



**Western Oregon University Board of Trustees:
Academic & Student Affairs Committee (ASAC)**

Meeting No. 11 – October 3, 2018

Public Site: Werner University Center, Ochoco Room

12:30 – 1:30pm

AGENDA

I. CALL-TO-MEETING AND ROLL CALL

II. COMMITTEE CHAIR'S WELCOME

III. CONSENT AGENDA

- 1) [Approval July 9, 2018 meeting minutes](#) (page 1)

IV. ACTION ITEMS:

- 1) No action items noted for this meeting. Action may be called from the floor if deemed necessary.

V. REPORT & DISCUSSION ITEMS:

- 1) Organizational Leadership MA update
- 2) [WOU's Salem presence update](#) (page 4)
- 3) [Doctorate of Physical Therapy update](#) (page 10)
- 4) [Retention data and opportunities](#) (page 28)
- 5) [General Education Revision update and timeline](#) (page 42)
- 6) New faculty orientation & professional development year round opportunities
- 7) Civility, equity, and speech on campus – upcoming events & efforts
 - a. Dr. Stokes-Dupass, diversity discussion (February 1, 2019)
 - b. Dr. Asao Inoue, racial bias in the evaluation of writing discussion (October 29, 2018)
 - c. Working lunch with President Rex Fuller, Vice President Ryan Hagemann, Interim Provost Rob Winningham, and Faculty Senate Executive Committee regarding campus free speech (October 12, 2018)
 - d. Associate Provost Erin Baumgartner, efforts to convene conversations regarding gender equity on campus
- 8) Enrollment update
- 9) Student Affairs update
- 10) Finalize upcoming meeting schedule

VI. ADJOURNMENT



**WESTERN OREGON UNIVERSITY BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE (ASAC)
REGULAR MEETING
Meeting No. 10, July 9, 2018
Lieuallen Administration Building, President's Conference Room
9:00 – 10:00am**

I. Call-to-Meeting and Roll Call

The meeting was called to order by Chair Lane Shetterly. Committee members present: Lane Shetterly, Lydia Muniz, Malissa Larson, Zoe Chan-Tuyub. Zellee Allen was absent. Guests present: Paul Disney (Business). Staff present: Sue Monahan (Associate Provost), Gary Dukes (VP for Student Affairs). Review of Committee Charter; note that review of charter is due and we will discuss again at our next meeting.

II. Approval of April 4, 2018 Draft Minutes

Minutes from the April 4, 2018 meeting were approved by consensus.

III. Action items:

Proposal for MA in Organizational Leadership

The Committee reviewed the program proposal for the MA in Organizational Leadership. Paul Disney described the program and its fit with needs in the community, especially for leadership education in Salem and surrounding areas. The program is targeted towards working adults. Market research from an external consultant supports the need for this program. The program proposal includes two certificates: (1) Operational Management, which is also open to undergraduates and others without a four-year degree, and (2) Executive Management, which is open 4-year degree holders. Upon completion of the certificates, a student can then complete the MA in Organizational Leadership with additional elective course work and the completion of an exit project. The program will be delivered in Salem with a combination of online and hybrid offerings, ensuring that students have face-to-face learning experiences that are central to leadership development. The budget reflects the costs to deliver the program without adding tenure-track lines at this time; that said, as the program grows the departments providing faculty to the program will request additional tenure-track hires to complement current staff and strengthen the programs that are extending themselves to offer the MA on Organizational Leadership. WOU's new budget process provides a transparent, data-driven way to make such requests. The relationship between this program and State of Oregon training and development activities was discussed. Motion to

recommend WOU Board of Trustees approval of the proposal was made by Ms. Muniz; Ms. Chan-Zuyub seconded. Motion passed 4-0 with one absence.

Endorsement of WOU participation in Willmette Promise

The Committee reviewed Willamette Promise for the benefit of new members. Willamette Promise director (Associate Provost Sue Monahan) has requested endorsement by the Board of Trustees to meet Higher Education Coordinating Commission requirements for Board approval of WOU's Accelerated Learning activities. Ms. Muniz moved to recommend endorsement by the WOU Board of Trustees; Ms. Larson seconded the motion. The motion carried 4-0 with one absence.

