



**Board of Trustees Meeting – April 20, 2022  
Appendix A**

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**MEETING OF THE WOU BOARD OF TRUSTEES  
MEETING NO. 45 – FEBRUARY 16, 2022  
10:00AM-3:00PM**

**DRAFT MINUTES**

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

Chair Betty Komp called the meeting to order at 10:01 AM and asked Secretary Ryan Hagemann to take roll. The following trustees were present:

Jerry Ambris  
Danielle Campbell  
Susan Castillo  
Gayle Evans (left meeting at 2:00 PM)  
David Foster  
Linda Herrera  
Jay Kenton  
Betty Komp  
Cec Koontz  
Malissa Larson  
Leah Mitchell  
Doug Morse

The following trustees were absent:

Zellee Allen  
Jaime Arredondo

**II. CHAIR'S WELCOME**

1) Board Resolution

Chair Komp asked President Jay Kenton to offer some introductory comments and the terrain and circumstances that led the Board to recognize the profound and inspiring work during Black History Month and the MLK Jr. Week Celebration, including a student-led video entitled "Sincerely" that outlined the lived experienced of several Black WOU students. After Kenton's comments regarding the powerful "Sincerely" video produced as a part of the MLK Jr. Day programming, Chair Komp asked Hagemann to read the proposed resolution to honor the students responsible for the "Sincerely" video. Hagemann read the following resolution:

Whereas, the University and its many stakeholders, including the Faculty Senate, the Staff Senate, the Associated Students of Western Oregon University (ASWOU), the University Diversity and Inclusion Advisory Committee, the Black Student Union, and the 2022 MLK Jr. Celebration Week Planning Committee, among others, collaborated on programming and events to celebrate the legacy of Martin Luther King, Jr. for the 2022 MLK Celebration Week;



Whereas, as a part of that programming, the University was honored to receive Dr. Reginald Richardson, president of the Salem-Keizer NAACP, as a keynote speaker; and

Whereas, as a part of that programming, Dr. Richardson facilitated a panel discussion by, among other esteemed contributors, Black WOU students who also participated in a video titled “Sincerely” created to share the lived experiences of Black students in life as a Western Oregon University student; and

Whereas, the stories of Elizabeth Braatz, Amari Hendrix, Logan Jackson, Aidan King, and Tati Whitlow shared in “Sincerely” were sobering, compelling, and deserving of attention and action by the University, its employees, and its students;

Whereas, Kayla Dow, Jeneba Diane King, Ebony Hall, and Alona Kemenyash, through their production assistance, brought this video to the WOU community and beyond; and

Whereas, Western Oregon University and its community must do better to celebrate the diversity of its students and ensure the campus is a safe and welcoming place for students to live, explore and grow; and

Whereas, in the words of Dr. King, “Injustice anywhere is a threat to justice everywhere”;

**BE IT RESOLVED ON THIS SIXTEENTH DAY OF FEBRUARY, 2022:**

THAT THE WESTERN OREGON UNIVERSITY BOARD OF TRUSTEES COMMENDS ELIZABETH BRAATZ, AMARI HENDRIX, LOGAN JACKSON, AIDAN KING, AND TATI WHITLOW FOR THE COURAGE NECESSARY TO SHARE THEIR STORIES PUBLICLY IN THE “SINCERELY” VIDEO AND EMBRACES THE VIDEO AND MLK JR CELEBRATION WEEK AS A CALL-TO-ACTION TO ADVANCE ITS CORE VALUES OF DIVERSITY, EQUITY, INCLUSION, AND ACCESSIBILITY IN AUTHENTIC, VISIBLE, AND MEANINGFUL WAYS FOR THE BENEFIT OF OUR COMMUNITY, AND PARTICULARLY, OUR STUDENTS AND EMPLOYEES OF COLOR.

After the resolution was read into the record, several trustees offered their supportive comments.

Trustee Susan Castillo recognized the courage of the students and described the video as a “call to action.”

Trustee Gayle Evans echoed Castillo’s comments and invited the Board to an authentic, deeper conversation on concrete steps that Board could take to uphold diversity, equity, inclusion and accessibility values.

Trustee Leah Mitchell urged the Board to move beyond platitudes and be leaders in the diversity, equity, inclusion and accessibility space.



Trustee Linda Herrera counseled the Board to not leave the diversity, equity, inclusion and accessibility work to one person. She shared that the important work requires effort from everyone. She described the students as “very brave, courageous souls.”

Trustee Jerry Ambris shared that the Board should be focused on tangible diversity, equity, inclusion and accessibility outcomes.

Trustee Malissa Larson echoed previous comments from Trustee Castillo and described diversity, equity, inclusion and accessibility work as humbling and challenging. She challenged trustees to do their own individual anti-racist work and to continue that work on the Board.

Trustee Cec Koontz expressed her shock at community incidents targeting WOU students and stated that the Monmouth City Council is committed to the fight for diversity, equity, inclusion and accessibility and she insisted that the Board and the community stand up for anyone that has been targeted by hate in the Monmouth community.

After the comments, Chair Komp called for a motion to approve the resolution. Koontz moved approval and Larson seconded the motion. The following trustees voted in favor of the motion:

Jerry Ambris  
Danielle Campbell  
Susan Castillo  
Gayle Evans  
David Foster  
Linda Herrera  
Betty Komp  
Cec Koontz  
Malissa Larson  
Leah Mitchell  
Doug Morse

Kenton is non-voting. No trustees opposed the motion. No trustees abstained from the motion.

The motion passed.

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

- 1) Meeting Minutes:
  - a) [November 17, 2021](#)
  - b) [December 14, 2021](#)
- 2) [FY22 Management Report](#) (As of December 31, 2021)



3) [Academic Proposal: Graduate Certificate in Writing Theory & Practice for In-Service Teachers](#)

Chair Komp called for a motion to approve the consent agenda as included in the written docket materials. Morse moved approval and Evans seconded the motion. Before the vote, Evans asked for some conversation about the management report as included on the consent agenda. Evans expressed some concern about the ratios embedded in the management report. Koontz clarified that the ratios were included in the audited financial statements as opposed to the management report. The following trustees voted in favor of the motion:

Jerry Ambris  
Danielle Campbell  
Susan Castillo  
Gayle Evans  
David Foster  
Linda Herrera  
Betty Komp  
Cec Koontz  
Malissa Larson  
Leah Mitchell  
Doug Morse

Kenton is non-voting. No trustees opposed the motion. No trustees abstained from the motion.

The motion passed.

#### **IV. PUBLIC COMMENT**

Chair Komp asked Hagemann if anyone was signed up for public comment, either in-person or virtually. Hagemann informed Komp that no one was signed up for public comment.

#### **V. STAKEHOLDER UPDATES**

##### **1) SHARED GOVERNANCE**

###### a. [ASWOU](#)

Chair Komp called on Devin Thongdy, ASWOU Vice President, to deliver the brief ASWOU report on behalf of ASWOU President Logan Jackson. Thongdy offered comments on the following topics: legislative work with the Oregon Student Association (OSA); efforts to hear from more student voices; work with Central High School for a college fair in the spring; exploration of internship opportunities; and examining the ASWOU budget as the incidental fee process moves forward.

Komp asked Thongdy about the incidental fee process this year. Thongdy noted that ASWOU, at this time, was working on the specific ASWOU budget.



b. [Faculty Senate](#)

Chair Komp called on Faculty Senate President Dr. Elisa Maroney for a brief Faculty Senate report. Dr. Maroney shared commentary on the following topics with the Board: barriers that students, particularly students of color, face on campus; experience the Freedom Center and the Black History Month displays in the Werner University Center; requests from students to make a broad community-wide statement about intolerance; support local businesses displaying elementary student artwork celebrating Black History Month; and focus on the faculty and program celebrations throughout campus.

Trustee Foster asked Dr. Maroney for access to the link to her Faculty Senate letter. Maroney returned to her presentation regarding ideas to make WOU and the community a safer place.

c. [Staff Senate](#)

Chair Komp called on Staff Senate President Jenna Otto for a brief Staff Senate report. Otto discussed the following topics with the Board, acknowledging that her written report was in the docket materials: the challenge filling committee vacancies with staff members; roll-out of the Staff Senate employee recognition program; under-representation of the trades and classified employees in Staff Senate; and availability and willingness of Staff Senate to answer any questions that trustees might have.

## 2) UNION

Chair Komp asked Jackson Stalley, SEIU president, for a brief report and he asked for his WOUFT colleague to provide the WOUFT report first.

a. [WOUFT](#)

Chair Komp called on WOUFT President Dr. Melanie Landon-Hays for a brief WOUFT report. Dr. Landon-Hays discussed the following topics with the Board: progress in communication channels; appreciation for the diversity, equity, and inclusion work; resolution to the Article 16 salary reopener bargaining, including the inclusion of faculty stories; importance of sharing and listening to faculty stories into the future; return to the no confidence votes WOUFT organized in the past; creation of the WOUFT steward program; finalizing a WOUFT member code of conduct; WOUFT participation in legislative lobbying; positive work of the WOU-WOUFT joint labor-management committee; and importance of constant communication among all stakeholders.

Komp asked for any comments on the partnership proposal with SEIU, WOU and workforce training.

b. [SEIU](#)

Chair Komp called on SEIU President Jackson Stalley for a brief SEIU report. Stalley offered comments on the following topics: campus climate and the role that classified employees can play; SEIU's clear support to combat intolerance; commitment to work with the university to solve problems before they get too big; responsiveness of President Kenton and the



administration to new efforts to communicate and solve problems collaboratively; illustration of the changes to joint labor-management committee, including Heather Mercer's work to address inequities facing temporary employees and hazard pay; SEIU's collaboration for legislative efforts; and Board's role in ensuring that current momentum continues.

## **VI. COMMITTEE REPORTS**

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

Chair Komp called on Malissa Larson, ASAC member, for a brief ASAC report. Chair Jaime Arredondo was not present. Larson asked for Dr. Rob Winningham, Provost and Vice President for Academic Affairs and Tina Fuchs, Interim Vice President for Student Affairs to join the table if there happened to be any questions about the Academic and Student Affairs Committee. Larson commented on the following topics: Academic Affairs and Student Affairs updates; academic program grant processes; work of the College Restructure Task Force; WOU Statewide Open Education Resources (OER) work; arrival of the new advising director Paige Jackson; increase in applications and admitted students for the current enrollment cycle; Financial Aid's collaboration and partnership with Ruffalo Noel Levitz (RNL); efforts from Destination Western program; COVID management from Student Health & Counseling Center; updates from Housing and Dining on campus; Oregon Department of Veterans Affairs grant for the Veterans Resource Center; progress of the Incidental Fee Committee (IFC); and arrival of the Basic Needs Coordinator funded by the Oregon Legislature.

### **2) DIVERSITY, EQUITY, INCLUSION COMMITTEE (DEIC)**

Chair Komp asked DEIC Chair Susan Castillo for a brief DEIC report. Castillo acknowledged that the DEIC had its inaugural meeting and shared the membership of the committee. Castillo noted, at the first meeting, that the committee started with a conversation on what the Board's role in diversity, equity and inclusion work would be and would likely turn to the Association of Governing Boards to advance the work. Castillo also observed that the draft DEIC charter would be considered by the Board later in the meeting.

### **3) EXECUTIVE GOVERNANCE & TRUSTEESHIP COMMITTEE (EGTC)**

Chair Komp stated that the EGTC did not meet prior to the February board meeting in anticipation of substantial work on the presidential search, but that Trustee Gayle Evans continued to keep the presidential search on track and Vice Chair Doug Morse was working on board vacancies. Morse shared brief comments about the board vacancy process and Evans offered a brief update on the progress of the presidential search.

### **4) FINANCE & ADMINISTRATION COMMITTEE (FAC)**

Chair Komp called on FAC Chair Cec Koontz for a brief FAC report. Koontz offered updates on the following topics: focus on revenue and expense detail in the management report; automation and efficiency efforts, such as web time entry; University Technology Advisory Committee work including a permanent subcommittee on accessible technology; information



on the distribution of direct student aid provided by the federal government and work of the stakeholder group for the new Student Success Center. Dr. Ana Karaman joined the meeting and shared the genesis of the change to the University Budget Advisory Committee's (UBAC) mission.

## **VII. BREAK**

Chair Komp called for a 15-minute break.

## **VIII. LUNCH/PRESENTATION: COMPREHENSIVE CAMPAIGN PRESENTATION**

Erin McDonough, Executive Director for Advancement & WOU Foundation | Travis Carley & Daniel Heiss, CCS Fundraising

Chair Komp recognized Executive Director for Advancement & WOU Foundation Erin McDonough to introduce the Comprehensive Campaign conversation. McDonough shared her professional background in fundraising and marketing. McDonough introduced Travis Carley with CCS Fundraising, the Foundation's campaign consultant hired to assist with the campaign.

McDonough provided the Board with a general overview and background regarding the WOU Foundation. She described the Foundation's mission to strengthen, serve, and support Western Oregon University. She observed the staffing levels of the Advancement team and the necessity to add more staff as the latter phases of the campaign drew near. McDonough thanked the Board for their roles in the successes of past Giving Days and shared that this year's Giving Day would be March 1. She also described the silent phase of the campaign before turning the presentation over to Travis Carley.

Carley introduced himself and CCS Fundraising and presented on the all of the work to date focused on WOU's first comprehensive campaign. He described the partnership between CCS and the WOU Foundation and the significant work focused on identifying the campaign's top priorities. Carley shared that CCS and the Foundation had identified many prospective donors and strategies to reach out to those potential donors as the phases of the campaign unfold. He noted all of the work would result in a playbook that would guide the campaign through its phases.

Before specific information about the WOU strategy, Carley offered general observations about the philanthropic landscape in the United States and how WOU might be primed for a successful campaign. He noted, though, the difference between annual fundraising and a comprehensive campaign. He stressed the importance of identifying specific initiatives and goals for a comprehensive campaign and shared the WOU Foundation's campaign goal of \$25M. Carley noted that embracing a culture of philanthropy would be critical in the success of WOU's first comprehensive campaign. McDonough added that there is a history of philanthropy at WOU that needs to be elevated for the campaign to take off.

Carley turned his attention to specific goals and tactics of the campaign, including the spectrum of gifts and the number of donors that would need to be targeted in order to reach the \$25M goal. He recognized that it would be a different approach and perspective





than WOU has used in past fundraising and that the team would need to be cognizant of that difference. He confirmed that working in phases was important to the campaign's success as well. Trustee Morse asked about feasibility and Carley and McDonough observed that the framework was in place and that the university needed the mental shift to reach a place where it feels as if it is worthy of gifts of substance. McDonough asked the Board to always be aware of prospects or donors that might be interested in participating in the campaign. Trustee Castillo asked for materials or talking points that would assist in telling the WOU story. Trustee Larson stressed the importance of refining the WOU story and changing the university's philanthropic culture.

#### **IX. BOARD CONVERSATION WITH DR. REGINALD RICHARDSON, President, Salem-Keizer NAACP**

Chair Komp recognized and introduced Dr. Reginald Richardson, President of the Salem-Keizer NAACP for an open conversation on race. Dr. Richardson shared that he was representing the Salem-Keizer NAACP and that his organization is frequently asked to engage in conversations about bias. He stressed that the Board and university should strive to go much further than discussing one bias incident and do the hard work necessary to make WOU a comfortable, safe place for the students the university wants to serve. Richardson observed that we needed to change the way in which we do business and the university needed to recruit and sustain people that feel comfortable with being at the university.

Trustee Doug Morse asked for advice on actions that would have a tangible impact on progress. Komp added she was interested in outward and visible displays of diversity, equity, inclusion and accessibility. Trustee Larson stated that the university needed some guidance on top-down and bottom-up strategies to engage antiracist work. Trustee Koontz shared both as Monmouth mayor and a WOU trustee, she did not want to do "too little, too late." Richardson stressed that the community's response should not be dependent on one incident or the victim wants to move forward. He shared that bias or incidents of hate impact the community as a whole and, therefore, require a response. Koontz asked how leadership could engage on a sustainable basis.

Richardson turned to some steps the university could consider in advancing this work. First, he recommended an equity audit to look at all of the systems of the university. He urged the Board and university to acknowledge that racism exists, and that, as an employer, the university can change its expectations of employment. Richardson continued that racism can exist both consciously and unconsciously and that both individual and community impacts of bias need to be validated. He stated that the Board and university need to recognize that white supremacy exists and that systemic racism also exists and there is a difference between intent and impact. He offered that we cannot ask people of color to teach non-people of color what it is like to be a person of color.

Trustee Castillo offered that she appreciated Richardson's comment about doing more than respond to one incident. She shared that there were already a number of initiatives underway on campus, but that the Board and university needed to do more. Richardson reiterated the necessity of an equity audit and gap analysis to determine what the Board and university could change. Trustee Evans noted that the university was searching for a president and



asked for more information about the equity audit. Trustee Herrera expressed appreciation for Richardson's candor and it was important to have hard conversations. Trustee Ambris asked for advice on how to make the campus look like the student community long-term. He also inquired on what young BIPOC leaders could do to make a difference. Richardson shared, among other strategies, affinity groups are helpful in recruiting and retaining employees of color. Richardson was asked about his son's WOU experience and he observed that it was his son's story to tell. Richardson concluded with an invitation for WOU to join the Salem-Keizer NACCP and to work together to advance diversity, equity, inclusion and accessibility work. He urged the Board and campus to do the hard work because the university was on the cusp of achieving wonderful things.

## **X. ACTION ITEMS**

### **1) [FY2021 Financial Statements Audit](#)**

Chair Komp called on FAC Chair Koontz and Vice President for Finance & Administration Dr. Ana Karaman to introduce the FY2021 Financial Statements Audit. Dr. Karaman noted that Kristin Diggs of Eide Bailey was available for questions. Karaman observed that the Finance and Administration Committee examined the audit in detail and that she was happy to report that it was a clean audit. Before turning to questions regarding various ratios as a part of the audit, Karaman reviewed information from the management report inform any conversation or questions on the ratios. Karaman was responding to questions from Trustee Evans on key performance indicators and ratios. After discussion, Chair Komp called for a motion to accept the FY2021 Financial Statements Audit as presented and included in the written docket materials. Koontz moved approval and Morse seconded the motion. The following trustees voted in favor of the motion:

Danielle Campbell  
Susan Castillo  
David Foster  
Linda Herrera  
Betty Komp  
Cec Koontz  
Malissa Larson  
Leah Mitchell  
Doug Morse

Kenton is non-voting. No trustees opposed the motion. No trustees abstained from the motion.

The motion passed.

### **2) [Diversity, Equity, and Inclusion Committee Charter](#)**

Chair Komp recognized DEIC Chair Susan Castillo to introduce the proposed Diversity, Equity and Inclusion Committee Charter. Castillo observed that the DEIC used the template for all other Board standing committees for its proposed charter and made key changes at the



committee level to include information about dashboards and DEIA goals to the committee's duties. After discussion, Chair Komp called for a motion to approve the DEIC Charter as presented and included in the written docket materials. Castillo moved approval and Larson seconded the motion. The following trustees voted in favor of the motion:

Danielle Campbell  
Susan Castillo  
David Foster  
Linda Herrera  
Betty Komp  
Cec Koontz  
Malissa Larson  
Leah Mitchell  
Doug Morse

Kenton is non-voting. No trustees opposed the motion. No trustees abstained from the motion.

The motion passed.

## **XI. BREAK**

Instead of taking a 15-minute break, Chair Komp turned to the president's report.

## **XII. PRESIDENT KENTON Update** (Cabinet full reports in [Appendix B](#))

Chair Komp recognized President Kenton for his president's report. Referencing his written report in the docket materials, President Kenton reviewed the following topics:

- COVID update;
- Search for the Executive Director for Diversity, Equity, and Inclusion;
- Search for the Executive Director of Human Resources;
- Enrollment updates, including a 14% increase in applications and a 17% increase in admitted students;
- Focus group work after Cesar E. Chavez Leadership Programs;
- EAB work on targeted academic programs;
- Update on partnership activities, including conversations with SEIU regarding a workforce and education partnership;
- Update on Bilingual Teacher Scholars;



- Update on Shorelight international recruitment contract;
- Update on financial aid leveraging work from Ruffalo Noel Levitz;
- Information on Willamette Promise and recruitment efforts; and
- Update on 2022 legislative session requests.

