



**Western Oregon University Board of Trustees:
Academic & Student Affairs Committee
Meeting No. 37 – February 4, 2025
1:00pm-3:00pm
Via [Zoom Webinar](#) | By Phone: 1-253-215-8782
Meeting ID: 810 9772 5596**

AGENDA

- I. **CALL-TO-MEETING AND ROLL CALL** (1:00-1:03pm)
- II. **COMMITTEE CHAIR’S WELCOME** (1:03-1:06pm)
- III. **CONSENT AGENDA** (1:06-1:11pm)
 - 1) [Meeting Minutes: November 18, 2024](#)
- IV. **REPORT & DISCUSSION ITEMS:**
 - 1) [Introduction to Wolf Ride and National Student Exchange \(NSE\) | Cameron Mortensen](#) (1:11-1:40pm)
 - 2) Division Strategic Plan Alignment to University Strategic Plan (1:40-3:00pm)
 - a. [Academic Affairs](#)
 - b. [Athletics](#)
 - c. [Student Affairs](#)
- V. **ADJOURNMENT**



**PUBLIC MEETING OF THE WESTERN OREGON UNIVERSITY
ACADEMIC & STUDENT AFFAIRS COMMITTEE (ASAC)**

Meeting No. 36

November 18, 2024 | 1:00 pm – 3:00 pm

Draft Meeting Minutes

I. CALL-TO- MEETING AND ROLL CALL

Chair Mitchell calls the meeting to order at 1pm and asks Secretary Sorce to do a roll call:

The following Trustees are present: Chair Leah Mitchell, Board Vice Chair Kari Nelsestuen, Trustee Juan Larios, and Trustee Schowalter

The following Trustees are excused: Trustee Hunter Hall

Other Staff Present: Board Secretary Evan Sorce, President Jesse Peters, Vice President for Student Affairs Tina Fuchs, Dr. Alicia Wenzel, Paige Jackson, Jen Koshnick, Judy Sylva.

II. CHAIR’S WELCOME AND ANNOUCEMENTS

Chair Mitchell welcomed everyone to the November 18th meeting, the first meeting of ASAC for the year.

III. CONSENT AGENDA

a. Approval of the meeting minutes from May 21, 2024

Trustee Nelsestuen moves and Trustee Larios seconds the approval of the May 21, 2024 ASAC meeting minutes. No additional discussion.

Roll Call Vote

Chair Mitchell:	Aye
Trustee Hall	Excused
Trustee Larios	Aye
Trustee Nelsestuen	Aye
Trustee Schowalter	Aye

Motion passes 4-0

IV. REPORT & DISCUSSION ITEMS:

1) Introduction to Athletics | Athletic Director Randi Lydum

Athletic Director Randi Lydum presented her report to the committee, which can be found on page 4 of the docket for review. Chair Mitchell asked AD



Lydum what percentage of Student Athletes are football players. The answer is a large percentage of them. Later in the presentation, Chair Mitchell asked if the number of athletes had increased over the last few years. AD Lydum answered yes. Over the past 5 years, there has been an increase of 100 athletes and added men's soccer, increased spots in men's and women's track and field, as well as additional football spots. Trustee Larios asked about the budget for maintenance issues, such as the maintenance of facilities. AD Lydum emphasized that maintenance is a huge expense they do their best to keep up with. They fundraise as well to try to raise money for upkeep, and they have finally gotten some allocations in the past from the legislature, but it is a struggle. Trustee Schowalter asked if the students get in for free (paid through Incidental Student Fees), does that mean all the revenue from ticket sales comes from the general public?

Additionally, Trustee Schowalter asked what the plan was to grow attendance from the general public at the sporting events. AD Lydum answered by mentioning that they have gone back and forth on ticket prices and outreach to the larger community. They only charge \$5 for a ticket for all the sports except for football and try to keep it at a price that allows families to attend. That also means that revenue from tickets isn't a significant amount.

2) Strategic Plan Presentations and Q&A

Chair Mitchell transitioned to the next section which is strategic plans for Academic Affairs, Athletics, and Student Affairs, and emphasized that there will be time for questions after each area heads presentation.

