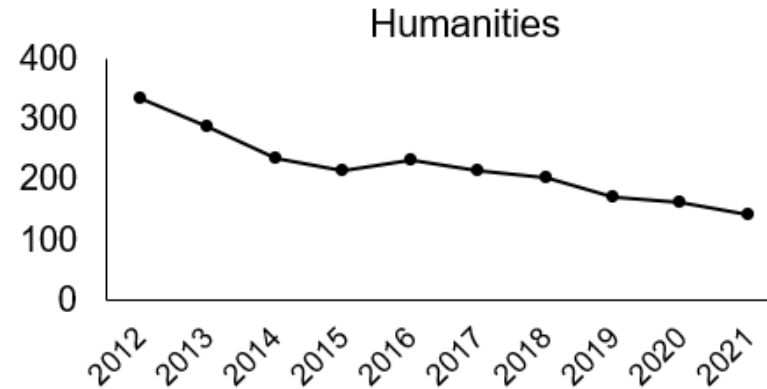
## Fall 4<sup>th</sup> Week Enrollment by Division | Smallest Divisions by Total Majors

- All of our smallest divisions had a decrease in enrollment that was greater than the university average

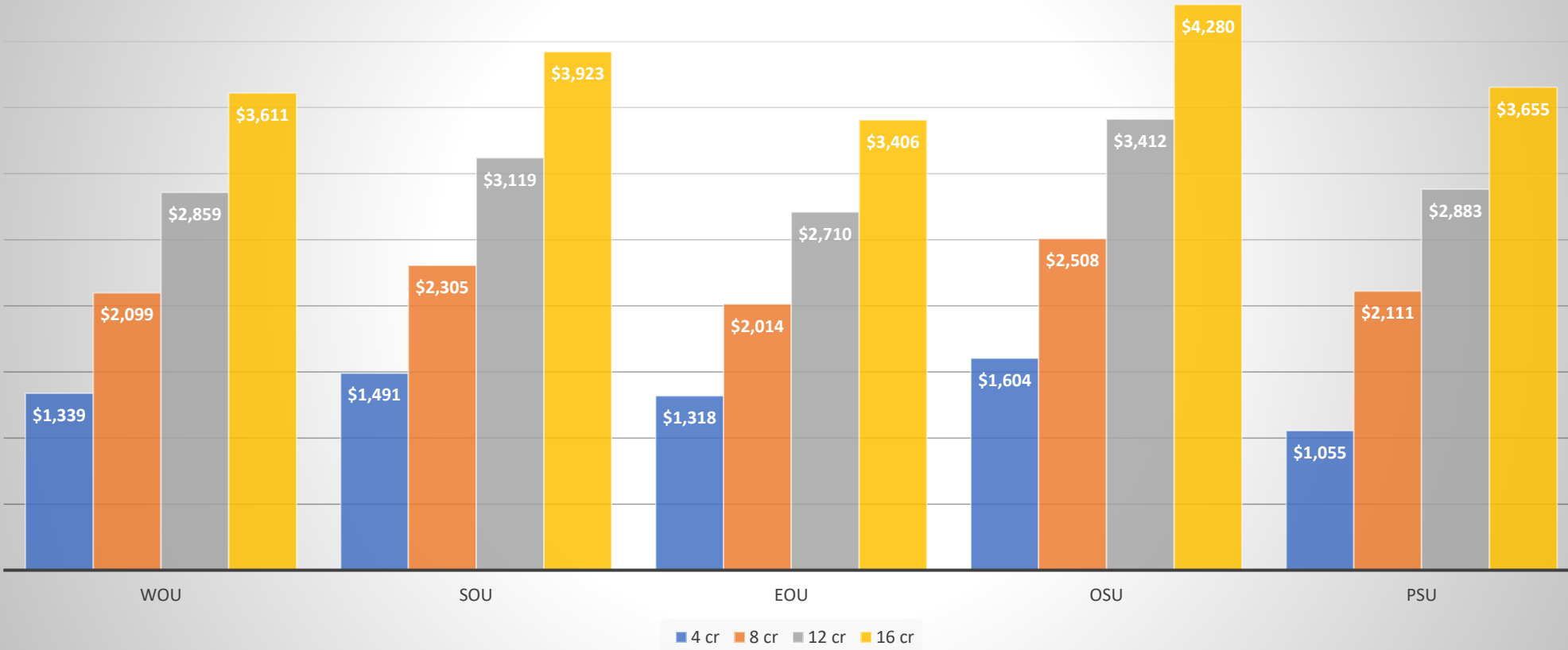
Fall Enrollment (4<sup>th</sup> Week)