Castillo expressed her appreciation to President Kenton about taking on structural barriers which students face. Foster asked about the necessary preparations to pivot to serving adult learners.

### **XIII. FINAL ANNOUNCEMENTS**

Chair Komp asked the Board if there were any final announcements.

### **XIV. ADJOURNMENT**

Chair Komp adjourned the meeting with a quorum at 3:13 PM.

A handwritten signature in blue ink, appearing to read "Ryan James Hagemann".

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Ryan James Hagemann  
Secretary to the Board of Trustees

## **Finance & Administration Committee (FAC), April 6, 2022 Management Report**

### **Period 8 Actual to Actual Variance:**

#### **Education & General Fund Report:**

This report provides eight months of actual revenue and expense activity (as of February 28, 2022) as compared to the same period in prior fiscal year.

We were advised to draw the entire remaining Higher Education Emergency Relief Fund (HEERF) amount of \$6.125M in the current fiscal year. In addition, WOU qualified for HEERF SIP funds of \$543K. To staff knowledge, no additional federal allocations are being considered at this time. E&G will receive \$4.819M of these funds, while the remaining \$1.849M is held for potential allocation to auxiliaries based on their performance and cash balances necessary to cover debt service on July 1, 2022 of \$2.1M. HEERF allocation to E&G is designated to cover lost revenues, specific HEERF-related labor and S&S (additional student aid, cleaning supplies, smart classrooms, mask purchases, computer replacement, HEPA filters, etc.). HEERF spending period ends May 2022.

#### **Revenues:**

Tuition revenues are \$3.054M less than the prior year despite having a modest tuition increase (2.17% for resident undergrad) due to an approximate 12% enrollment decrease in Fall 2021 and 10% enrollment decrease in Winter 2022 (both decreases respective to the same term prior year). Online course fees have decreased by \$2.325M as expected due to the return of more in-person course modality; during 2020-21 nearly all courses were online due to coronavirus restrictions, this academic year approximately 40% of UG and 60% of GR student credit hours are generated from online courses; the online course fee remained the same between years at \$53/credit. Other fees are \$92K less than the prior year, and fee remissions have decreased \$1.682M from the prior year due to the enrollment decline and incomplete awarding. Altogether, this results in net tuition and fees for Period 8 (encompassing fall and winter terms) being \$3.789M less than the prior year.

Government resources & allocations have increased by \$754K from prior year based on the HECC's Public University Support Fund (PUSF) allocation formula. This is the first three quarters distribution for the 2021-23 biennium. Gift grants and contracts revenue has increased by \$276K from prior year, primarily reflecting increased grant indirect revenue. Other revenues have decreased by \$331K from the prior year. We have drawn all remaining institutional portion ARP (HEERF) funds; however, a portion of these (estimated \$1.849M) will be transferred out of E&G to support our auxiliaries, as shown on the year-end projection and transfer schedule.

Overall, total revenues are \$57.354M, \$3.034M more than the prior year. Without the influx of the \$6.125M of HEERF funds, overall revenues are down \$3.091M from the prior year, primarily because of decreased enrollment and a return to more in-person delivery.

#### Expenses:

Personnel expenses are \$676K less than the prior period and reflect variations in faculty/staff from the prior year; see the vacancy report for current unfilled position information. This number encompasses the various pay adjustments that have taken place this year across employee types (cost of living adjustments, one-time bonuses/pandemic pay, step increases).

Services and supplies expenses are \$2.185M more than the prior year. FY21 was an atypical year for Service & Supplies expenses given the pandemic and impacts to supply chain timing; the increased spending so far this year is in line with expectation given a return to more in-person activity and normal operations on campus. HEERF-related personnel and services and supplies activity show an increase of \$635K.

Overall, total expenses are \$40.992M, \$2.156M more than the prior year.

#### Net Revenues less Expenses:

Net revenues less expenses have increased by \$878K compared to prior year.

#### Auxiliary Enterprises:

Auxiliary Enterprises is comprised of Athletics, University Housing, Campus Dining, Parking, Bookstore, Student Health & Counseling Center (SHCC), Child Development Center (CDC), Incidental Fee, and other minor operations.

#### Revenues:

Auxiliary revenues all are up significantly from the prior year, which was atypical, due to the return to more in-person activity on campus. Enrollment Fees have increased by \$3.107M, also because of the change to the incidental fee structure (fee of \$355 charged to all students at credit 1). Sales and Services are up \$2.523M from the prior year, with approximately 900 students being in Housing. Other Revenue increased by \$1.343M, with a boost from Destination Western. Altogether, our auxiliary revenue totals \$12.172M and has increased \$6.973M from the prior year. As a point of reference, our auxiliary revenue from February 28, 2020 (pre-pandemic) totaled \$14.194M. So, while our auxiliaries seem to have rebounded from the worst, we have still not yet fully recovered.

#### Expenses:

Personnel expenses are \$1.008M more than the prior year. Service & Supplies are \$1.613M more than the prior year. These increases are reflective of increased auxiliary activity with the return of more in-person operations.

#### Net Revenues less Expenses:

Net revenues less expenses total -\$141K and have increased by \$4.352M compared to prior year.

#### Designated Operations, Service Departments, Clearing Funds:

Designated Operations, Service Departments, and Clearing Funds is comprised primarily of Telecommunications and Oregon Council of Presidents.

Revenues and expenses are very comparable to prior year, trending slightly to the positive.

#### **FY22 Projected Year-End:**

This report provides year-end projections. The projected year-end methodology is a combination of actual revenues and expenses for the first eight months of operations and projections for the remaining four months of FY22. Projections for periods nine through twelve are based on the actual FY21 realization/burn rates for period eight, which are applied to FY22 revenues and expenses.

#### Education & General Fund:

##### Revenues:

Total revenues are projected to be \$67.355M, \$877K more than the FY22 budget. Altogether, net student fees & tuition are projected to be \$144K more than the adjusted budget, which encompasses a projection of \$5.5M for fee remissions. Gifts, grants, and contracts are projected at \$1.643M, \$1.021M higher than the FY22 budget, primarily because of increased grant indirect activity. Other revenues are projected to be \$2.313M, \$287K less than the FY22 budgeted amount.

##### Expenses:

Total expenses are projected to be \$66.633M, \$844K less than the FY22 budget. Personnel is projected to be \$56.253M, \$993K less than the budget due to salvage savings from vacant positions. This projection is built on the assumption that the remaining four months of payroll for the year will be equivalent to February. Service and supplies are projected to be \$10.213M. Due to how atypical FY21 was, using prior year's burn rate for projections is not prudent, instead FY19's S&S burn rate (pre-pandemic) of 56.99% was utilized.

##### Transfer Schedule:

A projected transfer schedule is attached to provide details for the projected transfers in and out. This includes the standard transfers out of support to Athletics and the Child Development Center, as well as one-time HEERF-related transfers.

#### One-Time Activities:

One-time activities include a \$4.819M reimbursement to E&G. In consultation with our auditors during our FY21 audit, we drew down the remaining balances of all HEERF funds. Although this has changed how we track the funds on our books, managerially the funds will be used for the same purposes as originally planned (COVID-support staff, transitioning to online delivery, one-time equipment purchases, support to auxiliaries, etc.). As a result, you can see that more HEERF funds have flown through to E&G than originally anticipated (\$4.819M compared to the budgeted \$3M). However, there are also additional HEERF-related expenses (\$132K of personnel and \$1.015M of S&S). The HEERF-related revenues and expenses netted together total \$3.672M due to an additional \$543K of HEERF Strengthening Institutional Programs (SIP) funds received. Other one-time activities include retirement incentive payments for five faculty, LAS start-up funds, Banner financial aid implementation, and other misc. activities.

#### Net Revenues less Expenses and Transfers:

Net revenues less expenses and transfers are projected to be a gain of \$494K versus the FY22 budget of a loss of \$2.240M. Projected year-end fund balance is \$11.364M, or 16.87% of projected revenues. Without the influx of the one-time \$3.672M of HEERF funds, our projected year end fund balance would be \$7.692M, or 11.42%.

#### Auxiliary Enterprises:

##### Revenues:

In FY21, auxiliary revenue was low fall and winter terms, and then increased spring term; in FY22, our auxiliary revenue is following a much more typical trend. Using our typical projection methodology that looks at the prior year's realization rate, therefore would skew the projection, so different realization percentages are assumed. Enrollment fees are projected using 67% (since P8 actuals reflect 2 of 3 terms' fees), totaling \$5.878M, \$295K less than the budget. The shortfall is due to lower-than-expected enrollment resulting in fewer health service and incidental fees. Sales and services are projected assuming periodical realization (8 of 12 periods complete), resulting in a projection of \$10.066M, \$349K more than budgeted. The increase is primarily from dining, including Café Allegro, which is doing better than anticipated. Other revenue is projected using 80%, resulting in a projection of \$1.904M, \$290K more than budgeted, primarily because of Destination Western. This results in total revenues projected to be \$17.848M, \$344K more than the FY22 budget.



Expenses:

Total expenses are projected to be \$19.574M, \$225K more than the budget. Personnel is projected to be \$9.702M, \$225K more than the adjusted budget. Service and supplies are projected to come in on budget at \$9.872M, due to how atypical FY21 was, using that burn rate as a baseline for projections is not prudent.

Net Revenues less Expenses and Transfers:

Net revenues less expenses and transfers are projected to be a loss of \$635K compared to the FY22 budget of a loss of \$726K. Adding in the projected HEERF reimbursement of \$1.849M results in projected year end fund balance of \$5.567M.

Designated Operations, Service Departments, Clearing Funds:

Revenues:

Total revenues are projected to be \$2.425M, \$151K over budget.

Expenses:

Total expenses are projected to be \$1.986M, \$343K less than the budget.

Net Revenues less Expenses and Transfers:

Net revenues less expenses and transfers are projected to be a gain of \$438K compared to the FY22 budget of a loss of \$56K. This resulted in projected year end fund balance of \$3.193M.

COMMITTEE RECOMMENDATION:

The WOU Finance and Administration Committee recommends that the Western Oregon University Board of Trustees accepts the FY22 Projected Year-End Report and the overall Management Report as of February 28, 2022.

**Western Oregon University**  
**P8 YTD Actual to Actual Variance**

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

**As of February 28, 2022**  
**For the Fiscal Year Ended June 30, 2022**

	P8 FY21 Actuals	P8 FY21 Realization/ Burn Rate %	P8 FY22 Actuals	P8 FY22 % of Budget	Variance		Note
					Actuals	%	
<b>Education &amp; General Fund</b>							
<b>Revenues</b>							
Tuition	26,082		23,028		(3,054)		Decreased enrollment.
Online Course Fees	4,901		2,576		(2,325)		Decrease in online courses.
Other Fees	963		871		(92)		
Less: Fee Remissions	(4,873)		(3,192)		1,682		
Net Student Fees & Tuition	27,072	70.17%	23,283	72.15%	(3,789)	1.98%	
Government Resources & Allocations	25,180	86.86%	25,935	83.70%	754	-3.15%	HECC higher allocation.
Gift Grants and Contracts	349	38.01%	624	100.35%	276	62.34%	
Other Revenue	1,718	59.98%	1,387	53.35%	(331)	-6.63%	
HEERF Reimbursements	-		6,125		6,125		
<b>Total Revenues</b>	<b>54,320</b>	<b>76.13%</b>	<b>57,354</b>	<b>86.27%</b>	<b>3,034</b>	<b>10.15%</b>	
<b>Expenses</b>							
Personnel	35,163	62.42%	34,486	60.24%	(676)	-2.18%	
Service & Supplies	3,635	48.30%	5,821	58.08%	2,185	9.78%	Spending trailed behind in FY21 due to pandemic.
Capital Expense	38	29.61%	49	23.60%	12	-6.00%	
HEERF-Related Personnel	-		120		120		
HEERF-Related S&S	-		515		515		
<b>Total Expenses</b>	<b>38,836</b>	<b>60.69%</b>	<b>40,992</b>	<b>60.75%</b>	<b>2,156</b>	<b>0.06%</b>	
<b>Net Revenues less Expenses</b>	<b>15,484</b>		<b>16,362</b>		<b>878</b>		

**Western Oregon University**  
**P8 YTD Actual to Actual Variance**

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

**As of February 28, 2022**  
**For the Fiscal Year Ended June 30, 2022**

	P8 FY21 Actuals	P8 FY21 Realization/ Burn Rate %	P8 FY22 Actuals	P8 FY22 % of Budget	Variance		Note
					Actuals	%	
<b>Auxiliary Enterprises Funds</b>							
<b>Revenues</b>							
Enrollment Fees	832	57.20%	3,938	63.79%	3,107	6.60%	Increase in on-campus courses & respective fees.
Sales and Services	4,188	63.31%	6,711	69.06%	2,523	5.76%	
Other Revenue	180	10.22%	1,523	94.36%	1,343	84.14%	
<b>Total Revenues</b>	<b>5,200</b>	<b>52.90%</b>	<b>12,172</b>	<b>69.54%</b>	<b>6,973</b>	<b>16.64%</b>	
<b>Expenses</b>							
Personnel	5,259	64.59%	6,267	66.13%	1,008	1.54%	
Service & Supplies	4,433	54.12%	6,046	61.25%	1,613	7.13%	
Capital Expense	-	0.00%	-	100.00%	-	100.00%	
<b>Total Expenses</b>	<b>9,692</b>	<b>59.22%</b>	<b>12,313</b>	<b>63.64%</b>	<b>2,621</b>	<b>4.42%</b>	
<b>Net Revenues less Expenses</b>	<b>(4,493)</b>		<b>(141)</b>		<b>4,352</b>		
<b>Designated Operations, Service Departments, Clearing Funds</b>							
<b>Revenues</b>							
Enrollment Fees	400	1630.24%	(7)	-6.44%	(407)	-1636.69%	
Sales and Services	58	51.15%	90	70.79%	32	19.65%	
Other Revenue	1,078	55.82%	1,256	61.74%	178	5.92%	
<b>Total Revenues</b>	<b>1,536</b>	<b>74.24%</b>	<b>1,338</b>	<b>58.85%</b>	<b>(198)</b>	<b>-15.39%</b>	
<b>Expenses</b>							
Personnel	607	65.68%	592	58.07%	(15)	-7.61%	
Service & Supplies	555	70.00%	744	56.81%	190	-13.18%	
Capital Expense	0	100.00%	21	100.00%	21	0.00%	
<b>Total Expenses</b>	<b>1,162</b>	<b>67.67%</b>	<b>1,358</b>	<b>58.28%</b>	<b>196</b>	<b>-9.39%</b>	
<b>Net Revenues less Expenses</b>	<b>374</b>		<b>(19)</b>		<b>(393)</b>		

Western Oregon University  
 FY22 Projected Year-End  
 (Unaudited, non-GAAP, for management purposes only)  
 (in thousands)

As of February 28, 2022  
 For the Fiscal Year Ended June 30, 2022

	FY21 Year-End Actuals	FY22 Projected Year-End	FY22 Budget	Variance FY22 Projected Year-End to Budget	Note
<b>Education &amp; General Fund</b>					
<b>Recurring Operating Activities</b>					
Student Fees & Tuition (net of remissions)	38,582	32,416	32,272	144	
Government Resources & Allocations	28,990	30,984	30,984	-	Projection based on budget.
Gift Grants and Contracts	918	1,643	622	1,021	
Other Revenue	2,864	2,313	2,600	(287)	
<b>Total Revenues</b>	<b>71,355</b>	<b>67,355</b>	<b>66,478</b>	<b>877</b>	
Personnel	56,331	56,253	57,246	993	Salvage savings.
Service & Supplies	7,526	10,213	10,022	(192)	Projection based on FY19's S&S burn rate
Capital Expense	128	167	210	43	
<b>Total Expenses</b>	<b>63,985</b>	<b>66,633</b>	<b>67,477</b>	<b>844</b>	
Net Transfers	3,229	3,300	3,317	17	Projection is based on transfer schedule.
<b>Total Expenses and Transfers</b>	<b>67,214</b>	<b>69,933</b>	<b>70,794</b>	<b>861</b>	
<b>Operating Net Revenues less Expenses</b>	<b>4,141</b>	<b>(2,578)</b>	<b>(4,316)</b>	<b>1,738</b>	
<b>One-Time Activities</b>					
HEERF Reimbursement	2,400	4,819	3,000	1,819	Received additional \$543K SIP HEERF award
HEERF-Related Personnel	-	(132)	-	(132)	
HEERF-Related S&S	-	(1,015)	-	(1,015)	
Quasi Endowment	(850)	-	-	-	
Other	(1,061)	(600)	(924)	324	Projection based on budget.
<b>Total One-Time Activities</b>	<b>489</b>	<b>3,072</b>	<b>2,076</b>	<b>996</b>	
<b>Total Net Revenues less Expenses</b>	<b>4,630</b>	<b>494</b>	<b>(2,240)</b>	<b>2,734</b>	
<b>Fund Balance at the Beginning of the Year</b>	<b>6,240</b>	<b>10,870</b>	<b>10,870</b>		
<b>Fund Balance at the End of the Year</b>	<b>10,870</b>	<b>11,364</b>	<b>8,630</b>		
<b>Fund Balance as a Percentage of Revenues</b>	<b>15.23%</b>	<b>16.87%</b>	<b>12.98%</b>		

Western Oregon University  
**FY22 Projected Year-End**  
(Unaudited, non-GAAP, for management purposes only)  
(in thousands)

As of February 28, 2022  
For the Fiscal Year Ended June 30, 2022

	<b>FY21 Year-End Actuals</b>	<b>FY22 Projected Year-End</b>	<b>FY22 Budget</b>	<b>Variance FY22 Projected Year-End to Budget</b>	<b>Note</b>
<b>Auxiliary Enterprises Funds</b>					
Enrollment Fees	1,454	5,878	6,174	(295)	Assumes 2/3 realization
Sales and Services	6,615	10,066	9,716	349	Assumes periodical realization
Other Revenue	1,760	1,904	1,614	290	Assumes 80% realization
<b>Total Revenues</b>	<b>9,829</b>	<b>17,848</b>	<b>17,504</b>	<b>344</b>	
Personnel	8,142	9,702	9,477	(225)	
Service & Supplies	8,192	9,872	9,872	-	Projection based on budget.
Capital Expense	32	0	-	-	
<b>Total Expenses</b>	<b>16,365</b>	<b>19,574</b>	<b>19,349</b>	<b>(225)</b>	
Net Transfers	(3,798)	(1,091)	(1,119)	(28)	Projection is based on transfer schedule.
<b>Total Expenses and Transfers</b>	<b>12,567</b>	<b>18,484</b>	<b>18,230</b>	<b>(254)</b>	
<b>Net Revenues less Expenses</b>	<b>(2,738)</b>	<b>(635)</b>	<b>(726)</b>	<b>90</b>	
<b>HEERF Funds</b>	1,700	1,849			
<b>Additions/Deductions to Fund Balance</b>	(2,178)	(1,985)			
<b>Fund Balance at the Beginning of the Year</b>	<b>9,556</b>	<b>6,339</b>			
<b>Fund Balance at the End of the Year</b>	<b>6,339</b>	<b>5,567</b>			
<b>Fund Balance as a Percentage of Revenues</b>	64.49%	31.19%			
<b>Designated Operations, Service Departments, Clearing Funds</b>					
Enrollment Fees	25	(0)	113	(114)	
Sales and Services	113	175	127	49	
Other Revenue	1,931	2,250	2,034	216	
<b>Total Revenues</b>	<b>2,069</b>	<b>2,425</b>	<b>2,274</b>	<b>151</b>	
Personnel	925	901	1,019	118	
Service & Supplies	792	1,064	1,310	247	
Capital Expense	-	21	-	(21)	
<b>Total Expenses</b>	<b>1,717</b>	<b>1,986</b>	<b>2,329</b>	<b>343</b>	
Net Transfers	(56)	1	1	-	Projection is based on transfer schedule.
<b>Total Expenses and Transfers</b>	<b>1,661</b>	<b>1,987</b>	<b>2,330</b>	<b>343</b>	
<b>Net Revenues less Expenses</b>	<b>407</b>	<b>438</b>	<b>(56)</b>	<b>463</b>	
<b>Additions/Deductions to Fund Balance</b>	(342)	(292)			
<b>Fund Balance at the Beginning of the Year</b>	<b>2,982</b>	<b>3,047</b>			
<b>Fund Balance at the End of the Year</b>	<b>3,047</b>	<b>3,193</b>			
<b>Fund Balance as a Percentage of Revenues</b>	147.29%	131.70%			

**Western Oregon University**

**Transfers Schedule - Projected FY22**

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

	E&G				Auxiliary				Des Ops - Serv Dept.	Plant fund	Other	Total
<b>Transfers In E&amp;G</b>											(a)	
<b>Actual</b>												-
<b>Upcoming</b>											8,893	8,893
<b>Transfers Out E&amp;G</b>					(a)	(b)	(c)	(d)		(e)	(a)	
<b>Actual</b>					1,479			448,767				450,246
<b>Upcoming</b>	98,521	150,000	2,979,025	1,400,000					175,000	4,804		4,807,350
<b>Transfers In AUX</b>	(a)	(b)	(c)	(d)								
<b>Actual</b>				448,767								448,767
<b>Upcoming</b>	98,521	150,000	2,979,025	1,400,000								4,627,546
<b>Transfers Out AUX</b>										(f)	(g)	
<b>Actual</b>											36,954	36,954
<b>Upcoming</b>										174,069	1,925,973	2,100,042
<b>Transfers In DO, SD</b>												
<b>Actual</b>												-
<b>Upcoming</b>												-
<b>Transfers Out DO, SD</b>											(h)	
<b>Actual</b>												-
<b>Upcoming</b>											750	750

Type	Description
(a)	Miscellaneous (endowment matches, student vaccine initiative, etc.)
(b)	Child Development Center support
(c)	Athletic operations support
(d)	HEERF support to auxiliaries
(e)	Small-Scale Energy Loan Program debt service
(f)	Student Engagement & Campus Recreation transfers to building/equipment reserves
(g)	Misc. auxiliary transfers, including debt payments for Housing and Recreation Center Building Fee
(h)	Misc. designated operations and service departments transfers

**Western Oregon University  
Staff Position Status Report by Fund  
FY22 as of March 28, 2022**

	Funds		
	E&G	Auxiliaries	Total
Budgeted Positions	258	103	361
New Hires (July 1 - March 28)	40	26	66
Currently Open & Advertised Positions	15	15	30

\*Includes classified and unclassified staff positions

At one point during this quarter we had as many as 45 staff positions open & advertised.