- **Academic Affairs**

Provost Coll presented the Strategic Plan for Academic Affairs it can be found on page 14 in the docket. Provost Coll mentioned that the plan focused on three primary areas: excellence in teaching and learning, shared governance, and effectiveness and academic affairs. He highlighted the need to improve student success, particularly regarding graduation rates, and the importance of shared governance with faculty and staff. He also mentioned implementing a policy for administrative drops, which had some initial challenges but was now being refined. Provost Coll also mentioned the hiring of new deans and a director for the honors program and the upcoming hiring of a director for admissions. He emphasized the need for these new hires to embrace the university's strategic plan and direction. Vice-Chair Nelsestuen asked Provost Coll if he could talk more about the relationships between outcomes and indicators. The provost mentioned that his team is working on ensuring that as the strategic plan is developed, there are clear indicators that can be measured and analyzed which will help keep Academic Affairs on track and transparent on the implementation of the strategic plan. Trustee Schowalter asked what Academic Affairs is doing to ensure shared

governance involvement within shared governance. Provost Coll used this as an example, working with the Faculty Senate to develop clear policies and procedures for creating new degrees. Trustee Larios asked how student voices are represented in determining the indicators. Provost Coll said that his team intentionally sought out student feedback and involvement in the development of this plan and that it would be critical to inform the development of the strategic plan at the college level.

- Athletics

Athletic Director Lydum presented Athletics' strategic plan, which can be found on page 22 of the docket for review. Chair Mitchell asked AD Lydum what the difference is between the graduation rate of the general student population and student-athletes. AD Lydum answered that student-athletes graduate at a 16% higher rate than our general population, and that rate is even higher when you include our non-scholarship student-athletes.

- Student Affairs

Vice President of Student Affairs Tina Fuchs presented the Student Affairs Strategic Plan, which can be found on page 28 of the docket for review. VP Fuchs emphasized the importance of partnerships across campus to enhance student success. She highlighted the division's core values, including a sense of belonging, support for students in all phases of their development, and the commitment to making decisions based on assessment and data. VP Fuchs also outlined the division's strategic goals, which include holistic student development, student engagement, transformational diversity, and organizational investment. She stressed the importance of retaining talent and optimizing financial and human resources. VP Fuchs concluded by stating that the division's work aligns with the university's strategic goals and that a rubric is being developed to evaluate the work done. Annually, the Student Affairs team will review the plan and adjust as needed. Vice Chair Nelsestuen asked about the absence of admissions and enrollment in the strategic plan. Dr. Coll explained that admissions has moved under academic affairs. Dr. Coll shared updates on the enrollment management strategic plan and discussed a couple of updates, including automatic enrollment for the Central School district as a pilot program. So far, the program looks like it will be successful, and if it is, there is a potential to add direct enrollment to our top feeder schools in Oregon. Additionally, WOU has implemented the common app and created an enrollment fee of \$50, which, for universities that have one, is the best indicator of whether a student is attending to enroll at the university.

V. ADJOURNMENT



Chair Mitchell Adjourns the meeting at 2:31pm.

Student Affairs Office Programs: *WOLF Ride &* *National Student Exchange (NSE)*



Division of
Student Affairs

Cameron Mortensen
She/Her/Hers
Executive Assistant to the VP for Student Affairs

WOLF Ride: *WOU's Safe Ride Program*



WOLF Ride Mission & Overview:

WOU's Safe-Ride program (WOLF Ride) provides a complimentary and reliable shuttle service to students who would otherwise walk alone at night and risk their safety/possibility of assault, as well as expand access to community resources.

Current hours:

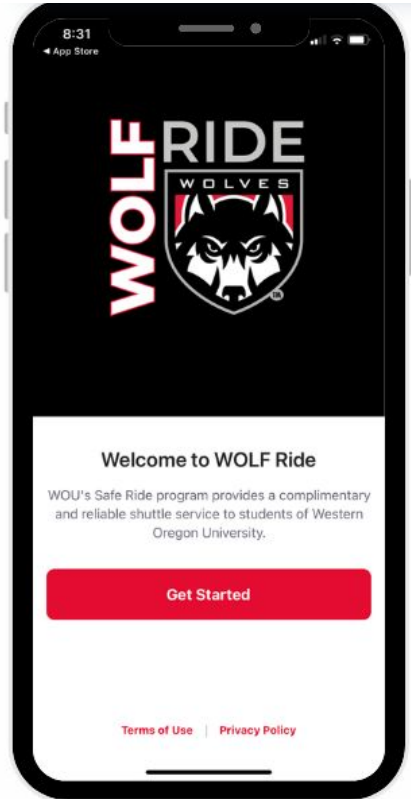
- *Mondays/Fridays 10am-12pm*
- *Mondays-Saturdays 4:30pm-10:30pm*

WOLF Ride is funded mostly by student incidental fees and generates a small revenue from reservations outside of the general operating hours. The majority of our budget goes towards our student employees' pay. This year, we implemented an app for the first time (more info later on).

