AD HOC SELF EVALUATION REPORT

Submitted to Northwest Commission on Colleges and Universities

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RESPONSE TO SPRING 2016, YEAR SEVEN RECOMMENDATIONS, AS REQUESTED BY THE COMMISSION

BACKGROUND

This ad hoc report is submitted in response to the July 14, 2016 letter from the Northwest Commission on Colleges and Universities (NWCCU) regarding the seventh year review of Western Oregon University (WOU) in April 2016. The commission issued a *Notice of Concern* and identified seven recommendations in the spring 2016 Year Seven Peer-Evaluation Report.

In March 2017, WOU submitted its Year One *Mission and Core Themes* Report, which also addressed recommendations 1, 2, and 3 of the Year Seven Peer-Evaluation Report. Additionally, WOU submitted substantive change documentation related to a mission and core themes change. WOU submitted the latter to NWCCU after approval of the new mission for WOU by the Oregon Higher Education Coordinating Commission in April 2017.

We are pleased to have received the July 31, 2017, letter from the commission notifying us of approval of our new mission and core themes. This affirmation by NWCCU is encouraging and supports the work we have engaged in since our accreditation visit in April 2016.

WOU also received a July 24, 2017, letter from the commission regarding our Year One *Mission and Core Themes* Report, which was submitted in March 2017. The letter states that the commission deferred action on the Year One Report. In discussion with NWCCU staff, this decision was based, in large measure, on the fact that WOU's substantive change application for establishing a new mission and core themes was pending. As noted above, the commission has subsequently approved the substantive change request. Moreover, WOU has been requested to resubmit its Year One *Mission and Core Themes* Report in the upcoming March 2018 report.

WOU is pleased to submit this ad hoc report that addresses recommendations 4, 6, and 7 as directed in the commission's July 14, 2016, letter. However, given the interrelated nature of recommendations 4, 6, and 7 with recommendations 1, 2, and 3 included in our March 1, 2017, Year One *Mission and Core Themes* Report, we believe that this ad hoc report should be read in conjunction with WOU's 2017 Year One Report. We believe this will enable the reviewers to have a full context of the work that has been accomplished during the past year, some of which is touched upon in our responses in this report.

We appreciate NWCCU's efforts to provide a timeframe that is consistent with the required report to the Department of Education concerning the *Notice of Concern* contained in the July 14, 2016, decision letter.

INTRODUCTION

In March 2017, WOU submitted a Year One *Mission and Core Themes* Report and responses to Recommendations 1, 2 and 3 from our 2016 Year Seven Review. In this September 2017 Ad Hoc Report, we address three additional recommendations – Recommendations 4, 6 and 7 – that the commission cited as areas of concern:

- Recommendation 4: The evaluation committee recommends that the institution establish student learning outcomes for all courses, programs and degrees, including general education, wherever offered and however delivered that are meaningful, assessable and verifiable and are consistent with the mission (Eligibility Requirement 22; Standard 2.C.1, 2.C.2, 2.C.4, 2.C.5, and 2.C.10).

- Recommendation 6: The evaluation committee recommends that the institution design and implement an ongoing planning and budgeting process that is broad based, inclusive of all appropriate constituencies, data driven, includes core theme planning and leads to mission fulfillment (Eligibility Requirement 23; Standards 2.F.3, 3.A.1-4, and 3.B.1-3).

- Recommendation 7: The evaluation committee recommends that the institution engage in comprehensive, ongoing, systematic assessment that leads to mission fulfillment through the evaluation of core theme objectives and support of continuous improvement (Eligibility Requirement 23; Standards 4.A.1-6, 4.B.1-2, 5.A.1-2, and 5.B.1).

Since receiving the commission's letter of July 14, 2016, WOU's leadership has taken substantive action to ensure that WOU is on track to fully meet the commission's criteria for accreditation by the time of our mid-cycle review, scheduled for 2019.

Western reviewed its progress on each of the three recommendations, one component at a time, and appraised it using a four-level scale. To make best use of this formative appraisal, we allowed for features to fall *between* two levels.

- *Initial* = Minimal or no evidence of the practice or feature
- *Emerging* = Evidence of intermittent practice or feature; practices or features for which a plan for regularization has been recently adopted and is now being implemented are also included here, though we view these as further along in development than intermittent practices or features.
- *Developed* = Evidence of regularized practice or feature, following a plan
- *Highly Developed* = Evidence of wide-spread, multi-year use of a regularized practice

RECOMMENDATION 4: STUDENT LEARNING OUTCOMES

The evaluation committee recommends that the institution establish student learning outcomes for all courses, programs and degrees, including general education, wherever offered and however delivered that are meaningful, assessable and verifiable and are consistent with the mission.

Work in response to this recommendation broadly supports WOU's core theme of Academic Excellence, specifically:

Objective 1: WOU demonstrates alignment across course, program and university learning outcomes, with evidence of mission fulfillment by January 2018. [Note: Alignment is a mechanism for ensuring our work is meaningfully connected to our stated mission and program objectives.]

Objective 2: Academic and co-curricular programs are responsive to the evolving needs of students, with evidence of mission fulfillment being the completion of academic program reviews for all programs by 2023. [Note: Program review is a mechanism for reflecting on the design and success of programs with the help of outside disciplinary experts, and planning for long-term evolution and improvement.]

In response to this recommendation, WOU established and staffed an Office of Academic Effectiveness and undertook a university-wide effort to align curriculum with university and program learning outcomes, regularize the assessment of student learning, and established a formal academic program review process – all to enhance continuous improvement of academic programs.

Establish Student Learning Outcomes

Courses

The inclusion of course goals on syllabi has been a long-standing practice in a number of WOU programs. In 2016-17, Western integrated information on student learning outcomes (we call them course goals) into the Faculty Senate's curriculum management system. Course goals for 95 percent of general education courses were submitted and integrated; course goals for approximately 90 percent of all other courses taught in the past year were submitted and integrated. Course goals, along with other course information, are published here[1], as well as on the course syllabus. Course goals are shared by all faculty who teach the course, and the process of collecting course goals generated useful information about the purpose of courses and their places in the broader curriculum.

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[1]http://www.wou.edu/include_files/iframe_apps/facultysenate/curriculum/forms/course_goals.php

We are developing an optional syllabus template that is automatically populated with information from our curriculum system, including course goals. In this way, when faculty teach a course, they can access the program's agreed-upon goals for the course. Instructors are free to add additional course goals and to pursue course goals they deem most appropriate. Changes to core course goals (i.e., those in the curriculum system) are managed through the curriculum system: Faculty with responsibility for the course will submit proposed changes in course goals, and changes are effective when approved by department heads.

Overall we appraise our current status as *Emerging.* Our work in the last year has allowed us to integrate course goals into our university's curriculum database and make that information publicly available. While we have student learning outcomes (SLOs) for the vast majority of courses (except varying topics and individualized learning), we also need to verify that *these* course goals appear on syllabi distributed to students.

See Appendix 1 for a summary of our self-evaluations on each component of the recommendations.

Programs

All academic programs (majors, certificate programs) have published program learning outcomes[2]. Learning outcomes for programs are also available on the website[3] where course goals can be found. The faculty has made significant progress in establishing program learning outcomes that are meaningful and assessable. Each program usually has three program outcomes that are determined by the faculty responsible for delivery of the program. Assessment of these outcomes is well under way for most programs, yet for some programs, this effort is in the beginning phases.

Overall, we appraise our current status as *Developed*. All programs have meaningful and assessable learning outcomes that are accessible to faculty, current and prospective students, or any other interested constituent, both online and in the university catalog. We expect ongoing refinement of these outcomes as our faculty becomes more experienced with assessment and their understanding of their students' learning evolves.

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[2]http://www.wou.edu/academic-effectiveness/academic-program-learning-outcomes/
[3]http://www.wou.edu/include_files/iframe_apps/facultysenate/curriculum/forms/course_goals.php

Degrees

WOU offers bachelor's and master's degrees and has identified institution-wide learning outcomes at each level. The university also offers a limited number of associate degrees nested inside 2+2 transfer articulation agreements with several partner Chinese universities.

Faculty Senate approved Undergraduate Learning Outcomes (ULOs) – all of the American Association of Colleges and Universities (AAC&Us) Liberal Education and America's Promise (LEAP) Essential Outcomes – in fall 2014. In summer 2016, a team of faculty and administrators attended the AAC&U Institute for General Education and Assessment where the team was advised to focus on a *subset* of the LEAP outcomes in order to more effectively use assessment to improve student learning. In September 2016, five focal ULOs were identified after analyzing: (1) Undergraduate program learning[4] outcomes and their alignment to the LEAP outcomes; (2) alignment between assignments[5] in general education courses and the LEAP outcomes; and (3) a survey of more than 150 faculty[6] regarding their priorities for the skills WOU students should graduate with. WOU's focal ULOs are Written Communication, Quantitative Literacy, Diversity (an outcome in need of further refinement), Inquiry & Analysis (applied Critical Thinking) and Integrative Learning. We are using LEAP Value Rubrics to assess student achievement of these outcomes.

Graduate programs also have institution-wide learning outcomes, drawn from the Lumina Foundation's Degree Qualifications Profile. The Graduate Assessment Work Group, a set of faculty representing a variety of WOU graduate programs, identified Writing, Analytic Inquiry and Applied & Collaborative Learning as graduate learning outcomes (GLOs) for assessment during the next three years.

While we have identified degree learning outcomes that reflect our mission and educational role for the state of Oregon, we continue to refine the alignment between "degree learning outcomes" and curricular structure. We offer several bachelor's degrees (e.g., Bachelor of Science, Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Applied Baccalaureate), each with distinct curricular requirements for general education, other university requirements and minors (see Appendix 2). These requirements, along with how the degrees relate to one other, are the product of incremental adjustments to the curriculum over many years. Over time, however, the once-clear articulation of the overall purpose of the curriculum as it relates to student learning outcomes has eroded. In addition, the complexity of the curriculum poses challenges for our students: It is fragmented; its complex rules render it difficult for

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[4] http://www.wou.edu/cai/files/2016/02/Website-Prevalence-of-perceived-alignment-with-UNDERGRADUATE-PROGRAM-OUTCOMES.pdf
[5] http://www.wou.edu/cai/files/2016/02/Website-Prevalence-of-alignment-in-general-education.pdf
[6] http://www.wou.edu/cai/files/2016/02/Website-Results-of-poll-of-faculty-regarding-which-outcomes-they-would-most-strongly-advocate-for.pdf

students and faculty advisers to navigate and, when all of its pieces are taken together, credits add up without intentional synthesis and integration of the learning experience. WOU is presently undergoing a revision of our overall curricular structure (see Appendix 2), including a revision of our general education program (see next section). This faculty-led process will result in a more purposeful, cohesive and streamlined curriculum for undergraduate degrees, one that will be oriented around the needs of our most important constituents: our students. This work is integrally tied to addressing Objective 2 of our Student Success core theme: "Programs can be completed in a timely and efficient manner" and fulfills a stated mandate in the university's new strategic plan.

Overall, we appraise our current status as *Emerging*. We have identified undergraduate and graduate learning outcomes that allow us to focus and assess student learning across programs, and work is under way to align our degree program elements with the learning outcomes of our degrees.

General Education

In summer 2017, Faculty Senate adopted general education outcomes[7]. WOU embarked on a project to redesign general education[8] with these outcomes and the needs of our students for clear and streamlined paths to graduation, in mind. This work is ongoing. A task force[9] of 13 faculty members representing all academic divisions worked in summer 2017 to develop a new structure for general education. The task force is co-chaired by a faculty leader and the provost. Its goal is to present a general education model in fall 2017 that would achieve our approved goals and serve as a foundation for programs to build upon in achieving our undergraduate learning outcomes.

Overall, we appraise our current status as between *Initial* and *Emerging,* with plans developing. Our general education outcomes are new, and we are in the process of redesigning general education to align with these outcomes.

Student Learning Outcomes that are Meaningful and Consistent with Mission, Assessable, Verifiable and Published

Meaningful and Consistent with Mission

We define meaningful outcomes as aligned to something larger we value – i.e., course goals may align with program outcomes, ULOs or external standards. WOU's mission is to create lasting opportunities for student success through transformative education and personal support. WOU draws upon the AAC&U LEAP Essential Learning Outcomes

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[7]http://www.wou.edu/facultysenate/files/2017/07/GETFRecommendationonMissionandOutcomes_07.06.17.pdf
[8]http://www.wou.edu/facultysenate/files/2017/04/General-Education-Task-Force-4.20.17.pdf
[9]http://www.wou.edu/cai/initiatives/general-education-task-force/

for our undergraduates. We draw upon learning outcomes from the Lumina Foundation's Degree Qualifications Profile for our graduate students, institution-wide. We provide our undergraduate and graduate students with a learning environment that balances disciplinary specialization with broader skills of a liberal education (e.g., communication, critical thinking, transfer of knowledge) that serve our graduates well no matter what directions they go. Through a campus-wide project in 2016-17, we collected information on the alignment of our academic programs with our graduate or undergraduate learning outcomes (as appropriate), and the alignment of all courses with ULOs or GLOs as well as program learning outcomes. Alignments for programs and courses are [here](10), where faculty, students and the public can review them. Through this process, we ensure that our learning outcomes are consistent with our mission.