## **Finance & Administration Committee (FAC), Fiscal Year Ended June 30, 2021, Single Audit**

The public accounting firm, Eide Bailly LLP (hereinafter "Auditor"), has performed testing of the University's compliance with certain provisions of laws, regulations, contracts, and grant agreements. This testing resulted in a report on compliance for each major federal program, a report on internal control over compliance, and a report on expenditures of federal awards, as required by Uniform Guidance.

These reports and detailed findings are provided in the Federal Awards Reports in accordance with Uniform Guidance, which communicates certain matters related to the conduct of the audit to those who have responsibility for oversight of the financial reporting process.

The Auditor issued their opinion that the University complied, in all material respects, with the compliance requirements that could have a direct and material effect on each of the University's major federal programs.

### **COMMITTEE RECOMMENDATION:**

The WOU Finance and Administration Committee recommends that the Western Oregon University Board of Trustees accept the fiscal year ended June 30, 2021, Single Audit and Management's proposed Corrective Action Plan.





March 15, 2022

To the Board of Trustees  
Western Oregon University  
Monmouth, Oregon

We have audited the financial statements of Western Oregon University (the University) as of and for the year ended June 30, 2021, and have issued our report thereon dated December 15, 2021. Professional standards require that we advise you of the following matters relating to our audit.

**Our Responsibility in Relation to the Financial Statement Audit under Generally Accepted Auditing Standards and *Government Auditing Standards* and our Compliance Audit under the Uniform Guidance**

As communicated in our letter dated May 17, 2021, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America. Our audit of the financial statements and major program compliance does not relieve you or management of its respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control over financial reporting. Accordingly, as part of our audit, we considered the internal control of Western Oregon University solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

Our responsibility, as prescribed by professional standards as it relates to the audit of the University's major federal program compliance, is to express an opinion on the compliance for each of the University's major federal programs based on our audit of the types of compliance requirements referred to above. An audit of major program compliance includes consideration of internal control over compliance with the types of compliance requirements referred to above as a basis for designing audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, as a part of our major program compliance audit, we considered internal control over compliance for these purposes and not to provide any assurance on the effectiveness of the University's internal control over compliance.

We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

We have provided our comments regarding internal controls during our audit in our Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards* dated December 15, 2021. We have also provided our comments regarding compliance with the types of compliance requirements referred to above and internal controls over compliance during our audit in our Independent Auditor's Report on Compliance with Each Major Federal Program and Report on Internal Control Over Compliance Required by the Uniform Guidance dated December 15, 2021, except for our report on the schedule of expenditures of federal awards, for which the date is March 15, 2022.

### **Planned Scope and Timing of the Audit**

We conducted our audit consistent with the planned scope and timing we previously communicated to you.

### **Compliance with All Ethics Requirements Regarding Independence**

The engagement team, others in our firm, as appropriate, and our firm have complied with all relevant ethical requirements regarding independence.

### **Qualitative Aspects of the Entity's Significant Accounting Practices**

#### *Significant Accounting Policies*

Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by Western Oregon University is included in Note 1 to the financial statements. There have been no initial selection of accounting policies and no changes in significant accounting policies or their application during 2021. No matters have come to our attention that would require us, under professional standards, to inform you about (1) the methods used to account for significant unusual transactions and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

#### *Significant Accounting Estimates*

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's current judgments. Those judgments are normally based on knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ markedly from management's current judgments.

The most sensitive accounting estimates affecting the financial statements are as follows:

Collectability of receivables and student accounts are based on past history and current market conditions. We reviewed the underlying assumptions and past history to determine that the estimate appears reasonable.

The remaining obligation under the other postemployment benefit (OPEB) plans is based on actuarial estimates provided by Milliman and audited by independent auditors. We evaluated the key factors and assumptions used to develop the OPEB assets/(liabilities) in determining that they are reasonable in relation to the financial statements taken as a whole.

Management's estimate of the net pension liability is based on actuarial estimates provided by the Oregon Public Employee Retirement System (OPERS). We evaluated the key factors and assumptions used to develop the net pension liability in determining that it is reasonable in relation to the financial statements taken as a whole.

Management's estimate of lost revenue for HEERF funding. The University computed lost revenue by projecting what total lost revenue would be for the 2020-2021 and 2019-2020 school year as a result in the drop in attendance for tuition and related auxiliary revenue streams.

### *Financial Statement Disclosures*

Certain financial statement disclosures involve significant judgment and are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting the University's financial statements relate to:

Note 13 – Employee Retirement Plans – This describes the details and assumptions of the Oregon Public Retirement System (OPERS) Plan and the related net pension liability.

Note 14 – Other Postemployment Benefits (OPEB) – This describes the details of the postemployment benefit plans.

### **Significant Difficulties Encountered during the Audit**

We encountered no significant difficulties in dealing with management relating to the performance of the audit.

### **Uncorrected and Corrected Misstatements**

For purposes of this communication, professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and communicate them to the appropriate level of management. Further, professional standards require us to also communicate the effect of uncorrected misstatements related to prior periods on the relevant classes of transactions, account balances or disclosures, and the financial statements as a whole. The following summarizes uncorrected financial statement misstatements whose effects in the current and prior periods, as determined by management, are immaterial, both individual and in the aggregate, to the financial statements taken as a whole:

- To pass on an entry where revenue was recognized in the prior year associated with the Higher Education Emergency Relief Funding that should have been recognized in the current year. This resulted in net position being overstated by \$327,500 and revenue and associated change in net position being understated in the current year by \$327,500.

### **Disagreements with Management**

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to the University's financial statements or the auditor's report. No such disagreements arose during the course of the audit.

### **Representations Requested from Management**

We have requested certain written representations from management that are included in the management representation letter dated December 15, 2021.

### **Management's Consultations with Other Accountants**

In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.

### **Other Significant Matters, Findings, or Issues**

In the normal course of our professional association with the University, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, operating and regulatory conditions affecting the entity, and operational plans and strategies that may affect the risks of material misstatement. None of the matters discussed resulted in a condition to our retention as the University's auditors.

### **Other Matters**

The financial statements include the financial statements of Western Oregon University Development Foundation (the Foundation), which we considered to be a significant component of the financial statements of the University. The financial statements of the Foundation were audited by other auditors, and we did not assume responsibility for the audit performed by the other auditors, rather we have referred to their audit in our report. Our decision to refer to the report of the other auditor is based on our evaluation of the materiality of the Foundation with respect to the financial statements as a whole. Our audit procedures with respect to the Foundation included required correspondence with the other auditor, obtaining and reading their auditor's report and the related financial statements, and other procedures as considered necessary.

This report is intended solely for the information and use of the members of the Board of Trustees, State of Oregon, and management of Western Oregon University and is not intended to be and should not be used by anyone other than these specified parties.

A handwritten signature in black ink that reads "Eide Bailly LLP". The signature is written in a cursive, flowing style.

Boise, Idaho



Federal Awards Reports in Accordance with the Uniform  
Guidance  
June 30, 2021

Western Oregon University

Independent Auditor’s Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards* ..... 1

Independent Auditor’s Report on Compliance for the Major Federal Program; Report on Internal Control Over Compliance; and Report on Schedule of Expenditures of Federal Awards Required by the Uniform Guidance ..... 3

Schedule of Expenditures of Federal Awards ..... 6

Notes to Schedule of Expenditures of Federal Awards ..... 9

Schedule of Findings and Questioned Costs ..... 10



**Independent Auditor’s Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards***

To the Board of Trustees  
Western Oregon University  
Monmouth, Oregon

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of the Western Oregon University (the University) and its discretely presented component unit, as of and for the year ended June 30, 2021, and the related notes to the financial statements, and have issued our report thereon dated December 15, 2021. Our report includes a reference to other auditors who audited the financial statements of Western Oregon University Development Foundation (the Foundation), as described in our report on the University’s financial statements. The audit of the financial statements of the Foundation were not performed in accordance with *Government Auditing Standards*, and accordingly this report does not include reporting on internal control over financial reporting or instances of reportable noncompliance that are reported on separately by those auditors of Western Oregon University Development Foundation.

**Internal Control over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the University's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the University’s internal control. Accordingly, we do not express an opinion on the effectiveness of the University’s internal control.

*A deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity’s financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

### **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the University's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

### **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in cursive script that reads "Eide Bailly LLP".

Boise, Idaho  
March 15, 2022





**Independent Auditor’s Report on Compliance for the Major Federal Program; Report on Internal Control Over Compliance; and Report on Schedule of Expenditures of Federal Awards Required by the Uniform Guidance**

To the Board of Trustees  
Western Oregon University  
Monmouth, Oregon

**Report on Compliance for the Major Federal Program**

We have audited Western Oregon University’s (the University) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on the University’s major federal program for the year ended June 30, 2021. The University’s major federal program is identified in the summary of auditor’s results section of the accompanying schedule of findings and questioned costs.

**Management’s Responsibility**

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

**Auditor’s Responsibility**

Our responsibility is to express an opinion on the compliance for the University’s major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a direct and material effect on the major federal programs occurred. An audit includes examining, on a test basis, evidence about the University’s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for the major federal program. However, our audit does not provide a legal determination of the University’s compliance.

### **Opinion on Each Major Federal Program**

In our opinion, the University complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2021.

### **Report on Internal Control over Compliance**

Management of the University is responsible for establishing and maintaining effective internal control over compliance with the compliance requirements referred to above. In planning and performing our audit of compliance, we considered the University's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the University's internal control over compliance.

Our consideration of internal control over compliance was for the limited purpose described in the preceding paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that have not been identified. However, as discussed below, we did identify certain deficiencies in internal control over compliance that we consider to be material weaknesses and significant deficiencies.

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis. We consider the deficiency in internal control over compliance described in the accompanying schedule of findings and questioned costs as item 2021-002 to be a material weakness.

*A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance. We consider the deficiency in internal control over compliance described in the accompanying schedule of findings and questioned costs as item 2021-001 to be a significant deficiency.

The University's response to the internal control over compliance finding identified in our audit are described in the accompanying schedule of findings and questioned costs. The University's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

**Report on Schedule of Expenditures of Federal Awards Required by the Uniform Guidance**

We have audited the financial statements of the University and its discretely presented component unit as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise the University's basic financial statements. We issued our report thereon dated December 15, 2021, which contained unmodified opinions on those financial statements. Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the basic financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the Uniform Guidance and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the basic financial statements as a whole.

The image shows a handwritten signature in cursive script that reads "Eide Bailly LLP". The signature is written in black ink and is positioned above the printed name of the firm.

Boise, Idaho

March 15, 2022, except for our report on the schedule of expenditures of federal awards, for which the date is December 15, 2021.

Western Oregon University  
Schedule of Expenditures of Federal Awards  
Year Ended June 30, 2021

Federal Grantor/Pass-Through Grantor/ Program or Cluster Title	Federal Financial Assistance Listing	Pass-Through Entity Identifying Number	Federal Expenditures	Amounts Passed-Through to Subrecipients
<b>Department of Education</b>				
<u>Direct Programs</u>				
Student Financial Aid Cluster:				
Federal Supplemental Educational Opportunity Grants	84.007	Not Applicable	\$ 276,320	\$ -
Federal Work-Study Program	84.033	Not Applicable	235,749	-
Federal Perkins Loans	84.038	Not Applicable	2,998,872	-
Federal Pell Grant Program	84.063	Not Applicable	6,944,680	-
Federal Direct Student Loans	84.268	Not Applicable	18,987,252	-
Teacher Education Assistance for College & Higher Education Grants	84.379	Not Applicable	175,683	-
Total Student Financial Aid Cluster			<u>29,618,556</u>	<u>-</u>
TRIO Cluster:				
TRIO Student Support Services	84.042	Not Applicable	456,022	-
TRIO Upward Bound	84.047	Not Applicable	289,127	-
Total TRIO Cluster:			<u>745,149</u>	<u>-</u>
Rehabilitation Services				
Vocational Rehabilitation Grants to States	84.126	DHS Agreement 161953	76,860	-
Rehabilitation Long-Term Training	84.129	Not Applicable	394,287	-
Training Interpreters for Individuals who are Deaf and Individuals who are Deaf-Blind	84.160	DASPS-2342-15 AMDMT #1	337,739	-
Special Education - Personnel Development to Improve Services and Results for Children with Disabilities	84.325	Not Applicable	232,169	-
Passed -through:				
CEEDAR Center				
Special Education - Personnel Development to Improve Services and Results for Children with Disabilities	84.325	ODE Subgrant 43119	8,006	-
Oregon State University				
Special Education - Personnel Development to Improve Services and Results for Children with Disabilities	84.325	OSU Subaward ED197A-A	47,796	-
Subtotal CFDA 84.325			<u>287,971</u>	<u>-</u>
Special Education Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities				
COVID - 19: Higher Education Emergency Relief Student Aid Portion	84.326	Not Applicable	126,245	-
COVID - 19: Higher Education Emergency Relief Aid Portion	84.425E	Not Applicable	2,793,385	-
COVID - 19: Higher Education Emergency Relief Institutional Portion	84.425F	Not Applicable	11,384,384	-
Subtotal CFDA 84.425			<u>14,177,769</u>	<u>-</u>
<u>Total Department of Education Direct Programs</u>			<u>45,764,576</u>	<u>-</u>

Western Oregon University  
Schedule of Expenditures of Federal Awards  
Year Ended June 30, 2021

Federal Grantor/Pass-Through Grantor/ Program or Cluster Title	Federal Financial Assistance Listing	Pass-Through Entity Identifying Number	Federal Expenditures	Amounts Passed-Through to Subrecipients
<u>Pass-Through Programs</u>				
Oregon Department of Education Special Education Grants to States(IDEA, Part B)	84.027	ODE SUBAWARD 54284	33,477	-
<b>Total Department of Education</b>			<u>45,798,053</u>	<u>-</u>
<b>Department of Health and Human Services</b>				
<u>Pass-Through Programs</u>				
Oregon Department of Education 477 Cluster				
Child Care and Development Block Grant	93.575	ODE 13898	1,564,447	-
Child Care and Development Block Grant	93.575	ODE AGREEMENT 12501	214,267	-
Child Care and Development Block Grant	93.575	ODE Agreement 11407 ADM 1	74,805	-
Subtotal CFDA 93.575			1,853,519	-
Child Care Mandatory and Matching Funds of the Child Care and Development Fund	93.596	ODE Agreement 12688	1,064,839	89,640
Total 477 Cluster			<u>2,918,358</u>	<u>89,640</u>
Strength Public Health Systems to Improve Protect Nation's Oregon Childhood Development Coalition Research and Development Cluster: Head Start	93.421  93.708	ODE Agreeemnt 12941  Letter of Agreement	300,812  14,408 *	-  -
<b>Total Department of Health and Human Services</b>			<u>3,233,578</u>	<u>89,640</u>
<b>Department of Justice</b>				
<u>Direct Programs</u>				
Crime Victim Assistance	16.575	Not Applicable	15,649	-
Public Safety Partnership and Community Policing Grants	16.710	Not Applicable	731	-
Edward Byrne Memorial Competitive Grant Program	16.751	Not Applicable	731	-
<u>Total Department of Justice Direct Programs</u>			<u>17,111</u>	<u>-</u>
<u>Pass-Through Programs</u>				
Tribal Law and Policy Institute Tribal Court Assistance Program	16.608	UND0024465-S1	107,833	-
Tribal Court Assistance Program	16.608	TLPI SUB-CONTRACT	15,122	-
<u>Total Department of Justice Pass-Through Programs</u>			<u>122,955</u>	<u>-</u>
<b>Total Department of Justice</b>			<u>140,066</u>	<u>-</u>

Western Oregon University  
 Schedule of Expenditures of Federal Awards  
 Year Ended June 30, 2021

Federal Grantor/Pass-Through Grantor/ Program or Cluster Title	Federal Financial Assistance Listing	Pass-Through Entity Identifying Number	Federal Expenditures	Amounts Passed-Through to Subrecipients
<b>National Science Foundation</b>				
Passed -through:				
University of Alabama Education and Human Resources	47.076	A21-0014-S001	20,784	-
Research and Development Cluster:				
Oregon State University Social, Behavioral, and Economic Sciences	47.075	S2241B-A	25,793 *	-
Pacific Luthern University Education and Human Resources	47.076	2020-4843-TRI-SG	<u>7,930 *</u>	<u>-</u>
<b>Total National Science Foundation</b>			<u>54,507</u>	<u>-</u>
<b>Department of Treasury</b>				
Passed -through:				
Oregon Health Authority COVID-19: Coronavirus Relief Fund	21.019	Not Available	152,487	-
Polk County, Oregon COVID-19: Coronavirus Relief Fund	21.019	IGA 2021-4928-LEG-DM	<u>165,258</u>	<u>-</u>
<b>Total Department of Treasury</b>			<u>317,745</u>	<u>-</u>
<b>Total Expenditures of Federal Awards</b>			<u>\$ 49,543,949</u>	<u>\$ 89,640</u>
<b>* Subtotal of the Research and Development Cluster</b>			<u>\$ 48,131</u>	

**Note 1 - Basis of Presentation**

The accompanying schedule of expenditures of federal awards (the schedule) includes the federal grant activity of Western Oregon University (the University) under programs of the federal government for the year ended June 30, 2021. The information is presented in accordance with the requirements of title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the schedule presents only a selected portion of the operations of the University, it is not intended and does not present the financial position, changes in net position, or cash flows of the University.