Importance & Impact of WOLF Ride:

- Safety for students and no additional cost for students to use
 - Shared about during tours/recruitment
- Help support basic needs access for students without access to a personal car on campus - increasing autonomy and equity
- Provides equitable and accessible transportation for all students
 - Wheelchair accessible
- “Door-to-door” service within the Monmouth-Independence area, minimizing having to walk to/from bus stations, especially at night
- Van is available for campus use to rent (clubs, departments, organizations), which goes towards revenue
 - 41 reservations during FY 26 so far (summer/fall) 9

Rider/Driver App Recap

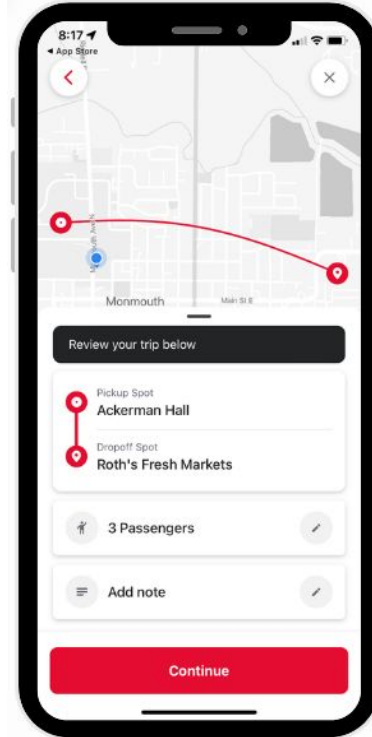
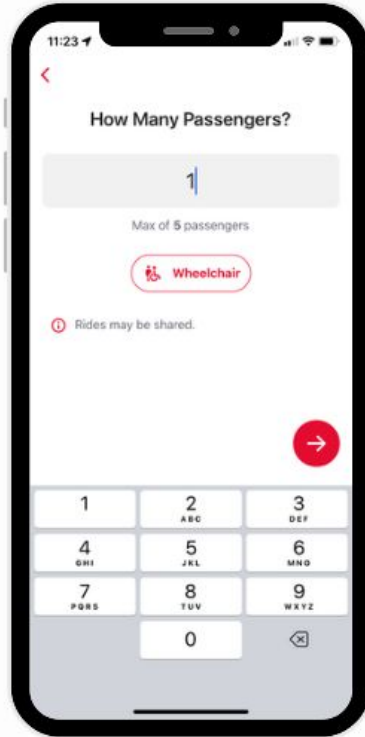
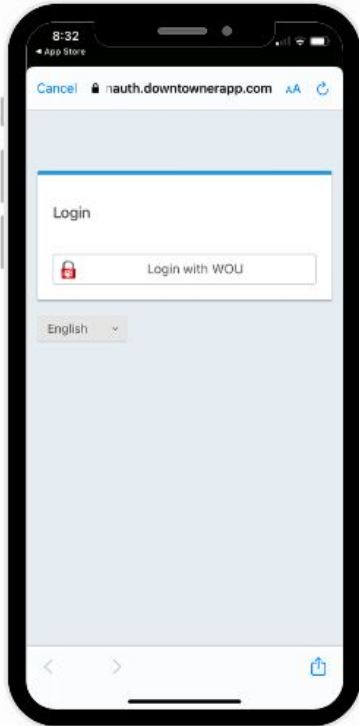


- Thanks to an enhancement of \$5,000 from IFC last year, we were finally able to implement an app for WOLF Ride this year!
 - Includes an app for the drivers, and for riders
 - Accessible with screen readers
- Due to our campus size and fleet size, *Downtowner* (app developer) gave us a 48% discount on our annual cost
 - Same company that hosts OSU's driver app
 - Contract is renewable annually for same cost, with room to not renew if needed
- App launched during PACK Welcome Week before classes started, students could download app via QR code (Android or Apple)
- Students still able to request rides via text/call if unable to get or use the app

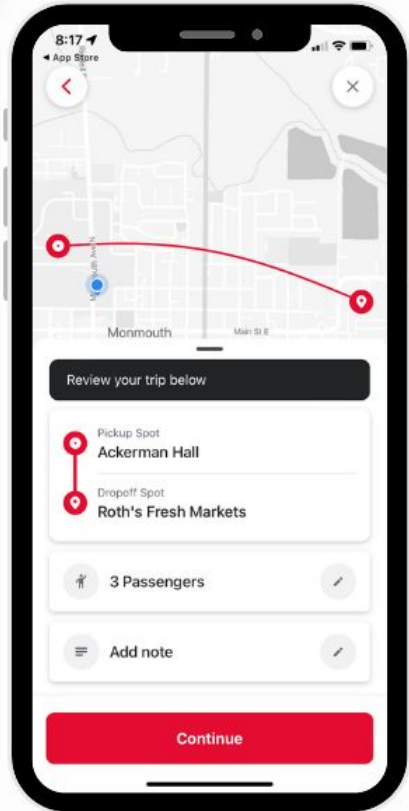
Driver App View:



Rider App View:



Rider/Driver App Update



- Total of about 160 students have downloaded the app (continuing to promote more downloads)
- Allowed us to extend hours to include day-time hours 2x/week with hands-free usage (just 1 staff member needed)
- Smoother process for our student employees, easier for students to request rides, and more reliable tracking
- Expanding equitable access to WOLF Ride, especially with mental health challenges regarding communication

