



**Western Oregon University Board of Trustees:
Academic & Student Affairs Committee
Meeting No. 5 – December 15, 2016
Public Site: Werner University Center, Ochoco Room
10:30 am – 12:00 pm**

AGENDA

- (1) Call-to Meeting / Roll Call**
- (2) Approval of October 15, 2016 Draft Minutes**
- (3) Report / Update items**
 - (a) Northwest Commission on Colleges & Universities (NWCCU) core themes review for Year-1 report**
 - (b) General education assessment status update**
 - (c) WOU affordability report preparation**
- (5) Adjournment**



**WESTERN OREGON UNIVERSITY BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE (ASAC)
REGULAR TELEPHONIC MEETING
OCTOBER 14, 2016
ROOM 102, WOODCOCK EDUCATIONAL CENTER
8:30-10:00 AM**

DRAFT COMMITTEE MINUTES

(1) Call-to-Meeting and Roll Call

Committee Chair Lane Shetterly called the committee meeting to order at 8:30 AM and called roll. Trustees Shetterly, Gloria Ingle, Kelsee Martin and Cornelia Paraskevas were present. Trustee John Minahan was unavailable; quorum present. Provost and Vice President for Academic Affairs Stephen Scheck (present); Vice President for Student Affairs Gary Dukes (absent). Invited guests present: Dr. Mark Girod, Dean of the College of Education; Dr. Sue Monahan, Associate Provost for Academic Effectiveness; Dr. Dan Clark, Director of the Center for Academic Innovation; Tina Fuchs, Dean of Students; Dr. Linda Stonecipher, Graduate Director, and Associate Provost David McDonald.

Kelsee Martin, the newly-appointed student representative to the Board was welcomed by Chair Shetterly.

(2) Approval of April 15, 2016 Draft Minutes

Trustees unanimously approved the minutes as drafted.

(3) Report/Update Items

(a) Northwest Commission on Colleges & Universities (NWCCU)

Scheck reviewed steps that have been taken in response to the NWCCU response to WOU's Year-7 self-study report. Dr. Sue Monahan, recently dean of the college of liberal arts and sciences has taken on a new role for current year – associate provost for academic effectiveness. Dr. Monahan, along with support from Dr. Dan Clark, is establishing a systematic process for all academic programs to come into alignment of student learning outcomes as required by the NWCCU. Drs. Monahan and Clark described the processes that are ongoing (see docket item) in order to meet the specified reporting deadlines stipulated by NWCCU.

(b) Enrollment

A current snapshot was presented by Associate Provost McDonald on undergraduate enrollment and Graduate Director Stonecipher reviewed current graduate enrollment (see

docket items). The committee engaged in discussion about preparing a comprehensive look at undergraduate enrollment strategies for presentation to the full Board at its October 26 meeting. McDonald and Scheck will prepare these materials.

(4) Informational Items

(a) Provost & Vice President for Academic Affairs

Scheck reported that the university will engage in a national search for a new dean of liberal arts and sciences. Dr. Rob Winningham, Professor of Psychology and Gerontology and former chair of behavioral sciences division is serving as the interim dean. A new permanent dean should be in place, August 1, 2017.

(b) Vice President for Student Affairs

Dean Tina Fuchs reported on current residence hall occupancy (docket item). The new Health and Wellness Center has now entered the construction phase.

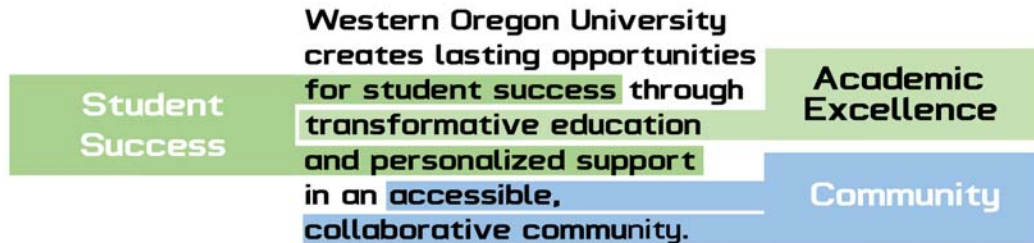
(5) Adjournment

Chair Shetterly asked for any further discussion, hearing none, he thanked all for their participation; meeting was adjourned.

WOU Mission Fulfillment Framework (Core Themes, Objectives, and Indicators)

[DRAFT: 12.6.16]

Mission (Proposed)



Core Theme One: *STUDENT SUCCESS*

1 — WOU empowers students to succeed academically through its accessible curriculum and attainable programs.

1.1: WOU's curriculum is offered across **multiple delivery pathways**

1.2: WOU offers programs that can be completed in a **timely and efficient manner**

2 — WOU's supportive structures and personalized service support students in their educational endeavors.

2.1: WOU's **supportive environment** facilitates student persistence and success

2.2: WOU provides **personalized service** to its students

Core Theme Two: *ACADEMIC EXCELLENCE*

3 — WOU's aligned and responsive academic practices provide a purposeful learning experience for students.

3.1: Academic and co-curricular programs are **fully aligned** with WOU's ULOs, GLOs, and PLOs.

3.2: WOU's Academic and co-curricular programs are **responsive** to the evolving needs of its students and the region.

4 — WOU fosters a culture and climate of curiosity, scholarship, and lifelong learning.

4.1: WOU champions outstanding **teaching, research, and scholarship**

4.2: WOU students engage in **high-impact learning**

4.3: WOU students **continue their education**

Core Theme Three: *COMMUNITY*

5 — The WOU community is accessible and diverse.

5.1: WOU is an **accessible** campus

5.2: WOU is a **diverse** campus

6 — The WOU community is engaged.

6.1: WOU's students participate in high-impact, **community-focused** activities

6.2: WOU is **active** in its broader communities

Core Theme One: STUDENT SUCCESS

[DRAFT: 12.6.16]

Objective	Indicator	Measure	Evidence	Target
1 — WOU empowers students to succeed academically through its <i>accessible curriculum</i> and <i>attainable programs</i> .	1.1: WOU curriculum is offered across multiple delivery pathways . [SP I.2.3, II.4.3]	(Primary) Flexible Format Course Enrollment	<i>[percentage of FTE enrolled in courses offered online, hybrid, evening, weekend, etc.]</i>	15%
		(Supporting) Flexible Format Program Offerings	<i>[% of Programs available entirely (including GE pathways) online, hybrid, evening, weekend, etc.]</i>	15%
	1.2: WOU offers programs that can be completed in a timely and efficient manner [SP I.2.1, I.2.2, II.4.4, II.4.5]	(Primary) Graduation Rate(s)	<i>[Graduation Rate (5y Trend)-GRAD]</i> <i>[Graduation Rate (5y Trend)-UGRAD]</i> <i>[Graduation Rate (5y Trend)-FTF]</i> <i>[Graduation Rate (5y Trend)-TRANS]</i>	<i>[SLOPE]</i> <i>[SLOPE]</i> <i>[SLOPE]</i> <i>[SLOPE]</i>
		(Primary) Time to completion	<i>[Time to Comp. (5y Trend)-GRAD]</i> <i>[Time to Comp. (5y Trend)-UGRAD]</i> <i>[Time to Comp. (5y Trend)-FTF]</i> <i>[Time to Comp. (5y Trend)-TRANS]</i>	<i>[SLOPE]</i> <i>[SLOPE]</i> <i>[SLOPE]</i> <i>[SLOPE]</i>
		(Primary) Total Credits at Graduation	<i>[Avg Total Credits (5y Trend)-UGRAD]</i> <i>[Avg Total Credits (5y Trend)-FTF]</i> <i>[Avg Total Credits. (5y Trend)-TRANS]</i>	<i>[SLOPE]</i> <i>[SLOPE]</i> <i>[SLOPE]</i>
		(Primary) Community College Articulations/ Degree Pathways	<i>[% of Programs with articulated "90+90" pathways]</i>	20%
		(Supporting) Number of Program Credits required (UGRAD)	<i>[Report on TOTAL Number of Credits Required to complete each program]</i>	100% at 180
		(Supporting) Timely completion of requisite general education Math and Writing requirements (UGRAD)	<i>[% of FTF students that have completed foundational Math and Writing requirements by their freshman and sophomore years]</i>	FR: [90% W] [50% M] SO: [90% M]

Core Theme One: STUDENT SUCCESS

[DRAFT: 12.2.16]

Objective	Indicator	Measure	Evidence	Target
2 — WOU's <i>supportive structures</i> and <i>personalized service</i> support students in their educational endeavors.	2.1: WOU's supportive environment facilitates student persistence and success [SP I.4.1]	(Primary) Retention Rate	[Retention Rate (5y Trend)-GRAD] [Retention Rate (5y Trend)-UGRAD] [Retention Rate (5y Trend)-FTF] [Retention Rate (5y Trend)-TRANS]	[SLOPE] [SLOPE] [SLOPE] [SLOPE]
		(Supporting) Permeation of pre-matriculation advising systems (e. g. SOAR)	[% Student participation- GRAD] [% Student participation- UGRAD] [% Student participation- FTF] [% Student participation- TRANS]	[%] [%] [%] [%]
		(Supporting) Permeation of pre-major advising systems	[% Student participation- UGRAD] [% Student participation- FTF] [% Student participation- TRANS]	[%] [%] [%]
		(Supporting) Permeation of academic support systems (e. g. Math Center)	[List and availability] [# (or %) Student participation] [Satisfaction Rating (?)]	[List] [# or%] [rating]
	2.2: WOU provides personalized service to its students [SP II.1.1]	(Primary) NSSE Engagement Survey	[Student responses to questions 3, 13, and 14.]	110% of Carnegie Class avg.
		(Supporting) Student-Faculty ratio	[Student-Faculty ratio]	[TBD]
		(Supporting) Students per Financial Aid Counselor	[Student-Counselor ratio]	[TBD]
		(Supporting) Undeclared Students per Professional Advisor	[Student-Advisor ratio]	[TBD]

CORE THEME TWO: ACADEMIC EXCELLENCE

[DRAFT: 12.6.16]

Objective	Indicator	Measure	Evidence	Target
3 — WOU’s <i>aligned</i> and <i>responsive</i> academic practices provide a purposeful learning experience for students.	3.1: Academic and co-curricular programs are fully aligned with WOU’s ULOs, GLOs, and PLOs [SP I.3.1]	(Primary) Verification of curricular alignment	<i>[Published Graphical Representation of academic program alignment]</i>	Full Alignment
		(Primary) Verification of co-curricular alignment	<i>[Published Graphical Representation of CC program alignment]</i>	Full Alignment
	3.2: WOU's cademic and co-curricular programs are responsive to the evolving needs of our students and the region [SP I.3.2, I.3.3, II.4.1, II.4.2]	(Primary) Verification of data-driven curricular change	<i>[Published Inventory of curricular change resulting from assessment efforts]</i>	<i>[TBD]</i>
		(Supporting) Evidence of ongoing ULO and GLO assessment	<i>[Report outlining process and progress of assessment efforts]</i>	<i>[TBD]</i>
		(Supporting) Evidence of ongoing General Education and program-level Assessment	<i>[Report outlining process and progress of assessment efforts]</i>	<i>[TBD]</i>
		(Supporting) Evidence of ongoing co-curricular Assessment	<i>[Report outlining process and progress of assessment efforts]</i>	<i>[TBD]</i>
		(Supporting) Evidence of ongoing program review	<i>[Report outlining process and progress of assessment efforts]</i>	<i>[TBD]</i>

CORE THEME TWO: ACADEMIC EXCELLENCE

[DRAFT: 12.2.16]

Objective	Indicator	Measure	Evidence	Target
4 — WOU fosters a culture and climate of curiosity, scholarship, and lifelong learning.	4.1: WOU champions outstanding teaching, research, and scholarship [SP I.1.1, I.1.2, II.1.2, II.2.1, II.2.2]	(Primary) NSSE Engagement survey	<i>[Student responses to questions 2, 4, 5, 6, and 9]</i>	110% of Carnegie Class avg.
		(Primary) Grants awarded for Instruction, Research, and Scholarship	<i>[Number and Value of Grants Awarded]</i>	<i>[slope]</i>
		(Primary) Faculty and Staff research and publications	<i>[Inventory of Faculty and Staff publications]</i> <i>[Average Scholarly Output per: Pre, post, and non-tenure Faculty, Faculty-development-funded efforts]</i>	<i>[List]</i> <i>[slope]</i> <i>[slope]</i> <i>[slope]</i>
	4.2: WOU students engage in high-impact learning [SP II.1.1, II.1.3, II.5.1, II.5.2, II.5.3]	(Primary) Students engaged in “publishable” academic research (e.g AES, PURE, theses, etc.)	<i>[Inventory]</i> <i>[Report that shows % and distribution]</i>	<i>[List]</i> <i>[slope]</i> <i>[slope]</i> <i>[slope]</i>
		(Primary) Prevalence of student-faculty research collaborations	<i>[Student Responses to NSSE HIP survey question 11e]</i>	110% of Carnegie Class avg.
		(Primary) Prevalence of student-led human subjects research	<i>[Number of IRB approvals for student-led research]</i>	<i>[slope]</i>
		(Primary) Student engagement in high impact practices (HIP)	<i>[Student Responses to NSSE HIP survey questions 11 and 12]</i>	110% of Carnegie Class avg.
		(Supporting) availability of high impact opportunities	<i>[Published Inventory]</i> <i>[Report that shows % and distribution]</i>	<i>[TBD]</i>
	4.3: WOU students continue their education	(Primary) Graduation rate of Graduate Certificate students	<i>[Graduation Rate]</i>	<i>[TBD]</i>
		(Primary) Graduation rate of undergraduate students who transfer	<i>[Graduation Rate]</i>	<i>[TBD]</i>
		(Primary) Graduate school matriculation of WOU students	<i>[@WOU]</i> <i>[@other schools]</i>	<i>[TBD]</i> <i>[TBD]</i>

Core Theme Three: COMMUNITY

[DRAFT: 12.6.16]

Objective	Indicator	Measure	Evidence	Target
5 — The WOU community is accessible and diverse.	5.1: WOU is an accessible campus [SP: I.4.2]	(Primary) Graduation rate of underrepresented (as we define them) students (HECC priorities?)	<i>e. g. Rural, Minority, Economically disadvantaged, First gen, Students with disabilities, DACA, etc.</i>	[TBD]
		(Supporting) Availability of ODS support systems	<i>[List and availability of ODS support systems]</i>	[TBD]
		(Supporting) Extended availability administrative systems	<i>MOODLE, online reg, bill pay, etc</i>	[TBD]
		(Supporting) Availability of other accessibility supporting systems	<i>e.g. SEP, Transportation, Childcare, others?</i>	[TBD]
	5.2: WOU is a diverse campus [SP: (II.2.1), II.3.1, III.4.1, III.4.3]	(Primary) Demographics of currently enrolled students	<i>as above</i>	[TBD]
		(Primary) Demographics of current Faculty and Staff	<i>as above</i>	[TBD]
		(Supporting) Diversity-focused program offerings	<i>e.g. Deaf-blind, Deaf Ed MS, Bilingual scholars, WP, etc.</i>	[TBD]
6 — The WOU community is engaged.	6.1: WOU's students participate in high-impact, community-focused activities [SP: III.1.1, III.1.2, III.2.1, III.2.4]	(Primary) Student participation in co-curricular "HIP" learning	<i>[# of students participating] [Responses to NSSE Engagement Q 8] [Responses to NSSE HIP Q 12]</i>	[TBD]
		(Secondary) Student participation in the "Maurice Prize" program	<i>[# of students participating]</i>	[TBD]
	6.2: WOU is active in its broader communities [SP: III.2.2, III.2.5, III.2.6, III.3.1, III.3.2, III.4.2, V.4.1]	(Primary) Collaborations with regional partners	<i>[Inventory of agreements] [enrollments]</i>	[TBD] [TBD]
		(Primary) WOU involvement in community leadership	<i>[e.g Advisory Board Membership, local govt participation, etc]</i>	[TBD]
		(Primary) State and federal grants received	<i>[Number and Value of grants received]</i>	[TBD]

WOU Mission Fulfillment Framework (Operational Imperatives, Objectives, and Indicators)

[DRAFT: 12.6.16]

Operational Imperative One: *SUSTAINABILITY and STEWARDSHIP*

O1 — WOU employs aggressive enrollment and fiscal strategies to ensure sustainability and relevance.

O1.1: WOU proactively **manages** its programs and enrollment

O1.2: WOU cultivates sustainable and diverse **financial resources** to achieve its mission

O1.3: WOU **aligns** resource allocation with institutional priorities

O2 — WOU uses its resources wisely to maximize access and promote upward mobility.

O2.1: WOU ensures that its net cost of attendance is **affordable** to the students it serves

O2.2: WOU **balances** the value of its degrees with the financial burdens students incur

Operational Imperative Two: *ACCOUNTABILITY*

O3 — WOU engages in data-driven continuous improvement of its systems, structures, and policies.

O3.1: WOU uses institutional data to **inform** decisions

O3.2: WOU continuously **challenges assumptions** to ensure it supports student success

O4 — WOU's efforts are fully transparent to external and internal stakeholders.

O4.1: WOU programs and successes are **highly visible**

O4.2: WOU's decisions are **transparent**

Operational Imperative One: SUSTAINABILITY and STEWARDSHIP

[DRAFT: 12.6.16]

Objective	KPI	Measure	Evidence	Target	
<p>O1 — WOU employs aggressive enrollment and fiscal strategies to ensure sustainability and relevance.</p>	<p>O1.1: WOU proactively manages programs and enrollment [SP: I.1.3, (II.4.1), V.1.1, V.1.2, V.1.3, V.2.4]</p>	(Primary) Enrollments	#FTF, Transfers, Graduate, Undergraduate, International, instate, out-of-state	upward slope	
		(primary) Program enrollment levels	Ratio of under-enrolled sections (fewer than 12 UG/8 GR students) to total	<12%	
		(primary) Program relevance to students	# Graduates in a program (3-5 year average) relative to established expectations	ratio ≥ 1	
		(Primary) Alignment to HECC Priorities	\$ accrued through HECC performance	upward slope	
	<p>O1.2: WOU cultivates sustainable and diverse financial resources to achieve its mission. [SP: IV.1.4, V.3.1, V.3.2, V.3.3]</p>	(primary) diversification of tuition portfolio	%grad vs. undergrad, %in-state vs. out-of-state vs. international, % full-pay vs. discount, discount rate	[TBD]	
		(primary) external funding sources	\$\$ raised by FOUNDATION \$\$ raised by grants	slope	
	<p>O1.3: WOU aligns resource allocation with institutional priorities. [SP: II.2.3, II.3.2, II.3.3, V.1.4, V.4.2, V.4.3, V.4.4, V.5.1, V.5.2, V.5.3, V.6.1, V.6.2, V.6.4]</p>	(Primary) Budget allocated through Budget Review Process	% of total institutional budget, % of new institutional funds	[TBD]	
		(Primary) Investment in instruction and student support	% of institutional budget allocated to instruction and student support, relative	[TBD]	
	<p>O2 — WOU uses its resources wisely to maximize access and promote upward mobility.</p>	<p>O2.1: WOU ensures that its net cost of attendance is affordable to the students we serve. [SP: V.2.1, V.2.2, V.2.5]</p>	(Primary) WOU tuition, relative to median household income in OR	ratio of WOU tuition and fees to annual household income in Oregon	[TBD]
			(Primary) Financial support for students	% of student financial need met, # of student receiving scholarships, average size of scholarships	[TBD]
<p>O2.2: WOU balances the value of its degrees with the financial burdens students incur. [SP: V.2.3]</p>		(Primary) Student upward Economic Mobility	WOU's HMI ranking	[TBD]	
		(Primary) Long term financial obligations	Student loan debt upon graduation, student loan debt for stopped-out non-	[TBD]	

Operational Imperative Two: ACCOUNTABILITY

[DRAFT: 12.6.16]

Objective	KPI	Measure	Evidence	Target
O3 — WOU engages in data-driven continuous improvement of its systems, structures, and policies.	O3.1: WOU uses institutional data to inform decisions. [SP: IV.2.1, IV.2.2, IV.2.3]	(Primary) Decisions based on reliable and institutionally-maintained data	<i># of decisions, inventory of decisions</i>	<i>upward slope</i>
		(Secondary) Establishment (and maintenance) of professional institutional research function (and reliable data)		
	O3.2: WOU continuously challenges assumptions to ensure it supports student success. [SP: IV.1.1, IV.1.2, IV.1.3, V.6.3]	(Primary) Number of documented policy and process improvements	<i>[Published Inventory]</i>	<i>[List]</i>
O4 — WOU's efforts are fully transparent to external and internal stakeholders.	O4.1: WOU programs and successes are highly visible . [SP: II.1.3, III.2.3, IV.3.1, IV.3.2, IV.3.3, IV.3.4]	(Primary) Consistent branding and purposeful marketing	<i>Reduction in incidents of non-adherence to university-defined standards</i>	<i>downward slope</i>
		(Primary) Regional and national coverage of university events and accomplishments	<i>Number of Occurrences Inventory of clippings</i>	<i>[slope] [list]</i>
		(Primary) Published results of investments in innovation and professional development	<i>Published list of Awardees, assessment results, publications, conference presentations supported by institutional funds</i>	<i>[TBD]</i>
		(Secondary) Audience-appropriate communication with students and others	<i>Readability Score of web resources recruit engagement (retweets, etc)</i>	<i>[TBD] [TBD]</i>
	O4.2: WOU's decisions are transparent . [SP: II.5.4, IV.4.1, IV.4.2, IV.4.3]	Tuition & Fees	<i>Fees as a percent of total cost of a WOU education; Fees as a percent of total revenue</i>	<i>[TBD]</i>
		Published planning documents	<i>Published Master Plan, IT plan, Strategic plan and dashboard</i>	<i>[List]</i>
		Budget review process	<i>Published list of proposals, review results, and investments/reallocations</i>	<i>[List]</i>

WOU Affordability

Outline for presentation to January 25, 2017 Board of Trustees

- **Key Definitions**
- **National Context**
- **Competitor Comparison**
- **WOU Cost of Attendance**
- **WOU Financial Aid**
- **SWOT**
- **Next Dollar Ideas**

“Low- and middle-income families face significant barriers that limit their ability to invest in education”
--2016 College Affordability Diagnosis