**Note 2 - Summary of Significant Accounting Policies**

Expenditures reported in the schedule are recognized on the accrual basis of accounting except for expenditures passed through to sub-recipients, which are recognized on the cash basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

**Note 3 - Indirect Cost Rate**

The University has not elected to use the 10% de minimis cost rate.

**Note 4 - Federal Student Loan Programs**

The federal student loan programs listed subsequently are administered directly by the University and balances and transactions relating to these programs are included in the University's basic financial statements. Loans made during the year are included in the federal expenditures presented in the schedule. The balance of loans outstanding at June 30, 2021, consists of:

<u><i>Federal Financial Assistance Listing</i></u>	<u><i>Program Name</i></u>	<u><i>Outstanding Balance at June 30, 2021</i></u>
84.038	Federal Perkins Loan Program	\$2,331,666

**Section I – Summary of Auditor’s Results**

**FINANCIAL STATEMENTS**

Type of auditor's report issued	Unmodified
Internal control over financial reporting:	
Material weaknesses identified	No
Significant deficiencies identified not considered to be material weaknesses	None Reported
Noncompliance material to financial statements noted?	No

**FEDERAL AWARDS**

Internal control over major program:	
Material weaknesses identified	Yes
Significant deficiencies identified not considered to be material weaknesses	Yes
Type of auditor's report issued on compliance for major programs:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance 2 CFR 200.516:	Yes

**Identification of major programs:**

<u>Name of Federal Program</u>	<u>Federal Financial Assistance Listing</u>
COVID-19: CARES Act Higher Education Emergency Relief Fund - Student	84.425E
COVID-19: CARES Act Higher Education Emergency Relief Fund - Institutional	84.425F
Dollar threshold used to distinguish between type A and type B programs:	\$1,486,318
Auditee qualified as low-risk auditee?	Yes



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**Section II – Financial Statement Findings**

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There were no findings relating to the financial statement audit.

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**Section III – Federal Award Findings and Questioned Costs**

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**2021-001**

Direct Programs – Department of Education

Federal Financial Assistance Listing: 84.007, 84.033, 84.063, 84.038, 84.268, 84.379

Student Financial Aid Cluster

Special Tests and Provisions: NSLDS Withdrawal Date

Significant Deficiency in Internal Controls over Compliance

Criteria:

34 CFR section 685.309 states that an Institution shall ensure that all information reported to the Department of Education is within the required time frame. The NSLDS Enrollment Reporting Guide further states that the information that is reported to the Department of Education is accurate in addition to timely.

Condition:

During our testing of students that were disbursed financial aid during the 2020-21 school year, there were four instances in which the students' status change date per University records did not match the dates reported to NSLDS.

Cause:

The withdrawal date was incorrectly reported to NSLDS.

Effect:

The withdrawal date for 4 of the 45 students sampled for Status Change testing was reported incorrectly to NSLDS.

Questioned Costs:

None.

Context/Sampling:

A non-statistical sample of 45 students out of 224 students were selected for testing.

Repeat Finding from Prior Year(s):

Yes, see finding 2020-001.

Recommendation:

We recommend that the University implement a control process in which the NSLDS system is updated between the Registrar's office and the Student Financial Aid's office. The University should also periodically monitor this process to ensure that it is working effectively.

Views of Responsible Officials

Management agrees with the finding.

**2021-002**

Direct Programs – Department of Education

Federal Financial Assistance Listing: 84.425E, 84.425F

COVID – 19: Higher Education Emergency Relief Student Aid Portion, COVID – 19: Higher Education Emergency Relief Institutional Portion

Reporting

Material Weakness in Internal Controls over Compliance

Criteria:

The CARES Act 18004(e) and the CRRSAA 314(e) requires an institution receiving funds under HEERF I and HEERF II to submit a report to the secretary, at such time in such a manner as the secretary may require.

Condition:

During our testing over the reporting for the HEERF student and institutional Funds, the reports that were required to be filed during the fiscal year were not filed by the required timeframe.

Cause:

The University did not have an adequate control system in place to ensure that the reports required to be filed for HEERF student and institutional funds were filed timely.

Effect:

The reports required to be filed for the HEERF Student and Institutional funds were not filed timely.

Questioned Costs:

None

Context/Sampling:

All reports required to be filed during the year for the HEERF student and institutional funds were tested (a total of 6 reports were filed during the fiscal year).

Repeat Finding from Prior Year(s):

No.

Recommendation:

Management should have a process in place to ensure that all reports are filed within the required timeframe.

Views of Responsible Officials

Management agrees with the finding.

**Management's Response to Auditor's Findings:**  
Summary Schedule of Prior Audit Findings and  
Corrective Action Plan  
June 30, 2021

Prepared by Management of  
**Western Oregon University**

## Summary Schedule of Prior Audit Findings

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### Yellow Book

No Yellow Book findings.

### Single Audit

#### Finding 2020-001

Federal Agency Name: Department of Education

Program Name: Student Financial Aid

Federal Financial Assistance Listing: 84.007, 84.003, 84.063, 84.038, 84.268, 84.379

Special Tests and Provisions: NSLDS Withdrawal Date

Significant Deficiency in Internal Controls over Compliance

*Initial Fiscal Year Finding Occurred: 2018*

*Finding Summary: During testing of students that were disbursed financial aid during the 2019-20 school year, there were five instances in which the students' withdrawal date per the Return of Title IV Aid (R2T4) calculation worksheets did not match the dates reported to NSLDS.*

*Status: Finding not corrected in the current year. See finding 2021-001.*

#### Finding 2020-002

Federal Agency Name: Department of Education

Program Name: Special Education Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities

Federal Financial Assistance Listing: 84.326

Cash Management

Significant Deficiency in Internal Controls over Compliance

*Initial Fiscal Year Finding Occurred: 2020*

*Finding Summary: During the testing over the cash draw down process, it was noted that there was no independent review of one of the five sampled draws prior to submitting for reimbursement. The University implemented a process in October 2019 for an independent review of cash draws; however, for the item noted, this was drawn down prior to the updated process.*

*Status: Finding corrected in the current year.*

Finding 2020-003

Federal Agency Name: Department of Education

Program Name: COVID – 19: CARES Act – Higher Education Emergency Relief Fund - Institutional

Federal Financial Assistance Listing: 84.425F

Cash Management

Other Noncompliance

*Initial Fiscal Year Finding Occurred: 2020*

*Finding Summary:* During the testing of compliance with Cash Management, the institutional funds were all drawn down in May, which was prior to when the actual cash outlay was associated with the institutional funds.

*Status:* Finding corrected in the current year.

Finding 2020-004

Federal Agency Name: Department of Education

Program Name: COVID – 19: CARES Act – Higher Education Emergency Relief Fund - Institutional

Federal Financial Assistance Listing :84.425F

Allowable Costs/Cost Principles

Other Noncompliance

*Initial Fiscal Year Finding Occurred: 2020*

*Finding Summary:* The \$1.8M in funds that were reported on the Schedule of Expenditures of Federal Awards under the Higher Education Emergency Relief Funds for the institutional piece related to faculty payroll for the Spring semester when the University went remote through the end of the term due to “changes in delivery of instruction.”

*Status:* Finding corrected in the current year.

## Corrective Action Plan

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### Yellow Book

*No yellow book findings noted in the current year.*

### Single Audit

#### Finding 2021-001

Federal Agency Name: Department of Education

Program Name: Student Financial Aid Cluster

Federal Financial Assistance Listing: 84.007, 84.033, 84.063, 84.038, 84.268, 84.379

Special Tests and Provisions: NSLDS Withdrawal Date

Significant Deficiency in Internal Controls over Compliance

*Finding Summary:* During the testing of students that were disbursed financial aid during the 2020-21 school year, there were four instances in which the student's status change date per University records did not match the dates reported to NSLDS.

*Responsible Individuals:* Director of Financial Aid.

*Corrective Action Plan:* Management agrees with this finding. The Assistant Director of Financial Aid processes official withdrawals from the university and uses only one date—namely, the date the student initiated their withdrawal from WOU which is then picked up for reporting to the National Student Clearinghouse (NSC) from the Registrar; NSC then reports the same date to NSLDS. However, there have been issues with the reporting either not being done at all or the incorrect date being reported by the Registrar's Office. There have been no findings on the R2T4 calculation performed by the Financial Aid Office.

Unofficial withdrawal dates are added to NSLDS by the Financial Aid Office but there are no findings with reporting dates to NSLDS. The Financial Aid Office typically uses a course's last day of attendance reported by faculty, to determine the student's last day of attendance which is then used for reporting to NSLDS.

The Office of Financial Aid will design a process with the Registrar to ensure that, where exceptions between two dates occur, that the Registrar's Office is picking up the correct reporting date.

Anticipated Completion Date: June 30, 2022.

#### Finding 2021-002

Federal Agency Name: Department of Education

Federal Financial Assistance Listing: 84.425E, 84.425F

Program Name: COVID-19: Higher Education Emergency Relief Student Aid Portion, COVID-19: Higher Education Emergency Relief Institutional Portion  
Reporting

Material Weakness in Internal Controls over Compliance

*Finding Summary:* During the testing over the reporting for the HEERF student and institutional funds, the reports that were required to be filed during the fiscal year were not filed by the required timeframe.

*Responsible Individuals:* Director of Budgeting; HEERF Operations and Policy Analyst

*Corrective Action Plan:* Management agrees with this finding. The University has resolved the delinquent status of the reporting for periods during fiscal year 2020-21 as of September 2021. In October 2021, the University hired a HEERF Operations and Policy Analyst (Analyst) to oversee the HEERF compliance requirements including reporting. Additionally, the Director of Budgeting is responsible to monitor the timely reporting of subsequent reports.

*Anticipated Completion Date:* Completed in October 2021.

## **Appointment of External Auditor**

Since independence, Western Oregon University's external auditor for its financial statements audit and single audit has been Eide Bailey, a large public accounting firm headquartered in Fargo, North Dakota with multiple locations nationally. Over the past several years, a team from Eide Bailey's Boise, Idaho office has completed WOU's financial statements audit and single audit for the Board's consideration. It is best practice to intermittently engage in a competitive procurement and test the vendor community for this function.

On February 17, 2022, the University issued a Request for Proposals ("RFP") to competitively procure the services of an external auditor for its financial statements and single audits. The RFP adhered to the University's competitive procurement processes and, when the RFP was closed, WOU had three quality proposals from three separate accounting firms. After the proposals were scored in accord with the RFP and the University's procurement code, Eide Bailey was the successful vendor. The University is now poised to conclude contract negotiations with Eide Bailey to continue as the University's external auditor subject to the Board's approval.

Section 1.6.3. of the Board Statement on the Delegation of Authority states that the Board "approve[s] the appointment of external auditors."

### **STAFF RECOMMENDATION**

The Board approves the appointment of Eide Bailey to serve as Western Oregon University Board's external auditor consistent with the Board Statement on the Delegation of Authority and the university's procurement code.



## **Academic & Student Affairs, HB 3375 Report – Meeting Oregon's Workforce Needs**

### **Executive Summary**

HB 3375 (2015) requires that each public university in Oregon prepare a biennial report describing efforts to increase the numbers of culturally and linguistically diverse students that apply, are admitted, and graduate to become licensed educators. The 2021 WOU update to the original plan is focused on a series of innovations designed to increase accessibility to quality programs, increase affordability, and increase retention. Current benchmarks and goals for the future are identified. The Board is to review the institutional plan for “adequacy and feasibility” before it is delivered to the Higher Education Coordinating Commission.

### **COMMITTEE RECOMMENDATION:**

The WOU Academic and Student Affairs Committee recommends the Western Oregon University Board of Trustees accept the 2021 HB 3375 Report – Meeting Oregon's Workforce Needs as presented in the consent agenda.

March 30<sup>th</sup>, 2022

RE: Western Oregon University plan in accordance with HB 3375 (2015) biennial review

Dear Board of Trustees,

In accordance with HB 3375 (2015) that tasks Oregon educator preparation programs with recruiting, admitting, retaining, and graduating increasing numbers of culturally and linguistically diverse future teachers, the College of Education faculty, administration, and K-12 district partners submit the 2021 plan titled *Meeting Oregon's Education Workforce Needs*. HB 3375 requires that local Boards review these plans every other year for their "feasibility" and "reasonableness" offering feedback and, ultimately, endorsing the plan. After a review by our Board, the plan will also be presented at a future meeting of the Higher Education Coordinating Commission (HECC).

*Meeting Oregon's Education Workforce Needs* is the 4<sup>th</sup> edition of this plan to be reviewed by our Board and each iteration increases in maturity, depth, and detail. Previous editions focused on understanding the university context supporting (or inhibiting) the goals of HB 3375 and data suggested that a positive and supportive campus climate contributed to potential for success. This edition is focused on a series of innovations designed to (a) increase accessibility to degree completion and licensure pathways including lowering costs and delivering more online, hybrid, and Saturday offerings and developing more robust 2+2 pathways in partnership with Oregon community colleges; (b) increase retention within programs through development of robust and supportive professional communities and (c) focusing on anti-racist educator preparation curricula focusing on the transformative power of teaching, learning, and advocacy.

The educator programs are preparing for a site visit in November 2022 by the Council for Accreditation of Educator Programs (CAEP) as part of our ongoing national accreditation efforts. As part of these processes, educator programs submitted this plan as a part of the CAEP requirement to have a recruitment plan that addresses the local, regional, and national needs of the educator workforce. These goals are identical to the goals of HB 3375 and so a single document was prepared for both uses. As a part of the CAEP review processes, more than a dozen K-12 school district partners also reviewed *Meeting Oregon's Education Workforce Needs* and gave insightful feedback suggesting that we continue to focus on lowering costs, improve anti-racist preparation practices, and become more involved in preparation efforts supporting future Black teachers. We are in discussions with several partners around how to do this more effectively.

I look forward to sharing more details from *Meeting Oregon's Education Workforce Needs* and responding to Board questions and comments.

Sincerely,



Mark Girod  
Dean, College of Education  
Western Oregon University



# Meeting Oregon's Education Workforce Needs

Education Recruitment Plan

October 2021 Edition



Western Oregon  
UNIVERSITY

College of Education

## **Preamble**

The educator programs at Western Oregon University have always sought to be responsive to the needs of Oregon schools, districts, and communities. Our programs prepare large numbers of classroom teachers each year and we recognize the responsibility we have to contribute to educator workforce development across the state. In 2015, the Oregon legislature passed HB 3375 that requires public universities to file plans indicating how they will “recruit, retain, admit, and graduate increasing numbers of culturally and linguistically diverse future teachers.” Building an educator workforce that matches the demographics of the K-12 children in Oregon became the major goal and several legislative actions, investments, and state agency efforts since 2015 have all contributed to these goals.

In large part, due to the requirements of HB 3375, Western Oregon University has prepared a report or plan documenting efforts to recruit, retain, and graduate the educators that Oregon needs for several years. A previous version of this plan focused on the contextual factors or the university-level factors that contributed to effective recruitment. Another version focused on retention within programs and documented efforts to retain a diverse population of future educators in educator preparation programs. Lessons learned from these reports were that Western Oregon University has a context conducive to support the diversification of the educator workforce and that the education programs do not represent a barrier for culturally and linguistically diverse future teachers. Though these issues have been previously investigated, they are not closed or resolved. Education faculty continue to work to develop supportive contexts and understand the lived experiences of those students moving through our programs. However, this version of our Recruitment Plan focuses on a broad range of change strategies implemented recently that are all working in concert to develop the educator workforce needed in Oregon. All versions of our Recruitment Plans can be found at the College of Education website and in our CAEP Self-Study Report.

The educator programs at Western are the longest running, continuously nationally accredited programs in the state holding accreditation since 1954. As we prepare for our upcoming site visit in 2022, we are finding that our Recruitment Plan is driving a great deal of our Quality Assurances System work including investigations of our recruitment funnel, matriculation, and employment. We spend enormous time and energy coordinating with district partners, aligning efforts, braiding funds, and searching for synergy in our region to accomplish our educator workforce development goals. We believe strongly in the theory of change that we can affect positive outcomes for children, families, and communities if we invest in, support, and build an educator workforce that is effective and shares the cultural and linguistic assets of our region. This has become our core work and it drives enormous innovation on our campus and within our programs.

For these reasons, we are proud to present the October, 2021 version of our Educator Preparation Recruitment Plan titled, *Meeting Oregon's Education Workforce Needs*.

## **Overview**

Western Oregon University has a positive and supportive campus climate that contributes to the effectiveness of efforts to recruit, retain, and graduate increasing numbers of culturally and linguistically diverse students. Institutionally, our student population was 38.6% non-white in fall '20 (WOU, Institutional Research) with a 19.6% Latinx population. Western aspires to become the first four-year, public university in the state to qualify as a Hispanic Serving Institution, a designation

bestowed by the Hispanic Association of Colleges and Universities (HACU). The faculty demographics at Western do not currently match the diversity of our student population. Though 24.3% of our total instructional faculty report as non-white, only 5.2% of them are Latinx. Clearly, our campus has progress to be made around building the faculty (and staff) workforce that matches the demographics of our university students. It is essential to bring faculty to campus with cultural and linguistic assets that are similar to our major student groups.

Interestingly, during summer 2021, the College of Education conducted a language asset analysis of all faculty and staff and learned that, despite the university demographics, 56% of tenured and tenure track faculty and 36% of the staff in the College of Education report being bilingual. Spanish and American Sign Language represented the most common linguistic assets for our employees followed next by Chinese, Taiwanese, Arabic, German, French, Italian, Portuguese, Italian, and Quechua. These assets are critical to support the targets and goals pursued in educator preparation.

Finally, Western Oregon University has an active University Diversity and Inclusion Advisory Committee (UDIAC) that reports directly to the President. Supported by UDIAC and an active student advocacy group, Western is preparing to launch a search for an inaugural, cabinet-level Diversity Officer. Our campus is excited about this opportunity to align resources and innovations with our mission and goals and to continue to make progress toward becoming more deeply inclusive and diverse in all ways.

It is within this supportive institutional climate that the educator programs Recruitment Plan is situated. More details about university context salient to our goals can be found in previous reports.

### **Educator Program Targets**

Oregon is fortunate to have a supportive policy context relative to educator workforce development. The system is far from perfect as evidenced by the lack of a comprehensive educator supply and demand report in the last decade, but relative to building a culturally and linguistically diverse workforce, several positive alignments and tools exist. Since 2016, the Educator Advancement Council has published the annual Oregon Educator Equity Report which reviews available data on the status of the educator workforce and the children of Oregon relative to cultural and linguistic assets. This comprehensive report serves as a compass relative to these outcomes though without accompanying supply and demand information the nuances of how need is parsed by educator license type, endorsement area, and for geographics regions of the state continues to be unknown. However, the main targets remain clear in that 38.5% of the children in Oregon are ethnically diverse (2019-2020) while only 10.9% of the teachers are ethnically diverse (2019-2020). Unfortunately, only 21.5% of the initial licensure completers in Oregon are ethnically diverse (2018-2019) so Oregon is actually losing ground relative to building a workforce that matches the diversity of our students.

Given this context, and as codified in our 2020 Recruitment Plan, educator programs have two major targets toward which much effort is directed. These targets include:

Target 1: To recruit, retain, admit, and graduate increasing numbers of culturally and linguistically diverse future educators as necessary to match the cultural and linguistic assets found in Oregon's children, families, and communities.

Target 2: To prepare the types of educators needed to meet workforce needs in our region and in the state. Specifically, to prepare increasing numbers of special education teachers and bilingual teachers.

Clearly, there is overlap between these two targets as we also aspire to prepare increasing numbers of culturally and linguistically diverse special education teachers and other combinations at the intersection of these two targets. The targets are not mutually exclusive and supporting one often also supports the other. Change strategies designed to work toward these targets, therefore, often influence both targets simultaneously but we report them separately so that we can more easily set and monitor goals and progress toward those targets over time.

It is important to understand that these targets are the most salient in our region. We have other outcomes that we care about including preparing more advanced mathematics teachers, more Spanish teachers, more deaf education teachers, and even increasing numbers of elementary teachers. Oregon has teetered on the edge of a qualified teacher shortage for many years and simply increasing the number of licensed educators is also an outcome that matters at Western. The state of Oregon needs Western Oregon University to contribute in each of these ways and, like with our two major targets, these other outcomes are also supported by our change strategies. However, we will judge ourselves against these two targets, specifically.