Overall Statistics:

- **Fall 2023 term:** 157 total rides completed
- **Fall 2024 term:** 442 total rides completed (~181% increase!)
 - ~10% of rides (46) from new daytime hours
 - Most common locations: Waremart, Roth's, off-campus housing
 - 5-7pm is MOST popular time

National Student Exchange (NSE) Program



NSE Mission & Overview:

National Student Exchange is a study-away program that inspires academic enrichment, personal exploration, and student development by facilitating accessible collegiate study away among member colleges and universities throughout the United States, Canada, Guam, Puerto Rico, and the US Virgin Islands.

The goal of NSE is to give students an opportunity to **get outside of their comfort zone, gain confidence, explore their major in a new way, and gain cultural capital** - all while remaining as **low-cost and accessible** as possible.

Participating campuses (**170 total**) receive and send out students, and program is overseen by NSE Coordinator on campus.

History of NSE at WOU:

WOU joined the NSE consortium in the 2006-2007 academic year, making this our 18th year being a part of the program.

Between 2010-2019, we were consistently sending out about 10-15 students per year. For obvious reasons, COVID halted travel between 2020-2021. We have since been working on growing our numbers back.

Per NSE guidelines, a campus of our size is expected to be sending out 5 students per year, so we are still well above this average, but we want to continue to grow the program.

There are only 2 campuses in Oregon that are a part of NSE - us and SOU!

NSE Coordinator Role:

- Advise outbound students during exploration process, placement process, preparing for exchange, and during exchange
- Support inbound students after they've been placed at WOU and act as liaison once they are on campus
- For both inbound and outbound students: ensure deadlines are met, eligibility is maintained, and documentation is complete
- Collaborate with campus partners to ensure streamlined processes
 - Financial Aid, Business Office, Registrar, Advising, etc.
- Represent WOU within the NSE consortium and at NSE annual conference

Importance & Impact of NSE:

Low-Cost:

While on exchange, students choose to pay either WOU tuition/fees rates (Home Pay), or in-state tuition rates at host campus (Host Pay). Housing is paid to host campus.

- Most outgoing students choose to pay WOU tuition.
- Some incoming students coming to us also choose to pay WOU tuition, since it is cheaper than their home campus.
- Federal financial aid always applies during exchange, and WOU scholarships apply while on Home Pay

Accessible:

Undocumented students, DACA recipients, Dream.US scholars, and ORSAA recipients are eligible to participate in NSE - usually *not* the case for study abroad programs.

Student Success:

A study from 2018 found that first-generation students who attend colleges at a greater distance from home are more likely to graduate from college with a bachelor's degree.

Importance & Impact of NSE:

(Some) Student Benefits:

Academic/Professional:

- Expand course options, especially hands-on experiences
- Investigate graduate schools
- Increase networks and connections
- Transferable employable skills/experiences; building professional and academic resume

Personal:

- Gain confidence and independence, especially for those who live at or close to home
- New cultural experiences, exposure, and capital
- Learn about different places, while still staying *closer* to home
- Travel while staying on track with graduation and while using financial aid

2024-25 NSE Participants:

Our 11 WOU outbound students for 2024-25 studied in:

- New Mexico
- Virgin Islands, St. Croix
- California
- New York
- New Jersey
- Hawaii
- Southern Oregon
- *Plus, 2 students had opportunities to study abroad (we limit this due to overhead and costs) through NSE:*
 - Greece
 - Spain

Our 4 incoming students for 2024-25 came to us from:

- Hawaii, Florida, and New Mexico

NSE at WOU

Moving Forward:

Increase Funding and Access:

- We have historically received a \$1,000 grant from WOU Foundation, which can help cover application costs for up to 5 students.
- While there are many scholarships available for students participating in *study abroad*, there are very little (if any) available for *study away* programs. I would like to explore external grant funding to further support NSE students with costs (tuition, travel, cost of living, etc.)

Challenges (& Opportunities):

- WOU's limited study abroad opportunities had made NSE a bit more well-known, but we still are not set up to be a study abroad program
- Changes in U.S. administration could lead to less students pursuing NSE due to concerns with state and federal laws
 - Especially the case for the student population we support

Thank you for your time and attention!