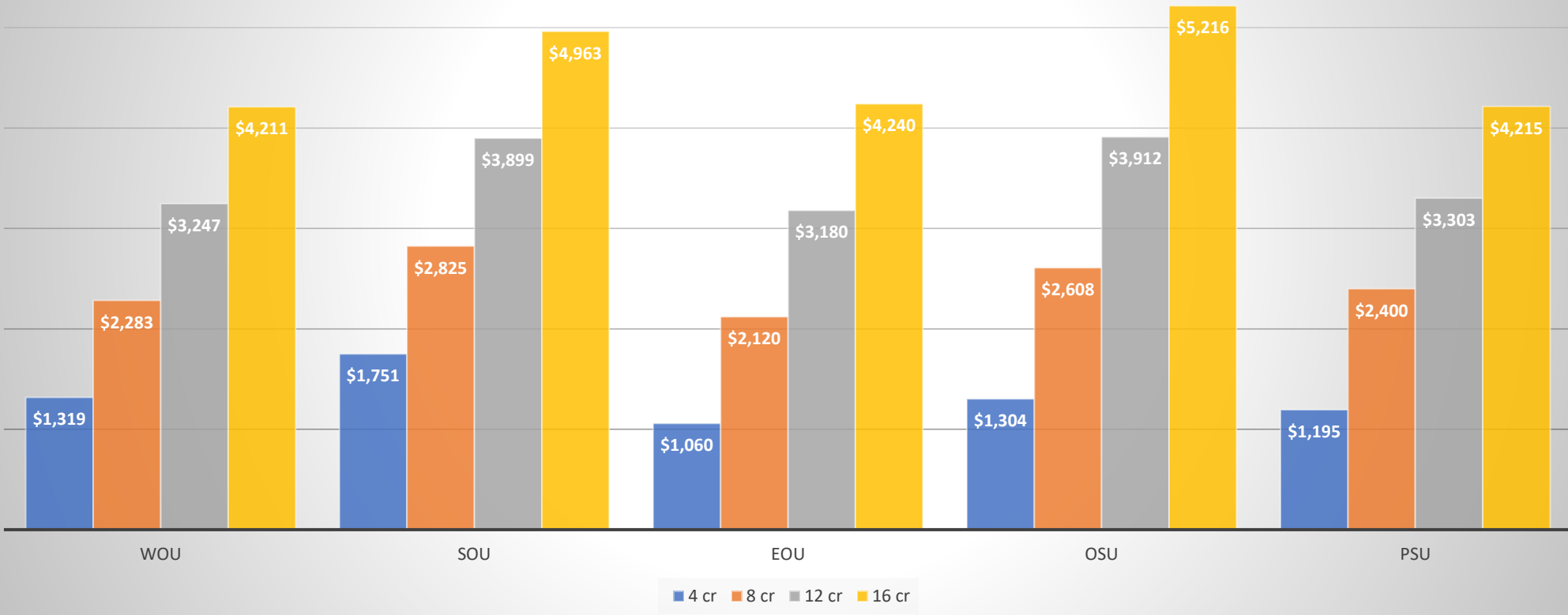
Fall Term



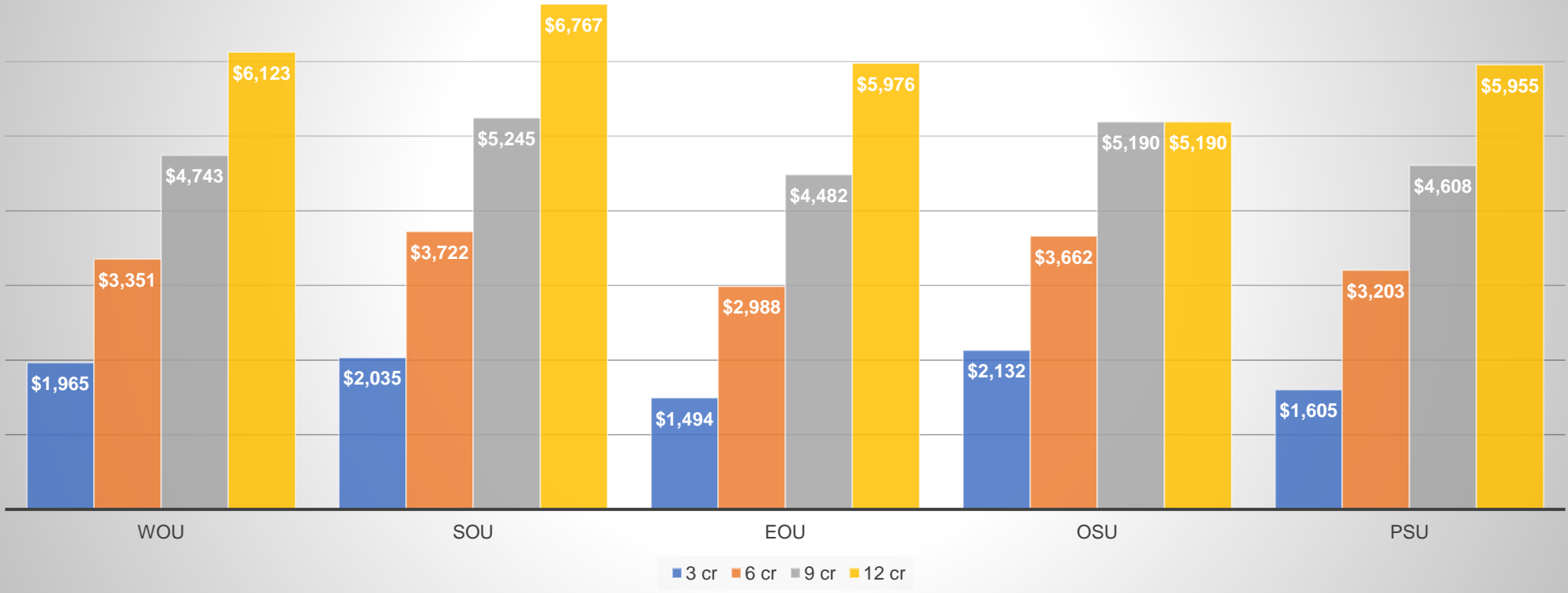
## UG Tuition and Fees



## On-line UG Tuition and Fees



## Grad Tuition and Fees



### Grad Online Tuition and Fees