### **Supportive Contextual Work**

Before we take a deep dive into the change strategies that we have implemented and the goals identified to help us move toward the two broad targets, we share important contextual work underway that we believe also contributes to our abilities to reach our targets. We divide these contextual elements into (a) external policy and partnership efforts and (b) internal anti-racist and inclusive practices.

#### **External partnerships and policy participation**

*Educator Advancement Council and Regional Educator Networks.* Western education faculty have worked hard to develop partnerships and serve on committees and organizations that are helping to lead implementation of changes around the state relative to preparing the educator workforce needed. Dean Mark Girod serves as a Director with the Educator Advancement Council (EAC) and participates in monthly policy and implementation meetings associated with education workforce development issues. The EAC also has representatives from the Oregon Department of Education (ODE), the Early Learning Division (ELD), Teacher Standards and Practices Commission (TSPC), and the Higher Education Coordinating Council (HECC) and is an intra-agency group committed to educator workforce development. EAC Directors also include key legislators so there is a tight connection to policy actions.

The Educator Advancement Council funds ten Regional Educator Networks (RENs) around Oregon focused on local district participation and the identification and solving of local educator workforce needs. Dr. Maria Dantas-Whitney serves on the coordinating body of the REN organized out of the Northwest Regional Education Service District (NWRESA) that serves districts in Washington, Columbia, Clatsop, and Tillamook counties. Dr. Cindy Ryan serves on the coordinating body of the REN organized out of Douglas ESD serving Douglas county school districts including critical rural and tribal communities. Dean Mark Girod also serves on the coordinating body for the

South Coast to Valley (SC2V) REN organized out of Willamette ESD that also serves the South Coast ESD. Together the SC2V REN serves the districts of Polk, Marion, Yamhill, Coos, and Curry counties. As the RENs were being established, Western also signed on as partners with the REN serving both Clackamas and Multnomah ESDs serving Clackamas and Multnomah counties and also the REN supporting Lane ESD and Linn Benton Lincoln ESD serving each of those four counties as well. In total, we identify our partnership footprint as a contiguous group of 16 counties serving more than 80% of Oregon's schools, teachers, and children. Our goal is to be the best higher education partner possible to all educators, districts, communities, and schools in that footprint. Through this, we will serve the needs of Oregon children more effectively.

*Mid-Valley Education Collaborative.* For more than a decade, Western education faculty met monthly with representatives from the Salem-Keizer School District and other area educator preparation programs including Corban University, Willamette University, and Pacific University. Conversations centered on improvement to practices for recruiting new educators, preparing educators through robust clinical experiences, and then hiring, on-boarding, and mentoring educators to improve retention. These conversations have been incredibly productive and useful in the day-to-day practices of the work we all share together.

In August of 2021, a kick-off meeting was held for the Mid-Valley Education Collaborative (MVEC) which seeks to replicate the powerful and embedded relationships between educator preparation programs and ten mid-valley school districts. Great enthusiasm exists for a continuation of this mid-valley effort and working sub-committees are in development focused on: (a) recruitment and pathways to the profession; (b) preparation, placements, and clinical practices; (c) hiring, retention, mentoring, and professional development; (d) data, evaluation, and research, and; (e) a steering committee for the full group. The organizational leadership for the group is being provided by Willamette ESD but our district partners also span into the Linn Benton Lincoln ESD and two Regional Educator Networks. We are excited about the possibilities that MVEC represents in our region to launch shared solutions to common problems, braid funds and pursue strategic investments, and to model for the rest of the state what it means to collaborate effectively and achieve shared goals.

*Statewide Longitudinal Data System.* Dr. Mark Robertson, Director of Accreditation in the College of Education at Western, is currently partnering with three other universities, Teacher Standards and Practices Commission, and the Higher Education Coordination Commission's State Longitudinal Data system team. This group is working to create a systematic data file for each Oregon educator preparation program that provides a comprehensive list of program completers and the year they were hired in public schools for all professional positions. This will allow each educator preparation program to look backward to identify rates of emergency licenses awarded, types and locations of specific schools of employment that may inform employer satisfaction, and to monitor retention and promotion of hired completers. This file will also allow for disaggregation into subgroups and contribute to fine-grained analysis of educator workforce preparation and implementation across the state.

*Participation on Oregon Education Equity Team.* As mentioned previously, since 2016, the Educator Advancement Council has produced a comprehensive Education Equity Report documenting the changing demographics of Oregon's schools, districts, and communities and also the status of the educator profession relative to these same demographics. This report is the definitive statement in Oregon about progress being made (and not) relative to building the education workforce needed to

serve our children and communities. It includes relevant policy changes, relevant state agency changes and reorganizations, and includes promising practices that should be considered for continuing to move the needle. Western is fortunate that faculty member, Dr. Maria Dantas-Whitney, has served continuously on the advisory council for this critical statewide report and we benefit from her insider knowledge and understanding of the issues detailed each year.

### **Internal anti-racist and inclusive practices**

*Justice, Equity, Diversity, and Inclusivity.* The College of Education recently established the Office of Justice, Equity, Diversity, and Inclusion to support the work necessary in all our programs and practices. COE JEDI centers anti-racism and anti-colonialism in all work in the College of Education. By placing justice first, we amplify the need to name oppression and remove barriers for students, staff, and faculty who traditionally experience inequity, invisibility, and harm in institutions of higher education. COE JEDI works to ensure that our teaching, service, and research is grounded in equity with the aim of preparing socially-responsible teachers and professionals. We seek to become actively informed while advocating for and supporting those who have faced discrimination and racial aggression in schools, workplaces, and society. Our goals include: (a) establish academic, financial, and social support for typically marginalized students; (b) maintain spaces for collective healing and understanding; (c) mediate institutional decision-making with an equity lens, and; (d) become the regional leader in anti-racist education and advocacy for traditionally marginalized communities. More about COE JEDI can be found here: <https://wou.edu/education/jedi/>

*Free, anti-racist course.* Education faculty partnered with Central School District teachers and administration to conduct deep, meaningful, and sustainable equity work across the entire school district during spring and summer 2021. After strategy discussions, lead faculty were identified at Western and the district-level equity team was identified at Central SD to collaborate, develop, and then implement delivery of a free anti-racist professional development course. Led by Dr. Jaclyn Caires-Hurly and Mandy Olsen at Western, nationally recognized professional development supporters were brought in including Dr. Bettina love from the University of Georgia, Conscious Education Consulting, Resolutions Northwest and Restorative Justice training, the BUENO Center at the University of Colorado, and Gender Spectrum training as well. Building-level equity teams in each of the six district schools and at the district office were convened, building-level implementation plans were developed, and then professional development needs were identified that helped each building-level team work toward implementation. More than 60 participants collaborated on this work and the hope is that significant progress will be made toward building a more inclusive district context. Of course, critical lessons were also learned that will be applied to educator preparation at Western.

*Curriculum integration work.* Education faculty recently developed an equity framework for curriculum infusion of Oregon's equity initiatives throughout the undergraduate, elementary licensure program coursework. This framework will allow utilization of the wisdom of the state equity initiatives including: (a) American Indian/Alaska Native Education and Tribal History/Shared History; (b) Black/African American Student Education; (c) Emerging Bilinguals (English Learners); (d) Ethnic Studies Standards; (e) LatinX Student Education, and; (f) Holocaust and Genocide Curriculum. This work will model for future teachers that these frameworks can be integrated in logical and useful ways to promote equity, inclusion, and multiculturalism in daily classroom instruction. This work was led by Drs. Kristen Pratt, Ken Carano, and involved several other faculty partners.



Together, these external and internal efforts contribute indirectly to the momentum that allows us to work effectively to meet the targets identified. In the next section, we detail change strategies specific to the major targets and use a set of prompts borrowed from CAEP exemplars including responding to each of these question prompts:

- a) Describe the goal and how it is aligned to the target?
- b) What relevant baseline data is available that informs the goal?
- c) Is achieving the goal feasible?
- d) What strategies or steps will be followed to achieve the goal and what resources are necessary to do so?
- e) What adjustments will be made going forward toward meeting the goal and the associated target?

A summary of all efforts, actions, and responses to these guiding questions are found in Appendix A.

### **Goals in Alignment with Targets**

The educator programs have invested considerable time, energy, and resources in innovations and change strategies designed to work toward the two major targets identified previously. What follows is a thorough description of change strategies, goals, and analysis of the theory of action in accordance with the prompts above.

**Target 1: To recruit, retain, admit, and graduate increasing numbers of culturally and linguistically diverse future educators as necessary to match the cultural and linguistic assets found in Oregon’s children, families, and communities.**

- a) Describe the goal and how it is aligned to the target?

The multi-faceted nature of Target 1 requires that we identify several goals including each of the following:

Goal 1a: Over the next six years, increase the number of culturally and linguistically diverse students enrolled in our preliminary licensure programs to 45%, estimated to match the percentage of culturally and linguistically diverse K-12 students in Oregon schools.

Goal 1b: Over the next six years, increase the number of culturally and linguistically diverse students completing our preliminary licensure programs to 40%, estimated to match the percentage of culturally and linguistically diverse K-12 students in Oregon schools, including a small gap to allow for losses within the preparation pipeline.

Previous analyses indicated that our preliminary licensure programs have a supportive climate and that retention within programs is not a significant impediment to achieving Target 1 therefore we focus here on simply adding more culturally and linguistically diverse students in our programs and then helping them graduate as a means to achieving Target 1.

- b) What relevant baseline data is available that informs the goal?

Over time, we have set several benchmarks by which to judge our successes relative to recruiting, admitting, retaining, and graduating increasing numbers of culturally and linguistically diverse future teachers.

Table 1. Percentage of culturally and/or linguistically diverse students in educator pathways over time (historical and aspirational goals).

	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>	<u>*20-21</u>	<u>*21-22</u>	<u>22-23</u>	<u>23-24</u>	<u>24-25</u>	<u>25-26</u>	<u>26-27</u>
Applied	16%	20%	34%	30%	30%	32%	35%	38%	40%	45%
Admitted	92%	89%	76%	76%	80%	84%	86%	88%	90%	95%
Enrolled	73%	82%	71%	76%	80%	84%	86%	88%	90%	95%
Completed	16%	19%	32%	30%	30%	32%	34%	36%	38%	40%

\*Data during pandemic years has been impacted in ways not yet completely understood. We will continue to drive forward as pandemic conditions abate and pursue our goals to build the educator workforce needed.

Note. It has become increasingly common for students to decline to respond to questions asking them to identify their cultural and/or linguistic demographics. This fact adds significant uncertainty to this data. Approaches to address this will be described later.

Within the data included in table 1 is rich nuance in that application, admission, enrollment, and completion occur at different points of time during any one year across educator programs, includes a mix of 4-year undergraduate students, transfer students, and career changers or adult learners, and even has nuance within programs preparing educators with different endorsements, from different regions around the state, and coming from different community colleges. Additionally, linguistic diversity is not a category traditionally captured in university demographic surveys and so our numbers include local assessment of linguistic diversity that occurs regularly and systematically in all our educator program pathways. Our Quality Assurances System allows for the disaggregation of data to investigate these nuances, strategize to maximize opportunities and to shore-up gaps, weaknesses, or impediments within our systems. However, table 1 at the highest level of analysis, is how we choose to monitor over time. In section (d) we examine a range of tactics designed to help meet the goals and the associated target.

- c) Is achieving the goals feasible?

Educator faculty and administration believe that achieving these two goals in alignment with Target 1 are feasible though as overall numbers grow in preliminary licensure programs, meeting these target percentages will represent very large increases in raw numbers of culturally and linguistically diverse students enrolled and graduating. Significant resources are associated with each of these goals and resource allocation is dealt with specific to each change idea.

- d) What strategies, tactics, or steps will be followed to achieve the goal and what resources are necessary to do so?

The following section describes a series of tactics or efforts designed to achieve the two goals associated with Target 1. The two goals aligned with target 1 are complementary and the tactics or strategies are also complementary. We don't always have data available to help us know which tactic or strategy is working most effectively and so we look, listen, and adjust at the tactic level, to the best of our ability, in pursuit of the overall goals and target.

*Community college partnerships and transfer pathways.* Following HB 2998 (2017) which tasked the Oregon Higher Education Coordinating Commission with convening community colleges and public universities to explore transfer pathways. Two years of regular conversations and negotiations resulted in the development of a Major Transfer Map (MTM) in elementary education that was adopted by HECC in June 2020. Western education faculty, led by Dr. Marie LeJeune, were steadfast supporters for this work. In fact, the full HECC report on the elementary education MTM includes extensive appendices explaining how the transfer pathway works on each public university campus except at Western Oregon University. The basic MTM transfer pathway is all that is needed for students to navigate at Western as it does not contain caveats or other qualifiers that confuse or make more difficult use of the MTM. Again, Western education faculty embraced robust transfer pathways wholeheartedly.

From there, Education faculty and our education transfer advisor, Darlene Fritz, have worked tirelessly to build clear, clean, and robust transfer pathway maps with ten Oregon community colleges and continue to work to add the others. Darlene regularly visits community college campuses, has built strong professional relationships with advisors on those campuses, and is actively advising 200-300 community college students who will be preparing to transfer to Western in the future. The full wisdom and value of the education transfer pathways work can be found here: <https://wou.edu/teachered/teacherpathways/>

Table 2. Undergraduate Education majors by home community college, spring 2021  
Total number = 246

<u>Campus</u>	<u>Number</u>	<u>Percentage</u>
Chemeketa	100	41%
Linn-Benton	32	13%
Portland	20	8%
Clackamas	13	5%
Umpqua	10	4%
Lane	9	3%
Central Oregon	8	3%
Rogue	8	3%
Mount Hood	--	Less than 2%
Southwestern Oregon	--	Less than 2%
Oregon Coast	--	Less than 2%
Clatsop	--	Less than 2%
Columbia Gorge	--	Less than 2%
Blue Mountain	--	Less than 2%
Klamath	--	Less than 2%
Tillamook Bay	--	Less than 2%
Treasure Valley	--	Less than 2%

The information in Table 2 is supplied by Western Institutional Research and helps us prioritize which community college campuses are already strong feeders to our undergraduate, preliminary licensure program and also helps us be targeted in developing new relationships. Several investments have been necessary to support this work including: (a) ask transfer liaison advisor Darlene Fritz to

expand efforts to travel to community college campuses and cover her associated travel costs to do so estimated at approximately \$300/month (b) assign a graduate assistant to pick up the on-campus advising load that Darlene has vacated to more effectively serve community college transfer which requires an annual repurposing of \$20,000 and (c) utilize our web designer services to support the development of transfer web and print materials at an annual cost of \$12,000. We believe these are positive and worthwhile investments given their estimated return in support of the goals associated with Target 1.

*Additional remission scholarships and student support programs.* The Western Oregon University Board of Trustees has worked hard recently to increase student remission money available on our campus. Essentially, remission scholarships are those funded by Western to offset costs for students enrolled on our campus. Western continues to study how to most effectively utilize remission scholarships to support students with the greatest need who are also most likely to achieve graduation. Additionally, Western continues to support several academic success programs such as the Student Enrichment Program, Diversity Scholars, Multicultural Student Services, and has recently landed the Teacher Prep Student Support Services grant to also contribute to education major retention and completion. More information can be found about TPSSS here: <https://wou.edu/tpsss/>

In addition, Interim President Jay Kenton recently announced that an increase in scholarship funding for the Bilingual Teacher Scholars program would occur to support new students in fall '22. The increase in scholarships is from 19 in fall '21 (19\*\$3,000\*5 years) to 100 in fall '22 (100\*\$3,000\*5 years) equating to an institutional investment (or transfer of effort) from \$57,000 in fall '21 to \$300,000 in fall '22. This shift is in direct alignment to the institutional goal of becoming a Hispanic Serving Institution as rapidly as possible.

*Adding accessible program pathways.* Education faculty know that it is essential to have accessible programs available to working adults and to those living outside the valley. Education faculty have built online, hybrid, Saturday, and face-to-face options that allow future teachers to pick the pathways that are necessary for their success. Contributing to smooth community college transfer pathways, education faculty moved several courses to the 200-level to make it easier for students to complete meaningful coursework at their local community college before seeking degree completion and licensure at Western. Currently, faculty are preparing to roll-out an undergraduate pathway to Special Education licensure that we believe will also be critical for paraprofessionals and adult learners interested in becoming a teacher in this area. A recent study conducted by the College of Education exploring employment of paraprofessionals in Polk, Marion, and Yamhill counties indicates that half of the more than 4,000 paraprofessionals working in the region are assigned to special education supports. Again, building out accessible pathways in this area serves multiple purposes that will help us increase the numbers of special education teachers prepared. This work has been led by Drs. Katrina Hovey and Shari Hopkins and was supported by many other education faculty. This work was done utilizing resources from the successful Grow-Your-Own educators grant from the Oregon Department of Education called Rural Partners Pathways to the Profession (RP3). Once these accessible pathways are developed, no additional resources will be necessary to sustain them unless they become large and need internal faculty program coordination.

*Office for Advancement of Paraprofessionals.* Western has established the Office for Advancement of Paraprofessionals staffed by education faculty member, Dr. Rachel Harrington. This Office is focused on meeting the professional development needs of area paraprofessionals, supports paraprofessionals in charting degree completion and licensure pathways, and is also exploring

providing free on-boarding training for paraprofessionals. In August 2021, the 2<sup>nd</sup> annual summer Conference on Learning and Instruction for Paraprofessionals (CLIP) was held via zoom at Western and more than 100 paraprofessionals from Oregon and Alaska participated. More information about Western's Office for Advancement of Paraprofessionals can be found here: [www.wou.edu/education/cap](http://www.wou.edu/education/cap)

The Office of Advancement of Paraprofessionals is funded by money from the Higher Education Coordinating Council and includes \$12,000 per year. We anticipate that this money will continue to be available and that this work will continue uninterrupted and will mature over time to serve more educators in support of Target 1.

*High school pathways to the profession.* Western continues to explore with regional partners, how to effectively build high school pathways into the education profession. A recent Grow-Your-Own (GYO) grant awarded to Willamette Education Service District (WESD) explored building a high school pathway outside of the traditional bell structure allowing participants from across multiple schools and districts to form a professional community, receive professional development, and chart their paths to degree completion, licensure, and employment in a school district. In support of this, Western Oregon University also partners with WESD on an extensive dual-credit program that allows high school students to earn college credit in core academic disciplines through an assessment-based system called the Willamette Promise. Education faculty have recently worked to establish ED 200 Introduction to Education (led by Drs. Dana Ulveland and Marcus Wenzel) and ED 220 Introduction to Early Childhood Education (led by Drs. Andrea Emerson and Ya-Fang Cheng) in Willamette Promise to facilitate dual credit and to help high school students build momentum for entering educator professions. More information about Willamette Promise can be found here: <https://www.wesd.org/willamettepromise>

This work was supported by internal, College of Education saving across FY21 and are unlikely to be available going forward into FY22 and beyond. This is not a liability, however, because now that the courses are developed the annual investment to continue to deliver them in collaboration with district partners is carried by the institutional commitment to Willamette Promise.

*Rural Pathways Partnership Project (RP3).* Rural Oregon school districts have experienced significant teacher shortages, particularly for bilingual and special educators. Funded as a Grow-Your-Own (GYO) project from the Oregon Department of Education, the Rural Partnerships Pathways Program (RP3) at Western has helped us to partner with the Cow Creek Band of Umpqua Tribe of Indians and three educational service districts including Douglas ESD, Northwest Regional ESD, and Linn Benton Lincoln ESD to develop rural educator pathways. These pathways create opportunities for rural educators to participate in place-conscious degree completion, licensure and added endorsements programs such as English for Speakers of Other Languages (ESOL) or Special Education. Drs. Maria Dantas Whitney and Kristen Pratt have served as co-PIs for this critical initiative. More information about the RP3 grant project can be found here: <https://wou.edu/teachered/rp3-grant/>

The co-PIs were also invited to compete for an “accelerator grant” from the Meyer Memorial Trust to more quickly achieve the outcomes of the RP3 grant. This grant was awarded and brought an additional \$90,000 to these innovation efforts. Finally, co-PIs were recently notified that a one-year extension to the RP3 grant was approved by the Oregon Department of Education and so the strategies for continuing the work into the next year are in development though most of the same

goals remain the same. Beyond the one-year extension, it is anticipated that Western will continue to compete successfully for other GYO funding from the Oregon Department of Education and so we imagine having a relatively stable soft-money funding stream to contribute to Target 1 and associated goals.