The data on course, program and ULO/GLO alignment is being used to generate curriculum maps to help programs visualize how their courses do or do not support overall program goals and where they may have gaps or unmet needs. Curriculum maps can guide curricular revision to better serve the learning needs of our students.

The current general education program courses are aligned with undergraduate learning outcomes. As noted in the preceding section, the general education task force will align the general education outcomes with the undergraduate learning outcomes and core themes. At this juncture, our newly adopted general education outcomes align nicely with our undergraduate learning outcomes, allowing general education to form the foundation of the WOU experience. However, we need to align general education courses with the newly adopted general education learning outcomes when the revised curricular structure is finalized.

Overall, we appraise our current status as between *Emerging* and *Developed*. The alignment of curriculum is under way at WOU and is strengthening the cohesiveness of our programs and degrees.

Assessable

We define assessable outcomes as measurable, either directly, if the goal/outcome is stated specifically enough *or*... indirectly, through a preponderance of evidence that points to the achievement of a more abstract goal. Over time, an increasing proportion of our faculty has demonstrated an understanding of this concept: The goals and outcomes established are predominantly assessable in that they refer to that which is observable in our students' work. The alignment process served double-duty by also providing a context to revisit the degree to which existing course, program and degree outcomes are assessable and remind our faculty what this entails.

WOU will continue to improve by: (1) offering assignment design workshops and one-on-one coaching on assignment design to help faculty strengthen the opportunities for

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[10] http://www.wou.edu/include_files/iframe_apps/facultysenate/curriculum/forms/course_goals.php

students to demonstrate competency in authentic situations; (2) disaggregating compound or complex goals and outcomes, and (3) encouraging all faculty to link course-based assessments to learning outcomes in transparent ways.

Overall, we appraise our current status as *Emerging*. Although we demonstrate understanding of what an assessable outcome is, we have more work to do to untangle more complex outcomes and link them with well-designed, authentic assessment tools.

Verifiable

We define verifiable outcomes as having these qualities: Student demonstrates achievement, reasonable inter-rater reliability, evidence retained. In our assessment work with faculty, we focus on embedded assessments – using student work samples from appropriately located courses to assess not just student achievement of course outcomes but also ULOs, GLOs and program outcomes. Checks for inter-rater reliability are not common in the assessment of program learning outcomes, and we are focusing more attention on such practices.

Institution-wide assessment of GLOs and ULOs is built on a model of professional learning communities (PLCs) of faculty with a shared interest in a particular student learning outcome. In PLCs, faculty representatives convene to calibrate the group's expectations of student work to clearly articulated standards. They then review and discuss student work and evidence of learning, and strategize how to improve student achievement. PLCs allow for multiple faculty to review a body of student work and reach consensus on student achievement. Some of our academic programs also use the formal PLC model or convene informal groups of faculty that fill the function of PLCs for assessment.

As we involve more faculty in institution-wide assessment, we expect that the PLC model and understanding of its advantages (e.g., peer collegiality, opportunities for learning from each other) will spread to more programs. In addition, institutional presentations about program assessment remind faculty about the value of undertaking assessment as a group activity; the PLC model for assessment encourages faculty to view assessment as rewarding collaborative work rather than a required, solitary task undertaken alone.

Many programs retain student work locally. Starting in 2017-18, we have contracted with Task Stream/TK20 to implement software that integrates assessment efforts in all parts and at all levels of the university. This technological support will facilitate aspects of assessment related to verifiability, especially the archiving of student work, cross-scoring of student work and the analysis of inter-rater reliability.

Overall, we appraise our current status as *Emerging*. We have started on each of the three aspects of verifiability, and expect to make significant progress as our plan for assessment is more fully implemented.

Published

Course goals are provided to students on the course syllabus and are also available to our entire community and the public on the WOU website[11]. The linked database is updated automatically whenever course changes are approved through our Faculty Senate curriculum review system. Program outcomes also are published on the WOU website[12] and in our course catalog, as well as in the course goal tool. As we move forward, we will work with programs to feature their program outcomes prominently on their program information webpages and marketing materials.

Overall, we appraise our current status as *Developed*. Course goals, program outcomes, and degree outcomes are published publicly in sustainable ways.

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Additional Areas in the Eligibility Requirements/Standards:

Quality and Quality Assurance

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Student learning outcomes are our curricular building blocks. We conclude this response to Recommendation 4 with updates on two quality-related processes to which our learning outcomes are integral: assessment and academic program review.
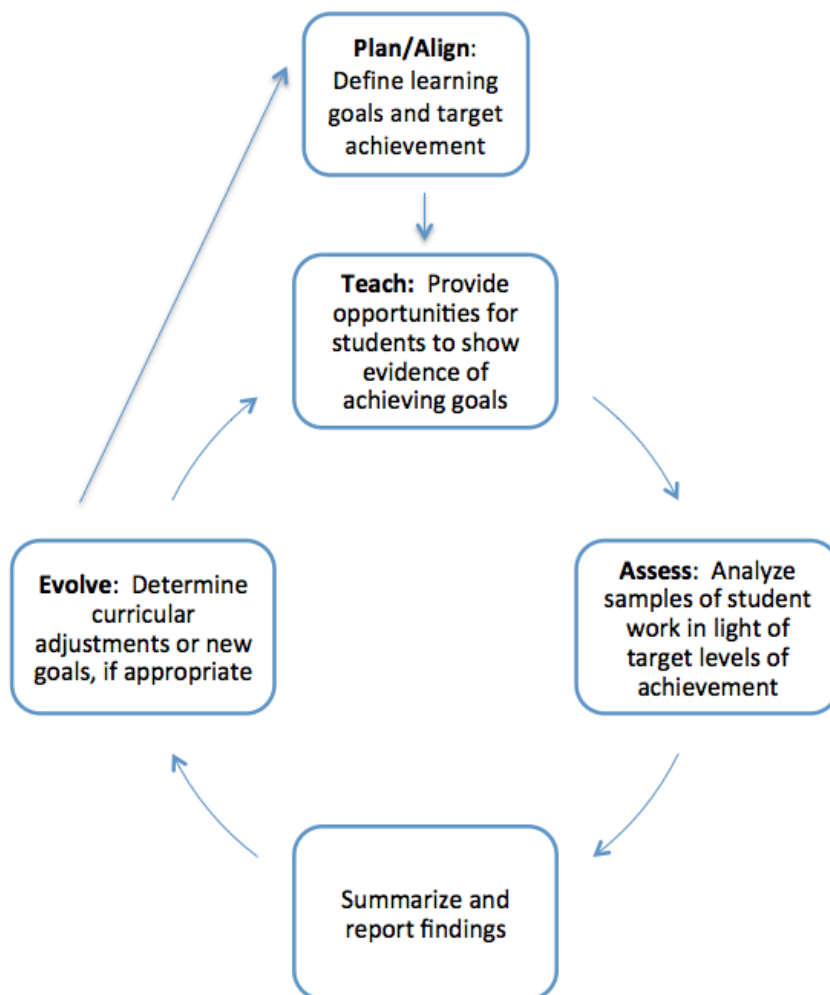
Assessment

NWCCU standards require that "faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes" (2.C.5) and that "(p)lanning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services" (3.B.3). These standards inform WOU's recursive process of academic effectiveness: curricular alignment (planning and coordination of teaching), assessment (study of student learning) and evolution (improvement) to ensure that expectations of students are clear, learning is on track, and we have a process for identifying areas for improvement and making curricular adjustments as needed (see Figure 1). Academic effectiveness is treated as integral to the faculty's work in teaching.

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[11]http://www.wou.edu/include_files/iframe_apps/facultysenate/curriculum/forms/course_goals.php

[12]http://www.wou.edu/academic-effectiveness/academic-program-learning-outcomes/

Figure 1: Align, Assess, Evolve – A General Process

Plan/Align: Define learning goals and target achievement

Teach: Provide opportunities for students to show evidence of achieving goals

Assess: Analyze samples of student work in light of target levels of achievement

Summarize and report findings

Evolve: Determine curricular adjustments or new goals, if appropriate

Faculty lead assessment, primarily using the model of professional learning communities within or across disciplines as appropriate, and are supported by administrative staff in the Office of Academic Effectiveness[13]. The overall plan for Academic Effectiveness is published on the WOU website[14]; the plan covers ULOs, GLOs and WOU's general process for program-level assessment of learning outcomes. Plans and reports for specific academic programs can be found on the WOU website[15].

We have published timelines for assessment of:
- Undergraduate[16] Learning Outcomes

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[13] http://www.wou.edu/academic-effectiveness/

[14] http://www.wou.edu/academic-effectiveness/files/2017/08/AcademicEffectivenessPlan-vSummer2017.pdf

[15] http://www.wou.edu/academic-effectiveness/academic-program-assessment/

[16] http://www.wou.edu/academic-effectiveness/files/2017/05/General-education-align-assess-improve-timeline-1.pdf

- [Graduate](#)[17] Learning Outcomes
- [Academic programs](#)[18] (majors)

Our externally accredited programs (e.g., teacher education) have a long-standing history of assessment while unaccredited academic programs vary in the consistency of their assessment activities. All academic programs are expected to engage annually in assessment and reporting of program learning outcomes. By summer 2017, nearly two-thirds of academic programs had posted assessment plans, and more than half had submitted assessment reports in the past two years.

In 2016-17, university-wide faculty Professional Learning Communities convened to assess Quantitative Literacy (ULO) and Writing (GLO). Reports of their work may be found [on the WOU website](#)[19]. Assessment of Analytic Inquiry (GLO) will be completed in early fall 2017

Until recently, our general education has not had assessable outcomes. As a result, we have assessed general education and its courses in light of our undergraduate learning outcomes (ULOs), which are assessable. Our general education program recently adopted assessable student learning outcomes, however, and is in the process of developing a revised general education curriculum designed to achieve these outcomes. This will allow for assessment of general education that directly links to general education outcomes.

We also do not have timelines or plans for the assessment of academic minors. Although historically, academic minors have been a required part of the WOU undergraduate curriculum for most majors, in 2018-19 and as part of a larger curricular restructuring, minors will become optional. Assessment of minors will be included as part of the academic program review process. We also do not have a regularized mechanism to review and improve assessment plans; at this time, administrative staff have annual meetings with faculty who are program coordinators but that meeting does not necessarily result in a formal review of extant practices and plans.

Overall, we appraise our status for quality assurance as between *Emerging* and *Developed*. Assessment and the use of its results in curricular revision have long been intermittent practices at WOU but are well-established in a number of units. Through centralized planning and priority-setting through the Office of Academic Effectiveness, we have made additional progress in disseminating the practice of aligning, assessing and improving to more programs. In addition, the model of Professional Learning Communities to bring faculty together across disciplines was successfully piloted in ULO and GLO assessment in 2016-17, helping establish this as a valuable mechanism for assessment. That said, however, we continue to work towards a curriculum and

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[17] http://www.wou.edu/academic-effectiveness/files/2017/05/Grad-Outcomes-Align-Assess-Improve-timeline-1.pdf

[18] http://www.wou.edu/cai/files/2016/10/Program-align-assess-improve-timeline.pdf

[19] http://www.wou.edu/academic-effectiveness/2016-17-initiatives/

assessment plan for general education, and this remains an area where we project substantial improvement.

Academic Program Review

NWCCU standards on education resources require that "(t)he institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study" (2C1) and that "degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning…" (2C4).

In order to strengthen the university's program review process, WOU adopted an Academic Program Review policy[20]. Commencing in 2017-18, WOU will institute an Academic Program Review process, coordinated by the provost's office, whereby each academic program will undergo external review[21] at least once every seven years. The external review will be preceded by a program self-study[22]. The self-study will include evaluation of all programs "wherever offered and wherever delivered." The self-study and the review provide an opportunity for programs to step back and reflect upon curriculum, assessment results, changes in the field, and shifts in student demographics and needs, as well as the program's contributions to the mission and strategic direction of the university.

Through Academic Program Review, WOU will ensure that our programs (1) remain responsive to external forces, (2) have appropriate content and rigor, (3) demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning, (4) lead to student achievement of program learning outcomes, and (5) have appropriate university resources. Additional supporting documents are linked: general schedule[23] of review activities, frequently asked questions (FAQs)[24].