**What questions
do you have?**

Alignment of Academic Affairs Strategic Plan with University Strategic Plan: Education. Innovation. Community									
Goal:	Institutional Sustainability: Enhance the financial stability and sustainability of the institution through strategic financial planning, responsible resource allocation, and innovative revenue-generation initiatives, ensuring long-term resilience and success.		Student Success: Enhance degree completion rates for undergraduate, graduate, and transfer students, through strategic initiatives focused on academic support, streamlined pathways, and the necessary services that ensure timely and successful attainment of their educational goals.		Transformational Diversity: Foster an inclusive educational, living, and work environment, ensuring that students and employees feel a profound sense of belonging and have abundant opportunities for growth and success.		Community Strength: Cultivate and maintain a culture that embraces collaboration, connection, and communication as we build meaningful partnerships with internal and external communities, while enriching the educational experience of our students.		
(outcomes are aligned for the purposes of reporting and assessment)	Western adapts to changes in the higher education landscape and implements strategic responses to emerging trends.	Streamlined and efficient processes enhance teaching methods, research capabilities, resource allocation, and administrative efficiency.	Students are supported in a way that fosters satisfaction, belonging, engagement, and empowerment.	Students complete their educational goals and develop a lifelong learning mindset, preparing them for continuous education and professional development throughout their careers.	The overall quality and richness of the Western community is enhanced by diverse and talented students and employees.	Western establishes positive, collaborative, and accessible learning and working environments that promote creativity, innovation, and effective teamwork.	Students feel connected to a larger community and see the real-world relevance of their academic pursuits.	The Western Oregon University community and community partners work with a sense of shared interest and mutual benefit, navigating external factors, such as economic shifts, policy changes, and global events, with a proactive and adaptive approach.	
Goal: Excellence in Teaching & Learning									
Graduates realize a range of transferable skills and knowledge that position them to be competitive in the job market and succeed regardless of their chosen career path.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty explore new teaching methods and create interdisciplinary learning opportunities, leading to a more dynamic, equitable, and engaging learning environment for everyone.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty, staff and students serve the state, local and regional communities through advancement of its research endeavors required to tackle intractable problems of the 21st century.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Our dynamic academic program portfolio effectively attracts, retains, and graduates a diverse student body, including undergraduate, graduate, and transfer students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Goal: Shared Governance									
Academic Affairs attracts and retains top faculty and staff talent who value a collaborative working environment and support the mission and values of Western Oregon University.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resources are allocated effectively in Academic Affairs to meet the evolving needs of academic programs and services.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shared governance fosters a culture of trust, respect, and mutual understanding among faculty, staff, students, and administration.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Affairs develops effective programs and services to attract and retains students at Western Oregon University.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goal: Effectiveness & Efficiency									
Students report satisfaction with their experience and report feeling empowered to navigate their academic journey.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Faculty and staff in Academic Affairs report positive job satisfaction, manageable workloads, streamlined processes, and high morale.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduates from Western Oregon University collaborate with peers, faculty, and/or staff on research projects, creative endeavors, and mentorship opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Alignment of Athletic's Strategic Plan with University Strategic Plan: Education. Innovation. Community.									
Goal:	Institutional Sustainability: Enhance the financial stability and sustainability of the institution through strategic financial planning, responsible resource allocation, and innovative revenue-generation initiatives, ensuring long-term resilience and success.		Student Success: Enhance degree completion rates for undergraduate, graduate, and transfer students, through strategic initiatives focused on academic support, streamlined pathways, and the necessary services that ensure timely and successful attainment of their educational goals.		Transformational Diversity: Foster an inclusive educational, living, and work environment, ensuring that students and employees feel a profound sense of belonging and have abundant opportunities for growth and success.		Community Strength: Cultivate and maintain a culture that embraces collaboration, connection, and communication as we build meaningful partnerships with internal and external communities, while enriching the educational experience of our students.		
(outcomes are aligned for the purposes of reporting and assessment)	Western adapts to changes in the higher education landscape and implements strategic responses to emerging trends.	Streamlined and efficient processes enhance teaching methods, research capabilities, resource allocation, and administrative efficiency.	Students are supported in a way that fosters satisfaction, belonging, engagement, and empowerment.	Students complete their educational goals and develop a lifelong learning mindset, preparing them for continuous education and professional development throughout their careers.	The overall quality and richness of the Western community is enhanced by diverse and talented students and employees.	Western establishes positive, collaborative, and accessible learning and working environments that promote creativity, innovation, and effective teamwork.	Students feel connected to a larger community and see the real-world relevance of their academic pursuits.	The Western Oregon University community and community partners work with a sense of shared interest and mutual benefit, navigating external factors, such as economic shifts, policy changes, and global events, with a proactive and adaptive approach.	
Goal: Business Operations									
1-Develop accurate budgets for each sport and area.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-Monitor and track all expenses within the department.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-Share budget and tracking information with coaches and area heads.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4-Assist with scheduling and travel arrangements for each team.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goal: Academic and Life Skills									
1-Provide academic support and resources.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2- Encourage community engagement and participation in SAAC.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3- Provide career counseling opportunities on campus.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4- Adhere to the DII philosophy of life in the balance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5- Continue to increase our Graduation Rate (GR) and Academic Success Rate (ASR).	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goal: Athletics Operation and Compliance									
1- Provide our student-athletes with high quality coaching and competitive opportunities in each sport.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2- Create an entertaining and safe game day environment for students, community members and visiting teams.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3- Support a functioning compliance and athletics operation staff through professional development opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4- Provide staff with the tools and resources needed to thrive and be successful.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5- Establish and maintain an inclusive culture and environment for our student-athletes and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Goal: Team performance									
1- Provide high quality care within the Athletic Training Center (reduce ATC to SA ratio).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2- Empower student-athletes to engage in healthy habits (sleep, nutrition, social life).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-Provide mental health resources and services.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4- Enhance the strength & conditioning center.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Goal 1: Holistic Student Development									
1.1. Implement dimensions of wellness and readiness into our services to contribute to the holistic development of students in preparation for life after WOU	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2. Develop and implement comprehensive support programs that foster growth and address individual student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3. Enhance talent development through mentorship and coaching programs to help students identify and cultivate their talents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goal 2: Student Engagement									
2.1. Create opportunities for students to develop leadership skills	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2. Create student-centered spaces	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3. Enhance and grow student involvement in co-curricular and extracurricular activities and campus events	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Goal 3: Transformational Diversity									
3.1. Promote intentional student experiences and learning environments that foster a sense of inclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3.2. Create and enforce policies that ensure a respectful and inclusive campus culture	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3.3. Empower students from all backgrounds to participate in student leadership, governance, and decision making processes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Goal 4: Organizational Investment									
4.1. Attract and retain talent, including student and professional staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2. Focus on continuous professional growth and skill development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4.3. Effectively optimize human and financial resources to support student success	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Academic Affairs ASAC/Board of Trustee Report
 February 2025
 Jose E. Coll, Provost & Vice President of Academic Affairs