IV. Reports & Discussion Items

- 1) Vice President for Student Affairs, Dr. Dukes, provided an enrollment update. Dr. Dukes reported that 2018 projections are tracking higher than 2017, and at the level of 2015 and 16 enrollments. Applications, admissions, housing and SOAR attendance are all higher than they have been the past three years. Dr. Dukes projects a 1% increase in students over last year.
- 2) Additional Updates on Student Affairs: Dr. Dukes provided additional updates on Student Affairs. The recruitment effort for 2018-19 is coming to a close and WOU is now identifying strategies for 2019-20 based on feedback from admissions counselors and Hanover (consultants): Adjustments include (1) matching PSU's offer of free tuition for Pell Eligible students; lowering the GPA at which students who have not taken the ACT or SAT are eligible for WOU grants; strategically deploying remission funds (e.g., to recruit high performing Honors students, to increase aid to students with financial need). The Division of Student Affairs is reviewing and acting upon recommendations from the Hanover consultants for aligning actions of Financial Aid and Admissions with enrollment priorities. In addition, WOU continues to develop partnerships with Community Colleges: We recently signed an articulation agreement with Mt. Hood Community College, and an agreement with Linn-Benton Community College is on the horizon.
- 3) Additional Student Affairs updates: Given decision by WOU's Board to phase out the Western Promise, WOU's Admissions staff has been providing clear guidance to students on the advantages and drawbacks of using the program. We have seen 5% decrease in students signing up for Western Promise. The Spin Bike program, a public-private partnership among WOU, Monmouth's Bike Shop and Spin, has placed bicycles around campus for students, faculty, staff and others to rent on an hourly basis. In May, the program provided 150 rides per day. The distribution of bikes around campus and our local community is regularly balanced through the efforts of the staff of Monmouth's bike store. The Food Pantry is moving from space it had outgrown in APSC, to space recently vacated by the ROTC program in UPCC. A staff person, split between Abby's House and the Food Pantry, will provide additional coordination and support for the volunteers that the Food Pantry relies upon.

- a. Tuition Promise – we have begun to advise students to not enroll in Promise.
 - b. Spin Bike program – May = 150 rides per day; university-community partnership (Monmouth bike shop maintains and rebalances distribution of bikes)
 - c. Food pantry has moved from APSC to UPCC (old ROTC space)
 - d. Hired a person split between Abby’s House and Food Pantry
- 4) Academic Affairs updates: Associate Provost Sue Monahan reviewed recent changes in the structure of Academic Affairs, and discussed how they align with the strategic priorities of Academic Affairs in the coming year (e.g., planning for the implementation of General Education’s revision in 2019-20; activities in support of establishing WOU’s Salem presence; activities in support of accreditation, assessment, and academic program review; reorganization of TRI and its relationship with WOU; development of new programs for new students).
- 5) Updates on Salem presence: Dr. Monahan provided an update on plans to establish a WOU presence in Salem, beginning in 2018-20. By 2019-20, we expect to have four undergraduate programs (AB in Liberal Studies, Interdisciplinary Studies, Psychology and Criminal Justice) available for students to complete through Salem and online offerings such that students can be assured that they complete a 4-year degree without coming to our Monmouth campus. The key target demographic is working adult learners, and programming and delivery will be focused on the needs of these potential students. In Salem alone, there are more than 25,000 adults of working age who have an Associate’s degree or some college but no 4-year degree. Our seven primary feeder community colleges produce almost 10,000 Associate’s degrees per year, approximately 40% of which are career-related Applied Science degrees. Our initial undergraduate efforts focus on degree completion for these students: We will provide relevant and cohesive curriculum; flexible curricula; predictable and convenient class meeting times (e.g., evenings/weekends); and hybrid courses to optimize student convenience with face-to-face opportunities for our faculty to do what they do best – interact with students.

V. Adjournment

With no further updates or business, the meeting was adjourned at 10:00am.



WOU IN SALEM

Presentation to Academic & Student Affairs Committee (ASAC)
October 3, 2018



Western Oregon
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New Programs for New Students: Serving Working Adults

- **Teacher-oriented**

Pedagogy

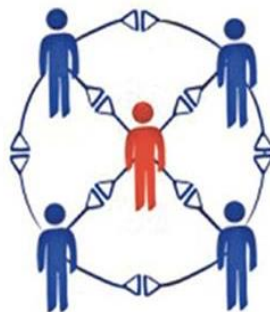


- **Dependency**

- **Subject-centered**

- **Externally motivated**

Andragogy



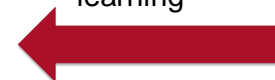
- **Self-oriented**

- **Self-dependent**

- **Problem-centered**

- **Internally motivated**

Approach to learning



Practical concerns



Matt Bergman & Kim Priesmeyer (2017). What the heck is andragogy? How adults learn differently. Presented at Complete College America, New Orleans, November.