In regards to quality, we appraise our status as between *Initial* and *Emerging*. We have some accredited programs with externally validated quality, but in the absence of a regular Academic Program Review process, we have not had external validation of quality for the majority of our academic programs. That will change with Academic

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[20] http://www.wou.edu/policycouncil/view-policy/?ppolicyid=1054

[21] http://www.wou.edu/academic-effectiveness/files/2017/08/FINAL-Review-Committee-Guidance-.pdf

[22] http://www.wou.edu/academic-effectiveness/files/2017/08/FINAL-Self-Study-Template.pdf

[23] http://www.wou.edu/academic-effectiveness/files/2017/05/Program-Review-Schedule-of-Review-Activities-2-9-17.pdf

[24] http://www.wou.edu/academic-effectiveness/files/2017/08/FINAL-FAQ-Program-Review-at-WOU.pdf

Program Review, and we look forward to the constructive conversations and program improvement that will follow.

RECOMMENDATION 6: PLANNING AND BUDGETING

The evaluation committee recommends that the institution design and implement an ongoing planning and budgeting process that is broad based, inclusive of all appropriate constituencies, data driven, includes core theme planning and leads to mission fulfillment.

Design and Implement an Ongoing System of Planning and Budgeting

We define planning as (1) choosing and prioritizing goals, (2) devising strategies to achieve goals, (3) aligning resources relative to our priorities, so strategies can be implemented, and (4) monitoring implementation. At its core, a budget is a representation of our priorities. WOU's institutional budgeting process ensures that institutional funds are aligned with the strategic plan and goals relative to the priority we place on those goals. At WOU, planning and budgeting are overseen by a set of interconnected committees.

The **Strategic Planning Committee**, which convened from April 2016 to January 2017, developed our 2017-2023 strategic plan, *Forward Together*. Its work is now complete.

In 2017-2018, the university will launch the **University Council**, composed of all members of President's Cabinet, leaders of the governance groups (faculty, staff and students), and additional representatives from throughout the university including representation from WOU's two unions. The University Council is responsible for determining the degree to which the university is meeting its mission and is engaged in comprehensive, ongoing, systematic assessment that leads to mission fulfillment and continuous improvement (see Appendix 3).

In 2016-17, the university created the **University Budget Committee**, which includes representation from faculty, classified staff, unclassified exempt staff, students and administrators. The UBC makes recommendations to the president before finalizing budget recommendations from the president to the Board of Trustees. Final funding recommendations are expected to have clear linkages to the university's strategic plan (see Appendix 4).

Strategic Planning and Integration of Budgeting and Planning

Between April 2016 and January 2017, President Fuller led an institutional *strategic planning* process that resulted in a new plan for WOU called *Forward Together*[25]. It articulates WOU's mission, vision, values, purpose and institutional priorities. The WOU Board of Trustees unanimously approved[26] the new mission and strategic plan on

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[25] http://www.wou.edu/planning/files/2016/05/Forward-together-booklet-web.pdf
[26] http://www.wou.edu/board/files/2015/10/January-25-2017-Mtg-No-17-Minutes.pdf

January 25, 2017. The Higher Education Coordinating Commission approved[27] the new mission at its April 13, 2017, meeting and NWCCU provided its approval in July 2017. The new mission states:

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

In addition to the mission statement, the new strategic plan articulates five institutional priorities: 1) Student Success, 2) Academic Excellence, 3) Community Engagement, 4) Accountability, and 5) Sustainability and Stewardship. The first two derive directly from our mission and are designated by leadership as core themes for NWCCU accreditation. The remaining priorities are broad operational imperatives that guide how WOU and its members conduct the university's affairs. Our core themes and their objectives are closely aligned with our strategic plan.

With the university-wide strategic plan in place, WOU has the framework to develop strategic plans to align units at all levels with WOU's overall mission and priorities. This work is under way; further detail is provided in the section on broad-based planning and budgeting. In addition, WOU has created an Office of Institutional Research & Effectiveness and hired its director. WOU is now positioned to track the specific, measurable, achievable, relevant and time-bound objectives articulated in our Year One *Mission and Core Themes* Report. More information is provided in the section on data-driven planning and budgeting.

In the past, WOU's annual *budget process* has been largely incremental, with some limited funding tied to special initiatives and enrollment. As a result, base budgets were mostly historical, and it was unclear the extent to which the budget was linked to goals and/or strategic directions of the university. In order to achieve greater budget and planning alignment, WOU's new budgeting process (see Appendix 5) will require each budget unit to review its existing budget for continuation and support of its ongoing activities and responsibilities, and develop new initiatives that must align with the university's strategic plan. The adoption of Task Stream/TK20 software provides the university with the ability to transparently link budget requests to unit and university strategic plans.

This approach allows for reallocation of funding and personnel to support key initiatives, both new and continuing. It curbs "mission creep" by re-evaluating past budgeting commitments and requires justification of spending in accordance with the university's strategic plan. It responds to changing circumstances and allows for a direct link between budgeting and the university's strategic plan.

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[27] http://www.oregon.gov/highered/about/Documents/Commission/COMMISSION/2017/05-May-11-17/1.2 DRAFT Minutes April 2017.pdf

Figure 2

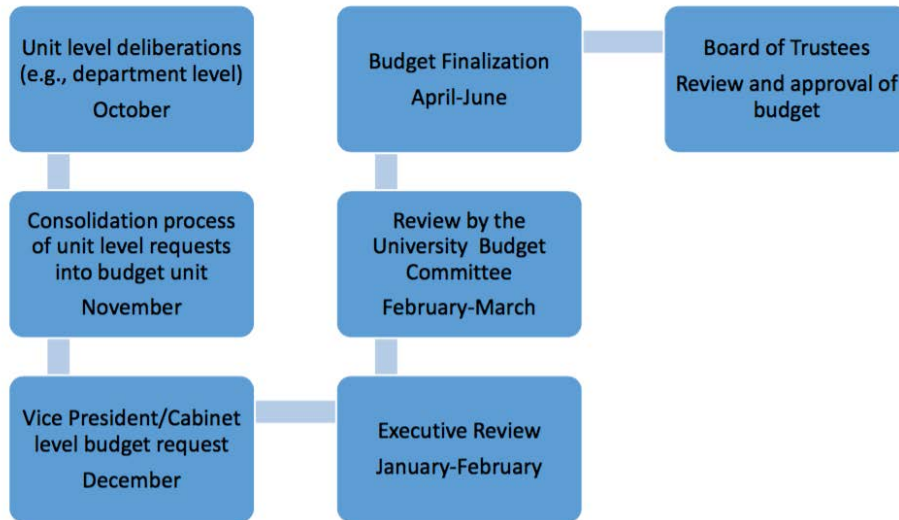Overview and Expected timeline for the Budget Process

Figure 2 summarizes the timeline for the new budget process. A modified and condensed form of this process was undertaken for the first time in spring 2017. Each vice president or Cabinet-level officer provided budget proposals[28]. The proposals were developed on a shortened timeline and, in some units, were initiated in the budget executive's office. The process was framed by a projected $2.9 million budget deficit in 2017-18; budget units made proposals for 5 to 10 percent cuts. The budget proposal form requested information on the proposal's alignment with the university's strategic plan.

After initial review by the President's Cabinet ("Executive Review"), proposals were forwarded to the University Budget Committee for consideration. The committee members reviewed each forwarded proposal and indicated support, no support or concerns needing discussion about the proposed cut. In addition to the charge[29] that decisions be "strongly" linked to the university's 2017-2023 strategic plan, decision criteria emerged from the committee conversation about proposals – sensitivity to layoffs, for example. Objectives related to core themes and mission fulfillment as presented in Year 1 *Mission and Core Themes* Report[30] were not explicitly introduced as decision criteria in this budget cycle. The UBC's recommendations were reported[31] to the Board of Trustees on July 26, 2017.

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[28] http://www.wou.edu/ubc/files/2017/04/WOU-Strategic-Budget-Proposal-for-Institutional-Priorities-FILLABLE-FORM-040717.pdf

[29] http://www.wou.edu/president/files/2017/02/WOU_University_Budget_Committee_final.pdf

[30] http://www.wou.edu/provost/files/2017/02/Feb2017_Year-1_ChapterOne.pdf

[31] http://www.wou.edu/board/files/2015/10/Docket-1-Mtg-No-20-JUL-26-2017-1.pdf

The President's Cabinet will consider these recommendations in setting the final 2017-18 budget to be proposed to the Board of Trustees in October 2017. Enrollment is a key factor in determining the university budget. Final enrollment figures will be used to make adjustments before the budget presentation to the Board of Trustees in October 2017. Although we anticipate that the process in Figure 2 will proceed according to the proposed timeline in the upcoming year, this will require significant adjustments in our timing for setting academic schedules.

We appraise our status in this area as *Developed*. Our strategic plan aligns with our core themes and their objectives and has jumpstarted a longer-term process of integrated planning and budgeting to drive mission fulfillment. Core themes and mission fulfillment have not yet been integrated into the planning process, however, and the full implementation of our new budgeting process will take place in 2017-18.

Ongoing

We define ongoing practices as those with an established pattern of occurrence. Budgeting is a long-standing process at WOU. However, planning and its integration with budgeting is under-developed (see above). That said, WOU has a strategic plan[32] in place, and units have been charged with developing unit-level plans that align with it. Plans are in place to integrate planning and budgeting (see Figure 1), and the plans were executed in a condensed and modified fashion in 2016-17 (see previous section) as we transitioned to the new budgeting system amid funding uncertainties.

We appraise our status regarding the regularity of planning and budgeting as *Developed*. We have completed a first year of implementing our new strategic plan and budgeting system, albeit in modified form. In coming years, the continued implementation of this budget system in support of our strategic plan should move us to a more mature, developed status.

Broad-based, Inclusive and Data-Driven Planning and Budgeting

Broad-based

We define broad-based activities as those that engage units across the university and at all levels of the university. WOU's strategic plan unifies the entire university – Academic Affairs, Advancement/Foundation, Business and Finance, Intercollegiate Athletics, Student Affairs and University Administration – to work toward our core mission of student success through transformative education and personalized support. In that sense, our strategic plan is broad-based and comprehensive.

University Goals (see Appendix 6) for 2017-18 include the development of unit-level strategic plans with measurable outcomes and alignment with the university strategic

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[32] http://www.wou.edu/planning/files/2016/05/Forward-together-booklet-web.pdf

plan. Units will also develop assessment plans to track progress towards unit goals. Strategic plans and associated assessment plans will be completed and begin implementation by spring 2018.

At present, integrated planning and budgeting is an intermittent practice across WOU's campus. Before the charge to develop unit-level strategic plans, no budgetary unit had a written strategic plan, although some departments within budgetary units had developed strategic plans. Those plans were not, however, aligned with a larger university plan. The practice of linking budgeting with the university's strategic plan is progressing; in 2017-18, departments in three of the seven budgetary units referred to specific objectives in the university's strategic plan in their budget requests. As a note, "budgetary units" include: Academic Affairs, Student Affairs, Finance & Administration, University Counsel, Marketing & Communication, Athletics and the WOU Foundation.

In WOU's newly designed budget system, budget review and requests will originate at the department level and be consolidated into unit-level budgets and an institution-wide budget for consideration by the President's Cabinet, the University Budget Committee and ultimately the Board of Trustees. All budget units will participate in this process, and all major new budget requests will be vetted through this process. As noted in a previous section, the budget system was implemented for the first time in 2016-17 in a modified form.

We appraise our current status in this area as *Emerging*, but following a plan. The budget system, including mechanisms for broad-based participation in it, has been designed and was implemented in a modified form in 2016-17. A university-level strategic plan is in place, and units have been charged with developing unit-level strategic plans.

In a subsequent section, we review the criteria of data-driven planning and budgeting, and consider whether that practice is also broad-based.

Inclusive

Inclusive planning and budgeting provide opportunities for input from all relevant constituencies. Under a new system of institutional coordination developed under the guidance of President Fuller, three university-wide committees will oversee WOU's institutional planning and budgeting processes: University Budget Committee (constituted April 2017), University Council (launch in fall 2017) and Academic Technology Advisory Committee (launch in fall 2017). These committees are (or will be) broadly inclusive of relevant constituencies and regularly seek feedback from the campus community regarding priorities, plans and budgets in their areas.

For example, the Strategic Planning Committee[33] included representatives from faculty, students, staff and the community. In addition, this committee offered numerous

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[33] http://www.wou.edu/planning/people/

opportunities to provide feedback on evolving drafts (e.g., town halls, department visits from committee members, online form).

The [University Budget Committee](http://www.wou.edu/ubc/)[34] (UBC) is an advisory group with representatives from faculty, classified staff, unclassified staff, students and administrators. This body is advisory to the president, and the President appoints UBC members based on recommendations from appropriate constituencies. The UBC makes recommendations to the president before finalizing budget recommendations from the president to the Board of Trustees. Final funding recommendations are expected to have clear linkages to the university's strategic plan. Voting members of the UBC serve two-year terms.

