



**Western Oregon University Board of Trustees:
Academic & Student Affairs Committee
Meeting No. 19 – November 6, 2020
1:30pm – 3:00pm**

Public Meeting: [WebEx](#)

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AGENDA

I. CALL-TO-MEETING AND ROLL CALL

II. COMMITTEE CHAIR'S WELCOME

III. CONSENT AGENDA

1) Approval [May 27, 2020 meeting minutes](#)

IV. REPORT & DISCUSSION ITEMS:

1) COVID-19 Update & Planning Ahead

a. Student Affairs Update | [Vice President Report](#)

b. Academic Affairs Update | [Vice President Report](#)

c. Athletics Update | *Randi Lydum, Interim Executive Director*

V. ADJOURNMENT



**Western Oregon University Board of Trustees:
Academic & Student Affairs Committee
Meeting No. 18 – May 27, 2020
1:30pm – 3:30pm
DRAFT MINUTES**

I. CALL-TO-MEETING AND ROLL CALL

Committee members present: Zellee Allen, Linda Herrera, Malissa Larson, Jenny Mladenovic, Lane Shetterly

Other persons present: Michael Baltzley, Chelle Batchelor, Erin Baumgartner, Laurie Burton, Vivian Djokotoe, Gary Dukes, Kathy Cassity, Mark Girod, Hilary Holman-Kidd, Omar Melchor-Ayala, Susanne Monahan, Cindy Ryan, Annika Thompson, LouAnn Vickers, Niki Weight, Bev West, Rob Winningham

II. COMMITTEE CHAIR'S WELCOME

Chair Lane Shetterly called the meeting to order at 1:31pm.

III. CONSENT AGENDA

Trustee Larson moved to accept the minutes from the April 2, 2020 meeting. Trustee Mladenovic seconded and the minutes were approved with no alterations.

IV. ACTION ITEMS

1). Bachelor of Applied Sciences in Professional Studies in the Deaf Committee

Dean Girod gave background on the need for this type of degree, and clarified the budget requirements, mentioning that this is essentially a transfer of funds from one to the next. Trustee Larson asked that this is specifically an online program, and that this would be an applied science, allowing people to get a two-year degree at a community college, and then finishing at WOU for their bachelor of applied science. Dean Girod confirmed that, and further clarified that there would be an ASL competency requirement, though WOU is currently continuing to study how students are tested and placed into ASL classes. Provost Winningham provided further clarification regarding how AAOT.

Trustee Herrera moved to approve, Trustee Allen seconded, and it was approved unanimously.

2). Bachelor of Science in Cybercrime Investigation and Enforcement

Provost Winningham introduced Omar Melco- and Dr. Vivian Djokotoe to give an overview of the program. Omar discussed the importance of how this falls into the



purview of criminal justice, as well as computer science as the world moves towards being online, as well as how the credits would break down into criminal justice or information systems programs. There would be no budget implications, utilizing current classes, and using connections that the criminal justice division has to place students into practicums.

Trustee Allen requested clarification between the certificates that students can receive now, versus the four-year degree, Omar and Dr. Djokotoe explained that the program would create students who have the cyber skills of those who have certificates and the education of someone with a four-year degree.

Chair Shetterly asked about the enrollment projections, and Dr. Djokotoe acknowledged that the projections are conservative, as there are students who transfer in from other universities that have cybercrime credits that don't transfer over as WOU does not have a cybercrime degree, as well as the current cultural climate.

Trustee Larson asked why there is a heavy emphasis on online classes in the Criminal Justice division, and Dr. Djokotoe explained that as she has taught in the division, she has noticed that many students in the division are adult learners, and moving the classes online allowed them to take it at WOU rather than going to Chemeketa. The demand has increased over time, as more people who are in the field are going back to school to get their four-year degree. Dr. Djokotoe clarified that the program is not entirely online, rather there are both an online class and in person class so students can adjust as needed.

Trustee Larson moved to approve, Trustee Mladenovic seconded, and it was approved unanimously.

V. REPORT & DISCUSSION ITEMS:

1). New Minors and Certificates Proposal Process

Dr. Laurie Burton gave an overview on how the minor and proposal process works, as well as why there is a need for a new process, she also clarified that there is time and space for adjustments to the process. Dr. Burton walked through the new process, and explained how this would reduce redundancies in the system. Chair Shetterly clarified that this is not an action item, and Provost Winningham confirmed that this was not an action item, instead it is helpful for the committee to see how the process works.

2) COVID-19 Update & Planning for Fall 2020

Student Affairs Update | Vice President Report



Dr. Gary Dukes gave an update on enrollment, and while the current numbers look good he acknowledged that the current climate means that might change. Efforts are still being made to see how the current situation will affect fall term, and there is work being done to answer student's questions, as well as hold virtual groups for newly enrolled students. SOARs will start happening in June, for students to get attached to an advisor with new software that has been bought.

Dr. Dukes explained the four solutions that housing has come up with, including social distancing, and minimizing the number of students having roommates. He also covered how student health and counseling is planning on slowly reopening, when the student rec center is planning on opening, as well as how student engagement is working on getting things virtual, or taking social distancing into account. He explained how fall term events, including new student week, are being planned with social distancing.

Trustee Mladenovic asked about testing, and what options are being considered for testing for students. Both Dr. Dukes and Provost Winingham updated the committee on how WOU is working to find answers, as well as how often testing would be done if testing on campus students does occur, and if that is even feasible.

Academic Affairs Update | Vice President Report

Provost Winingham gave an update on Academic Affairs, including how there is support for faculty as they are moving to online classes and what support is coming from Academic Innovation for faculty. He also shared the reopening plan that has been developed by the state universities in Oregon, and how that would look with social distancing in the fall. The plans are currently in the approval process, and there has been a new development that might allow for universities to stay open or move forward regardless of what phase the county is in, to avoid sending everyone home only to bring them back.

He gave the committee information regarding the previous town halls that were viewed by faculty and staff, which gave people information about the new course modality for fall term, online synchronous. He also gave an update on how Dr. Megan Patton-Lopez and Dr. Emily Vala-Haynes is working with Polk County to help develop a contact tracing program with twelve students graduating from the community health programs, as well as picking two students to help run the program. President Fuller also met with Marion county representatives and WOU will also be providing assistance to Marion county with contact tracing.

Provost Winingham did give a hopeful update, that WOU is currently at 90% enrollment compared to last summer term for this summer term.



Provost Wunningham acknowledged that this is Chair Lane Shetterly's last ASAC meeting, and thanked him for his leadership during his tenure.

Chair Shetterly adjourned the meeting at 2:59pm.

DRAFT

**Academic and Student Affairs Committee
Vice President for Student Affairs Report
November 6, 2020**

Fall 2020 Enrollment Update

Our 4th week census show the University down 7.9% in FTE enrollment. COVID 19 has had an impact not only on new and transfer students, but also our continuing students. While our admitted freshmen numbers were flat prior to announcing on-line classes in the fall, headcounts of our new freshmen are down approximately 7%. Transfer students are down approximately 13%. Continuing students are also down approximately 7%.

Reports we have from other colleges and universities in the area are similar. Chemeketa is down 9%. This is concerning for Fall '21 given that Chemeketa is our largest transfer student feeder. Oregon State is reporting down 5% for campus-based students, but up in their e-campus.

One highlight in all of this is that we continue to increase our Latinx presence on campus. We went from 18.6% in 2019 to 19.6% this year. Overall the diversity of our campus remained the same.

Fall 2021 Recruitment Update

Fall 2021 recruitment has started off very slow. Applications and admitted student numbers are down from last year. We have implemented several strategies to increase applications and, in-turn, admitted students. Two I would highlight include waiving the application fee until September 2021. We did not want the application fee to be a barrier for students. We have also allowed students to initially self-report their GPA on the admissions application. Previously we required a high school transcript as a part of the application process. We were finding that students were challenged to get a copy of their high school transcript given the on-line learning modality. Additionally, we have a weekly cross-divisional group meeting to identify strategies we can implement to increase our application pool. Admissions has established approved protocols to start offering in-person tours on November 2.

Staffing Changes

Since the beginning of spring term, several areas within student affairs have had to reduce or modify staffing patterns. Housing and Dining had to reduce staff last spring when the University went to on-line learning and most students moved out of the residence halls. The SEIU Union and the University established an agreement which, while leaving these employees in leave without pay status, still provided benefits for them over the summer and into fall term. This fall has been a little better. We have a little over 700 students living on campus. This has allowed us to bring some staff back in both housing and dining, but services are still limited. Student employment, especially in the dining hall, is what has suffered the most.

The Werner University Center and Health and Wellness Center are both funded from the student Incidental Fee. When the decision was made to offer fall classes primarily on-line, this significantly reduced the amount which would be collected by the Incidental Fee since this is only collected from students taking face-to-face courses. We initially

made significant cuts in these areas in order to limit expenses. The Incidental Fee Committee worked with the University President in order to direct some funding to areas funded by the Incidental Fee. As a result, we have been able to hire back some staff in each of these areas and also provide appropriate services based on the number of students we have on and around campus and their needs.

The Student Health and Counseling Center has also been affected by the change in modality from in-person to on-line courses. The health fee is also only charged to students taking in-person classes. Fortunately, the Student Health and Counseling Center had a reserve account which we have used to maintain a minimal number of staff to see students for both medical and counseling needs.

Finally, as part of the University 10% reduction in salaries, student affairs saw additional reductions in all areas across the division.

COVID Related Updates

University Housing tested all students who moved onto campus in September. We had two students during this process who tested positive for COVID-19 and they were given the choice to return home or move into isolation housing. Both students chose to stay on-campus in isolation until it was safe for them to stay in their assigned room. University Housing has also been working with Athletics to provide housing to athletes living off-campus who test positive so they can be away from other roommates, who tend to be other athletes.

We plan to test residential students as they return in both winter and spring terms.

The Student Health and Counseling Center continues to test symptomatic students for COVID 19. We are working with Athletics and the NCAA to offer testing with more immediate results.

All offices within student affairs are staffed from 9:00am-2:00pm and 1:00pm-5:00pm. Admissions is staffed 8:00am–5:00pm. Student Engagement, Student Health and Counseling Center and Campus Recreation have all established protocols for their operations.

Grants

We recently were notified that we received three grants over the summer. The Student Enrichment Program, which is a U.S. Department of Education TRiO Grant was successfully renewed for five years. We also wrote for and received a new five-year U.S. Department of Education TRiO Student Support Services Teacher Preparation grant. This grant works specifically with low-income, first-generation students who are education majors. And finally, we wrote for and received an \$85,000 Oregon Department of Veteran's Affairs grant. We had this grant this past year and were successful in our reapplication process.



Report to Academic and Student Affairs Committee
From Provost Winningham
November 6, 2020

1. Fall reopening amid the pandemic. We are offering approximately 97% of our courses online for Fall 2020, with some music and dance courses being offered in a physically distanced manner. Many of these courses have taken advantage of outside space (e.g., in the stadium and a large tent we put up). A decision was made to have the same approach for Winter 2021, in which academic program leaders can request an in-person or hybrid course. We will assess the need and safety considerations when those requests come in. We are also offering some in-person practicums and internships, when the experience is required in order to meet program outcomes and cannot be delayed; safety measures are also in place for those experiences.

Dr. Megan Patton-Lopez and Dr. Emily Vala-Haynes, professors in Community Health, continue to lead our student contract tracing team in partnership with Oregon Health Authority and Polk County Health helping keep our community safe. This is cutting-edge, hands-on, high-leverage learning and is a model for how our academic programs at Western can engage in real-world challenges and issues.

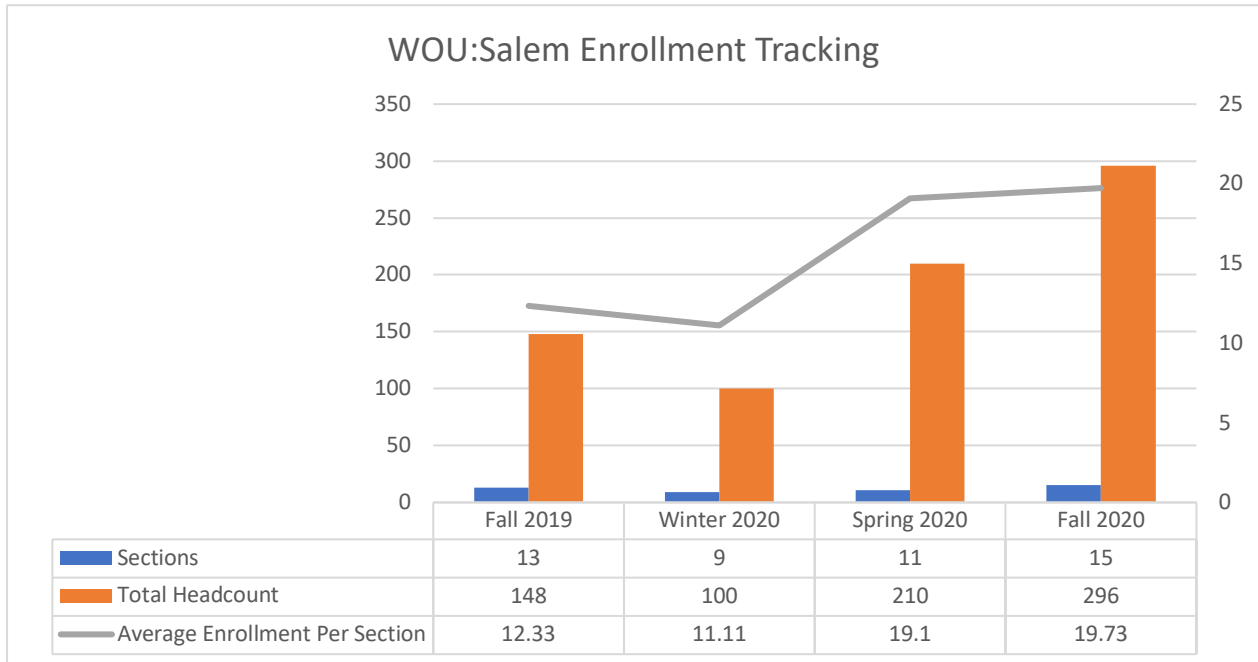
2. Academic Innovation supports students and faculty with online, hybrid and technology enhanced courses. This summer they facilitated a professional development program called Catalyst, a two-week program, providing a pedagogical foundation for online teaching, peer mentoring, and instructional design support to over 40 faculty members. We are running this program again this fall to support faculty in continuing to maximize the quality of their online and hybrid courses.

Academic Innovation successfully hired an Instructional Designer in June 2020. The unit now consists of a Director, 1.0 Instructional Designer, 1.25 FTE Learning Management System Support Specialists, and two graduate assistants. Since our last report in May, Academic Innovation has implemented an improved toolset for support, including a ticketing system and knowledge base. Academic Innovation has also been providing training to support the transition to Canvas as well as other [programs and workshops](#).

Canvas Implementation and Assessment

There are approximately 330 courses in the Canvas learning management system this fall term (we are transitioning away from Moodle). A user survey will go out in mid-November to students and faculty, with a second, shorter survey going out only to faculty following the end of fall term, to capture experiences with grading and final assessments in Canvas.

3. WOU:Salem. Enrollment and course offerings continue to grow, despite COVID. WOU:Salem courses, having already been in hybrid format, transitioned smoothly to the fully online format (both synchronous and asynchronous). Average enrollments per section have maintained steady levels, while sections have increased.



4. Vick Building. Construction on the Vick Building was delayed slightly, due to COVID and prioritizing completion of the Welcome Center. Due to courses being offered primarily online, this has not been detrimental to WOU:Salem operations. A progress update video can be found on the WOU:Salem homepage: <https://wou.edu/salem/>. In addition to construction, which is now expected to be completed at the end of December, we are working through building security and procuring furniture for offices and common spaces.

5. Library. Hamersly Library celebrated its 20th Anniversary with a special event. Dean Chelle Batchelor and invited guests Wayne Hamersly, Scott Hamersly, Gary Jensen, and Antonia Scholerman commemorated the opening of the Library in a [30 minute virtual celebration](#) that was followed by a Zoom meet-up for attendees. Guests were also invited to “walk through” a virtual exhibit, [“From the Ground Up,”](#) detailing the library’s 20 year history. During the virtual event, Dean Batchelor announced the formation of a Hamersly Library and WOU Academic Innovation Advancement Advisory Council for which the inaugural chair will be former Dean Gary Jensen.

Reopening Library During Covid-19

Following guidelines from HECC, OHA, and the State Library, WOU Library reopened to WOU students, staff and faculty for fall term. Special [hours and procedures](#) were put in place to ensure the safety of library users and staff. The 24-hour computer lab was also reopened to students, with physical distancing measures in place.

Wifi Hotspot Program

The Library Hotspot Program that was initiated to support online learning during COVID-19 continues this year, but at a reduced scale. Hotspots are now only available to students with demonstrated financial needs, using Pell Grant and Tuition Equity eligibility as criteria.

6. WOU OER Stipend Program is run by the library and provides stipends for faculty to adopt (\$1000), adapt (\$2,000), or create (\$4,000) OER materials for their course(s). The primary goal of the program is to significantly reduce course materials and textbook costs for students, yet provide access to high-quality, pedagogically creative, open educational content for teaching, learning, and research.

The WOU OER Stipend Program launched in January 2020, and twelve proposals were accepted for a total of ~\$32,000. Awardees completed a 14-part OER tutorial and attended two OER-related professional development activities. In spite of the urgency around the pandemic, almost all faculty met the scheduled benchmarks and all will spend the 2020-2021 academic year teaching the courses and refining their work. The chart below details the projected student savings for the 2020-2021 academic year; additional student savings will accrue in future years.

Course	Number of (Projected) Students ¹ 2020-2021				(Projected) Savings ² 2020-2021	
	Fall	Winter	Spring	Summer	Total Savings	Savings/Student
BI 211, 315, 437	80				\$14,720.00	\$184.00
BI 101, 102	700				\$63,088.00	\$90.13
IS 340	50				\$5,788.00	\$115.76
ICS 112, 113, 114	25	25	25			
PSYCH 311	35				\$2,971.00	\$84.89
CH 450	25				\$3,419.00	\$136.76
MATH 110	210					
CJ 352	20	20	20	20	\$15,540.00	\$194.25
CJ 252	20	20	20	20	\$16,319.60	\$204.00
PSY 439	30		30		\$4,477.50	\$74.63
LING 310		40	40			
COM 325	25	25	25			

Total	1550	\$126,323.10	\$81.50
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¹Several projects consisted of multiple faculty members and/or multiple courses, making it difficult to provide student numbers for individual quarters.

²Several projects weren't using a textbook for the 2019-2020 school year, so, technically, the proposal had no projected savings. The development of OER materials, however, allowed one of three things:

- A faculty member could hand off a course to multiple other faculty who had never taught the course and students wouldn't be required to purchase textbooks;
- Other faculty, who *were* using commercial textbooks could switch to open materials; or
- Students would have access to print materials in courses that previously had none.

Proposals were accepted for the second round of funding for the WOU OER Stipend Program and closed Nov. 1, 2020. The budget for the second cohort is \$15,000.

7. College of Education

- Dr. Maria Dantas-Whitney and Dean Mark Girod submitted a grant to expand the Bilingual Teacher Scholars program to include 17 rural school districts, three Education Service Districts, two Oregon Tribes, and five community colleges. The grant is called Rural Partners Pathways Program (RP3) and is a "grow your own/stay at home" educator program focused on adding culturally and linguistically diverse educators in rural communities.
- The College of Education Chairs and Directors group is developing plans to further local implementation of the Justice, Equity, Diversity, and Inclusion goals in alignment with the UDIAC action plan previously shared with the WOU Board of Trustees. Integration of these efforts into COE academic programs, policies, actions, and environment remain the highest priority.
- The College of Education student-led video production team, Q-Loop Studios, has re-organized, named a new student Director, has convened a new faculty Steering Committee and are now actively working in support of faculty designing authentic products used in classes and in partnership with off-campus collaborators.

8. Graduate Programs. Comparing graduate student enrollment from Fall 2019 to Fall 2020, we seen considerable growth in over half of our graduate programs. The largest increases include:

- 66.7% increase in the M.S. in Rehabilitation Counseling program
- 66.7% increase in the M.A. in Organizational Leadership program
- 34.7% increase in M.S. in Education

- 34.5% increase in M.A. in Teaching program
- 30.8% increase in the M.A. in Interpreting Studies program

We've formed a new advisory group: The Graduate Tuition and Fee Working Group. This group consists of graduate students, faculty, and staff. Starting in November, the group will examine the graduate tuition and fee structure at WOU in comparison to other public universities in the region. This group will provide key input to inform tuition and fee recommendations coming from the Dean of Graduate Studies and Research.

9. Student Success and Advising (SSA) has focused on developing and providing a broader and more accessible range of supports to help students succeed by adding degree completion outreach, international student support, launching an enhanced Wolf Connection System tool with increasing numbers of users across campus, creating strategies for online/remote learning to support students in the transition during COVID-19, successfully shifting to remote appointments for advising and tutoring, and delivering a virtual Transfer and Student Orientation and Registration (T/SOAR) experience for our incoming students.

SSA coordinated and facilitated virtual SOAR events and advising support throughout the summer to get over 1000 new transfer and freshmen students registered for Fall 2020. This included:

- Created online Transfer and Freshmen Orientation Modules
- Assisted in implementation of a new platform, Wisr, to deliver virtual advising and orientation.
- Coordinated three SOAR dates with all departments on campus to provide virtual advising to over 450 students.
- Provided one-on-one advising and additional registration support dates provided throughout the remainder of the summer.

SSA created on-demands tools, workshops, and resources to assist students in being successful in online courses and shared on our website to be accessible to students: <https://wou.edu/advising/online-strategies/>.

Kelly Rush was appointed as our Assistant Director, after a resignation from the previous assistant director. As part of Kelly's role, she has assisted in providing broader Wolf Connection System (WCS) trainings and outreach to increase the use of the tool across campus to support students such as:

- Added training and tutorial resources added to our website: <https://wou.edu/advising/wolf-connection-system-2/>
- Offered live training offered as part of Faculty Kick Off Week
- Communicated with faculty and deans to encourage more professors to refer students to SSA through WCS for additional support in online/remote courses. At the end of week 4, we had seen a 78% increase in referrals compared to the same time of the term in Spring 2020, which has the potential to increase student retention with earlier interventions.

- Added additional departments using WCS for advising and/or data tools: Business & Economics, Computer Science, Health & Exercise Science, Behavioral Sciences, Business Office

For our Tutoring Center, we have established student learning outcomes and are now conducting assessment each term for students that utilized tutoring services. As a result of our peer-tutoring services:

- 81% of respondents say they have gained meaningful peer connections
- 94% say they better understand their coursework
- 81% say their study skills and academic habits have improved
- 87.5% say they feel more supported and involved in their academic success
- 87.5% say they are in a better position to accomplish their personal and academic goals

Students also indicated they wished more students knew about and used tutoring. To further promote our tutoring services, we are sending out tutoring appointment campaigns for courses with high D/F/W rates, to students in the murky middle for study skills tutoring, and in partnership with Athletics, to student-athletes in need of additional support. We have also partnered with Housing to provide tutoring in the residence halls (prior to COVID-19).

We have also continued our degree completion outreach work. Since April 2020, we have contacted an additional 107 students (236 total) with a plan to complete their degree, 29 additional students have graduated (72 total), and 28 more students are pending graduation this term or have a plan in place to graduate within the next few terms. This leads to a total of 100 students that have graduated or are close to graduating since we began doing degree completion outreach in January 2020.

10. Sponsored Projects Office In 2020, the Sponsored Projects Office helped submit 55 external funding proposals. The proposals were led by 41 different faculty and staff members from across campus and totaled \$19,817,837 in requested funding. WOU proposals had a high success rate of 54.5% and we were awarded \$12,787,316 in external funding, most of which came from federal and state agencies.

The Sponsored Projects Office produced a Fall 2020 newsletter which contains a review of proposal activity and highlights grants from across campus:

<https://wou.edu/research/files/2020/10/Fall-2020-Newsletter-1.pdf>

The 2020-2021 year is off to a strong start: 23 external funding proposals have been submitted totaling \$4,766,973 in requested funds. We're seeing a promising upward trend compared to last year at this time, as our submission rate has increased by 35.3%.

11. The Research Institute. The Center on Early Learning and Youth Development within The Research Institute is in the process of rolling out a brand-new child care data system called “Find Child Care Oregon.” The system will be used to track child care providers and support communities across Oregon by providing child care referrals to families. The system is set to go live on November 15th.

12. Child Development Center (CDC) obtained an Emergency Child Care License through the Oregon Department of Education, which enabled them to open 3 preschool classrooms this fall. They are currently serving 23 children and nearly half of the preschoolers are children of current WOU students. The CDC received a Preschool Promise grant from the Oregon Department of Education. This \$224,000 grant is funding 18 preschool students for 7 hours a day, 5 days a week. The CDC also received a Polk County Emergency Child Care grant that is supporting important upgrades to their outdoor and indoor learning spacing, including new fencing, technology replacement, playground equipment, classroom materials and supplies, gardening supplies, and portable awnings.