Continuous: Academic Affairs Strategic Plan:

The strategic plan for academic affairs centers on teaching excellence, shared governance, effectiveness.:

I. Excellence in Teaching & Learning

Outcome: Graduates realize a range of transferable skills and knowledge that position them to be competitive in the job market and succeed regardless of their chosen career path.

Alignment with Education. Innovation. Community.

University Goal	Associated Outcome
Student Success	Students complete their educational goals and develop a lifelong learning mindset
Community Strength	Students feel connected to a larger community and see the real-world relevance of their academic pursuits.

II. Shared Governance

Outcome: Academic Affairs attracts and retains top faculty and staff talent who value a collaborative working environment and support the mission and values of Western Oregon University.

Alignment with Education. Innovation. Community.

University Goal	Associated Outcome
Institutional Sustainability	Western adapts to changes in the higher education landscape and implements strategic responses to emerging trends.
Transformational Diversity	Western establishes positive, collaborative, and accessible learning and working environments that promote creativity, innovation, and effective teamwork.

III. Effectiveness & Efficiency

Outcome: Students report satisfaction with their experience and report feeling empowered to navigate their academic journey.

Alignment with Education. Innovation. Community.

University Goal	Associated Outcome
Student Success	Students are supported in a way that fosters satisfaction, belonging, engagement, and empowerment.
Community Strength	Students feel connected to a larger community and see the real-world relevance of their academic pursuits.

Updates: Administrative Searches

Key positions within Academic Affairs are being filled, with target start dates between January and June 2025:

- **Director of Admissions:** Filled (start date January 22, 2025)
- **Dean of Graduate Studies and Sponsored Research:** Search paused due strategic restructure.
- **Dean of the College of Liberal Arts and Sciences:** Candidate visits scheduled for March.
- **Director, Honors Program:** Candidate visits scheduled for the first week of March.
- **Dean of the College of Education:** Search underway.

Enrollment Management & Retention

- **Applications for Fall 2025:** Up 30% year-over-year; admits up 37%, largely due to the implementation of the CommonApp. The focus is on maximizing yield through improved communications and promoting FAFSA/ORSAA submission.
- **Enrollment Fee:** Fully implemented to better assess the size of the incoming class, with data expected in the Spring term.
- **College Possible Oregon Partnership:** A new partnership aimed at increasing the enrollment of College Possible students, with a goal of doubling enrollment for Fall 2025.
- **Persistence Rates:** Preliminary data shows a 4% increase in term-to-term persistence for the Fall 2024 cohort, with 93% of students returning for Winter.
- **Enrollment Restructure:** Graduate admissions now report to the Assistant Provost for Enrollment Management, creating better alignment of enrollment initiatives and strategic plans.