- Four faculty members recommended by the Faculty Senate Executive Committee
- Three classified staff members recommended by the Staff Senate Executive Committee
- Two students recommended by ASWOU's Executive Committee
- Two unclassified staff members recommended by the Administrative Services Council
- One representative from each of the vice presidential divisions recommended by the respective vice president: Academic Affairs, Finance and Administration, General Counsel and Administration, and Student Affairs
- One representative from Intercollegiate Athletics
- One additional member appointed by the president

In addition to the inclusive budget committee, WOU's newly implemented budgeting system will provide for broad campus and community input by (1) reviewing the university strategic plan and key initiatives with the campus community; (2) identifying funding priorities for policy-based funding; (3) establishing and communicating timelines for the budget process; (4) providing a consistent approach to making budget decisions; and (5) establishing budget priorities that can be vetted by the campus before submission of budgets to the Board of Trustees for final review.

We appraise our current status in this area as *Developed*. University-wide planning and budgeting processes are inclusive of relevant constituencies. Two important committees – University Council and Academic Technology Advisory Committee – still need to be constituted.

Data-driven

We define data-driven planning and budgeting as: (1) adopting measurable goals, (2) using data to track progress on achieving those goals, and (3) using data to inform investments to attain goals and adjust strategies as needed. Evidence-based planning and budgeting is key to effective processes of continuous improvement (see response to Recommendation 7).

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[34] http://www.wou.edu/ubc/

WOU's plan for mission fulfillment establishes measurable goals for the attainment of our core themes (Student Success and Academic Excellence) and objectives. We also identified measures, baselines and targets (see Appendix 7), though the goals were not explicitly linked to planning and budgeting for the upcoming year (2017-18). Although budget committee members found that the budget proposal format did not provide data or analysis of impacts to support data-driven decisions, the committee did identify areas where more data would better inform decision-making (e.g., NTT FTE, fluctuations in enrollments), indicating their interest in data-driven decision-making. In June 2017, Dr. Abdus Shahid joined WOU as director of Institutional Research and Effectiveness, enhancing our capacity to (1) use data to inform decisions, (2) track progress on achieving goals, and (3) align resources with priorities in the future. With the creation and staffing of this office, future budget review will be informed by data that speaks to our progress in fulfilling our mission.

To meet the letter and spirit of NWCCU standards, WOU's planning and budgeting should be data-driven and evidence-based *at all levels of the university*; that is, data-driven practices should be broad-based. In preparation for this report, we asked budget unit leaders whether their units and subunits they oversee have measurable goals, whether they track progress on those goals, and whether they use data on progress to inform investments and other changes in strategies. While all budgetary units use data to track progress or identify ways to improve, only four of seven budgetary units reported having measurable goals. The remaining units are in the process of developing such goals. The development of assessment plans (see response to Recommendation 7) in numerous units will drive progress in explicitly linking measurable goals, evidence and decision-making.

We appraise our current status in this area as *Emerging*, but following a plan. The university has identified measurable goals (objectives) associated with our core themes and calculated baselines from which we seek to improve. The creation of an Office of Institutional Research & Effectiveness lays the foundation for WOU to use data at all levels of the university to track its progress in achieving its goals and identify needed adjustments. At this time, however, the practice of data-driven and evidence-based decision-making is intermittent among subunits of the university.

Planning and Budgeting for Core Themes and Mission Fulfillment

As noted in previous sections, we have developed most of the infrastructure we need to engage in planning and budgeting for core themes and mission fulfillment, as described in our Year One *Mission and Core Themes* Report. Since our re-accreditation in 2016, we have designed or established:
- Targets: A definition of mission fulfillment, including measurable goals, baseline data and targets
- Priorities: A mission and university-wide strategic plan to achieve our mission
- Plans to plan: A directive for vice presidents and other cabinet-level officers to develop aligned, unit-level strategic plans, appropriate cross-cutting plans, and assessment plans to track progress in achieving goals.

- A planning and budget process: A budgeting process that aligns mission and core themes to achieve mission fulfillment
- Support for data-driven decision-making: A staffed institutional research and effectiveness office to support planning, budgeting, assessment and continuous improvement

The University Council and the Academic Technology Advisory Committee will be established in 2017. And we have yet to fully deploy the infrastructure we have engaged in an annual cycle of planning and budgeting oriented around mission fulfillment. Thus, we appraise our current status in this area as *Emerging*, but following a plan. While planning and budgeting for core themes and mission fulfillment have not occurred at WOU previously, the groundwork we have laid will allow us to engage in this work in the future.

RECOMMENDATION 7: ASSESSMENT AND CONTINUOUS IMPROVEMENT

The evaluation committee recommends that the institution engage in comprehensive, ongoing, systematic assessment that leads to mission fulfillment through the evaluation of core theme objectives and support of continuous improvement.

Assessment

We define assessment as a process by which we determine whether we are on track to, or have succeeded in, achieving our goals. Assessment presupposes measurable goals and uses relevant metrics to track progress. In that sense, assessment is inherently data-driven (see response to Recommendation 6).

Comprehensive

We define comprehensive activities as those that engage units across the university and at all levels of the university; comprehensive is synonymous with broad-based. As noted in our response to Recommendation 4, assessment has been an intermittent process in our academic programs. Our externally accredited programs (e.g., teacher education) have the longest history of assessment while unaccredited academic programs vary in the consistency of their assessment activities. All academic programs are expected to engage annually in assessment of program learning outcomes, and plans and reports on assessment may be found on the WOU website[35]. By summer 2017, nearly two-thirds of academic programs had posted assessment plans, and more than half had submitted assessment reports in the past two years. Some academic support programs also engage in regular assessment, setting goals and measuring their success at achieving their goals. For example, the Writing Center engages in an ongoing program of research[36] around practices that has led to continual improvement of the services it provides.

In preparation for this ad hoc report, we surveyed other units of the university regarding the prevalence of the key aspects of assessment: (1) written assessment plans, (2) measurable goals, (3) use of data to track progress towards goals and identify areas for improvement, and (4) reporting of assessment results. Three units have a written assessment plan, either for the budgetary unit as a whole or for a subunit; the same number of units have measurable goals. Reporting of assessment varies widely across budgetary units, suggesting room for greater institution-wide consistency of expectations in this area. Overall, we found that assessment – a suite of related practices including goal-setting, tracking progress *and* making adjustments – needs additional clarification in order to ensure that units across campus fully embrace assessment and continuous improvement.

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[35] http://www.wou.edu/academic-effectiveness/academic-program-assessment/
[36] http://www.wou.edu/writingctr/research-initiative/

We appraise our current status as *Emerging*, but according to a plan. While assessment is an intermittent practice across the university at this time, the development of unit-level strategic plans and associated assessment plans centralized online via Task Stream/TK20 will advance this work institution-wide.

Ongoing

We define ongoing practices as those with an established pattern of occurrence. As noted above, assessment of academic programs has been an intermittent practice for a number of years. In addition, some academic support and student affairs units have also engaged in assessment activities. In summer 2017, however, President Fuller charged all divisions of the university to develop strategic plans, and assessment plans to track progress on the strategic plans has been included as an essential part of this work. We expect to have strategic plans, with aligned assessment plans, in place by spring 2018. This will be an important step towards regularizing ongoing assessment.

We appraise our current status as *Emerging*, but according to a plan. We expect that the groundwork we are laying will result in consistent and documentable assessment and continuous improvement by the time WOU submits the Year Three Report in 2019.

Systematic

Systematic assessment is characterized by the presence of formal and effective plans for assessment, plans that are implemented on a regular basis. Our mission-fulfillment process constitutes the university's overall plan for assessment. In addition, units have been charged with developing strategic plans along with assessment plans to track progress towards unit goals.

We appraise our current status as *Emerging*, but according to a plan. In some parts of the university, especially Student Affairs and Academic Affairs, plans for assessment of progress towards goals are in place and have been implemented. We expect that units across the university will have finalized and begun implementing unit-level strategic plans along with plans to assess progress towards meeting stated, measurable goals by spring 2018.

Evaluation of Core Themes

Our process for evaluation of core themes is described in our [Year One *Mission and Core Themes* Report](#)[37]. The University Council, charged with tracking our progress towards mission fulfillment, will convene for the first time in fall 2017 (see Appendix 3). At that time, evaluation of core themes and our progress towards achieving our objectives will commence.

We appraise our current status as *Emerging*, but following a plan. We have the framework we need to evaluate our core themes and objectives, including baseline data and well-articulated targets for performance (see Appendix 7). After we have convened the University Council and begun reviewing our progress on multiple fronts, we will be in an appropriate position to evaluate how the process is working.

Supports Continuous Improvement

We define continuous improvement as the process by which we achieve our goals and establish new ones through monitoring of progress and adjusting of strategies if needed. Continuous improvement is recursive. We:

- Set goals
- Align institutional resources and actions with goals
- Assess and report progress in achieving goals
- Make adjustments in strategies and resources as necessary
- Upon the achievement of goals, identify new goals and begin the process again

Along with strategic plans with measurable goals, units across the university will develop and implement assessment plans that will allow all of us to use data to inform adjustments to strategies or additional investments in our priorities. Through assessment, we will also know when our goals have been met so that we can identify new goals in a cycle of continuous improvement. That said, these activities are in the planning phases at the university level.

We appraise our current status as *Emerging*, but following a plan.

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[37] http://www.wou.edu/provost/files/2017/02/Feb2017_Year-1_ChapterOne.pdf

CONCLUSION

Since the recommendations were received from NWCCU in 2016, Western Oregon University has (1) created a new strategic plan; (2) developed a clear mission and core themes; (3) established and published student learning outcomes (SLOs) for courses, programs and degrees, including general education, that are meaningful, assessable, verifiable and consistent with our mission (Recommendation 4); (4) designed and is implementing an ongoing planning and budgeting process that is broad-based, inclusive of all appropriate constituencies, data-driven, includes core theme planning and leads to mission fulfillment (Recommendation 6); and (5) laid the ground work for engaging in a comprehensive, ongoing, systematic assessment that leads to mission fulfillment through the evaluation of core theme objectives and support of continuous improvement (Recommendation 7).

This work builds on our Year One *Mission and Core Themes* Report, submitted in spring 2017, and our responses to Recommendations 1, 2 and 3 from the 2016 review. We have established a foundation – a clear mission, relevant core themes, measurable objectives, targets for mission fulfillment, curricular alignment among degree, program and course outcomes – and instituted procedures that will integrate processes for planning, budgeting, assessment and continuous improvement all towards the end of fulfilling our mission of offering WOU students a transformative education in a student-centered environment.

We look forward to working with the Northwest Commission on Colleges and Universities in future accreditation reviews.

APPENDICES

Appendix 1: Summary of Self-evaluations

Appendix 2: Evolving Structure of the Undergraduate Curriculum

Appendix 3: University Council

Appendix 4: Western Oregon University Strategic Plan

Appendix 5: Western Oregon University Alignment of Planning and Budget

Appendix 6: Western Oregon University Goals, 2017-18

Appendix 7: Mission Fulfillment Matrix with 2016-17 Baseline Data

Appendix 8: Eligibility Requirements and Standards Associated with Recommendations
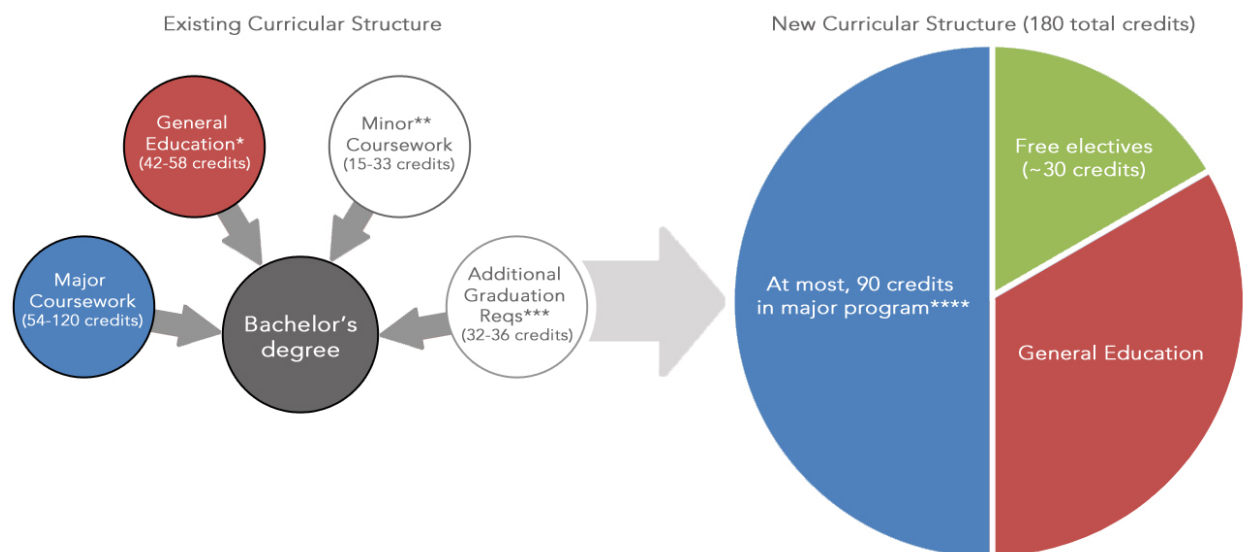
       4, 6 and 7