“ Adult learners already comprise the largest portion of the U.S. college student population, and that number will likely grow as college education costs continue to increase and as businesses become leaner with technology. But states will have to contend with potential obstacles in academic service delivery and support services for this group, which may not have easily identifiable funding sources.

<https://www.educationdive.com/news/higher-ed-embraces-the-new-traditional-student/522765/>”

Working Adult Learners

Who are adult learners?

- Highly motivated
- Self-directed
- Multi-level responsibilities
- High expectations
- Use of personal experience as a resource
- Practical, results-oriented

What do adult learners need and want?

- Require flexible learning options
- Require flexible scheduling
- Prefer accelerated term lengths
- Prefer experiential learning
- Need convenient services
- Often enroll part-time
- Often stop out
- Often enroll based on life trigger events

Degree Program Available in 2019-20	4-year WOU Student	AAOT (or equiv) transfer student	AAS transfer student
MA Organizational Leadership	Graduate Program		
BA, BS Psychology	✓	✓	
BA, BS Criminal Justice	✓	✓	
BS Business	✓	✓	
BA, BS Interdisciplinary Studies	✓	✓	
AB Psychology			✓
AB Information Systems			✓
AB Liberal Studies			✓
Certificate in Professional Writing	Undergraduate Certificate		

Flexible: Hybrid Courses

4 credit hours: meets in-person once per week for 1h 50m, has 1h 50m of online activity, and appropriate outside-of-class work (4-8 hours)

3 credit hours: meets in-person once per week for 1h 25m, has 1h 25m of online activity, and appropriate outside-of-class work (4-8 hours)

Developed with support from Academic Technology/Faculty Development staff

Convenient: Evenings/Weekends

Consistent & predictable schedule of courses that students can count on and arrange work schedules around

Located at Chemeketa Center for Business & Industry in downtown Salem

2018-19: Tuesdays, Thursdays, Saturdays

2019-20: Expand to include Mondays, Wednesdays

Undergraduate Programs in Salem

Relevant: For Working Adults

Degree completion options for those with career-related Associate of Applied Science degrees

Bachelor degrees in Psychology, Criminal Justice and Interdisciplinary Studies for AAOT degree holders and others who seek a traditional 4-year degree

Application to civic life and work

Cohesive: Meaningful & Scaffolded

AB in Liberal Studies and Interdisciplinary Studies program offerings relate to program themes in content and with a signature assignment

Clusters of related courses – multidisciplinary or a sequence within a field.

General Education courses curated to support bachelor degree programs and program themes

Goal: Structure programs to serve student's needs, interests and constraints. A consistent format, schedule and look to courses will reduce time conflicts and ease cognitive burden, allowing students to focus on **learning**.



Tentative undergraduate offerings at Salem site, Winter 2019

- BUS 361D Organizational Leadership
- BUS 310 Marketing
- SOC 407W Work and Organizations
- CJ 407 Motivational Interviewing
- WR 300 Technical and Professional Writing
- WR 464 Writing for Publication
- TA 407 Transitions & Creative Expression
- MTH 105 Contemporary Math (CCC)
- WR 121 College Writing I (CCC)
- PSY 201 General Psychology (CCC)

Doctorate of Physical Therapy

Academic and Student Affairs Committee (ASAC)

October 3, 2018



Oregon Setting

- 2 DPT programs in Oregon (Pacific and George Fox)
 - Number of qualified applicants 2016: >1,000
 - Number of spaces for new students: 100
- Exam pass rate
 - National Average 2016: 96.3%
- Job placement rate at 6 months
 - National Average 2016: 99.4%
- Median Oregon salary \$81-85 K (depending on source)

New Enrollment Possibilities

- Graduate
 - Physical Therapy Program: 120-150 students
 - Occupational Therapy Program: 100+ students
 - Speech Pathology (3 others in Oregon)
- Undergraduate
 - Health Science degree
 - PTA (if CAPTE increases to bachelor's degree)





NEAL W. WERNER UNIVERSITY CENTER

Approval Process



Event	Early (fall 2022)	Later (fall 2023)
Edit courses (course numbers, WOU focus, electives, GLO)	August 31	September 30
Submit courses in Faculty Senate Portal	September 1	October 1
Initial Review by WOU Graduate Committee	September 25	October 16
Approval by WOU Graduate Committee	October 16	November 20
Initial Review by WOU Faculty Senate	October 23	November 27
Approval by WOU Faculty Senate	November 27	January 8
Approval by WOU Administration	December 5	January 9
Introduction to Academic and Student Affairs Committee	January 2	April 3
Approval by WOU Board of Trustees	January 16	April 17
Submission to Provost Council	January 21	April 24
Approval by Provost Council	March 5	June 6
Approval by HECC (estimated date)	April 11	August 8
Submission to NWCCU	May 1	September 1
CAPTE Intent to seek accreditation	May 1	September 1
Legislature Approves Capital Bonding	June 2019	February 2020
Design Phase of new building	November 2019	November 2020
Approval by NWCCU (approximate date)	January 2020	June 2020
Construction Bonds Sold by State	Spring 2020	Spring 2021
Construction on new facility Begins	March 2020	March 2021
NWCCU Site visit (Focus on implementation)		
WOU Budget Request for Program Director	Winter 2020	Winter 2021
Hire Program Director	September 2020	September 2021
Notify CAPTE of Director hiring	September 2020	September 2021
Construction Complete	May 2021	May 2022
Hire Clinical Director and 1 st faculty cohort	September 2021	September 2022
Apply for CAPTE Candidacy	September 2021	September 2022
CAPTE Site Visit		
Recruit First Class	September 2021	September 2022
CAPTE Grants Candidacy		
First Cohort of students begin	September 2022	September 2023
Hire second cohort of faculty	September 2022	September 2023
CAPTE Self-study and Site-visit	Spring 2025	Spring 2026
CAPTE Completion of Accreditation Process	Spring 2025	Spring 2026
Hire 3 rd faculty cohort to support larger program	Fall 2025	Fall 2026
Expand program size	Fall 2025	Fall 2026



CAPTE Approval Process

- Notification to CAPTE of intent to seek accreditation
 - Board of Trustees approval
 - NWCCU approval
 - State approval
- Notification to CAPTE that WOU has hired a director – hired 9-12 months before applying for candidacy
- Program director attends Developing Program workshop and Self-study workshop
- Application for Candidacy (2 candidacy cycles/yr; 6 applications per cycle)
 - At least 3 full time core faculty must be hired including DPT Director and Director of Clinical Ed
- On-site candidacy visit



CAPTE Approval Process, cont.

- Candidacy granted
- First cohort starts classes (year 1 of 3)
- Self study report and site visit (last term of program)
- Completion of Accreditation (prior to graduation of first cohort)

Note: CAPTE updated the candidacy website on 7/23/18. At that time 11 programs have hired a director or have submitted an application for candidacy; i.e., nearly all 12 slots for application for candidacy have been filled for the next 12 months

Campus Meetings

- Faculty Senate Executive Committee
- Health and Exercise Science Faculty
- Biology Faculty
- Behavioral Science Faculty
- Graduate Studies Committee
- Created Faculty Advisory Taskforce

Draft Curriculum



Draft Curriculum

- Created by George Fox DPT Director
- CAPTE Standards compliant
- Will be adjusted to reflect likely WOU direction (i.e. Gerontology)



DPT Draft Curriculum

- 3 year curriculum totaling 162 credits
- 38 courses

Clinical Placements

- 1st Clinical placement Summer Year 1 (4 weeks)
- 2nd Clinical placement Spring Year 2 (6 weeks)
- 3rd Clinical placement Fall Year 3 (8 weeks)
- 4th Clinical placement Winter Year 3 (9 weeks)
- Final Clinical placement Spring Year 3 (10 weeks)

Applied Research

- 1st Applied research Fall Year 2
- 2nd Applied research Summer Year 2
- Final Applied research Spring Year 3



Key questions

- Costs
 - Start-up
 - Facility
 - Technology support
- Salary level of DPT faculty

Facilities



Facilities

- Digital renderings of building in development
- New Programs and current programs
- Secure funding
 - Facility construction ~ \$20-40 M
 - Start-up costs







NEAL W. WERNER UNIVERSITY CENTER

Next Steps and Other Items

Next Steps for 2022 Launch

- Renderings of building
- Complete curriculum draft by July 1, 2018
- Approvals Required
 - *Graduate Studies Committee*
 - *Faculty Senate*
 - *WOU Administration*
 - *WOU Board of Trustees*
 - *Public Universities Provost Council*
 - *Higher Ed Coordinating Commission (HECC)*
 - *Northwest Commission on Colleges and Universities (NWCCU)*
 - *Commission on Accreditation in Physical Therapy Education (CAPTE)*
- Secure funding
 - Facility construction ~ \$20-40 M
 - Start-up costs
- Expand external support network



Primary Concerns

- Timing and ability to meet 2022 start.
 - Multiple steps that require prompt action
 - Capital: Construction needs to start March 2020 to open Fall 2022.
- Actions by other universities
 - OSU Cascades—Proposal moving to Provost Council Fall 2018
 - Western University (Lebanon)—Professional Hybrid Program beginning soon; possible DPT beginning as soon as 2020
 - Oregon Tech—Invested 200K in 2015, but current level of interest low

INCREASING RETENTION

A Collaborative Plan

Dr. Rob Winningham & Marshall Guthrie



Western Oregon
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RETENTION RATES: USING DATA TO PLAN

1. What factors did the Hanover Report identify as being reliable predictors of student retention?
2. What other factors are worth considering?
3. Can we propose realistic actions that could target the above factors and lead to significant improvements in retention?



FRESHMAN COMPOSITION BY RETENTION STATUS

VARIABLES	NOT RETAINED	RETAINED	TOTAL
Average Credits Earned			
First Year - Fall Term	10.84	11.64	11.40
First Year - Winter Term	13.70	14.60	14.38
First Year - Spring Term	13.37	14.54	14.29
First Year - Summer Term	10.00	9.89	9.92
First Year - Total	26.10	35.48	32.67
Average Financial Aid			
First Year	\$ 9,465	\$ 12,771	\$ 11,779
Average GPA			
First Year	2.16	2.95	2.72
First Term	2.33	3.04	2.83
High School	3.10	3.27	3.22
Gender			
Male	45.14%	37.30%	39.64%
Female	54.86%	62.70%	60.36%



GPA: PREDICTS RETENTION/GRADUATION

VARIABLES	NOT RETAINED	RETAINED	TOTAL
Average GPA			
First Year	2.16	2.95	2.72
First Term	2.33	3.04	2.83
High School	3.10	3.27	3.22
First Year - Summer Term	10.00	9.89	9.92
First Year - Total	26.10	35.48	32.67

- Freshman who have a one-point increase in first-year GPA are 15% more likely to return for their second year at WOU, and 20% more likely to graduate within 5 years.
- Transfer students who have a one-point increase in first-year GPA are 12% more likely to return for their second year.
- What else could be done to support students with lower GPAs?



CREDITS: PREDICT RETENTION/GRADUATION

VARIABLES	NOT RETAINED	RETAINED	TOTAL
Average Credits Earned			
First Year - Fall Term	10.84	11.64	11.40
First Year - Winter Term	13.70	14.60	14.38
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First Year - Summer Term	10.00	9.89	9.92
First Year - Total	26.10	35.48	32.67

- Both freshman and transfer students who earn more credits in their first year at WOU are more likely to return.
 - The predictive relationship was strongest for transfer students.
 - Opportunity for more intensive transfer-specific orientation and advising?
 - Course scheduling software?
- Freshman students who earn one more credit than average in the first year are 0.3 percent (~21 students) more likely to graduate on time.



DECLARED MAJOR: PREDICTS GRADUATION

- **Students who have not declared a major are less likely to be retained to their second year and are less likely to graduate on time.**
 - This finding holds true after controlling for first-year academics and other student characteristics.
 - Would working with more with non-declared students help increase their retention rates?



MATH GRADE: PREDICTS GRADUATION

- **Students with lower first math course grades or lower high school GPAs were less likely to graduate in five years, even after controlling for first-year GPA and credits earned.**
 - Could a targeted outreach or a cohort approach increase success in math and increase graduation rates for at risk students?



OUTREACH EFFORTS: MIDTERM REPORTS

- Targeted midterm progress reports from faculty similar to student athletes with immediate *Student Success and Advising* follow-up.
 - Trial outreach
 - Focus on lower GPA students
 - Focus on students who have not declared a major
 - We probably need advisor involvement just as student athletes might have coach involvement



OUTREACH EFFORTS: SUMMER CALLING

- **Summer calling to encourage current students in good standing to register for fall courses if that have not.**
 - Remove study abroad students
 - Remove students registered for summer courses
 - Division chairs will be responsible for the outreach



OUTREACH EFFORTS: FACULTY ADVISOR REGISTRATION REPORTS

- **Quarterly, we could send each faculty advisor a list of advisees who have not registered by a certain date (e.g., Monday of dead week) and ask them to contact each advisee.**
 - Provide easy to copy and paste email lists
 - Provide a sample template
 - Provide an updated report to advisors to show response rate



OUTREACH EFFORTS: SHARED COMMUNICATIONS

- **WCS notes can provide continuity and better relationship development between advisors and advisees.**
 - Advisors change, notes provide continuity, efficiency, and relevant details that could affect retention
 - We need to be very mindful and we slowly get faculty used to notes in WCS



MATH COHORT: INCREASE GRADES AND PASS RATES OF AT RISK STUDENTS WITH TARGETED TEACHING AND SUPPORT

- **There are models designed to help at risk students with math in their first year. We could even offer a tuition waiver for these students to participate in the program.**



OTHER FINDINGS AND OPPORTUNITIES

- Can we do anything to increase first year male retention rates?
- Why did the Hanover Report find students living on campus had lower retention rates (characteristics of those living off campus?)
- Can we increase the % of minority students admitted who actually come to WOU (they have lower conversion rate)?
- Why are pre-professional retention rates so low?
- Why are Business students retention rates so low? Interventions?



OUTSIDE OF WOU: EXTERNAL FORCES

- **Could external forces be driving retention (and admission)?**
 - Greater financial incentives to transfer students at PSU
 - Lower community college enrollment
 - Oregon Promise effects



General Ed. Curriculum Proposal Deadlines and Review Schedule

- During 2018 Kick-off week we will have training on the system and time set aside for academic units to work on their proposals.
- Existing courses that faculty want to apply to be in a category will go through a modified curriculum process that starts with a faculty member and then will be reviewed by the Department Head, Division Chair and Division Curriculum Committee and then the General Education Committee.
- New courses (other than FYS) will need to go through the full curriculum process at the same time as the modified process.
- An FYS course will also go through a modified curriculum process starting with the faculty member. The Department Head and Division Chair will be sent of notification of the proposal and it will be sent to the General Education Committee for approval.
- Each academic unit can submit a group proposal, like a program change, which links the accompanying courses together for each of the four broad areas (Foundations, First Year Seminars, Exploring Knowledge, and Integrating Knowledge).
- Each course can be in at most one General Education category.
- The deadlines to submitting to GEC for the four broad categories are:

Foundations (Communication & Language; Critical Thinking; and Health Promotion)	DUE: Tuesday, October 9th, 2018
Review Proposals at Oct. GEC Meeting	Tuesday, October 16, 2018
Exploring Knowledge (Literary & Aesthetic Perspectives; Scientific Perspectives; and Social, Historic & Civic Perspectives)	DUE: Tuesday, November 13th, 2018
Review Proposals at Nov. GEC Meeting	Tuesday, November 20, 2018
First Year Seminars (Quantitative-focused and Writing-focused)	DUE: Tuesday, January 8th, 2019
Review Proposals at Feb. GEC Meeting	Tuesday, January 15, 2019
Integrating Knowledge (Citizenship, Social Responsibility, & Global Awareness; and Science, Technology, & Society)	DUE: Tuesday, February 12th, 2019
Review Proposals at Jan. GEC Meeting	Tuesday, February 19, 2019
<i>OTHER RELEVANT DEADLINES (approximate)</i>	Based on 17-18 AY
Banner open for Fall Term Schedule entry	~Last week of January
2019-2020 Projected Schedules due to Deans' offices	~1 st week of March
Fall Term Schedule deadline for Banner entry; Banner closes to APAs	~1 st week of April