Continuous Improvements and Academic Effectiveness

Title III Strengthening Institutions Program (SIP) Grant

Western Oregon University's retention efforts are supported by the Title III grant, focusing on first-time student retention and closing equity gaps. Key activities include:

- **Wolf Experience Survey & NSSE:** Data collection for informed decision-making.
- **First-Year Experience (FYE) Enhancement:** Improvement of First-Year Seminars (FYS) and faculty training.
- **Faculty Development:** Expanding Center for Teaching & Learning programs to include inclusive pedagogies and redesigning high-priority courses.
- **Advising & Degree Path Clarity:** Use of EAB Navigate for predictive analytics and creating detailed academic maps for students.
- **Career Readiness:** Developing career readiness modules and courses integrated into academic programs, with stronger partnerships between faculty and employers.

Sponsored Projects

Western Oregon University received a **\$2 million grant** for the **Future Ready Oregon Project**, focusing on bilingual behavioral health initiatives. This project is led by Principal Investigator Dr.

Rob Winningham and involves multiple campus units.

OMB Memo Impact on Grants

Western Oregon University has over 150 employees funded by federal grants, and the recent OMB memo has heightened awareness of potential vulnerabilities in grant management. While a federal judge issued a temporary restraining order preventing the freezing of payments, improvements are underway in our grant invoicing systems to align with best practices.

Library and Academic Innovations

Transition to Center for Teaching and Learning (CTL)

CTL has launched a **Foundation of Online Teaching course** for faculty who will be teaching online starting in Fall 2025. Positive feedback has been received, and continuous improvements are being made.

Library Speaker Series

Anna Nasset, author of *Now I Speak: From Stalked to Standing Up*, spoke at the Hamersly Library, which continues to serve as a center for academic community engagement.

Academic Affairs Challenges & Opportunities

- **Statewide Educational Challenges:** Oregon faces significant deficits in reading and math proficiency for 4th and 8th graders, leading to the admission of students who may lack the academic preparation necessary for college success. Academic Affairs is exploring collaborative models with partnering institutions to address this challenge.
- **Small Program Support:** Western and Southern Oregon University (SOU) are testing a **dual regional enrollment model** to support students in small majors. This initiative will allow students to complete their degrees while addressing low-enrollment courses. The **Chemistry program** will pilot this model in Fall 2025, with hopes to expand into a regional Memorandum of Understanding (MOU) with other institutions.

Academic and Student Affairs Committee (ASAC) Report - February 2025 Student Affairs Report

I am pleased to share with you an update on the activities and achievements within Student Affairs over the past several months. Our departments have been coordinating important initiatives aimed at supporting our students, enhancing campus services, and improving the overall student experience at Western Oregon University. Additionally, each unit within the division is working on their departmental strategic plans, with a goal to complete their plans by the end of Winter term 2025. Below are key highlights from some of the areas of Student Affairs.

Campus Dining

Campus Dining conducted an RFP process during Fall term to seek a vendor for the Pouring Rights contract. WOU has enjoyed a long term relationship with Pepsi-Cola and following the RFP process, Coca-Cola Swire was awarded the contract. The transition as our fountain and bottled drink beverage provider was successfully completed without significant issues. This change is already having a positive impact on campus. Additionally, Fall term Campus Dining introduced a card swipe meal plan, which is helping to address food insecurity among students. This initiative has been met with positive feedback and is making a tangible difference in providing access to meals for students in need.

Center for Professional Pathways (CPP)

The Center for Professional Pathways (CPP) has recently moved to the newly established Student Success Center, providing an enhanced and centralized location for students seeking career readiness services.

CPP is actively participating in the Title III Grant project, which focuses on improving career preparedness among students by offering targeted support and guidance. This project aligns with our broader efforts to ensure students are well-equipped for their post-graduation careers.

Child Development Center (CDC)

The Child Development Center (CDC) is thriving, maintaining full enrollment with 41 children and employing 17 WOU students part-time. The CDC recently completed their staffing efforts by hiring a new full-time professional staff member, bringing the CDC closer to our pre-COVID staffing levels. To further improve our facilities, we are actively applying for new grants to enhance our outdoor space, providing a more dynamic environment for the children and campus community.

Disability Access Services (DAS)

Disability Access Services (DAS), formerly known as the Office of Disability Services (ODS), has undergone a successful transition, moving to the new Student Success Center over winter break, and updating its department name and mission to better align with the values and goals of the university. DAS continues to be at the forefront of implementing Universal Design practices, which benefit all students, not just those registered with the department. One example of this is the pilot program for a new note-taking software system that will eventually be available to all students, helping to improve accessibility across the campus.

Academic and Student Affairs Committee (ASAC) Report - February 2025 Student Affairs Report

Financial Aid

The Financial Aid Office has begun processing applications for the 2025-2026 academic year, with FAFSA applications starting to load into Banner on January 8, 2025. They are also promoting the WOU General Scholarship and seeking scholarship reviewers.