Appendix 1

Summary of Self-evaluations

Appendix 1: Summary of self-evaluations	
Recommendations	
4: The evaluation committee recommends that the institution establish **student learning outcomes** for all courses, programs and degrees, including general education, wherever offered and however delivered that are meaningful, assessable and verifiable and are consistent with the mission	
Components	**Appraisal of status**
Courses	Emerging
Programs	Developed
Degrees	Emerging
General Education	Initial/Emerging
Meaningful and Consistent with Mission	Emerging/Developed
Assessable	Emerging
Verifiable	Emerging
Published	Developed
Assessment of learning outcomes (Quality Assurance)	Emerging/Developed
Academic Program Review (Quality)	Initial/Emerging
6: The evaluation committee recommends that the institution design and implement an ongoing **planning and budgeting process** that is broad based, inclusive of all appropriate constituencies, data driven, includes core theme planning and leads to mission fulfillment.	
Components	**Appraisal of status**
Strategic Planning and Integration of Budgeting and Planning	Developed
On-going	Developed
Broad-based	Developed
Inclusive	Developed
Data-driven	Developed
Linked to Core Themes and Mission Fulfillment	Emerging
7: The evaluation committee recommends that the institution engage in comprehensive, ongoing, systematic **assessment** that leads to mission fulfillment through the evaluation of core theme objectives and support of **continuous improvement**.	
Components	**Appraisal of status**
Comprehensive assessment	Emerging
On-going assessment	Emerging
Systematic assessment	Emerging
Evaluation of Core Themes	Emerging
Supports continuous improvement	Emerging

Appendix 2

Evolving Structure of the
Undergraduate Curriculum

Appendix 2: Evolving Structure of the Undergraduate Curriculum

Existing Curricular Structure — New Curricular Structure (180 total credits)

General Education* (42-58 credits); Minor** Coursework (15-33 credits); Major Coursework (54-120 credits); Bachelor's degree; Additional Graduation Reqs*** (32-36 credits) → At most, 90 credits in major program****; Free electives (~30 credits); General Education

* WOU presently offers four core curricula: Liberal Arts Core Curriculum (54-58 credits for BA, BS and BFA students, except Honors students); Honors Core (46 credits for students enrolled in the Honors Program); Skills & Distribution Core (42 credits for students enrolled in the Bachelor of Music program); and Applied Baccalaureate Core (46 credits for students enrolled in Applied Baccalaureate programs

** WOU presently requires a minor for all Bachelor's degree programs except those that are exempted (i.e., Bachelor's of Fine Arts and Music, BA or BS in Teacher Education, Interdisciplinary Studies). Minors range from 12-33 credits, and must include at least 12 upper division credits. In 2018-19, the minor will become optional at the program level: Programs may choose to require that students complete a minor and students may choose to complete a minor.

***Currently, students choose whether to complete the requirements for a Bachelor of Arts or a Bachelor of Science degree, and the degrees are distinguished by their extra-program requirements: BA requires two years of foreign language, six credits of writing intensive course work and six credits of Mathematics and Computer Science; the Bachelor of Science requires 12 credits of Mathematics, Computer Science and/or Quantitative Literacy, six credits of Cultural Diversity and six credits of writing intensive course work. The AB and BM programs require six credits of cultural diversity and six credits of writing intensive course work. One program, English, requires that students earn the Bachelor of Arts degree. In 2019-20, the decision about degree received will be shifted to programs, which will define themselves as Bachelor of Arts or Bachelor of Science degrees. University criteria for Bachelor of Arts or Bachelor of Science degrees are under development, guided by NWCCU's distinction between Bachelor of Arts and Bachelor of Science degrees.

****Professional degrees (e.g., Bachelor of Music, Bachelor of Fine Arts, Teacher Licensure degrees) may comprise up to 120 credits. All other BA and BS degrees will be 90 credits or less.

Appendix 3

University Council

University Council

The University Council consists of all members of President's Cabinet, leaders of the governance groups (faculty, staff and students), and additional representatives from throughout the university including representation from Western's two unions. The University Council is responsible for determining the degree to which the university is meeting its mission and is engaged in comprehensive, ongoing, systematic assessment of its work that leads to mission fulfillment and continuous improvement.

UNIVERSITY COUNCIL 2017-18	
Name	**Position**
Rex Fuller	President
Stephen Scheck	Provost
Gary Dukes	VP, Student Affairs
Erin McDonough	Executive Director, Marketing and Strategic Communication & Executive Director, Foundation and Advancement (interim)
Eric Yahnke	VP, Finance and Administration
Ryan Hagemann	VP, General Counsel and Administration
Curtis Campbell	Executive Director, Athletics
Judy Vanderburg	Director, Human Resources
Kathy Cassity	Dean, CLAS
Mark Girod	Dean, COE
Allen McKiel	Dean, LIB
Tina Fuchs	Dean of Students
David McDonald	Associate Vice President for Public Affairs & Strategic Initiatives
Linda Stonecipher	Director, Graduate Programs
Susanne Monahan	Associate Provost, Academic Effectiveness
Bill Kernan	Director, University Computing Services
Michael Smith	Director, Facilities Services
	Director, The Research Institute
Adele Schepige	President (or designee), Faculty Senate
Jesse Poole	President (or designee), Staff Senate
Jessica Freeman	President (or designee), ASWOU
Scott Beaver	President (or designee), WOUFT
Richard Kavanagh	President (or designee), SEIU
Board Trustee	Member of EGTC or designee
Abdus Shahid	Director, Institutional Research
Ex-Officio	
Reina Morgan	President Staff
LouAnn Vickers	President Staff

Initial Tasks

- Implementation timeline with short and long-term goals
  - What are we already doing?
  - Identify short term goals:
    - What can we do now; what resources and people are needed?
  - Identify long term goals
    - How can we achieve these?

- Design annual review and report process for Strategic Priorities
  - Assign "owners" to five Institutional Priorities
  - Non-academic units - implementation action plans
  - Academic units – Need alignment of faculty/department/division action plans, annual reports, assessment collection and program review criteria

- Communicate Implementation process with campus

Initial Plans

- Enrollment Management Plan

- Academic Master Plan

- Facilities Master Plan

Appendix 4

Western Oregon University

Strategic Plan

FORWARD **TOGETHER**
2017-23

WOU'S STRATEGIC FRAMEWORK
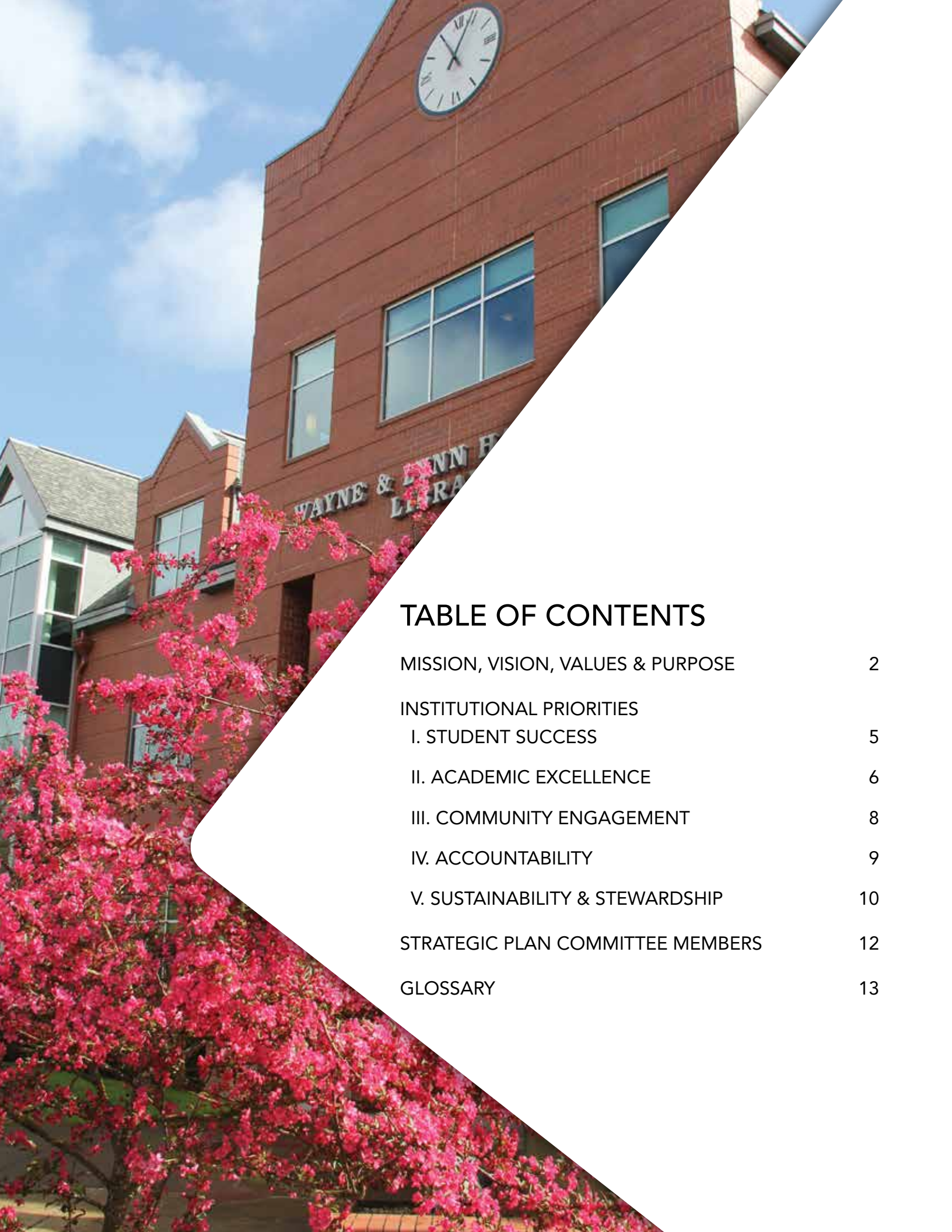
WOU'S MISSION, VISION, VALUES & PURPOSE

Western Oregon
UNIVERSITY

TABLE OF CONTENTS

February 2017

Dear Colleagues and Community Members,

We are pleased to share Forward Together: 2017-2023, Western Oregon University Strategic Plan. The plan was developed over a nine-month period that started in April 2016 and culminated with a unanimous recommendation from the Strategic Planning Committee (SPC) to send the plan to the WOU Board of Trustees for final approval. The 25-member SPC was committed to an open and transparent planning process. The spirit of collaboration and optimism about Western's future is captured by our title Forward Together, and by our overarching commitment to student success.

Throughout the nine-month process, the committee shared its thinking and planning ideas with the larger campus community via multiple interactive town halls. Additionally, members of the SPC shared updates with smaller groups throughout the process as the plan took shape. The committee worked collaboratively in smaller teams to tackle various aspects of the planning process from a review of strengths, weaknesses, opportunities and threats to the development of a new mission statement. Our new mission statement supports our reaffirmation of our university's values and our vision to be renowned for student success.

The Western Oregon University Strategic Plan is organized around five institutional priorities: student success, academic excellence, community engagement, accountability and sustainability and stewardship. These priorities are grounded in the values and deep history of Western. Throughout its history, WOU has responded to the expressed needs of the citizens of Oregon and WOU graduates have led productive, meaningful lives in communities throughout our state and beyond.

On January 25, 2017, the Western Oregon University Board of Trustees unanimously adopted this strategic plan with the clear expectation that it would guide the future directions and actions of the university. Our plan, Forward Together, is expected to be dynamic and responsive to changing conditions in the higher education environment. This roadmap will guide the development of action items and initiatives that further the university's mission.

As co-chairs of the committee, we are extremely proud of the work done by members of the Strategic Planning Committee. We know this plan took shape because of the profound commitment of our caring colleagues and community members. Our work was guided by the expert leadership of our facilitator, Ginny Lang, whose insights into higher education policy helped us frame our plan for the future. We are confident that Forward Together will form the basis for a renewed commitment to student success.

With deep appreciation,

Rex Fuller

Rex Fuller, President and Co-chair

Laurie Burton

Laurie Burton, Co-chair

MISSION, VISION, VALUES & PURPOSE

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

OUR VISION
To become Oregon's campus of choice for students, faculty and staff who seek a student-centered learning community.

Western Oregon University will achieve this vision by:
- Cultivating student success through personalized attention, mentoring and degree attainment.
- Raising awareness of our strengths, successes and contributions to the community through increased public outreach.
- 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.
- Aspiring to standards of excellence in all programs.
- Challenging students, faculty and staff to grow profoundly through inspiring, thought-provoking educational experiences.
- Connecting students with communities through engagement in service, experiential learning, creative problem-solving opportunities and co-curricular collaborations.
- Supporting the inclusion of, respect for, and appreciation of all communities of students, faculty and staff.
- Promoting the well-being of students, employees and the environment.