*Key partnership with Willamette Education Service District (WESD).* Western has always sought to be the best partner possible to our local Education Service District, Willamette ESD, which serves the 21 Polk, Marion, and Yamhill county school districts. Recently, Western has partnered with WESD to launch the Center for Advancement of Paraprofessionals (CAP) and joint funding will be used to hire a regional Navigator who will help area paraprofessionals chart pathways to degree completion and licensure should they wish to explore becoming a classroom teacher. This work is unfolding in the supportive context of the Mid-Valley Educator Collaborative (MVEC) described previously. Western is supporting this effort through our synergistic Office of Advancement of Paraprofessionals described earlier but also through a contribution of \$20,000 annually to Willamette ESD to support this regional navigator position. This money comes from the Higher Education Coordination Council and we anticipate that this money will continue to be available long-term.

*Listening sessions.* Leveraging resources from the Higher Education Coordinating Commission (HECC) and the South Coast to Valley (SC2V) Regional Educator Network (REN), the Oregon Department of Education (ODE), and our Rural Partnerships Pathways Project (RP3), Western faculty conducted listening sessions with more than 100 rural educators and tribal partners, community college students, area paraprofessionals, and Bilingual Teacher Scholars currently at Western Oregon University. These listening sessions were recorded and analyzed for potential change ideas that would help education faculty eliminate barriers for students, design resources and supports to aid smooth matriculation and retention over time, and also to become more effective in preparing, supporting, and advocating for future educators. An extensive list of change ideas has been developed and many of these are currently being implemented. Several of the change ideas described in this report were developed as a result of these listening sessions but several more need further discussion by faculty before they can be enacted. These listening sessions have turned out to be a critical tool for progress within education programs and on our broader university campus. At least two of these listening session mechanisms will be replicated and repeated including (a) establishing Educator Voices, a student feedback group led by Drs. Maria Dantas-Whitney, Kristen Pratt, and Lin Wu funded by HECC and (b) affinity spaces for diverse students organized and led by the College of Education Office of Justice, Equity, Diversity, and Inclusion (COE JEDI) and faculty coordinator, Dr. Jaclyn Caires-Hurley.

A scaled version of these listening sessions will continue funded at \$14,000 annually by resources allocated from the Higher Education Coordinating Council. It is anticipated that these resources will continue for several years. Reports for these listening sessions will be referenced in the Self Study Report as included as evidence.

*Professional communities.* As indicated repeatedly by students and reiterated in listening sessions, one of the most critical innovations education faculty can support is the intentional development of strong professional communities for our students as they seek to enroll, matriculate, and ultimately complete educator preparation. The Bilingual Teacher Scholars (BTS) program focuses tightly on convening BTS students for regular professional development activities and other team building activities. This work naturally connects students, faculty, and district partners and education faculty are considering how to replicate and extend these strategies into other pathways serving other

groups of students. Retention is facilitated by strong professional affiliation and a strong professional community. To date, this work does not have an associated cost but requires that faculty attend deliberately to efforts to build a stronger professional community within preliminary licensure programs.

- e) What adjustments will be made going forward toward meeting the goal and the associated target?

The strategies and tactics described above represent significant investments of time, energy, and resources dedicated to the goals in association with Target 1. As the university context continues to evolve, and the policy and funding landscape for innovation changes in alignment with diversifying the Oregon education workforce, we will adjust accordingly to continue to make progress toward Target 1.

**Target 2: To prepare the types of educators needed to meet workforce needs in our region and in the state. Specifically, to prepare increasing numbers of special education teachers and bilingual teachers.**

Goal 2a: Over the next six years, increase the number of special educator completers to 50 annually to meet the needs of Oregon school districts.

Goal 2b: Over the next six years, increase the number of bilingual teacher completers to 100 annually to meet the needs of Oregon school districts.

- a) Describe the goals and how they are aligned to the target?

The goals identified above are directly aligned to Target 2 and simply break the targeted populations down into actionable efforts associated with each. Educator faculty and administration believe that these goals are achievable and that to achieve them will help move Oregon closer to building a workforce that is needed to serve the children, families, and communities in our state. Oregon lacks a comprehensive, statewide educator supply and demand report that might detail these needs. However, conversations about Western’s preparation goals at a meeting of the Mid-Valley Education Collaborative led to indications by ten district partners that these goals capture their most pressing workforce needs. Other needs were identified like for qualified substitute teachers but recent state policy innovation has worked to address this concern.

- b) What relevant baseline data is available that informs the goal?

Table 3. Numbers of educators prepared in Special Education and who are bilingual educators over time (historical and aspirational goals).

	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>	<u>20-21</u>	<u>21-22*</u>	<u>22-23</u>	<u>23-24</u>	<u>24-25</u>	<u>25-26</u>	<u>26-27</u>
SpEd	24	28	30	32	25	30	35	40	45	50
Bilingual	8	10	16	22	30	40	50	60	80	100

\*Completers in the 2021-2022 academic year will continue to be impacted by pandemic conditions.

Table 3 shows the number of Special Education completers each year (historical and aspirational) which includes generalist completers, early interventionist completers, and deaf and hard of hearing educator completers. Similarly, data reported for Bilingual teachers includes all Bilingual Teacher

Scholars who must show language competence for admission into that program, all world languages endorsement completers, and all students who self-report in our placement survey that they are bilingual. This self-report index may not be a perfect measure but we lack a more appropriate indicator at this time.

During summer 2021, three important administrative actions were taken that support the goals captured in table 3. First, a search for another tenure track faculty member in Special Education: Generalist was approved. We believe this additional faculty member will help launch programming to support more school districts outside the Willamette Valley who seek to grow-their-own special education teachers as more and more of our programming in this area moves completely online. Second, a first-year tenure track faculty member holding a position as “bilingual, elementary generalist” left her position for another job. University administration supported a faculty request to roll a long-serving non-tenure track faculty member who holds an appropriate doctorate and is herself bilingual and bicultural into that position lent stability to programming in this area. As a result, we welcome Dr. Jessica Daugherty as a new Assistant Professor. Third, university administration also authorized a search for a tenure track replacement in Deaf and Hard of Hearing education and so we will be able to resume program delivery in this area as well. Each of these three administrative moves will help us develop the faculty capacities to move toward our goals to help diversify the Oregon education workforce. Each of these faculty position requests represent an institutional investment of approximately \$100,000.

c) Is achieving the goal feasible?

Educator faculty and administration believe that achieving these goals are feasible and that the associated target is also achievable. Significant efforts will need to be made in support of these and significant institutional support is also necessary. Early progress at the institutional level is encouraging, however.

d) What strategies, tactics, or steps will be followed to achieve the goal and what resources are necessary to do so?

*Expansion of the Special Education partnership pathways program.* Fall '21 begins the sixth cohort delivering initial licensure preparation coursework in collaboration with Salem-Keizer School District at a negotiated rate. Recently, North Santiam and Woodburn School Districts joined as partners though the model remains the same in that each district identifies paraprofessionals who wish to earn preliminary licensure in special education and Western delivers licensure coursework through flexible avenues, in partnership with these districts, sharing faculty, resources, and expertise, and a 50% discount. This program is becoming increasingly popular and we imagine expanding to other area districts. The financial commitment from Western is significant to offer programming at such a steep discount (approximately \$320,000 annually) but we continue to do so because it is aligned with our core mission to serve the needs of our local communities.

*Expansion of the Bilingual Teacher Scholars (BTS) program.* Now in its sixth year, the Bilingual Teacher Scholars programs continues to be a successful innovation designed to help partner school districts identify, recruit, promote, partner, support, graduate, and hire bilingual and bicultural young people into the education profession. Both Western and partner school districts support Bilingual Teacher Scholars financially and professionally and are invested in the successes of these individuals throughout the duration of their college experiences. Western is now partnering with the WOU



Foundation to enlist the aid of philanthropic support to increase the number of scholarships available to this program and to future teachers. The Bilingual Teacher Scholars program continues to be an essential tool in efforts to diversify the education workforce in Oregon. Drs. Carmen Caceda helped launch the Bilingual Teacher Scholars program and Dr. Maria Dantas-Whitney serves as the current faculty program coordinator. More information about the Bilingual Teacher Scholars program can be found here: [www.wou.edu/bts](http://www.wou.edu/bts)

It was described previously that Interim President Jay Kenton has committed to a significant expansion of scholarships awarded in the Bilingual Teacher Scholars program and planning is underway to consider expansions to preliminary graduate programs and other routes that add options for the preparation of future bilingual teachers.

- e) What adjustments will be made going forward toward meeting the goal and the associated target?

As indicated previously, Western administration approved a new tenure track search in special education and a new tenure track search to re-launch the Deaf and Hard of Hearing Educator program. Each of these will allow us to bring new faculty expertise to campus that will result in new program delivery innovations and increases in admitted and completed students in these areas. It is imperative that successful searches are realized and that new faculty expertise be secured to accomplish the goals identified and Target 3.

Appendix A includes a summarized table of showing targets, goals, strategies or actions, what data informs these strategies or actions, who are the key people involved in each strategy or action, associated costs, critical data to be reviewed to judge the effectiveness of the strategies or actions, and considerations of next steps in the evolution of these innovations. We will monitor and update progress through review of Appendix A and modifications to the full report based on annual faculty feedback.

### **Looking forward**

Educator faculty will continue to monitor progress toward each of the innovations described, adjust as necessary over time, and monitor data associated with key outcomes toward meeting the two major targets. Our Quality Assurances System allows for the disaggregation of all data by program, level, endorsement area, candidate gender, race/ethnicity, and any other descriptive information available to us. This allows for robust internal analysis of recruitment, retention, enrollment, and completion successes and encourages us to adjust, as necessary, to meet the outcomes and goals.

In anticipation of our 2022 CAEP site visit, we are actively writing a description of the unit-level continuous improvement strategies, cycles, and participants that we actively engage over time. Our program-level assurances keep us on track and assure that we don't have equity issues on key, program-level assessments but we use unit-level continuous improvement strategies constantly to keep investments targeted, relationships and partnerships focused on key outcomes, and invest our time and energies systematically to be responsible to the role we play in educator workforce development in Oregon.

Oregon continues to invest and innovate relative to diversification of the educator workforce through the Regional Educator Networks (RENs) and the momentum of the Educator

Advancement Council (EAC). Similarly, the Student Success Act (SSA) allocates money to the Diversification of Professional Educators fund (formerly section 48 of the Student Success Act). Through these allocations, innovations like the grow-your-own grants competition out of the Oregon Department of Education and scholarship funding provided by the Oregon Teacher Scholars Program and Teacher Standards and Practices Commission are all aligned to create momentum for this work to carry forward in Oregon. Again, the educator programs at Western Oregon University strive to be the best partner possible in this work. It is through these actions that we support the children, families, communities, and educators in Oregon that allow our citizens to grow, thrive, and succeed.

## Appendix A: Summarized Recruitment Plan - October '21

**Target 1: To recruit, retain, admit, and graduate increasing numbers of culturally and linguistically diverse future educators as necessary to match the cultural and linguistic assets found in Oregon's children, families, and communities.**

**Goal 1a: Over the next six years, increase the number of culturally and linguistically diverse students enrolled in our preliminary licensure programs to 40%, estimated to match the percentage of culturally and linguistically diverse K-12 students in Oregon schools.**

**Goal 1b: Over the next six years, increase the number of culturally and linguistically diverse students completing our preliminary licensure programs to 40%, estimated to match the percentage of culturally and linguistically diverse K-12 students in Oregon schools.**

<u>Strategy, tactic, or action</u>	<u>Informed by what data?</u>	<u>People involved?</u>	<u>Associated costs?</u>	<u>Critical data</u>	<u>Next steps</u>
Expand, support, and refine community college and transfer pathways	UG education majors by community college of origin	Darlene Fritz, Marie LeJeune, Tori Stutzman	\$8,000 travel to support Darlene, \$20,000 GA costs to back-fill Darlene's load with GA support, \$12,000 in web and design	UG education major transfer data annual review	Expand to Klamath and Rogue Community Colleges as per invite from Southern Oregon ESD
Two new tenure track lines in SpEd and DHHE	Confirmation in MVEC about needs for SpEd teachers in the region	SpEd faculty	\$200,000 total	SpEd completers	Recruit and hire new faculty, add SpEd option, re-launch DHHE program
Increase institutional remission aid for future teachers	Admissions application to enrollment funnel	Financial aid, Admission, and Bilingual Teacher Scholars	\$300,000 commitment fall '22	Application to enrollment rates	Expansion of BTS into two GR programs and into Diverse Teachers pathway
Find synergy with Teacher Preparation Student Support Services grant program	Associated with goals of federal grant	Jen Koshnick, Darlene Fritz, Olivia Flores, Kolbie Kopp, Marie LeJeune, and Maria Dantas-Whitney	TPSSS federal grant	TPSSS grant goals	Consider transitioning TPSSS to COE
Expand and support more accessible program pathways	Spring '21 listening sessions and expansion of Saturday pathway in UG program	Kate Hovey, Shari Hopkins, Marie LeJeune, and faculty teaching in this pathway	In-kind	Enrollment in UG pathway	Approval of SpEd pathway on campus and then through TSPC (winter '22)

Launch Office for Advancement of Paraprofessionals	Spring '21 listening sessions	Rachel Harrington	\$12,000 from HECC Ed. Equity	Enrollment of regional paraprofessionals	Deepen partnership with Center for Advancement of Paraprofessionals at WESD
Build ED 200 and ED 220 in Willamette Promise dual-credit program	Strong regional participation in Willamette Promise dual-credit program	Dana Ulveland, Marcus Wenzel, Ya-Fang Cheng, and Andrea Emerson	\$9,000 in FY21	Enrollment of WP students in these courses	Consider expansion into other courses if successful
Launch and continue Rural Partnerships Pathways Program (RP3)	Desire to solve accessible pathways for rural partners and those partners outside the valley	Maria Dantas-Whitney, Kristen Pratt, Marie LeJeune, Ken Carano, Annie Ittner, Kate Hovey, Jaclyn Caires-Hurley	\$300,000 in GYO ODE grant, \$350,000 extension, \$90 MMT accelerator grant	Application and enrollment from rural partner districts	Hire internal Navigator to partner with WESD CAP Navigator
Support rollout of Center for Advancement of Paraprofessionals at Willamette ESD	Spring '21 regional paraprofessionals listening sessions and COE Paraprofessional Report spring '21	Mark Girod and Mark Robertson	\$40,000 of HECC Ed. Equity transferred from Western to WESD to support this initiative	Enrollment of regional paraprofessionals in educator programs at Western	Partner with LEA (through MVEC) to help CAP find regional momentum
Launch Mid-Valley Educator Collaborative	Spring '21 listening sessions and partner discussions with partner LEAs	Mark Girod, Marie LeJeune, Mark Robertson, Zig Derochowski, Jessica Dougherty	In-kind	Increases in culturally and linguistically diverse teachers hired and retained	Consider additional pathways projects and supports in the mid-valley region
Listening sessions	Spring '21 student listening sessions	Maria DW, Kristen Pratt, Lin Wu	\$14,500 from HECC Ed. Equity	Ongoing student feedback	Target (a) characteristics of quality professional community and (b) how to support peer-to-peer mentoring
Professional communities	Spring '21 listening sessions	Maria DW and faculty program coordinators	\$10,000 annual events budget in BTS program	Ongoing student feedback	Start a student Education club?

**Target 2: To prepare the types of educators needed to meet workforce needs in our region and in the state. Specifically, to prepare increasing numbers of special education teachers and bilingual teachers.**

**Goal 2a: Over the next six years, increase the number of special educator completers to 50 annually to meet the needs of Oregon school districts.**

**Goal 2b: Over the next six years, increase the number of bilingual teacher completers to 100 annually to meet the needs of Oregon school districts.**

<u>Strategy, tactic, or action</u>	<u>Informed by what data?</u>	<u>People involved?</u>	<u>Associated costs?</u>	<u>Critical data</u>	<u>Next steps</u>
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Expansion of Special Education partnership program	Enrollment in SpEd programs	Kate Hovey and Shari Hopkins	\$4,500 for SKPP coordination and 60 credits delivered each year at 50% GR tuition discount (\$320,000 total)	Enrollment in program	Expand LEA partners and add a tenure line faculty member (fall '22 start)
Expansion to UG SpEd pathway	Enrollment in UG SpEd pathway	Kate Hovey, Shari Hopkins, and Marie LeJeune	In-kind	Enrollment in program	Approve pathway on campus then seek approval with TSPC winter '22
Expansion of Bilingual Teacher Scholars program	Application and enrollment in BTS and Diverse Teachers programs	Maria Dantas-Whitney	\$300,000 fall '22 and \$300,000 in one-time CARES money from Senator Patterson	Enrollment in BTS and Diverse Teachers programs	Work diligently with LEA partners to field a strong applicant pool so that these scholarships can be awarded to outstanding students
Re-launch Deaf and Hard of Hearing Educator program	Regional need for DHHE educators	Mark Girod, Denise Thew Hackett, and faculty	Approximately \$250,000 annual program costs	Application, enrollment, and completers	Hire new tenure track faculty member (fall '22 start)

## **Academic and Student Affairs Committee (ASAC), Proposal for a new minor in Criminal Justice**

The proposed minor in Criminal Justice is a 28-credit program that responds to many inquiries from potential students who, while majoring in other fields, are interested in a stronger understanding of criminal justice and how it complements their major field. It will fill an important gap especially for students who are majoring in related disciplines (e.g., social science, psychology, business) and wish to build their knowledge of the criminal justice system. The minor is tailored towards the theoretical and conceptual, rather than the more technical, aspects of the discipline so that students acquire a broad-based overview of the criminal justice system and its role in our society. All classes proposed in the minor are existing courses currently offered in the current Criminal Justice major. The vast majority of undergraduate Criminal Justice programs nation-wide offer students the opportunity to earn a minor; the proposed minor thus aligns WOU's Criminal Justice program with its peers.

The proposed minor in Criminal Justice received Faculty Senate Approval on March 8, 2022 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, the NWCCU will be notified of this change.

### **COMMITTEE RECOMMENDATION:**

The WOU Academic and Student Affairs Committee recommends that the Western Oregon University Board of Trustees approve the introduction of a new minor in Criminal Justice as included in the docket material.



P14902  
Criminal Justice Minor

New

Requestor: Vivian Aseye Djokotoe  
Submitted: 2022-01-24 12:03:43  
Submitting as: Faculty Member or APA

**The queue for this request is:**

- Department Head/Program Coordinator
- Division Chair
- Division Curriculum/Graduate Chair
- Curriculum Committee
- Faculty Senate
- AS Dean
- Provost
- President
- Registrar
- Catalog entry

Request for a: Program  
 Level Undergraduate  
 Type of Request: New (course, program, focus/concentration, or temporary course)  
 Will this be offered within an existing division or department? Yes  
 Type of program Minor  
 Division Criminal Justice Sciences  
 Department/Program Criminal Justice  
 Is this curricular change driven by assessment data you have collected? No  
 Summary/Rationale for proposal

The establishment of the new Criminal Justice Minor is being proposed based on years of inquiries from potential students with interests in other related fields, but would like an understanding of criminal justice as a complement to their Major. This minor therefore fills an important gap for students who are majoring in related disciplines (e.g., social science, psychology, business) and wish to supplement/enhance their current major with knowledge of the criminal justice system. The minor is tailored towards the conceptual, rather than the more technical aspects of the discipline. All classes proposed in the minor are existing courses currently offered in the CJ major. This also brings the CJ program at WOU to a space similar to most CJ Programs' offerings across the country.

Anticipated start date Fall 2022  
 Where will the program be delivered? WOU Campus (in-person or online)  
 How will the courses be offered? Face-to-face, Hybrid, Online asynchronous, Online synchronous  
 Proposed Classification of Instructional Programs (CIP) number. 430100  
 Title of new program, requirement, focus, or concentration Criminal Justice Minor  
 Faculty Listing

Professor: Vivian Asesye Djokotoe  
 Associate Professors: Miyuki Arimoto, Misty Weitzel  
 Assistant Professors: Omar Melchor Ayala, Mari Sakiyama, Taryn VanderPyl

**Mission, Learning Outcomes, Etc.**

**Mission**

The Criminal Justice Sciences Division at WOU utilizes a strong liberal arts tradition to provide students with a mastery of the complete picture of crime as a social problem, providing the skills necessary to ensure the understanding of sound solutions for preventing and addressing crime at all levels of society. We seek to equip our students with a sound scientific background and excellent preparation in content areas in courts, corrections, law enforcement, community crime prevention, juvenile justice, forensic anthropology, homeland security, and to provide options for interdisciplinary education.

**Program Learning Outcomes**

Explain and analyze the role of each component of the criminal justice field and how they relate to each other  
 Apply basic theories and practices in entry-level positions in criminal justice or related fields

Identify and critically examine issues important to criminal justice at the local, state and federal levels

Analyze and articulate the impact of race and other forms of societal marginalization on the fair application of justice in a diverse society

### **Description**

The minor in Criminal Justice is tailored towards the conceptual, rather than the more technical aspects of the discipline, and is aimed at providing students pursuing other related disciplines, and wish to supplement or enhance their current major with a substantive understanding of the Criminal Justice System if such students have a desire of applying their degrees in settings where they work with populations within the Criminal Justice System as part of their career goals.

### **Required Courses**

- CJ 213 Introduction to Criminal Justice (4)
- CJ 214 The Juvenile Justice System (4)
- CJ 219 Ethics and Leadership in Criminal Justice (4)
- CJ 252 American Courts (4)
- CJ 331 Police and Community: Policy Perspective (4)
- CJ 450 Criminology (4)
- CJ 453 Corrections (4)

Total Credits 28

### **Catalog ID:**

**List closely related programs at WOU or other Oregon colleges and universities and the way in which this program complements other similar programs in other Oregon institutions and other related programs at WOU.**

Psychology, Sociology, Nursing, Social Sciences, Health, Education, Early Childhood Education, Public Health, Politics, and related fields.

### **Programs affected/consulted**

None outside of CJ

### **Briefly describe how the proposed program aligns with WOU's strategic priorities**

This program promotes WOU's priority of STUDENT SUCCESS, by doing the following:

Promote student success, learning and graduation through personalized support in a student-centered education community.

Cultivate academic success.

Strengthen and centralize programs and practices that support academic achievement for all students.

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

Streamline university requirements and academic pathways to graduation.

Improve access to coursework for degrees, programs and certificates.

Align curriculum with learning goals for all programs.

Support curricular innovation and accountability.

### **Briefly describe how the proposed program meets regional or statewide needs and enhances the state's capacity to improve educational attainment in the region and state**

From its inception, one of the pillars of the Criminal Justice Program has been our continued partnerships with Oregon's criminal justice agencies. These long-standing partnerships have been mutually beneficial. For instance, we have historically 'supplied' agencies with qualified applicants. In turn, communication with those agencies has allowed us to stay up to date with current trends in the field and to assess needs. It is in that context, and in recent communication and consultation with our CJ partners, that the need for new program offerings in areas that allow for hiring from a broad set of disciplines with some knowledge in criminal justice became clear. This minor will support the State's goals by providing graduates for positions in Criminal Justice Agencies and to meet the State's workforce



readiness needs. It will also support the State's goal of accessibility. The minor will be deliverable fully online, making it accessible to a wider and more diverse student population.

**What is the plan to recruit students to this proposed new program? Have you established a marketing plan to promote this new program and informed MarCom? Please briefly describe the plan.**

We do not plan to do make any new marketing efforts as that would not be necessary beyond letting the campus community know about this, and speaking about the program at Preview Days and during Criminal Justice Careers Day.

**What is the budget source for the plan to attract new students to this proposed new program?**

All the classes in this minor are already offered in the CJ program. No new faculty would be required except that if enrollment increases in these classes beyond capacity, we would just need to add additional sections to accommodate the demand for classes. If that happens, we would have the students to justify adding a section that pays for itself with enrollment.

**Faculty and Facilities Needed (for Dean review only)**

No additional faculty needed, however, in case of excessive demand for classes, there would be the enrollment to justify offering additional sections with ready enrollment for the classes to pay for themselves.

### Supporting Documents

Thumbnail	Name	Size	Actions
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### Related Courses:

No related courses found

#### Department Head/Program Coordinator decision:



Yes by Vivian Aseye Djokotoe (2022-01-24 12:39:10)

*Comments:*

#### Division Chair decision:



Yes by Vivian Aseye Djokotoe (2022-01-24 12:44:37)

*Comments:*

#### Division Curriculum/Graduate Chair decision:



Yes by Omar Melchor-Ayala (2022-01-24 13:35:39)

*Comments:*

#### Curriculum Committee decision:



Yes by Anne Ittner (2022-02-15 18:03:18)

*Comments:*

#### Faculty Senate decision:



Yes by Elisa Maroney (2022-03-10 06:14:05)

*Comments:*

#### LAS Dean decision:



Yes by Kathy Cassity (2022-03-15 12:10:14)

*Comments:*

**Provost decision:** Pending: Rob Winningham (winninr@wou.edu)

Sent to Rob Winningham (winninr@wou.edu) on: 2022-03-15 12:10:14

**President decision:** Pending: Jay Kenton (kentonj@wou.edu)

**Registrar decision:** Pending: Amy Clark (clarkaj@wou.edu), Susan Hays (hayss@wou.edu), Jason Horne (hornej@wou.edu)

**Catalog entry decision:** Pending: Jason Horne (hornej@wou.edu), Susan Hays (hayss@wou.edu)

## **Academic and Student Affairs Committee (ASAC), Proposal for a new minor in Cybercrime and Investigation**

The proposed minor is a 24-credit program that builds on the growing interest in WOU's new major in Cybercrime Investigation and Enforcement. The proposed minor fills an important gap for students who are majoring in related disciplines (e.g., social science, psychology, business, criminal justice) and wish to supplement or enhance their current major with preparation in this emergent field. The minor is tailored towards the conceptual, rather than the more technical, aspects of the area of Cybercrime and Investigation. Students with this minor will develop in-depth knowledge in the prevention, investigation, and enforcement of cybercrimes and cyber threats. Graduates of the program will be well prepared for traditional and emerging positions in cybercrime and criminal justice. All classes proposed in the minor are existing courses currently offered in the CIE, IS, and CJ majors.

The proposed minor in Cybercrime and Investigation received Faculty Senate Approval on March 8, 2022 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, the NWCCU will be notified of this change.

### **COMMITTEE RECOMMENDATION:**

The WOU Academic and Student Affairs Committee recommends that the Western Oregon University Board of Trustees approve the introduction of the new minor in Cybercrime and Investigation as included in the docket material.



**P14904**  
**Minor in Cybercrime**  
**Investigation and Enforcement**

**The queue for this request is:**

- Department Head/Program Coordinator
- Division Chair
- Division Curriculum/Graduate Chair
- Curriculum Committee
- Faculty Senate
- AS Dean
- Provost
- President
- Registrar
- Catalog entry

New

**Requestor:** Omar Melchor-Ayala  
**Submitted:** 2022-01-24 11:47:13  
**Submitting as:** Faculty Member or APA

**Request for a:** Program  
**Level:** Undergraduate  
**Type of Request:** New (course, program, focus/concentration, or temporary course)  
**Will this be offered within an existing division or department?** Yes  
**Type of program:** Minor  
**Division:** Criminal Justice Sciences  
**Department/Program:** Criminal Justice  
**Is this curricular change driven by assessment data you have collected?** No  
**Summary/Rationale for proposal**

The establishment of the new Cybercrime Investigation and Enforcement major has made it clear that there is considerable interest in this field among students at WOU. This minor fills an important gap for students who are majoring in related disciplines (e.g., social science, psychology, business, criminal justice) and wish to supplement/enhance their current major. The minor is tailored towards the conceptual, rather than the more technical aspects of the discipline. All classes proposed in the minor are existing courses currently offered in the CIE, IS, and CJ majors.

**Anticipated start date:** Fall 2022  
**Where will the program be delivered?** WOU Campus (in-person or online)  
**How will the courses be offered?** Face-to-face, Hybrid, Online asynchronous, Online synchronous  
**Proposed Classification of Instructional Programs (CIP) number:** 43.0116  
**Title of new program, requirement, focus, or concentration:** Minor in Cybercrime Investigation and Enforcement  
**Faculty Listing**

Professor: Vivian Djokotoe,  
Associate Professor: Misty Weitzel, Miyuki Arimoto  
Assistant Professor: Omar Melchor-Ayala, Mari Sakiyama, Taryn VanderPyl

**Mission, Learning Outcomes, Etc.**

1. Gain conceptual knowledge and technological skills necessary in the detection, investigation, and enforcement of cybercrimes
2. Understand the multitude of issues, theories, ethics, policies, practices, and current challenges related to the control of cybercrime
3. Develop an understanding of how traditional criminal justice theories, practices, and policies, and cybersecurity tools, techniques and technologies apply to the control of cybercrime

**Description**

Provide students with an introduction to the field of cybercrime. Students with this minor will possess in-depth conceptual knowledge in the prevention, investigation, and enforcement of cybercrimes and cyber threats. Graduates of the program will be well prepared for traditional and emerging positions in cybercrime and criminal justice.

Provide students with an introduction in conceptual knowledge in the field of cybercrime. Students with this minor will possess in-depth knowledge in the prevention, investigation, and enforcement of cybercrimes. This knowledge will serve students well in traditional and

emerging positions in the field.

**Core:**

- CIE 213 Introduction to Cybercrime **Credits: 4**
- CIE 305 Ethics in Cybercrime Investigation and Enforcement **Credits: 4**
- CIE 321 Principles of Cyber Forensic Investigations **Credits: 4**
- CJ 352 Criminal Law **Credits: 4**

**Electives (choose two from the list):**

- IS 283 Cybersecurity Fundamentals **Credits: 4**
- IS 373 Computer Security **Credits: 4**
- CJ 220 Introduction to Homeland Security **Credits: 4**
- CJ 331 Police and Community **Credits: 4**
- CJ 452 Criminal Procedure **Credits: 4**

**Total Credits: 24**

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CJ 213 is a prerequisite for upper-division CJ courses. Take it early in the program.

**Catalog ID:**

List closely related programs at WOU or other Oregon colleges and universities and the way in which this program complements other similar programs in other Oregon institutions and other related programs at WOU.

WOU is located near Salem in the mid-Willamette Valley. The only other public university in this region is Oregon State University, and they do not offer a cybercrime program, or a criminal justice major (only a 'crime and justice' option within the sociology major).

This minor fills an important gap for students who are majoring in related disciplines (e.g., social science, psychology, business, criminal justice) and wish to supplement/enhance their current major. The minor is tailored towards the conceptual, rather than the more technical aspects of the discipline.

**Programs affected/consulted**

The minor will contain two courses (electives) offered by the Information Systems department. We are in communication with IS and have informed and consulted with them about our plans. Their faculty have offered very positive feedback and support.

**Briefly describe how the proposed program aligns with WOU's 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. This program aligns with WOU's Strategic Plan in the following areas:

WOU's Vision

**changing world** through continuous institutional improvement, evolving pedagogies and expertise, sustained scholarly and creative activities, and delivery of critical and **innovative programs**.

WOU's institutional priorities call for the university to:

- Promote academic array that provides **distinctive**, high-quality programs
- Promote **interdisciplinary** courses and degree programs that support collaborative and multidimensional educational experiences

and pathways (this will be a collaboration with Information Systems, and will likely include elective courses from other disciplines).

- Provide intentional and effective **transfer paths to graduation**. Improve **access** to coursework for degrees, programs and certificates.
- Support growth of academic programs to include **new and innovative degrees** and certificates.

**Briefly describe how the proposed program meets regional or statewide needs and enhances the state's capacity to improve educational attainment in the region and state**

The Criminal Justice department at WOU recently celebrated its 50th anniversary. From its inception, one of the pillars of the program has been our continued partnerships with Oregon's criminal justice agencies. These long-standing partnerships have been mutually beneficial. For instance, we have historically 'supplied' agencies with qualified applicants. In turn, communication with those agencies has allowed us to stay up to date with current trends in the field and to assess needs. It is in that context, and in recent communication and consultation with our CJ partners, that the need for new program offerings in the area of cybercrime and cybersecurity became apparent. This minor will support the State's goals by providing graduates for positions in this emerging field. It will also support the State's goal of accessibility. The minor will be deliverable fully online, making it accessible to a wider and more diverse student population.

**What is the plan to recruit students to this proposed new program? Have you established a marketing plan to promote this new program and informed MarCom? Please briefly describe the plan.**

We expect that students in related disciplines at WOU (e.g., social science, psychology, business, criminal justice) will pursue this minor. Additionally, the Cybercrime Investigation and Enforcement major has an established marketing plan that is currently being implemented. It is expected that this minor will benefit from those efforts.

**What is the budget source for the plan to attract new students to this proposed new program?**

As stated in previous answers, there will not be a specific budget/marketing plan since this minor fills an existing gap and will benefit from existing marketing efforts in the CIE major.

**Faculty and Facilities Needed (for Dean review only)**

No new faculty or facilities needed. The minor contains only courses that are already being offered.

**Supporting Documents**

Thumbnail	Name	Size	Actions
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**Related Courses:**

No related courses found

**Department Head/Program Coordinator decision:**



Yes by Vivian Aseye Djokotoe (2022-01-24 12:40:45)

*Comments:*

**Division Chair decision:**



Yes by Vivian Aseye Djokotoe (2022-01-24 12:45:19)

*Comments:*

**Division Curriculum/Graduate Chair decision:**



Yes by Omar Melchor-Ayala (2022-01-24 13:34:49)

*Comments:*

**Curriculum Committee decision:**



Yes by Anne Ittner (2022-02-15 18:03:18)

*Comments:*

**Faculty Senate decision:**



Yes by Elisa Maroney (2022-03-10 06:14:05)

*Comments:*

**LAS Dean decision:**



Yes by Kathy Cassity (2022-03-15 12:10:15)

*Comments:*

**Provost decision:** Pending: Rob Winningham (winninr@wou.edu)

Sent to Rob Winningham (winninr@wou.edu) on: 2022-03-15 12:10:15

**President decision:** Pending: Jay Kenton (kentonj@wou.edu)

**Registrar decision:** Pending: Amy Clark (clarkaj@wou.edu), Susan Hays (hayss@wou.edu), Jason Horne (hornej@wou.edu)

**Catalog entry decision:** Pending: Jason Horne (hornej@wou.edu), Susan Hays (hayss@wou.edu)

## **Academic and Student Affairs Committee (ASAC), Proposal for a new minor in Exercise Science**

The proposed minor in Exercise Science is a 27-28 credit program that is designed to complement a range of majors currently offered at WOU, including Biology, Business, Dance, Gerontology, Psychology, and Public Health. It builds a foundation of critical components of exercise science, including knowledge and skills related to human movement and performance. Specifically, in this program, students have the opportunity to examine human movement in the context of individual, environmental, and task constraints, and to use effective, evidence-based exercise intervention strategies appropriate for a range of individuals. This minor aligns with WOU's ongoing development of health-related programs at the undergraduate and graduate levels.

The proposed minor in Exercise Science received Faculty Senate Approval on February 8, 2022 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, the NWCCU will be notified of this change.

### **COMMITTEE RECOMMENDATION:**

The WOU Academic and Student Affairs Committee recommends that the Western Oregon University Board of Trustees approve the introduction of a new minor in Exercise Science as included in the docket material.



P14617  
Exercise Science (Minor)

New

Requestor: Gay Timken  
Submitted: 2021-12-28 14:03:25  
Submitting as: Faculty Member or APA

**The queue for this request is:**

Division Chair  
 Division Curriculum/Graduate Chair  
 Curriculum Committee  
 Faculty Senate  
 OE Dean  
Provost  
President  
Registrar  
Catalog entry

Request for a: Program  
Level Undergraduate  
Type of Request: New (course, program, focus/concentration, or temporary course)  
Will this be offered within an existing division or department? Yes  
Type of program Minor  
Division Health and Exercise Science  
Is this curricular change driven by assessment data you have collected? No  
Summary/Rationale for proposal

Even though minors are no longer required at WOU, we envision a minor in Exercise Science to be a popular pairing with multiple majors across campus, such as Biology, Business, Dance, Gerontology, Psychology, and Public Health. HEXS is phasing out the minor in Physical Education and Sports Leadership (retirements in particular have made it difficult to continue to offer this minor). The growing momentum in health care and health sciences, and a recent Statmats, Inc. Marketing Research report commissioned by WOU, revealed that exercise science is indeed a field of growth.

Anticipated start date Fall 2022  
Where will the program be delivered? WOU Campus (in-person or online)  
How will the courses be offered? Face-to-face, Hybrid, Online asynchronous, Online synchronous  
Proposed Classification of Instructional Programs (CIP) number. 31.0505  
Title of new program, requirement, focus, or concentration Exercise Science

**Faculty Listing**

Professor: Jeffrey Armstrong, Marita Cardinal, Gay Timken  
Associate Professor: Jennifer Taylor-Winney  
Assistant Professor: Laura Ellingson-Sayen, Lex Gidley

**Mission, Learning Outcomes, Etc.**

To provide students with a foundation of the critical components of exercise science, including knowledge and skills underlying key aspects of human movement and performance.

**Description**

**Learning Outcomes**



1. Students will acquire a basic understanding of human movement science.
2. Students will examine human movement in the context of individual, environmental, and task constraints.
3. Students will utilize effective, evidence-based exercise intervention strategies appropriate for a range of individuals

### **Core Courses**

EXS 245 Foundations of Strength Training and Conditioning - 4 credits

EXS 310 Motor Behavior - 4 credits

EXS 370 Sociological and Psychological Aspects of Physical Activity - 4 credits

EXS 371 Kinesiology - 4 credits

### **Electives (choose 3)**

EXS 230 Foundations of Exercise Science - 4 credits

EXS 244 Group Exercise Leadership - 3 credits

EXS 373 Physiology of Exercise - 4 credits

EXS 444 Lifespan Adapted Physical Activity - 4 credits

EXS 453 Pathophysiology and Exercise - 4 credits

EXS 455 Physical Activity & Aging - 4 credits

EXS 465 Motivational Interviewing - 4 credits

EXS 477 Advanced Programming for Sport and Fitness - 4 credits

EXS 483 Biomechanics - 4 credits

EXS 488 Exercise Motivation and Adherence - 4 credits

EXS 490 Research Methods - 4 credits

HE 426 Sports and Exercise Nutrition - 4 credits

**Total Credits: 27-28**

### **Catalog ID:**

**List closely related programs at WOU or other Oregon colleges and universities and the way in which this program complements other similar programs in other Oregon institutions and other related programs at WOU.**

We envision a minor in Exercise Science to be a popular pairing with multiple majors across campus, such as Biology, Business, Dance, Gerontology, Psychology, and Public Health, and possibly more.

Because this is a minor, we are less concerned about other programs across the state that may/may not be similar. The key is to provide a foundation of the critical components of exercise science and opportunities for WOU students they would otherwise not have.

### **Programs affected/consulted**

NA

**Briefly describe how the proposed program aligns with WOU's strategic priorities**

Part of our collective WOU vision is to "adapt to the changing world through continuous institutional improvement, evolving pedagogies and expertise, sustained scholarly and creative activities, and delivery of critical and innovative programs."

Providing alternatives to broaden horizons is what students need to be successful in their career. As times change, we must adapt on our campus to ensure student success in the world. A minor in exercise science will pair nicely with several majors across campus and has the potential to broaden horizons for students.

We know health care and health sciences are growing fields, and a minor in exercise science will hopefully open doors that would otherwise not even be a door to open. Minors in physical education and sports leadership do not serve students as a minor in exercise science can.

**Briefly describe how the proposed program meets regional or statewide needs and enhances the state's capacity to improve educational attainment in the region and state**

The growing momentum in health care and health sciences, and a recent Statmats, Inc. Marketing Research report commissioned by WOU, revealed that exercise science is indeed a field of growth. With this minor, students have the option to blend a major and minor that can take them in a direction of health care and health science.

**What is the plan to recruit students to this proposed new program? Have you established a marketing plan to promote this new program and informed MarCom? Please briefly describe the plan.**

We do not have a concrete plan to market this minor, but campus outreach to various chairs and program leads would be critical to attracting students.

**What is the budget source for the plan to attract new students to this proposed new program?**

NA. Campus announcements via email will suffice.

**Faculty and Facilities Needed (for Dean review only)**

NA. We have all we need given the major in Exercise Science.

**Supporting Documents**

Thumbnail	Name	Size	Actions
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**Related Courses:**

No related courses found

**Division Chair decision:**



Yes by Gay Timken (2021-12-28 14:04:18)

*Comments:*

**Division Curriculum/Graduate Chair decision:**



Yes by Janet Roberts (2021-12-29 08:12:48)

*Comments:*

**Curriculum Committee decision:**



Yes by Anne Ittner (2022-01-18 17:45:38)

*Comments:*

**Faculty Senate decision:**



Yes by Elisa Maroney (2022-02-10 08:05:41)

*Comments:*

**COE Dean decision:**



Yes by Mark Girod (2022-02-10 08:18:37)

*Comments:*

**Provost decision:** Pending: Rob Winningham (winninr@wou.edu)

Sent to Rob Winningham (winninr@wou.edu) on: 2022-02-10 08:18:37

**President decision:** Pending: Jay Kenton (kentonj@wou.edu)

**Registrar decision:** Pending: Amy Clark (clarkaj@wou.edu), Susan Hays (hayss@wou.edu), Jason Horne (hornej@wou.edu)

**Catalog entry decision:** Pending: Jason Horne (hornej@wou.edu), Susan Hays (hayss@wou.edu)

## **Academic and Student Affairs Committee (ASAC), Proposal for a new Undergraduate Certificate in Computational Linguistics**

The proposed certificate in Computational Linguistics is a 28-credit undergraduate program that provides students an opportunity to apply concepts from computer science and linguistics to real-world situations in which human language is used to interact with technology. Students learn to use knowledge of language structures and functions to systematically collect and analyze large amounts of linguistic data; analyze problems involving human language data and apply principles of computing to identify solutions; and design, implement and evaluate computing-based solutions to meet a given set of requirements for processing needs.

The 21st Century workplace is increasingly interdisciplinary with careers in computer science, information systems, and data management that require an understanding of human language to perform tasks such as text-to-speech synthesizers, automated voice response systems, web search engines, text editors, and automatic translation as well as many areas of text-mining and information retrieval and analysis. Likewise, careers that require expertise in language increasingly rely on technical skills that include the ability to program in a language such as Python, use a variety of operating systems, and make use of statistical models and algorithms to manage data.

Students who major in Computer Science, Information Systems, or Data Management and who add the proposed Certificate in Computational Linguistics to their degree would greatly enhance their career readiness by obtaining knowledge about language that will allow them to understand the types of programming mentioned above affording them a distinct advantage in the job market compared to students who graduate with a typical Computer Science Bachelor's degree. The same Certificate would allow students who are majoring in either Humanities or a Department within the Humanities Division (English Studies, Communication Studies, Modern Languages) to increase their breadth of career opportunities by adding computer programming skills, knowledge of data structures and algorithms, and probabilities and statistics to their grounding in language study and use.

The Certificate in Computational Linguistics is based on careful examination of similar certificates offered at other universities. There are no other undergraduate/post baccalaureate certificates like this in Oregon. The two public institutions in Oregon that have undergraduate and graduate degrees specifically in Linguistics (University of Oregon, Portland State University) have faculty whose research utilizes computational linguistics methods, and students in those programs are encouraged to learn interdisciplinary approaches, but their programs do not offer a specific degree or certificate.

The proposed undergraduate certificate in Computational Linguistics received Faculty Senate Approval on March 8, 2022 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, the NWCCU will be notified of this change.

COMMITTEE RECOMMENDATION:

The WOU Academic and Student Affairs Committee recommends that the Western Oregon University Board of Trustees approve the introduction of a new undergraduate certificate in Computational Linguistics as included in the docket material.



**P14907**  
**Certificate in Computational Linguistics**

**The queue for this request is:**

- Department Head/Program Coordinator
- Division Chair
- Division Curriculum/Graduate Chair
- Curriculum Committee
- Faculty Senate
- AS Dean
- Provost
- President
- Registrar
- Catalog entry

New

**Requestor:** Robert Troyer  
**Submitted:** 2022-02-15 15:54:08  
**Submitting as:** Faculty Member or APA

**Request for a:** Program  
**Level:** Undergraduate  
**Type of Request:** New (course, program, focus/concentration, or temporary course)  
**Will this be offered within an existing division or department?** Yes  
**Type of program:** Certificate  
**Division:** Humanities  
**Department/Program:** English Studies  
**Is this curricular change driven by assessment data you have collected?** No  
**Summary/Rationale for proposal**

The 21st Century workplace is increasingly interdisciplinary with careers in computer science, information systems, and data management that require an understanding of human language to perform tasks such as text-to-speech synthesizers, automated voice response systems, web search engines, text editors, and automatic translation as well as many areas of text-mining and information retrieval and analysis. Likewise, careers that require expertise in language increasingly rely on technical skills that include the ability to program in a language such as Python, use a variety of operating systems, and make use of statistical models and algorithms to manage data.

Students who major in Computer Science, Information Systems, or Data Management and who add the proposed Certificate in Computational Linguistics to their degree would greatly enhance their career readiness by obtaining knowledge about language that will allow them to understand the types of programming mentioned above affording them a distinct advantage in the job market compared to students who graduate with a typical Computer Science Bachelor's degree.

The same Certificate would allow students who are majoring in either Humanities or a Department within the Humanities Division (English Studies, Communication Studies, Modern Languages) to increase their breadth of career opportunities by adding computer programming skills, knowledge of data structures and algorithms, and probabilities and statistics to their grounding in language study and use. Currently within the broad field of Linguistics, the two most marketable focus areas are Applied Linguistics (Language Teaching and Learning, which includes TESOL) and Computational Linguistics, which along with Natural Language Processing, Corpus Linguistics, and Digital Humanities, falls under the general umbrella of the interdisciplinary combination of computer science and language.

In addition to expanding the career-readiness of graduates who earn a Bachelor's degree from WOU, students who wish to apply to one of the several cutting-edge Master's degree programs in related fields (Computational or Corpus Linguistics / Natural Language Processing / Human Language Technology) will have a distinct advantage over those who apply with only a Computer Science or Linguistics degree. Current programs are at University of Washington, University of Colorado Boulder, UC Santa Cruz, and University of Arizona to name a few.

The Certificate in Computational Linguistics that we are proposing is based on careful examination of similar certificates that are offered at San Diego State University, San Jose State University, Brigham Young University, and Lancaster University. There are no other undergraduate/post baccalaureate certificates like this in Oregon. The two public institutions in Oregon that have undergraduate and graduate degrees specifically in Linguistics (University of Oregon, Portland State University) have faculty whose research utilizes computational linguistics methods, and students in those programs are encouraged to learn interdisciplinary approaches, but their programs do not offer a specific degree or certificate; thus, WOU would be offering a unique opportunity for our students. And as stated above, there are Master's degree programs in computational linguistics in both Washington and California if our graduates are looking for an advanced degree on the west coast.

At 28 total credits, a student who is already majoring in Computer Science, Information Systems, or Data Management would likely only need to add 12 credits of Linguistics (LING 310, 315, and 350) in order to complete the Certificate. Students who major in English Studies with Linguistics as a Concentration would typically only need to add 12 credits (3 classes) from the Computer Science Division and 4 credits (1 course) from the Mathematics Department. Also one of the LING courses and the MTH course in the program fulfill

General Education requirements. These features of the proposed certificate program will allow many students to obtain the certificate without adding more than 12 or 16 credits to their major while also meeting Gen Ed requirements.

The most comprehensive source for Linguistics networking and jobs posting is at The LINGUIST List, a website operated at Indiana University, Department of Linguistics (<https://linguistlist.org/career/search/>). On their Careers page, current job postings can be filtered by one or more of 31 subfields of Linguistics. As of Nov. 16, 2021, the combined postings for Computational Linguistics and Text/Corpus Linguistics in the USA were more numerous than any other subfield. This confirms what many other sites report: that along with Applied Linguistics (language teaching and TESOL) Computational Linguistics is currently the most marketable subfield in the discipline.

**Is this a stand-alone certificate?** Yes

**If the certificate is part of one or more minors, please indicate which ones** no

**Anticipated start date** Fall 2022

**Where will the program be delivered?** WOU Campus (in-person or online)

**How will the courses be offered?** Face-to-face, Hybrid, Online asynchronous, Online synchronous

**Proposed Classification of Instructional Programs (CIP) number.** 11.01, 16.99

**Title of new program, requirement, focus, or concentration** Certificate in Computational Linguistics

#### **Faculty Listing**

Professor: Breeann Flesch

Professor, Becka Morgan

Associate Professor, Thaddeus Shannon

Professor, Robert Troyer

#### **Mission, Learning Outcomes, Etc.**

The Certificate in Computational Linguistics (CCL) is a unique interdisciplinary program that combines coursework in Computer Science, Linguistics and Mathematics to prepare students for the rapidly increasing number of careers that require knowledge of both technology and human language. Students who complete the CCL will be able to apply their knowledge of language structure and function to programming, information systems, and data management; likewise, those who are planning on careers that are more aligned with the Humanities and Social Sciences will learn valuable skills in coding, analytics, and data management.

#### **Description**

CS 161 Computer Science I Credits: 4

CS 162 Computer Science II Credits: 4

IS 240 Information Management I Credits: 4

MATH 243 Introduction to Probability and Statistics Credits: 4

LING 310 Introduction to Linguistics Credits: 4

LING 315 Structure of English Credits: 4

LING 350 Linguistics in the Digital Age Credits: 4

**Total Credits: 28**

#### **Catalog ID:**

Program Outcomes

**Learning Outcome**

**Alignment to University Learning Outcomes**

Apply concepts from computer science and linguistics to real-world situations in which human language is used to interact with technology.

Use knowledge of language structures and functions to systematically collect and analyze large amounts of linguistic data using software for tagging, concordancing, collocations, and statistical analysis.

Inquiry and Analysis

Analyze a problem involving human language data and apply principles of computing to identify solutions.

Design, implement and evaluate a computing-based solution to meet a given set of requirements to meet text processing needs.

Inquiry and Analysis

### Learning Outcomes (for catalog)

1. Apply concepts from computer science and linguistics to real-world situations in which human language is used to interact with technology.
2. Use knowledge of language structures and functions to systematically collect and analyze large amounts of linguistic data using software for tagging, concordancing, collocations, and statistical analysis.
3. Analyze a problem involving human language data and apply principles of computing to identify solutions.
4. Design, implement and evaluate a computing-based solution to meet a given set of requirements to meet text processing needs.

### Targeted Professions

The CCL targets any programming position that involves work with tools as varied as speech recognition software, spell checkers, speech synthesis programs, and machine translation programs/websites as well as positions that require text and data mining and data management where human language is the data. For example, computational linguistics is used in jobs involving social media and the Internet when providing content filters in chat rooms or on web searches, when grouping and organizing content through social media mining, and during document retrieval and clustering. Computational linguistics skills are valuable in a wide range of business and government settings where the ability to manipulate and process language data is necessary.

### List closely related programs at WOU or other Oregon colleges and universities and the way in which this program complements other similar programs in other Oregon institutions and other related programs at WOU.

As stated in the Summary/Rationale, this would be the only program of its kind at a public institution in Oregon, and it is a unique interdisciplinary program that combines coursework in the Computer Science Division with courses in the Linguistics Program (and a Mathematics course). As such, it would not compete with any other programs in the state or at WOU--rather, it combines specific elements of existing programs already at WOU to meet the needs of 21st Century undergraduates which will lead to increased enrollment in the required courses as students select these targeted courses instead of other electives.

### Programs affected/consulted

Computer Science Division, English Studies Dept., Mathematics Dept.

On Oct 10, 2021, Dr. Troyer of the English Studies Dept, met with Drs. Flesch, Shannon, and Morgan of the Computer Science Division to discuss details of the proposal and set a timeline for implementation. Dr. Troyer had previously presented the idea to Dean Cassity, who was enthusiastic and encouraging. Dr. Flesch volunteered to contact faculty in the Mathematics Dept to let them know about the proposal because it includes MTH 243 as a requirement.

On Nov 29 Dr. Flesch emailed Dr. Ciancetta of the Math Department who subsequently informed Math faculty of the program via email to ask if they had any concerns. On Nov 30, Dr. Ciancetta replied again to say that faculty in the Math Dept. thought the proposal and Math's role is fine.

On Dec 7 the Computer Science Division voted unanimously to approve their involvement in the CCL and Dr. Flesch informed Dr. Troyer of this via email on Dec 9th.

### Briefly describe how the proposed program aligns with WOU's strategic priorities



The Certificate in Computational Linguistics directly aligns with [WOU's Vision statement](#):

- Adapting to the changing world through continuous institutional improvement, evolving pedagogies and expertise, sustained scholarly and creative activities, and delivery of critical and innovative programs.

As well as the [Institutional Priority](#) for Academic Excellence:

- 4.4 Promote interdisciplinary courses and degree programs that support collaborative and multidimensional educational experiences and pathways.

**Briefly describe how the proposed program meets regional or statewide needs and enhances the state's capacity to improve educational attainment in the region and state**

According to the State of Oregon Employment Department's report on Nov 22, 2021, "[Oregon Jobs Projected to Increase 16% by 2030](#)" growth is expected in both the Information industry (particularly in software publishing) and Professional and Business services which include scientific and technical consulting services. More specifically, using the reer Explorer" tool in the "Jobs & Careers" section of the site and filtering by "Oregon", helor's Degree", and "High Demand" and then sorting by 2020-2030 employment growth, among the top 51 occupations are: Software Developers, Web Developers, Database Administrators, Computer Network Support Specialists, Computer Systems Analysts, Network and Computer Systems Administrators, Computer Network Architects, Computer Programmes, and Editors.

Likewise, an article published in [Portland Business Journal in 2018](#) contained preliminary results of research by the consulting firm ECONorthwest that projected an average of 32.5% growth in Software/IT in Oregon in 2014 and 2024—while the total job number projections for this sector were fourth behind healthcare, manufacturing, and construction, the growth percentage was the highest. Regarding technology, the article states, "The adoption of innovative workforce training programs can't come quickly enough. A technological revolution is underway and companies are investing in and employing technology at a startling rate. There is almost no industry that isn't experiencing the disruptive power of technology. And there's no stopping this train. Companies that embrace technology will in most cases gain a competitive advantage in the form of enhanced productivity and efficiency."

Just as important is the statement that the "talent assessment research at ECONorthwest offers some valuable insights into what skills will be most in demand as technology advances. One of the most enlightening is that social skills, what some call soft skills, matter. It's no surprise that workers with both social and math skills are, and will continue to be, highly valued. After that, though, social skills rule. In fact, there is data that shows jobs with high social skill requirements are among the fastest growing. The basic takeaway... is 'The labor market is increasingly rewarding humans for being human.'"

That final excerpt emphasizes the importance of the interdisciplinary nature of Computational Linguistics, one purpose of which is to add knowledge of how people use language in daily life to computer programming expertise. Understanding human language structures at the phonetic, discourse, and conversational levels allow software developers to create user interfaces and interactions that work as humans expect them to. Likewise, knowledge of language at the lexical, morphological, and syntactic levels, allow data managers and analysts who increasingly process human language to perform more accurately and efficiently because they understand the structures that they are working with. The aforementioned article ends with a quote from president of the Oregon Manufacturing Extension Partnership, Aaron Fox, from another *Portland Business Journal* column: "The new workforce challenges will revolve around humans and technology working together."

Furthermore, the Bay Area company SynergisticIT in Fremont, CA, on their May 9, 2021 webpage titled "Why Do Tech Companies Not Hire Recent Computer Science Graduates" offers tips for getting hired that emphasize both "Non-traditional educational routes" and "soft skills". While 'soft skills' go beyond knowledge of human language, and linguistics is certainly different from what is taught in Communications and Writing courses, the larger point is that graduates would be well served to have more than a degree that focused exclusively on typical computer science curriculums.

From the perspective of students majoring in English Studies with a Linguistics Concentration or students in other majors who complete the Certificate, the addition of programming and data management skills can be valuable additions for occupational advancement. Nearly any web search for jobs and careers for graduates with a linguistics background, will list Computational Linguist as the most sought after and highest paying, followed by the more traditional fields of professor, language teacher, translator, lexicographer, technical writer, editor, field linguist, and forensic linguist?nd these days nearly all of these jobs within linguistics rely on at least an introductory familiarity with corpus linguistics (WOU's LING 350). While this information is not specific to the Oregon workforce, Katherine Matsumoto, a linguist who has worked in the technology industry for several years as a Product Manager and other positions reports on her [blog](#) that occupations like Information Architect, Content Strategist, Product Manager, Computational Linguist, Data Scientist, Localization Specialist, and Technical Writer are all careers that are open to Linguists with no more than a few courses in computer programming. Given the growth potential in the technology sector that is predicted in Oregon, positions that require some computational and data skills, but not the depth of a graduate of a computer science major should be sought after and lucrative.

**What is the plan to recruit students to this proposed new program? Have you established a marketing plan to promote this new program and informed MarCom? Please briefly describe the plan.**

Following approval of the Certificate, the Program Coordinators will work with Marcom to create promotional fliers and information that can be posted to video monitors around campus as well high-interest posts to WOU's various social media platforms that direct students to the WOU Catalog and a web page that will be duplicated on both the CS Division site and the English Studies site.

**What is the budget source for the plan to attract new students to this proposed new program?**

The above plans for promotion should not require additional funding beyond the services already supplied by Marcom and the Division offices.

**Will new sections of courses or additional hires be needed to offer this program? What are the faculty salary budget impacts of this proposed new program? Will additional facilities be required?**

The proposed Certificate in Computational Linguistics does not require the addition of any new course or faculty. Rather, it capitalizes on existing courses and areas of expertise and combines them into a valuable interdisciplinary program. The intended effect is an increase in enrollment in existing courses, many of which, while close to maximum enrollment, still have room for additional students. If additional sections of courses need to be added, this can be easily accommodated using normal scheduling processes.

**Supporting Documents**

Thumbnail	Name	Size	Actions
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**Related Courses:**

No related courses found

**Department Head/Program Coordinator decision:**



Yes by Lars Soderlund (2022-02-15 16:06:14)

*Comments:*

**Division Chair decision:**



Yes by Paula Baldwin (2022-02-15 17:36:08)

*Comments:*

**Division Curriculum/Graduate Chair decision:**



Yes by Lars Soderlund (2022-02-15 19:00:32)

*Comments:*

**Curriculum Committee decision:**



Yes by Anne Ittner (2022-02-16 05:22:35)

*Comments:*

**Faculty Senate decision:**



Yes by Elisa Maroney (2022-03-10 06:14:05)

*Comments:*

**LAS Dean decision:**



Yes by Kathy Cassity (2022-03-15 12:10:15)

*Comments:*

**Provost decision:** Pending: Rob Winningham (winninr@wou.edu)

Sent to Rob Winningham (winninr@wou.edu) on: 2022-03-15 12:10:15

**President decision:** Pending: Jay Kenton (kentonj@wou.edu)

**Registrar decision:** Pending: Amy Clark (clarkaj@wou.edu), Susan Hays (hayss@wou.edu), Jason Horne (hornej@wou.edu)

**Catalog entry decision:** Pending: Jason Horne (hornej@wou.edu), Susan Hays (hayss@wou.edu)