It's important to recognize the financial aid staff for their outstanding work during the challenging 2023-2024 and 2024-2025 academic years. The implementation of the Banner Financial Aid system and the complications arising from the FAFSA Simplification Act created significant delays and confusion. Despite these challenges, the Financial Aid staff demonstrated incredible perseverance, working long hours and putting in tremendous effort to ensure that most students were processed in a compressed time frame of just three months.

Although some challenges remain with the FAFSA Simplification Act for the 2024-2025 year, Financial Aid is seeing improvements and faster processing times.

New Student & Family Programs (NSFP)

New Student & Family Programs (NSFP) is gearing up for the return of Family Weekend, scheduled for February 28 through March 2, 2025. As of January 16, there are 79 adult participants, 38 WOU students, and 7 children registered for the event. Thanks to a generous sponsorship from the Foundation, they are able to offer discounted tickets to families who might not otherwise be able to afford this experience.

NSFP's Winter Welcome program (orientation for incoming students) has supported 50% of incoming Winter 2025 students through outreach via phone, text, and email. Although the number of students attending in-person orientation was smaller than expected, a portion of those who couldn't attend in person have connected the department virtually.

We are awaiting the Week 4 census data to better assess how Destination Western students are progressing at WOU.

NSFP is also facilitating the Leadership Common Application process for student leadership positions, including Peer Advisors, WOU Crew, Campus Ambassadors, and Resident Assistants. As of January 16, 102 applications have been submitted, streamlining the selection process and making it more accessible to students.

Student Conduct

The Office of Student Conduct is preparing to attend and present at the Association of Student Conduct Administration's annual conference at the beginning of February. This will be an opportunity for our staff to showcase WOU's student conduct practices and learn from other institutions in the field, further enhancing our efforts to foster a positive campus community.

Student Engagement

In support of the Division of Student Affairs' strategic plan regarding leadership development, the Student Engagement team is supporting several students in attending the PSU Leadership Conference on February 6, 2025. This conference provides valuable leadership development opportunities and networking for our student leaders.

Academic and Student Affairs Committee (ASAC) Report - February 2025 Student Affairs Report

Student Engagement conducted a major policy overhaul relative to the campus reservation process. They rolled out the updated Facilities Reservation Policy, streamlining the process for student groups reserving campus spaces, making it easier for them to engage in campus activities.

Student Media

WOU's student-run media outlets continue to thrive. *The Western Howl*, our award-winning weekly newspaper, has sparked discussions about producing a special edition to commemorate its 100-year anniversary in 2023. KWOU, our student-run internet radio station, is gaining popularity, offering a variety of student-led programs, interviews, and specials. The Northwest Passage, WOU's literary and arts publication, continues to provide students with a platform to showcase their creativity. Furthermore, the Pawdcast studio is now operational, allowing students to share authentic thoughts and ideas with the wider community. Student Media has also received a \$6,500 grant to fund the Spanish translation of *The Howl* through November 2025, expanding the reach of our publication to a more diverse audience.

University Housing

Currently, 864 students live on campus, a 6% decrease from the previous year. While new incoming student applications are down by 32% from last year and 48% from two years ago, Housing anticipates that the changes in enrollment fees and communication plans are contributing factors.

It's important to recognize our Residence Hall Student Leaders, including Resident Assistants and the Residence Hall Association Executive Board. These 36 student leaders have excelled academically, maintaining an average GPA of 3.5 in Fall 2024. They play an essential role in creating community in the residence halls, mediating roommate conflicts, supporting mental health needs, and helping students navigate campus resources.

Upward Bound (TRIO UB)

Governor Tina Kotek has officially [signed a proclamation](#) declaring February 28, 2025, as Oregon TRIO Day, recognizing the positive impact of TRIO programs on students across the state.

Upward Bound held a successful FAFSA Completion and Financial Literacy workshop for 12th-grade students and their parents, with significantly fewer technical issues than in previous years.

Veterans Resource Center (VRC)

The Veterans Resource Center (VRC) is back in full swing with a newly renovated space in the Werner University Center and experiencing noticeably increased engagement from students during the Winter term, including seeing more students spending time in the VRC, reflecting its growing importance as a resource.

**Academic and Student Affairs Committee (ASAC) Report - February 2025
Student Affairs Report**

In partnership with Student Engagement and Campus Recreation, the VRC is hosting a Military Community Yoga Series, which will run on January 30, February 13, and February 27, 2025. These events, open to the greater community at no cost, are designed to promote wellness within our military-connected student population.

Wolfstore

An RFP process was initiated late Fall term to seek interested parties for Bookstore Management Services. The process should be completed by the end of February and a path going forward for Bookstore management will be announced.

Student Affairs is incredibly proud of the ongoing work and initiatives within Student Affairs, as we continue to support and engage our students in meaningful ways. Thank you for your continued support of our efforts.