OUR VALUES
Our practices are guided by our values:
- **Accessibility**
  Programs, resources, media and structures that support the needs of our community members; affordable cost of attendance; personalized support; welcoming, efficient and user-friendly systems.
- **Accountability**
  Evidence-based decision making, integrity and ethical transparency.
- **Collaboration**
  Effective communication; cooperative exploration, problem solving, and teamwork; shared governance; dialogue.

MISSION, VISION, VALUES & PURPOSE

Continued from previous page

- **Community**
  Trustworthy, caring, safe environment for the cultivation of peace, civility and social justice; connections extending beyond the classroom, across campus and into our local and global communities.

- **Diversity and respect**
  Equity and inclusion; a fundamental basis in human diversity; appreciation for the complexity of the world; strength drawn from our variety of backgrounds, abilities, cultural experiences, identities, knowledge domains and means of expression.

- **Empowerment**
  Knowledge, skills, pathways, technologies and resources for all community members to effectively identify and utilize opportunities; student success in degree attainment; critical thinking.

- **Excellence**
  High standards for teaching, learning, scholarship and service; co-curricular activities; advancement of knowledge, analytical skills, creativity and innovation.

- **Sustainability and stewardship**
  Leadership in service of the public good; action to improve the health of our planet; responsibility for preserving and enhancing the natural, structural, financial, intellectual and human resources entrusted to us.

OUR PURPOSE

As the first public institution of higher education established in Oregon, we uphold an enduring commitment to the value of teaching and learning. Our academic and co-curricular activities enhance the economic, cultural and intellectual vitality of our region and the larger world. To serve the greater good, we educate individuals in an accessible and supportive environment.

Our undergraduate students enjoy a personalized experience in a comprehensive, mid-sized public university. The knowledge and abilities cultivated in our graduate programs meet compelling needs for work, service and leadership beyond our campus. Western Oregon University empowers its students, employees and alumni to lead meaningful, responsible lives.

INSTITUTIONAL PRIORITIES

I. STUDENT SUCCESS

II. ACADEMIC EXCELLENCE

III. COMMUNITY ENGAGEMENT

IV. ACCOUNTABILITY

V. SUSTAINABILITY & STEWARDSHIP

I. STUDENT SUCCESS

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

1. Cultivate academic success.
   1.1 Provide a campus environment that enhances learning and the development of the whole person.
   1.2 Strengthen and centralize programs and practices that support academic achievement for all students.
   1.3 Strengthen programs that support graduates' career, professional, and graduate school preparedness.

2. Streamline university requirements and academic pathways to graduation.
   2.1 Provide intentional and effective paths to graduation within 180 credits.
   2.2 Provide intentional and effective transfer paths to graduation.
   2.3 Improve access to coursework for degrees, programs and certificates.

3. Align, assess and improve the academic effectiveness of learning outcomes.
   3.1 Align curriculum with learning goals for all programs.
   3.2 Improve curriculum based on effective assessment of student learning outcomes.
   3.3 Support curricular innovation and accountability.

4. Streamline and improve university processes in support of student achievement.
   4.1 Improve academic advising for all students.
   4.2 Develop user-friendly catalog, scheduling and registration systems.
   4.3 Provide culturally responsive support for students from diverse communities.
   4.4 Strengthen commitment to diversity and equity by enhancing support and academic services for students.

II. ACADEMIC EXCELLENCE
Promote academic excellence in an engaged student-focused learning environment.

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1. Student initiatives.

   1.1 Ensure appropriate class sizes to maximize faculty-student and student-student interactions.

   1.2 Increase support for programs and activities that demonstrate and inspire academic excellence.

   1.3 Provide financial support for student conference presentations and other student activities that showcase the university's educational practices and unique accomplishments.

   1.4 Implement student orientation programs that reflect diverse linguistic and cultural needs as well as differences in preparation and background.

2. Faculty initiatives.

   2.1 Attract and retain faculty who reflect the diversity of our students and are excellent teachers and leaders in scholarly and creative pursuits within their respective fields of expertise.

   2.2 Increase faculty development support for scholarly and creative pursuits as well as innovative curricular design and delivery efforts.

   2.3 Provide competitive salaries and supportive working conditions that improve faculty recruitment and retention.

   2.4 Increase faculty development support to implement culturally responsive pedagogy and curriculum.

3. Staff initiatives.

   3.1 Attract and retain staff members who reflect the diversity of our students, excel in their areas of expertise and support academic excellence.

   3.2 Increase professional development opportunities for staff in support of academic excellence and student achievement.

   3.3 Provide competitive salaries and supportive working conditions that improve staff recruitment and retention.

   3.4 Increase support for professional development for staff to provide culturally and linguistically responsive services.

II. ACADEMIC EXCELLENCE

Promote academic excellence in an engaged student-focused learning environment.

Continued from previous page

4. Academic program initiatives.

   4.1 Promote academic array that provides distinctive, high-quality programs.

   4.2 Develop internal processes that regularly review academic programs to ensure academic effectiveness, relevance, quality and currency.

   4.3 Promote high-quality, diverse and innovative models of program delivery that enhance both undergraduate and graduate student access and achievement.

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

   4.5 Redesign the general education program to be consistent with undergraduate learning outcomes and timely degree completion.

5. Identify and support activities, programs and practices that promote excellence in all academic programs.

   5.1 Create opportunities for all undergraduate programs to include high-impact activities that support achievement of undergraduate learning outcomes.

   5.2 Create opportunities for all graduate programs to include high-impact activities that support attainment of graduate learning outcomes.

   5.3 Continue and enhance support for undergraduate research experience, presentation and publication opportunities.

   5.4 Promote enhanced communication and collaboration between staff and faculty pertaining to student excellence.

III. COMMUNITY ENGAGEMENT

Create meaningful opportunities for lasting partnerships with local communities and regional and global organizations.

1. Enhance access to and support for experiential learning and co-curricular activities.
   1.1 Adopt experiential learning guidelines and align high-impact practices with these guidelines.
   1.2 Articulate internship or service learning opportunities for all academic programs.
   1.3 Develop experiential and co-curricular activities that provide appropriate accommodations for faculty, staff and students.

2. Increase institutional engagement with local, regional and global communities.
   2.1 Increase support for student engagement in community service.
   2.2 Provide professional development for faculty and staff to promote engagement in community service.
   2.3 Establish processes to recognize faculty, staff and students for public service.
   2.4 Create and enhance educational partnerships with local communities, particularly for underrepresented student groups.
   2.5 Enhance educational partnerships with international universities that promote global connections for faculty, staff and students.
   2.6 Strengthen partnerships with community organizations and businesses and local, regional and state government agencies.

3. Improve the connections between university programs and activities and surrounding communities.
   3.1 Expand activities and partnership with local and regional organizations.
   3.2 Increase community and alumni participation in, and support for, campus activities.

4. Support knowledge, experiences and activities that promote a better understanding of diversity-related topics.
   4.1 Enhance diversity of university community as a matter of institutional priority and an integral component of academic success.
   4.2 Provide professional development to improve institutional climate and personal commitment to, and understanding of, cultural competencies.
   4.3 Recognize that knowledge of, and experience in, diversity-related topics are professional competencies that are expected of all employees.

IV. ACCOUNTABILITY

Promote teamwork and transparency in budgeting, decision-making and the stewardship of resources.

1. Improve university budgetary systems.
   1.1 Develop and implement a transparent, evidence-based budget model that supports institutional priorities.
   1.2 Create campus budget advisory committee incorporating shared governance principles and budget transparency.
   1.3 Align budget process with the current Strategic Plan, mission and core themes.
   1.4 Maintain budget reserves to meet university Board of Trustees-approved policies.

2. Operate in manner that supports the university's values and continuous improvement.
   2.1 Develop institutional research capacity.
   2.2 Use institutional data to inform decisions, address program outcomes and meet strategic goals and accreditation standards.
   2.3 Promote culture of evidence-based decision-making and accountability.

3. Strengthen the university's visibility within Oregon.
   3.1 Create strategic communications and marketing unit.
   3.2 Support and enhance effective marketing and consistent branding.
   3.3 Utilize web presence, social media and other forms of media to expand the university's visibility.
   3.4 Enhance public awareness of community events and the scholarly and creative works of students, faculty and staff to help showcase the university's unique accomplishments in all program areas.
   3.5 Strengthen and expand community college partnerships to promote educational attainment.

4. Enhance and support campus communication systems.
   4.1 Enhance communications systems to disseminate campus-wide information and share expertise, successes and challenges.
   4.2 Improve teamwork and collaboration among students, faculty, staff and administration.
   4.3 Provide sufficient resources to develop and maintain timely communication avenues, such as websites and social media.

V. SUSTAINABILITY & STEWARDSHIP

Promote effective university stewardship of educational, environmental, financial, human and technological resources.

1. Enhance financial sustainability through enrollment and fiscal strategies.
    1.1 Meet enrollment targets through effective recruitment and retention efforts.
    1.2 Support and enhance recruitment efforts for first-generation and underrepresented students, as well as a broad base of all Oregonians.
    1.3 Support growth of academic programs to include new and innovative degrees and certificates.
    1.4 Increase the role of long-term enrollment management planning in the budgeting processes.

2. Maintain access and affordability with regard to cost of degree attainment.
    2.1 Evaluate net cost of attendance versus median household income relative to peers and comparator institutions to ensure access and affordability.
    2.2 Provide students with meaningful financial support and effective connections as they transfer from other educational institutions.
    2.3 Expand support for undergraduate scholarships in second, third and fourth years of attendance.
    2.4 Evaluate and improve the outcomes of tuition-assistance programs on enrollment, retention, and graduation.
    2.5 Evaluate assumptions underlying our current tuition cost structure and compare our system to other fiscally sustainable institutions.
    2.6 Increase access to, and education about, scholarship opportunities, particularly for students of color, immigrants, rural and socio-economically disadvantaged students.

3. Diversify and expand revenue sources.
    3.1 Cultivate sustainable financial resources to achieve goals of the strategic plan.
    3.2 Advance financial resources through state appropriations, HECC, grants and WOU Foundation, ensuring all sources are considered and developed.
    3.3 Develop and implement a comprehensive fundraising plan to secure external funds that support the mission and goals of the university.

V. SUSTAINABILITY & STEWARDSHIP

Promote effective university stewardship of educational, environmental, financial, human and technological resources.

Continued from previous page

4. Embed sustainability as a fundamental value.
   4.1 Develop and promote sustainability-focused programs and opportunities for the university, the community, alumni and university partners.
   4.2 Increase and support sustainable environmental systems for campus grounds, infrastructure and physical facilities.
   4.3 Ensure the availability and effective utilization of accessible and comfortable classrooms, offices and meeting spaces.
   4.4 Create systems and processes for identifying sustainability opportunities, challenges and innovations.

5. Provide effective technology solutions that support campus programs in alignment with the mission and goals of the university.
   5.1 Maintain IT solutions that incorporate best practices in higher education.
   5.2 Provide technical support for faculty, staff and students to meet the goals and mission of the university.
   5.3 Develop and implement short- and long-term IT plans that are responsive to the needs of students, faculty and staff.

6. Enlist the talents of faculty and staff to increase workplace satisfaction and develop a superior workforce.
   6.1 Provide professional development opportunities for faculty and staff that advance the university mission.
   6.2 Maintain appropriate staffing levels to ensure the continuity of programs, units and departments.
   6.3 Implement process improvements to improve satisfaction and productivity of faculty and staff.
   6.4 Provide resources that improve the safety of faculty, staff and students by developing and implementing emergency planning systems.

STRATEGIC PLAN COMMITTEE MEMBERS

Laurie Burton • Mathematics Department faculty
Adry Clark • Service Learning & Career Development director
Betty Crawford • Alumni Board member
Paul Disney • Business Division faculty
David Foster • Psychology Department faculty
Rex Fuller • WOU president
Camila Gabaldon • Library & Media Services faculty
Corbin Garner • WOU student
Megan Habermann • Student Engagement director
Mark Henkels • Political Science Department faculty
Ivan Hurtado '07 • WOU Board of Trustees
Cecelia Koontz • WOU Board of Trustees
Paul Kyllo '79 • WOU Foundation Board member
Melanie Landon-Hays • Teacher Education Division faculty
Randi Lydum '90, '93 • Athletic Compliance director
Dave McDonald • Enrollment Management associate provost
Alma Pacheco *(in memoriam)* • WOU student
Peggy Pederson • Health & Exercise Science Division faculty
Adele Schepige • Teacher Education Division faculty
Chris Solario '05 • Student Enrichment Program assistant director
Linda Stonecipher • Graduate Programs director
Dan Tankersley • Art Department faculty
Ella Taylor • The Research Institute director
Steve Taylor • Earth & Physical Sciences Department faculty
Shelby Worthing • WOU student
Ginny Lang • Facilitator

GLOSSARY

Action item
A specific activity, with measurable outcomes, that is aligned with an initiative or strategic goal. Example: establish effective 2+2 transfer options for Oregon transfer students in the top 10 Western Oregon University transfer majors

Core themes
Outcomes that manifest essential elements of Western Oregon University's mission in support of Northwest Commission on Colleges and Universities accreditation

HECC
Higher Education Coordinating Commission

Institutional priority
A key area of work for the university that forms the basis for action items and strategic initiatives

Metric
Measure of progress toward outcome. Example: number of pathways to graduation in 180 credits created by June 2017

Mission
The university's primary purpose and its reason for existence

National Survey of Student Engagement (NSSE)
Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how the institution deploys its resources and organizes the curriculum and other learning opportunities to get students to participate in activities that decades of research studies show are linked to student learning.
wou.edu/institutionalresearch/additional-info

Outcome
Measurable results for progress toward a goal or strategic initiative. Transfer pathways in all programs created by June 2017

Purpose
What our university does for others how it affects the world around it

Strategic initiative
A project that is designed to help achieve an institutional priority (or goal). Example: streamline university requirements and academic pathways
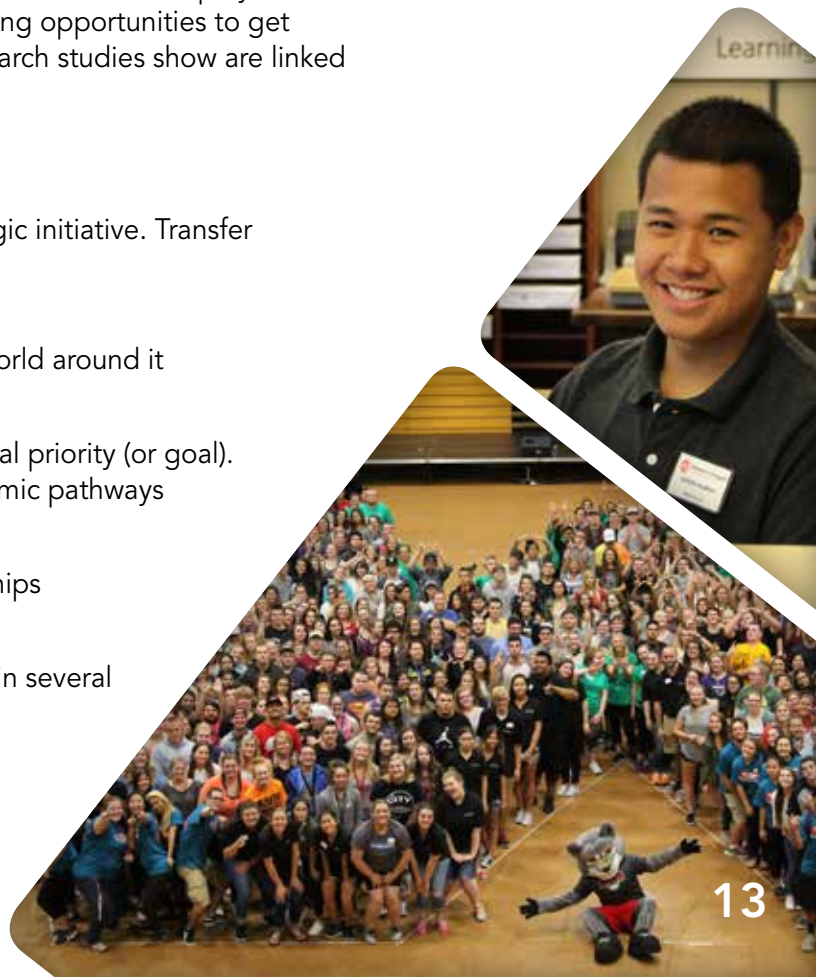
Values
Principles that guide the university's work and relationships

Vision
The desired future state to which our university aspires in several years' time

Appendix 5

Western Oregon University
Alignment of Planning and Budget

Western Oregon University
Alignment of Budgeting and Planning

Introduction

The budgeting process at WOU is designed to enhance the university's ability to meet changing institutional needs, while supporting its historical mission. Budget decisions should be strongly linked to the University's *2017-2023 Strategic Plan*, which will be presented to the Board of Trustees at the January 25, 2017 meeting. Once approved, a crucial step in implementation of the plan is to align budget decisions with the goals and objectives of the strategic plan.

Once complete, the process will also support the NWCCU accreditation standards which expect the following:

> 2.F.3 The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.
>
> **Standard Three – Planning and Implementation**
>
> The institution engages in ongoing, participatory planning that provides direction for the institution and leads to the achievement of the intended outcomes of its programs and services, accomplishment of its core themes, and fulfillment of its mission. The resulting plans reflect the interdependent nature of the institution's operations, functions, and resources. The institution demonstrates that the plans are implemented and are evident in the relevant activities of its programs and services, the adequacy of its resource allocation, and the effective application of institutional capacity. In addition, the institution demonstrates that its planning and implementation processes are sufficiently flexible so that the institution is able to address unexpected circumstances that have the potential to impact the institution's ability to accomplish its core theme objectives and to fulfill its mission.

In the past, the budget process has been largely incremental[1] with some limited funding tied to special initiatives and enrollment. While this approach may have served the university well in times of increasing funding, it does not allow for sufficient flexibility in times of stable or declining enrollments and funding.

For the foreseeable future, Western will be facing increased competition for enrollment in the coming years and our recent enrollment patterns show declining enrollment. This trend, coupled with a performance-based budget process from HECC, places additional fiscal pressure on the university. In such an environment, the campus must develop a resource allocation process that enables it to support

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[1] Incremental budgeting takes existing base budget and makes minor adjustments to the budget from the previous year and does not examine the extent to which the budget is linked to the goals and/or strategic directions of the university.

its ongoing functions and activities **and** to reallocate resources to support expanded activities and new initiatives.

Budget Process
In order to achieve greater budget and planning alignment, Western will adopt a budgeting process that will expect each budget unit[2] to review its existing budget for continuation and support of its ongoing activities and responsibilities, and to develop new initiatives that must be aligned with the *Strategic Plan*.

Additionally, each budget unit will also consider any needed internal reallocation that improves outcomes and/or performance. Depending on state-wide economic conditions and likely levels of state funding, each budget unit will be expected to develop scenarios based on increased funding or decreased funding. In years where the allocation from the state and/or enrollment/tuition forecasts are clear, only one scenario may be needed.
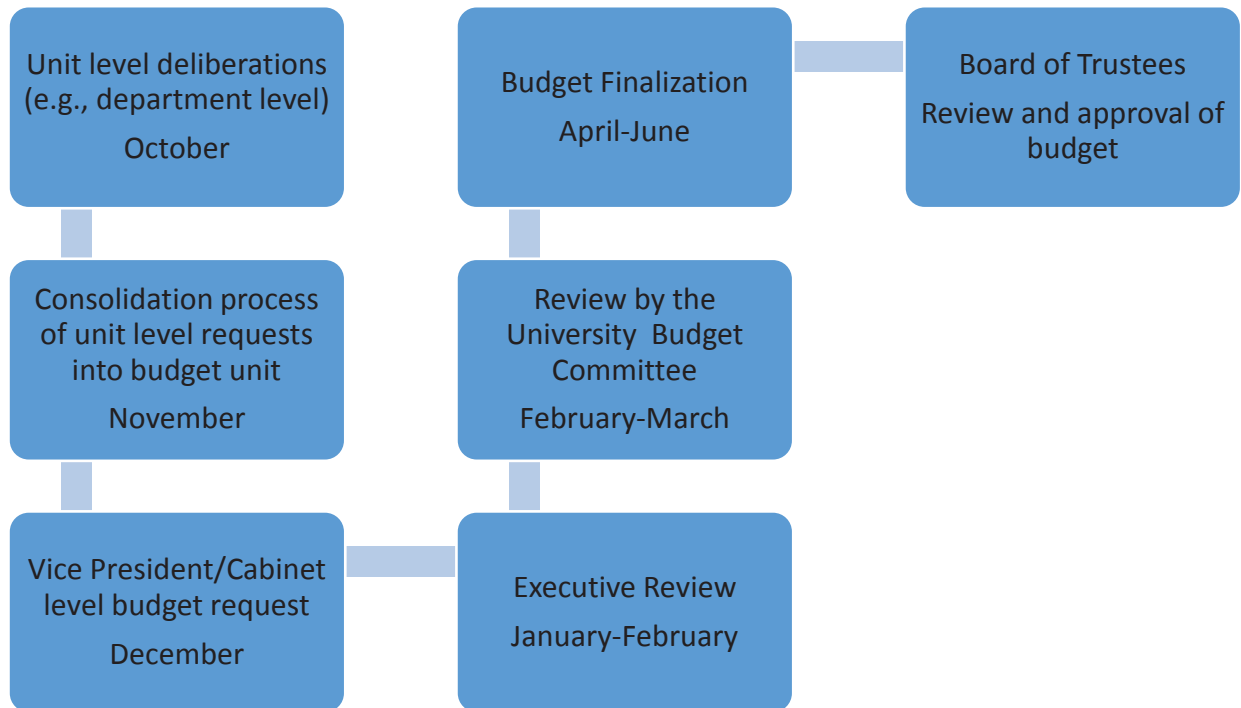
The principal advantages of this approach are:

- it allows for reallocation of funding and personnel to support key initiatives, both new and continuing,
- it curbs "mission creep" by re-evaluating past budgeting commitments and requires justification of spending in accord with the University *Strategic Plan*,
- it responds to changing circumstances, and
- it allows for a direct link between budgeting and the *Strategic Plan*.

Further, this approach provides for campus and community input by:

- reviewing university *Strategic Plan* and key initiatives with campus community
- identifying funding priorities for policy based funding
- establishing and communicating timelines for budget process
- providing a consistent approach to making budget decisions
- establishing budget priorities that can be vetted by the campus prior to submission of budgets to the Board of Trustees for final review

[2] Budget units include: Academic Affairs, Advancement/Foundation, Athletics, Business and Finance, General Counsel/BOT, and Student Affairs. The budget process in academic affairs will be developed to ensure that academic divisions play an active role in developing the budgets for each college.

Overview and Expected timeline for the Budget Process

Unit level deliberations (e.g., department level) October	Budget Finalization April-June	Board of Trustees Review and approval of budget
Consolidation process of unit level requests into budget unit November	Review by the University Budget Committee February-March	
Vice President/Cabinet level budget request December	Executive Review January-February	

University Budget Committee

The University Budget Committee (UBC) will be an advisory group consisting of representation from faculty, classified staff, unclassified exempt staff, students and administrators. This body is advisory to the President and all members shall be appointed by the President based on recommendations from appropriate constituencies. The UBC will make recommendations to the President prior to finalizing budget recommendations from the President to the Board of Trustees. Final funding recommendations are expected to have clear linkages to the University's *Strategic Plan*.

Following executive review, the University Budget Committee will review budget proposals and make recommendation to the President. The UBC will consider the university's proposal in relation to the university's overall financial condition. Factors such as enrollment, tuition, financial aid, changes in state and federal legislation and policy will be important matters affecting final deliberations of the UBC.

While committee members are drawn from various constituencies, they are expected to apply a university-wide perspective to the budget deliberations and recommendations. The committee will be chaired by the Vice President for Finance and Administration who will have no voting rights. The UBC

will have support from staff within Finance and Administration to complete its work. For example, Finance and Administration will maintain minutes and official records of final recommendations.

Voting members of the UBC will serve two year terms. Initial appointments will be made to either one-year or two-year positions to allow for experience and continuity.

- Four faculty members recommended by the Faculty Senate Executive Committee
- Three classified staff members recommended by the Staff Senate Executive Committee
- Two students recommended by ASWOU's Executive Committee
- Two unclassified exempt staff members recommended by the Administrative Services Council
- One representative from each of the Vice Presidential divisions recommended by the respective Vice President: Academic Affairs, Finance and Administration, General Counsel and Administration, and Student Affairs
- One representative from Intercollegiate Athletics
- One additional member appointed by the President

Summary

This approach to budgeting is designed to enable the University to align its financial resources with its mission, vison and values. In doing so, budgets will be better able to meet changing institutional needs and be responsive to our historical mission as well as new opportunities. The success of the model will depend, to a great extent, on the degree to which the budgeting process allows for campus-wide dialog and participation and the degree to which decisions related to new resources and reallocation of existing resources are linked to the agreed upon strategic directions of the university.

Appendix 6

Western Oregon University Goals,

2017-18

Western Oregon University
Goals 2017-18
Dr. Rex Fuller, President

My goals for 2017-18 are centered on ensuring the long-term sustainability of the university. Affordability is central to stabilizing and increasing enrollment in a period of increased competition for new freshmen from Oregon. Downward pressure on new freshmen is due to a number of factors including, flat numbers of high school seniors, availability of Oregon Promise funding that promotes enrollment at community colleges, and expansion of OSU-Cascades. In this environment, our goals need to be aligned with the implementation of the strategic plan, *Forward Together: 2017-2023*, and the five strategic initiatives: 1) student success, 2) academic excellence, 3) community engagement, 4) accountability, and 5) sustainability and stewardship. Moreover, the work of the university must embrace a more transparent, evidenced based decision making process that is rooted in a shared governance model.

My goals are focused on key issues related to mission fulfillment and campus processes that demonstrate shared governance and evidenced-based decision making. Additionally, the goals are closely related to the continued implementation of the strategic plan, *Forward Together: 2017-2023*.

1. Goals related the implementation of the strategic plan:
   a. Establish the Office of Institutional Research and develop resources, including website, for improved transparency and accountability.
   b. Continued implementation of transparent budgeting process.
   c. Creation and implementation of information technology advisory committee.
   d. Update the campus facilities master plan in support of the strategic plan.
   e. Creation and implementation of the University Council that has primary responsibility for insuring mission fulfillment as required by NWCCU.
   f. Create divisional plans that support the strategic plan. These plans will be developed in AY2017-18 and finalized by spring 2018.
   g. Creation and implementation of an enrollment management plan for the university.
      i. Stabilize enrollment in 2017-18 by achieving the same enrollment levels as 2016-17.
      ii. Enrollment management plan to be developed by end of 2016-17. This will address the balance of new students (including new freshmen and transfers), undergraduate, graduate, Oregon residents, domestic non-residents, international, underrepresented, rural and low income.

2. Maintain fiscal stability and fiscal sustainability of the university.
   a. Re-organize senior staffing in the Foundation, advancement and related functions to achieve effective comprehensive external relations. In 2016-17 and 2017-18, interim leadership will be identified to evaluate and improve processes.
      i. Develop comprehensive fundraising plan, to be completed by end of FY2018.
      ii. In FY2019, implement comprehensive fundraising plan.
   b. Ensure that WOU is among the most affordable public universities in Oregon.

3. Improve pathways to degree completion and academic excellence
   a. Develop streamlined pathway to the bachelor's degree within 180 credits for all programs.
   b. Redesign general education to support undergraduate learning outcomes and

timely degree completion.

c. Develop effective transfer pathways from community colleges to Western for the top five transfer majors and largest community colleges in Oregon (Portland Community College, Clackamas Community College Mt. Hood Community College, Chemeketa Community College and Linn/Benton Community College).

d. Develop internal processes that regularly review academic programs to ensure academic effectiveness, relevance, quality and currency. Make appropriate changes in academic array through internal reallocations efforts. And review low-enrollment programs.

4. Develop and monitor set of dashboards that will guide the university in meeting its mission and strategic planning goals.

   a. HECC funding factors
      i. Activity based factors: Enrollment trends by student credit hours (weighted SCH)
      ii. Outcome measures: Degrees granted: undergraduate, graduate, degree and certificate completions by Oregon resident students. Completions by underrepresented students (underrepresented minority, low-income, rural and veteran status) and those in academic disciplines in high-demand and high-reward fields (STEM, Health, Bilingual Education) are provided additional weighting in the allocation formula.

   b. Enrollment and Diversity
      i. Enrollment trends: headcount, Student FTE, undergraduate, graduate, Oregon residents, domestic non-residents, international, underrepresented, rural and low income
      ii. Meet or exceed freshman to sophomore retention rate for peer institutions.
      iii. Meet or exceed 6-year graduation rate for peer institutions.
      iv. Improve the diversity of administration, faculty and staff to reflect diversity of the student body and state of Oregon.

   c. Affordability & Sustainability
      i. Ensure that total cost of attendance is among the three lowest rates for Oregon residents using cost of attendance as share of Oregon median household income to measure affordability
      ii. Maintain 15% reserves as per Board policy
      iii. Maintain instructional expense share at or above peers as per IPEDS peers
      iv. Develop metrics for fund raising, such as, numbers of donors, average annual gift per donor, total endowment funds vs. peers institutions

Appendix 7

Mission Fulfillment Matrix with
2016-17 Baseline Data

Mission Fulfillment Matrix with Baseline Data for Core Theme 1 (Student Success)

Objectives	Ind #	Indicator Description	Baseline	Level 1 Goal	Level 2 Goal
Curriculum is offered via multiple delivery pathways.	1	Percent of courses with at least one section offered via flexible course format during the academic year (off-campus, evening, online, hybrid, weekends)	*This measure is under development. At present, WOU does not have a standard way of classifying different types of flexible course formats.*	Percent of courses increases from same measure previous year.	25% of courses have at least one section offered in a flexible format during the academic year.
Programs can be completed in a timely and efficient manner.	2	Undergraduate annual calculation for six-year graduation rate, for first-time, full-time student cohort	Six-year grad rate WOU: 43.3% (2016-17) Comparators: 44.7% (2015-16, most recent data) Five-year average (2007-11 cohorts) WOU: 41.6% Comparators: 41.2%	WOU's six-year graduation rate is equal to or above rolling five-year average for WOU's six-year graduation rate.	WOU's six-year graduation rate is equal to or above the median value of the comparator group's rolling five- year average for six-year graduation rate
	3	Total credits at graduation for first-time, full-time students	Overall Earned Hours WOU: 202.7 credits (2016-17) Five-year average of 12/13-16/17 graduates WOU: 202.7 credits	Current year is equal to or below the five-year rolling average.	Greater than 80% of UC graduates have fewer than 200 credits.
	4	Percent of programs that can be completed in 180 credits	Undergraduate degree programs with a path to completion of 180 credits or fewer 84% (2016-17)	Annual percent of programs increases over previous year total.	100% of programs can be completed within 180 credits.
Student services facilitate student persistence and success.	5	Retention for undergraduates from year one to year two for first-time, full-time student cohort	First-to-second-year retention rate WOU: 74.1% (2015-16) Five-year average (2007-11 cohorts) WOU: 70.6% Comparators: 70.0%	Current year is equal to or above the five-year rolling average for the previous year.	WOU's retention rate is equal to or above the median value of the comparator group's five-year rolling average.

Student services facilitate student persistence and success (continued).	6	Graduation rate for undergrad and grad students who are under-represented minority (URM), veterans, Pell grant recipients, or high school graduates from rural counties	Six-year grad rate for: WOU Pell: 43.2% WOU Veteran: 52.9% WOU Rural: 46.9% WOU URM: 44.5% Comparators URM: 41.4% Five-year average (2007-2011 cohorts) for: WOU Pell: 46.1% WOU Veteran: 49.7% WOU Rural: 44.9% WOU URM: 42.4% Comparators URM: 36.2% *Additional comparator and achievement gap measures under development.*	a) Academic achievement gap between these groups and majority students does not increase annually, and b) achievement gap between these groups and majority students shows decrease in rolling five-year average.	Achievement gap between these groups and majority students is equal to or lower than the median value of the comparator group's rolling five-year average achievement gap.
	7	Students' perception of supportive campus environment at WOU (overall academic, social, learning support, etc)	First-year students (2016 NSSE Survey) WOU: 34.9 Comparators: 36.7 Senior students (2016 NSSE Survey) WOU: 33.0 Comparators: 32.9	Maintains mean value that is statistically comparable to comparator group's results	Significantly higher difference in mean value for both first-year and senior students in comparison to comparator group
WOU provides positive, personalized interactions between students and faculty.	8	Students' perceptions of frequency of student-centered interaction with faculty.	First year students (2016 NSSE Survey) WOU: 21.0 Comparators: 20.4 Senior students (2016 NSSE Survey) WOU: 27.3 Comparators: 23.9	Maintains mean value that is not significantly different from comparator group value	Significantly higher difference for both first-year and senior students in comparison to comparator group
WOU strives to limit financial hardship that interferes with student completion	9	Cost of attendance is limited by managing tuition and fees as well as increasing various forms of assistance to WOU students	Average net price, all students (2015-16)* WOU: $16,486, rank in state: 6 of 7 Average net price, middle-income students (2015-16)* WOU: $16,422, rank in state: 4 of 7	WOU is at median of all Oregon public universities, for average net price for all students, and average net price for middle-income students*.	WOU is within the top two of seven Oregon public universities for both items: Net price for all students and average net price for middle-income students.

* 2015-16 Net price for all students: 1. SOU $8,939 2. PSU $14,481 3. EOU $14,973 4. UO $15,355 5. OIT $16,425 6. WOU $16,486 7. OSU $19,484

**2015-16 Net price for middle income students: 1. SOU $,7,936 2. UO $14,086 3. EOU $15,219 4. WOU $16,422 5. PSU $16,656 6. OIT $16,761 7. OSU $19,410. Because the 2015 median household income in OR was $54,148, we chose the income range of $48,000-$75,000 as "middle income."

Mission Fulfillment Matrix with Baseline Data for Core Theme 2 (Academic Excellence)

Objectives	Ind #	Indicator Description	Baseline	Level 1 Goal	Level 2 Goal
Demonstrated alignment across course, program and university learning outcomes.	10	Percent of curriculum with alignment among course, program and university learning outcomes.	Zero - Alignment project undertaken 2016-17	All newly proposed courses and programs (through Faculty Senate Curriculum process) are fully aligned.	100% alignment by January 2018.
Academic and co-curricular programs are responsive to evolving needs of students.	11	Completion of program reviews per seven-year program review cycle.	Zero - Program reviews commence 2017-18	Program reviews were completed or in progress according to the schedule for the year.	All programs have completed program reviews by the end of the seven-year review cycle.

WOU champions outstanding teaching, research and scholarship that serve student success.	12	Teaching at WOU involves opportunities for students to be academically challenged (NSSE: Academic Challenge Scale)	First year: 1. WOU Higher order learning: 35.2 Comparator: 37.7 2. WOU Reflective & integrative learning: 34.3 Comparator: 35.1 3. WOU Learning strategies: 36.3 Comparator: 37.8 4. WOU Quantitative reasoning: 26.8 Comparator: 27.5 Senior year: 1. WOU Higher order learning: 40.3 Comparator: 40.3 2. WOU Reflective & integrative learning: 39.1 Comparator: 38.5 3. WOU Learning strategies: 38.2 Comparator: 38.8 4. WOU Quantitative reasoning:28.0 Comparator: 29.4 (NSSE 2016 Survey)	Maintains mean value (on each of four sub-scales) that is not significantly different from mean values of comparator group.	Significantly higher difference for both first-year and senior students compared to comparator group.
	13	Students demonstrate scholarship, research or creative activity.	Number of students who: Presented at Academic Excellence Showcase: 377 Published in 2016 WOU's PURE Insights: 6	Maintain annual number of students who have presented at Academic Excellence Showcase and who have published in WOU's PURE Insight Journal.	Increase number of students who present at Academic Excellence Showcase and publish in WOU's PURE Insights Journal.
WOU students engage in high impact learning practices (HIP).	14	WOU students take advantage of opportunities at WOU to participate in high-impact learning experiences.	Percentage of seniors who have participated in one HIP (2016 NSSE Survey): WOU: 24% Comparators: 27% Percentage of seniors who have participated in two or more HIPs (2016 NSSE Survey): WOU: 64% Comparators: 59%	Percentage of seniors who have participated in one HIP increases for each administration of the NSSE	Percentage of seniors who have participated in two or more HIPs is comparable to comparator group percentage.

Appendix 8

Eligibility Requirements and Standards Associated with Recommendations 4, 6 and 7

Appendix 8: Eligibility Requirements and Standards Associated with Recommendations 4, 6 and 7

Recommendation 4 cited the following Eligibility Requirements and Standards:
- ER 22: STUDENT ACHIEVEMENT: The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.
- Standard 2C1: The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.
- Standard 2C4: Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.
- Standard 2C5: Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.
- Standard 2C10: The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.

Recommendation 6 cited the following Eligibility Requirements and Standards:
- ER 23: INSTITUTIONAL EFFECTIVENESS: The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.
- Standard 2F3: The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.

- Standard 3A1: The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are <u>implemented</u> and made available to appropriate constituencies.
- Standard 3A2: The institution's <u>comprehensive</u> planning process is <u>broad-based</u> and offers opportunities for <u>input</u> by appropriate constituencies.
- Standard 3A3: The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.
- Standard 3A4: The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.
- Standard 3B1: Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.
- Standard 3B2: Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.
- Standard 3B3: Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

Recommendation 7 cited the following Eligibility Requirements and Standards:
- ER 23: INSTITUTIONAL EFFECTIVENESS: The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.
- 4A1: The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.
- 4A2: The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

- 4A3: The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.
- 4A4: The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.
- 4A5: The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.
- 4A6: The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.
- 4B1: Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.
- 4B2: The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.
- 5A1: The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.
- 5A2: Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.
- 5B1: Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered.