



MEETING OF THE WOU BOARD OF TRUSTEES
MEETING NO. 60 – APRIL 16-17, 2024

APRIL 16, 2024

3:00-5:00PM

WERNER UNIVERSITY CENTER | COLUMBIA ROOM

To observe the meeting:

<https://www.youtube.com/@WOUnews/streams>

Audio only, call: +1 346 248 7799 US | Meeting ID: 810 4838 3366

AGENDA

I. CALL-TO-MEETING / ROLL CALL

II. CHAIR'S WELCOME

III. PRESIDENT'S WELCOME

1) **Students at the Center Presentation: Students Presenting Their Scholarly Activities.**

- a. [Amity Deters \(senior majoring in Chemistry\) will present research with Dr. Ava Howard "Exploring and Understanding Abundance and Species Diversity of Ectomycorrhizal Fungi on Fine Roots of Garry Oaks". -They will have slides](#) (pg.5)
- b. [Jasmine Wetter \(senior majoring in Computer Science/Mathematics\) will present research with Dr. Leanne Merrill on the "Divisibility Conditions for Odd Perfect Numbers"](#) (pg.16)
- c. Jasper Beck (senior majoring in English Studies) will present an award winning poem that he is presenting at a national conference, work with is faculty mentor Professor Henry Hughes
- d. [Daisy Garibay \(junior majoring in Psychology\) and Haven Pickup \(senior majoring in Psychology\) will present research with Dr. Chehalis Strapp on "Technoference and Parent-Child Language"](#) (pg.41)
- e. Cole Horning (graduating this term with his Masters in Justice Studies) will present research with Dr. Taryn VanderPyl, "Countering the Master Narrative: A Critical Race Theory and Value of Life Analysis of Unrecognized Capital"

IV. STAKEHOLDER UPDATES

1) **SHARED GOVERNANCE**

- a. ASWOU | President Hunter Hall
- b. [Faculty Senate](#) | Dr. Steve Scheck (pg. 48)



- c. [Staff Senate](#) | Adrian Trujillo

(pg.49)

2) UNION

- a. SEIU | Jackson Stalley
- b. WOUFT | Dr. Melanie Landon-Hayes

V. RECESS

Following the recess, members of the Board of Trustees will participate in a reception with members of the campus community at the Richard Woodcock Education Center.



APRIL 17, 2024

CAMPUS COFFEE CHAT

9:00-9:45AM

**WERNER UNIVERSITY CENTER | FIRST FLOOR, ACROSS FROM THE FREEDOM
CENTER**

— . . . — . . . — . . . —

PUBLIC MEETING

10:00AM-3:00PM

WERNER UNIVERSITY CENTER | COLUMBIA ROOM

To observe the meeting:

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AGENDA

I. CALL-TO-MEETING / ROLL CALL

II. CHAIR’S WELCOME

III. CONSENT AGENDA ([Appendix A](#))

1) Meeting Minutes:

a) [February 13-14, 2024](#)

2) [FY24 Management Report](#) (As of February 29, 2024)

IV. FIRST PUBLIC COMMENT

V. STAKEHOLDER UPDATES

1) **WOU FOUNDATION REPORT** | Katie Wojke, Vice President for Advancement

2) **LEGISLATIVE REPORT** | Ricardo “Rico” Lujan Valerio, Director of Government Relations

VI. [PRESIDENT’S REPORT](#) | President Jesse Peters (pg.51)
(Senior Leadership Reports in [Appendix B](#))

VII. BREAK

VIII. LUNCH / SHOWCASE PRESENTATION: [“Diversifying the Educator Workforce in Oregon”: Educator Equity Report 2024 \(HB 3375, 2015\) | Dr. Mark Girod, Dean of the Western Oregon University College of Education](#) (pg.58)

IX. FINANCE & ADMINISTRATION COMMITTEE (FAC)



- 1) Committee Chair Report | Trustee Gayle Evans
- 2) Committee Recommendations for Board Discussion/Action
 - a. [Tuition & Fees for 2024-2025 Academic Year & Summer 2024](#) (pg. 70)
 - b. [Supplemental Tuition & Fee Book](#) (pg.90)

X. ACADEMIC & STUDENT AFFAIRS COMMITTEE (ASAC)

- 1) Committee Chair Report | Trustee Leah Mitchell
- 2) Committee Recommendations for Board Discussion/Action
 - a. [Approval of the HB 3375 Report – “Diversifying the Educator Workforce in Oregon” 2024 Educator Equity Report](#) (pg. 97)

XI. DIVERSITY, EQUITY, INCLUSION & ACCESSIBILITY COMMITTEE (DEIAC)

- 1) Committee Chair Report | Trustee Susan Castillo
- 2) Committee Recommendations for Board Discussion/Action
 - a. None

XII. EXECUTIVE, GOVERNANCE & TRUSTEESHIP COMMITTEE (EGTC)

- 1) Committee Chair Report | Chair Betty Komp
- 2) Committee Recommendations for Board Discussion/Action
 - a. None

XIII. SECOND PUBLIC COMMENT

XIV. ANNOUNCEMENTS/COMMENTS

XV. ADJOURNMENT



Exploring and Understanding Abundance and Species Diversity of Mycorrhizal Fungi on Garry Oak Roots

AMITY DETERS, DR. AVA HOWARD, DR. MELISSA KELLEY



Garry oaks are pivotal in the success of Pacific Northwest habitats.



Quercus Garryana
(Garry oak)

- Support 100+ endangered/threatened species
- **Oak habitats are an ODFW habitat of concern - the reduction of oak savannah habitat is caused primarily by fire suppression and increased land use**
- Below ground mechanisms are not well researched in this habitat, research is needed to inform conservation efforts



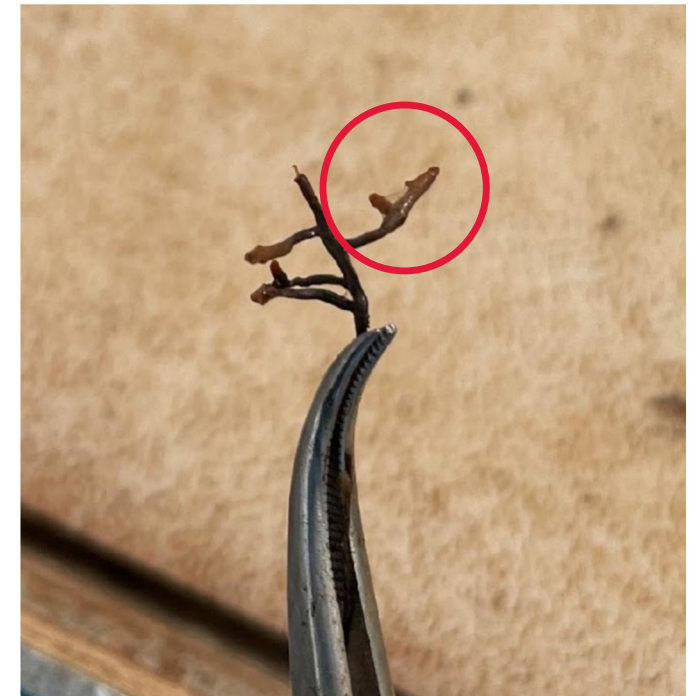
Tampico Ridge Research Site
(Benton County, OR)



Ectomycorrhizal fungi grow on oak root tips, and they form a mutualistic relationship

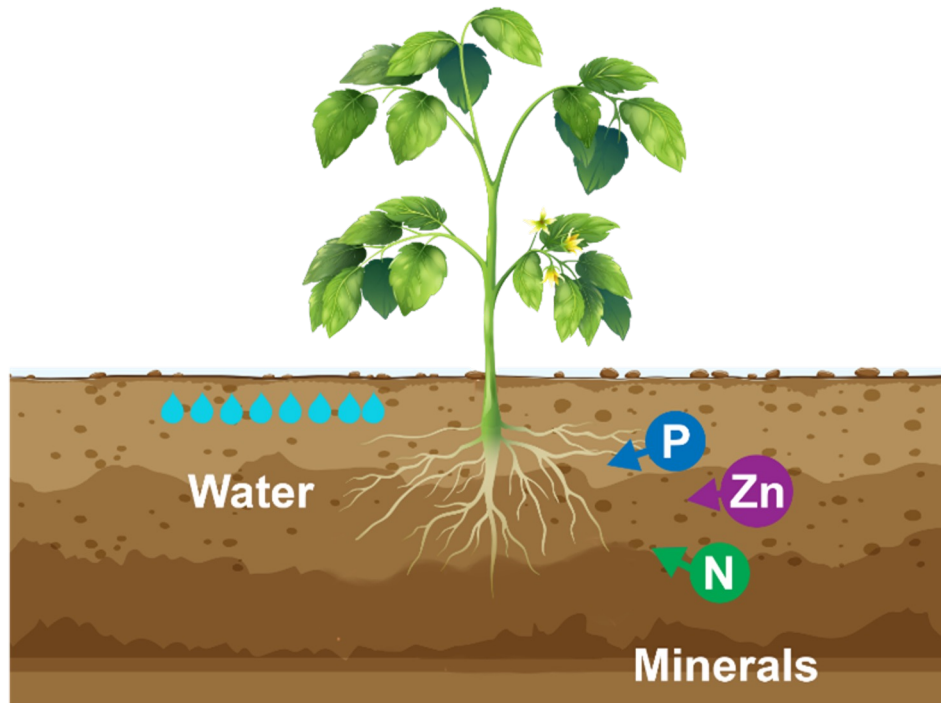


- The **fungi** provide water, essential nutrients, and protection from pathogens to the roots
- The **roots** provide carbon energy to the fungi





Soil composition plays a role in mycorrhizal associations

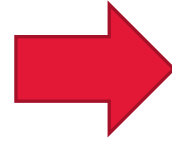


- **Phosphorus** concentration effects the extent of abundance
- **Nitrogen** availability is a primary determinant of ectomycorrhizal community composition
- **Acidic** soils have higher abundance rates

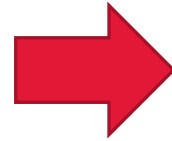


What we want

To determine abundance of mycorrhiza



To determine species diversity

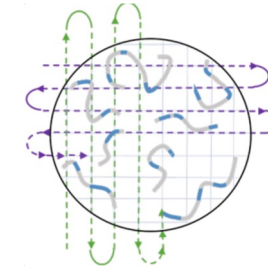


To understand *why* abundance and species diversity data is the way that it is



What we are doing

Percent colonization calculations



DNA analysis



Soil composition analysis





Methods



Tampico Ridge Research Site
(Benton County, OR)



Soil from 7 trees in savannah habitat
Data shows that these trees are
healthy and growing



Roots separated and frozen for
DNA analysis and abundance
calculations

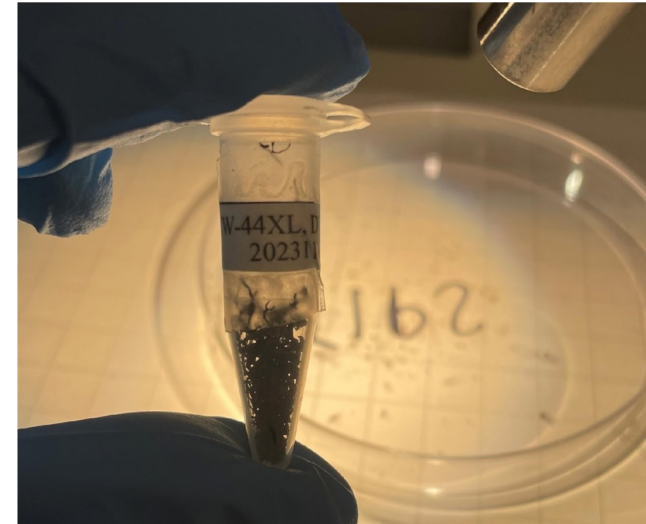
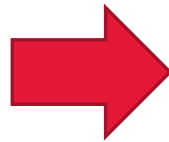


Soil from 7 trees in forest habitat
Data shows that these trees are being
outcompeted by conifers



Winter/Spring 2024 Goals

- Develop protocol
- Separate oak roots from soil
- Separate mycorrhizal root tips for DNA analysis





Fall 2024 Goals

- Determine abundance (percent colonization)



What percentage of the roots are colonized by the fungi?

- Collect soil composition data



Determining the chemical and physical characteristics of the soil



Conclusion

- Oak savannah habitat areas are being substantially reduced by fire suppression and increased land use.
- Mycorrhizal fungi are important for oak tree success
- Soil composition data can help us understand mycorrhizal communities
- This data will add to the body of literature on how Garry oak habitat restoration should be carried out





References

Altman, B. & J. L. Stephens. (2012). *Land Managers Guide to Bird Habitat and Populations in Oak Ecosystems of the Pacific Northwest*. American Bird Conservancy and Klamath Bird Observatory.

Barlow, C. M., Pellatt, M. G., & Kohfeld, K. E. (2021b, March 28). *Garry Oak Ecosystem stand history in southwest British Columbia, Canada: Implications of environmental change and indigenous land use for ecological restoration and population recovery - biodiversity and conservation*. SpringerLink. <https://link.springer.com/article/10.1007/s10531-021-02162-2>

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Gurevitch, J., Scheiner, S. M., Fox, A. F. (2020). *The Ecology of Plants*. Oxford University Press Incorporated.

Lambers, H., & Oliverira, R. S. (2019). *Plant Physiological Ecology*. Springer.

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Pellitier, P. T. & Zak, D. R. (2021). *Ectomycorrhizal fungal traits along a soil nitrogen gradient*. New Phytologist.



Acknowledgements

This research is supported by a research grant awarded to Dr. Melissa Kelley, as well as the Western Oregon University Graduate Studies and Research Grant awarded to Amity Deters.



Divisibility Conditions for Odd Perfect Numbers

Jasmine Wetter

Western Oregon University
Undergraduate Student
jwetter21@wou.edu

Board of Trustees Presentation
April 16, 2024

Explanation of Result

Divisibility
Conditions
for OPNs

Jasmine
Wetter

Explanation
of Result

Publication

Timeline

Honors
Thesis

Thanks

Explanation of Result

Divisibility
Conditions
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Explanation
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Honors
Thesis

Thanks

In number theory, a perfect number is a number that is equal to the sum of its proper divisors.

Explanation of Result

Divisibility
Conditions
for OPNs

Jasmine
Wetter

Explanation
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Publication

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Honors
Thesis

Thanks

In number theory, a perfect number is a number that is equal to the sum of its proper divisors.

For example, 6 and 28 are each perfect because

$$6 = 1 + 2 + 3$$

$$28 = 1 + 2 + 4 + 7 + 14.$$

Explanation of Result

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In number theory, a perfect number is a number that is equal to the sum of its proper divisors.

For example, 6 and 28 are each perfect because

$$6 = 1 + 2 + 3$$

$$28 = 1 + 2 + 4 + 7 + 14.$$

There are 51 known perfect numbers. All of them are even and number theorists (myself included) want to know whether or not there can exist an odd perfect number (OPN).

Explanation of Result (Continued)

Divisibility
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Wetter

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Honors
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Explanation of Result (Continued)

In 1888, James Joseph Sylvester proved that an OPN, should one exist, cannot be divisible by 105.

Divisibility
Conditions
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Jasmine
Wetter

Explanation
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Thesis

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Explanation of Result (Continued)

In 1888, James Joseph Sylvester proved that an OPN, should one exist, cannot be divisible by 105.

Using a generalization of his proof, I proved that the following numbers also cannot divide an OPN.

Divisibility
Conditions
for OPNs

Jasmine
Wetter

Explanation
of Result

Publication

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Honors
Thesis

Thanks

Explanation of Result (Continued)

In 1888, James Joseph Sylvester proved that an OPN, should one exist, cannot be divisible by 105.

Using a generalization of his proof, I proved that the following numbers also cannot divide an OPN.

Number	Prime factors
105	3, 5, 7
2145	3, 5, 11, 13
2805	3, 5, 11, 17
3135	3, 5, 11, 19
51051	3, 7, 11, 13, 17
57057	3, 7, 11, 13, 19

Explanation of Result (Continued)

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(103 more rows)	

Publication

Divisibility
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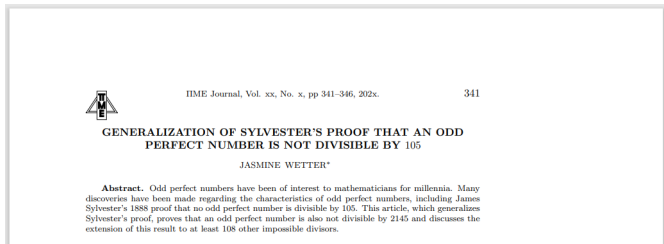
Publication

Timeline

Honors
Thesis

Thanks

“Generalization of Sylvester’s proof that an odd perfect number is not divisible by 105” by Jasmine Wetter in the Fall 2022, Volume 15, Number 7, Pi Mu Epsilon Journal edition.



Timeline

Divisibility
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Jasmine
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Explanation
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Publication

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Thesis

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Timeline

Divisibility
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Explanation
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Publication

Timeline

Honors
Thesis

Thanks

- 1888 - Sylvester proved that 105 cannot divide an OPN
- 2021-2022 Academic Year (Freshman year)
 - Studied OPNs for the final project of Honors 276, generalized Sylvester's proof to produce a new result
 - Wrote paper on new discovery
 - Presented at WOU's Academic Excellence Showcase

Timeline

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 - Paper received the 2022 Richard V. Andree Award
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 - Paper published in the Pi Mu Epsilon Journal
 - Paper received the 2022 Richard V. Andree Award
 - Presented at Oregon Number Theory Days 2023
- 2023-2024 Academic Year (Junior year, Current)
 - Began working on my honors thesis
 - Excited to continue working with OPNs and related topics in number theory for my thesis

Honors Thesis and Looking Forward

Divisibility
Conditions
for OPNs

Jasmine
Wetter

Explanation
of Result

Publication

Timeline

**Honors
Thesis**

Thanks

Honors Thesis and Looking Forward

Divisibility
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Explanation
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**Honors
Thesis**

Thanks

"The Mathematical Mystery of Odd Perfect Numbers"
Thesis advisor: Dr. Leanne Merrill

Honors Thesis and Looking Forward

Divisibility
Conditions
for OPNs

Jasmine
Wetter

Explanation
of Result

Publication

Timeline

**Honors
Thesis**

Thanks

"The Mathematical Mystery of Odd Perfect Numbers"

Thesis advisor: Dr. Leanne Merrill

Goals as I work on my thesis:

Honors Thesis and Looking Forward

Divisibility
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Jasmine
Wetter

Explanation
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Timeline

Honors
Thesis

Thanks

"The Mathematical Mystery of Odd Perfect Numbers"

Thesis advisor: Dr. Leanne Merrill

Goals as I work on my thesis:

- Further study OPNs

Honors Thesis and Looking Forward

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Honors
Thesis

Thanks

"The Mathematical Mystery of Odd Perfect Numbers"
Thesis advisor: Dr. Leanne Merrill

Goals as I work on my thesis:

- Further study OPNs
- Produce at least one more publication

Honors Thesis and Looking Forward

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Goals as I work on my thesis:

- Further study OPNs
- Produce at least one more publication
- Present at at least one more conference on the topic

Honors Thesis and Looking Forward

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Goals as I work on my thesis:

- Further study OPNs
- Produce at least one more publication
- Present at at least one more conference on the topic
- Write and perform (more) math-themed musical numbers

Divisibility
Conditions
for OPNs

Jasmine
Wetter

Explanation
of Result

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Timeline

Honors
Thesis

Thanks

Thank you for listening! :)

40



Technoference and Parent-Child Language

Daisy M. Garibay, Haven E. Pickup, Chehalis M. Strapp
Psychological Sciences Department
April 2024



Recognition

Research Team -

Addie M. Floyd, Daisy M. Garibay,
Saarah E. Johnson, Haven E. Pickup,
& Ruth E. Simonsen



Families Participating -

Parents with Children 2-4 years old from Monmouth/Independence
Community willing to complete online assessments and bring their child
to the WOU campus for a 30-minute videotaped interaction session.



What is “technoference”?

“*Technoference*” refers to everyday interruptions and distractions from interpersonal activities by mobile technologies such as cellphones (McDaniel, 2015).

The “*mere presence*” of a cellphone in direct sight can interfere with communication, even when the cellphone is not used (Misra et al., 2016).





“Technoference” occurs in parent-child interactions and *may* impact behavior and language

For example, when parents are on a cellphone they

- are less likely to respond to the child’s bid for attention
- take longer to respond to children’s questions
- are more likely to disengage with the child



Prior research observed families in public spaces (e.g., playgrounds, restaurants)

- other factors may influence behavior
- experimental research needed



Our Study - Explore changes in parent and child behavior and language when interacting in the presence of a cellphone

Repeated Measures - Experimental Study

Videotaping parents interacting with their child (2-4 years old) with toys across 3 counterbalanced conditions (5 minutes each)

1. Cellphone silenced and out of sight
2. Cellphone turned on - expecting to receive messages “*mere presence*”
3. Cellphone turned on - receiving and responding to text messages



Videotapes are being transcribed and coded for parent and child behaviors and language across the three conditions



Expected Results

Predictions - When a cellphone is present

Parents will show lower levels of

- responsiveness-
- coordinated joint attention
- scaffolding

Children will make more bids for attention and talk less

Testing completed on 15 families (target 30 families)





Questions?

For more information contact

Chehalis Strapp

strappc@wou.edu





Faculty Senate Report to the WOU Board of Trustees, April 16 – 17, 2024

Since my February 2024 report to the Board, we brought winter term to a close, enjoyed a brief spring break and launched the final term of the 23-24 academic year.

The faculty have been active with curricular program modifications and course changes. Winter term is the busiest time for curricular review; with an annual rush to complete catalog changes so the Registrar can finish preparing the official 24-25 academic catalog. Publishing the official catalog is an important action because it is the document against which student qualification for good standing is adjudicated by various outside entities such as the US Dept of Education, Dept. of Veterans Affairs, and the NCAA.

Work continues on the codification of procedures for the development and internal review of curricular proposals. The goal is to provide clear guidance for how/when/who to engage in the proposal process. Further, the new guidelines will account for differential needs for review by faculty members and administrators. At present, in our current curriculum review portal process, the same number of approvals are required to change a prerequisite for an existing course as are required to approve a proposal to launch a new degree program.

Beginning with the Fall 2025 term, formal Faculty Senate meetings will be held on Thursdays rather than the traditional Tuesday afternoon time. This change was made to better support athletic team travel, which is more frequent later in the week, and to support those students who prefer to frontload their class schedules into the first three days of the week so they can schedule the later days and weekends for work and family obligations. The year delay in implementation is because tentative course schedule building and instructor assignment occurs about nine months to a year ahead of the time of offering.

During the spring term the Faculty Senate will be engaging in discussions around what is essential for fulfilling degree requirements; specifically, how to manage credits vs learning outcomes for the major and minor requirements—the minimum total credits required for all baccalaureate degrees will remain at 180.

We also will be investigating a chronic problem of late – our inability to recruit enough faculty members to appropriately fill faculty governance seats on the myriad of committees that populate the WOU landscape. In particular, I wish to generate discussion about the traditions around how committees are constructed. Are these traditions making it more difficult to impanel functional committees? How must we structure committee membership to ensure that all faculty members have the opportunity for their voices to be heard?

Of direct interest to Board members -- I have forwarded a list of four names of well-qualified faculty members for the Governor's consideration to fill the upcoming faculty member vacancy on the BOT with the conclusion of Dr. Foster's term on the Board in June. Also, the Faculty Senate will be holding elections of new officers later this spring – so I should be able to report to you at the June BOT meeting who will be the new Senate president.

Finally, I thank all of you for giving your time to help make WOU the school Oregon needs.

Respectfully,
Stephen Scheck, Senate President

To The Board of Trustees:

Staff Senate has entered its Executive Office election process, voting will close on April 22. It is with great honor that I/we welcome a new Staff Senate Executive Office. Since all Executive Committee nominees are running unopposed, it's safe to share that:

- Alexis Morrison will be taking my place as Staff Senate President
- Rip Horsey will act as Vice President
- Ambre Plahn continues their role as Secretary

With the '24-'25 Executive Committee completed, we will begin collecting nominations and moving on to the General Election in May. We look forward to welcoming new Senators to the Staff Senate. As you know, Staff Senate has been a great place to connect with others around campus and discuss issues staff members face.

Staff Senate did not reach its Giving Day goal, but this new venture was encouraging and I am expecting Staff Senate to participate again. While we did not reach our goal, Staff Senate is still actively fundraising for the Staff for Student Scholarship by selling the WOU Collaborative Cookbooks. Staff Senate is entering the student scholarship application review process and will be awarding a student soon.

The Staff Connections Committee, a subcommittee of Staff Senate will begin planning

events for the spring and summer term. The hope is to continue strengthening the relationships and connections folks have at WOU. The focus will be on having more lunch events, as that is the best time to get folks out of their office.

Staff Senate Membership for 2023-2024

New members/positions in bold

New Executive Board: Adrian Trujillo - President, Alexis Morrison - Vice President, Ambre Plahn - Treasurer/Secretary

Classified Senators: Keats Chaves, Pam Flippo, Crystal Ross, Jason Horne, Alexis Morrison, Jenna Otto

Unclassified Senators: Noah Carrillo, Kristen Perry, Ambre Plahn, Adrian Trujillo, **Rip Horsey, Jane Cameron-Jensen**

April 17, 2024

President's Report to the Board of Trustees:

As spring approaches, we feel the weather change, enjoy more sunshine, and watch the world cycle once again into the potential of blooming and becoming. It also feels this way at Western; the campus is moving with students, active with spring sports, and alive with academic celebrations. And we are reminded that commencement will be here very soon, a ceremony marking the achievements of our students and celebrating the strength that is Western Oregon University. This year, we are pleased to have U.S. Representative Andrea Salinas as the graduation speaker.

Our Strategic Plan, **Education. Innovation. Community.**, is taking hold, and individual units are working to develop their own plans. BOT Chair Komp and I presented this plan to the Higher Education Coordinating Commission (HECC) on April 11th. The plan website will be updated regularly to keep us focused on tracking our progress. We will be holding a campus discussion later this term so that we can come together as a community and develop ideas about the future of WOU with regards to the strategic plan. And we will maintain our core values of Centering Students, Embracing Diversity, Fostering Accessibility, and Valuing Community.

The positive work of expanding Western's strengths and telling our story to more audiences continues. Later this month, we will host the third annual Hispanic Serving Institution Summit. In May, we will host a visit to finalize our membership in the Council of Public Liberal Arts Colleges, becoming one of only three COPLAC institutions on the west coast (Sanoma State & Evergreen). In the fall, we will launch our Occupational Therapy Doctorate program and our new grading system. And our partnership with the Department of Administrative Services to facilitate training for state employees will expand. Our Equity Assessment Action plan is moving forward, and we will be developing and launching a campus climate survey in the next academic year. We continue our efforts to gain HSI status, including professional development of employees, strengthening student services, and widening community outreach.

I say this often, but I don't think we can state it too much: Western is a special place. It truly is a community committed to serving students, and we will continue to push ourselves and each other to do this work in the best possible ways.

Areas of Focus:

- 1) Enrollment & Budget: Both the Undergraduate Admissions team as well as the Graduate Studies office continue with outreach to admit and enroll new students. However, we are concerned with continued complications at the federal level concerning the FAFSA. There will most likely be a lot of late decisions about attending college, and financial aid packaging will be much later than usual. Enrollment will be more difficult to predict and assess for the next academic year.

As of last week, our Spring overall headcount enrollment is 6% higher than it was at this time last year. FTE enrollment is 3.4% higher than it was at this time last year. Though we always expect some attrition between terms, these numbers are very encouraging as related to our retention of students.

The Enrollment Strategies Team recently completed the Strategic Enrollment Management Plan (SEMP), and the co-chairs are currently guiding workgroups to develop outcomes alignment to the plan that will be assessed over time. The SEMP aligns with WOU's recent Strategic Plan.

Fall 2024 Application Data

As of March 11, first time Freshmen applications are up for Fall 2024 from this time last year by 3.4%. Transfer applications are down 16.5%. Overall, applications are up 1.7% over this time last year (not including graduate student applications)

- 2) Admissions: Admissions is working with Marketing and Communications on a Communications Campaign, which is in its final edits (may be finalized by the time the ASAC meets). This campaign includes a minimum of ten messages sent to all students engaging with WOU:

- Students who submit WOU's inquiry form
- Students who engage with WOU thru on-campus or off-campus events
- Student names purchased via search vendors (i.e., EAB, College Board, etc.)

These communications will automatically flow via Slate CRM once students have "raised their hand" (shown interest) or are imported into the system.

The work with The Parish Group (project based, training, and best practice thought partner) to guide the work Admissions is doing with Slate. This current phase of work with Parish includes expanding from some projects (i.e. report and query creation) to teach admissions and other offices best practices on how to use and work within the Slate Technolutions tools.

- 3) Marketing & Communications: A comprehensive digital marketing campaign, **We Got You**, was launched in January. Strategic tactics include streaming video ads, targeted social media campaigns, digital ads, SEO optimization, and Google AdWords.
- Student segments from The College Tour episode are used as video ads on Facebook and Instagram.
 - Webpage visits to the We Got You campaign landing page from February 1 through March 19 were 2,400.
 - Current Western Oregon University billboards are located on Hwy 34 between Albany and Corvallis, and a new Occupational Therapy Doctorate program billboard went up on March 12 off I-5 and Market Street. Another billboard with the tagline We Got You, went up off along 99W and Suver Road. In the coming months, two other billboards will go up on I-5 and Chemawa and near Grand Ronde off Hwy 18.
- 4) NWCCU Fellowship: [The Northwest Commission on Colleges and Universities Mission Fulfillment and Sustainability Fellowship](#). Staff and faculty were selected to participate in two separate fellowship cohorts over the next 18 months. The fellowship program is designed to introduce faculty, staff, and administrators from NWCCU institutions to regional and national leaders in areas such as equity-mindedness, assessment, accreditation, data analysis, quality assurance, educational innovation, and educational effectiveness. Participants are Megan Habermann-Guthrie, Director of New Student and Family Programs, Malissa Larson, Associate Vice President of Student Affairs and Dean of Students, Leanne Merrill, Professor of Mathematics, and Melanie Landon-Hayes, Professor of Education.
- 5) New Direction for CTL: The Center for Teaching and Learning (CTL) is an academic support unit reporting to the Dean of Library and Academic Innovation. The Center for Teaching and Learning (formerly Center for Academic Innovation) will provide opportunities and resources for the Western Oregon University community to identify and explore practices that optimize teaching and learning, both online and on-campus. CTL will do this by providing faculty development programming, instructional design consultations, and support for teaching with technology. The unit will include a Center for Teaching and Learning Director, an Instructional Technology Specialist (LMS Support), an Instructional Technology Specialist (Instructional Design) , an Instructional Technology Specialist (Faculty Development Support) and two .5 FTE Graduate Assistants..
- 6) Jensen Lecture Series: After a five-year hiatus, [The Jensen Lecture Series returned](#). Author, diversity, equity & inclusion consultant, motivational speaker, and veteran Isaac Ford Jr. discussed his life journey and book during his lecture on April 4 titled: **Up from the Bottom: Reflections of Forgiveness and Perseverance**.

- 7) **Human Resources:** HR has been actively collaborating with our consultant Anna Lee from HR Answers, Inc. In the initial stages of the project, we have focused on gathering and analyzing job descriptions. As part of this process, we have initiated the development of a Job Description Resource Guide, updated our Job Description template, and began outlining a compensation philosophy.

SEIU Ratification of Tentative Agreement: After months of negotiations, SEIU and the Oregon Public Universities reached an agreement that became effective on April 1, 2024. Key provisions of the agreement include:

- All salary rates will increase by six and one-half percent (6.50%) and a one-time payment of one thousand and five hundred (\$1,500.00) dollars paid as wages to all SEIU employees, pro-rated by FTE, with their April 2024 pay.
 - o November 1, 2024 – 2.00% salary increase.
 - o June 1, 2025 – 3.5% salary increase.
 - o November 1, 2025 – 3.00% salary increase
- Special Duty Pay (Article 20, Section 2(G): Employees assigned to conduct Sexual Assault Nurse Examiner (SANE) examinations will receive additional compensation, with specific rates outlined for various classifications. Medical Aides trained to assist in SANE examinations will also receive supplementary pay.
- Utilization of Sick Leave with Pay, Article 36, Section 2(A): The agreement expands the permissible use of sick leave to include mental illness and extends coverage to individuals closely associated with the employee by blood or affinity, in accordance with Oregon's sick leave law.
- Holidays (Article 38, Section 1): Veteran's Day is now a recognized holiday. The language that Christmas Eve is to be taken where a university did not offer Veterans' Day as a recognized holiday was removed.
- Leave of Absence without Pay (Article 40, Section 1): An employee is deemed to have resigned from their position after four (4) consecutive work days of either an absence without authorized leave or a no-call/no-show designation. The change is in the number of consecutive work days and in adding no-call/no-show.
- Expansion of Special Day(s), Article 38, Section 2: Effective July 1, 2024, employees gain the flexibility to utilize eight (8) hours of paid leave, termed "special day", between July 1 and June 30 of the following year. Any unused hours will be forfeited and not compensable upon separation from the university.

WOUFT Bargaining: Our bargaining teams have embraced a transformative approach through Interest Based Bargaining (IBB), prioritizing shared interests, open communication, and collaborative problem-solving over adversarial tactics. This shift has not only fostered stronger relationships but also paved the way for more constructive negotiations. As we

progress, bargaining will continue through Summer into Fall 2024, ensuring thorough consideration of all stakeholders' needs and concerns.

Policy Work: Through collaborative efforts with key stakeholders such as the General Counsel's Office, MarCom, DEI, and the Special Assistant to the President, we have undertaken a comprehensive review and redevelopment of campus policies. These policies, including but not limited to Inclement Weather and Remote Work, are currently undergoing thorough examination within the shared governance process reflecting our commitment to transparency and inclusivity in policy development.

8) Athletics:

Athletics Academic Information- Winter term 2024

Department GPA 3.3 (173 HR-academic honor roll- 3.5+ term GPA)

Volleyball 3.63 (14 HR)
Women's Cross Country/Track & Field 3.58 (28 HR)
Women's Soccer 3.57 (21 HR)
Softball 3.5 (15 HR)
Men's Soccer 3.36 (18 HR)
Women's Basketball 3.25 (8 HR)
Baseball 3.21 (17 HR)
Men's Cross Country/Track & Field 3.18 (20 HR)
Men's Basketball 2.99 (4 HR)
Football 2.78 (28 HR)

Spring Update

Baseball, Softball and Men's and Women's Outdoor Track & Field are midway through the spring season. Wolves' baseball is currently sitting in second while softball is in 3rd in the GNAC standings with 4 weeks to go in the regular season. Track & Field, coming off a strong indoor season, looks to continue placing student athletes on WOU's All-time top 10 list and securing NCAA championship qualifying marks. Men's and Women's Soccer, and Volleyball are currently participating in their non-championship season, which allows for 4 dates of outside competition. Football will hold its annual inter squad spring game on May 11 at 1pm.

The 38th Annual Wolves Athletics Auction will take place on June 1. Registration is now available on the Foundation and Athletic department websites.

9) DEI Office & Equity Action Plan:

The office has hired a Title IX Coordinator; Sara Glascock started on February 22, 2024.

The office also hired an Assistant Director for Hispanic Serving Institution Initiatives; Cristian Mendez-Garcia will start April 22. The office of is also currently searching for an Executive Assistant/Coordinator.

Dominique Vargas had one-to-one meetings with all Action Plan Accountability Leaders to discuss initiatives, set expectations regarding updates, and answer initial questions regarding next steps. Accountability leaders provided an update to Vargas by April 5 and will provide the next update by May 20 ahead of the June Board meeting. Following the June meeting further scheduling of updates will be determined based on steps taken and decisions made this Spring term. Accountability leaders will provide updates to Vargas ahead of each meeting to be included in the office of Diversity, Equity, and Inclusion updates ahead of each Board meeting.

10) HSI Summit: The third annual [HSI Summit](#) is scheduled for Friday, April 26, 2024. In response to feedback following the previous Summit, the HSI Summit Working Group determined Western will host an HSI week, where we host Western community specific events the weekdays (Monday, April 22 through Thursday, April 25), leading up to the HSI Summit on Friday.

- Monday, April 22 – What does it mean to be a Hispanic Serving Institution?
 - 11 am – 2 pm tabling event in the Werner University Center
- Tuesday, April 23 – Talk About it Tuesday with Hispanic Metropolitan Chamber of Commerce Director Nicole Leon
 - 4:30 pm – 6 pm student focused session in the Willamette Room of the Werner University Center
- Wednesday, April 24 – What is servingness?
 - 11 am – 2 pm tabling event in the Werner University Center
- Thursday, April 25 – Hispanic/Latine History in Oregon with faculty members Mike McGlade and Ricardo Pelegrin Taboada
 - 12 pm – 1 pm community focused session in the Columbia Room of the Werner University Center

This year’s working group includes Jamiere Abney, Chelle Batchelor, Doris Cancel-Tirado, Brittany Kima, Sarah Lockwood, and Dominique Vargas. The next [HSI Summit](#) is scheduled for Friday, April 26, 2024.

11) HSI Status: To become a Hispanic Serving Institution 25% of Western’s undergraduate students must identify as Hispanic/Latino/a/e and we must maintain that minimum percentage for at least three years prior to receiving the designation. Once we reach this goal, then we must continue to meet the minimum percentage to maintain the designation. The priority for Western continues to be truly serving our students.

This winter term the HSI Advisory Committee co-chair Anna Hernandez-Hunter led an effort for students who had selected “no response” when entering their demographic race and ethnicity data to select from the available options. This list included almost 80 individuals, with more than 20 completing the form after outreach. Vice President of Student Affairs, Tina Fuchs, assisted this effort by personally emailing the students on the list.

- 12) Empowering Communities Working Group: Five Wellness and Meditation spaces were identified and brought online on Friday, March 8. These spaces are for both students and employees. These spaces are designed to practice stress reduction and care during the course of a busy day. Examples of uses include basic calming through mindfulness, relaxation exercises, prayer, meditation, engagement in lactation and other wellness activities.

Academic Programs and Support Center (APSC), 408
Monday through Thursday, 1 pm - 4 pm

Ackerman, 132
Monday through Friday, 7:30 am - 10 pm
Exception for Spring Break 7:30am - 5pm

Bellamy, 201
Monday through Friday, 8 am - 5 pm (occasionally later in evening)

Welcome Center, 154
Monday through Friday, 8 am - 5 pm

Werner University Center (WUC), Little D
Monday through Friday, 7:30 am - 8 pm
Saturday, 11:30-3pm (*winter*); 10 am - 2 pm (*spring*)

These spaces will be available at least through the duration of Spring term as long-term plans are made. The office of Diversity, Equity, and Inclusion in partnership with Earlene Camarillo, Tina Fuchs, Mary Pettenger, and Evan Sorce, and the office of Student Engagement, Housing, International Education, Human Resources, General Counsel, and made this effort possible.

The office of Diversity, Equity, and Inclusion, Earlene Camarillo, Tina Fuchs, Mary Pettenger, and Evan Sorce continue to meet to discuss engagement within the Western community around deliberative democracy, civil discourse, freedom expression, interfaith dialogue, etc. The next step for this small group is to work with university partners in the development of a Freedom of Expression website for Western. Additionally, Earlene Camarillo and Mary Pettenger are leading a separate planning committee to coordinate an advocacy and first amendment focused day on Friday, May 10.



Educator Equity Report, 2024

Mark Girod, Dean, College of Education

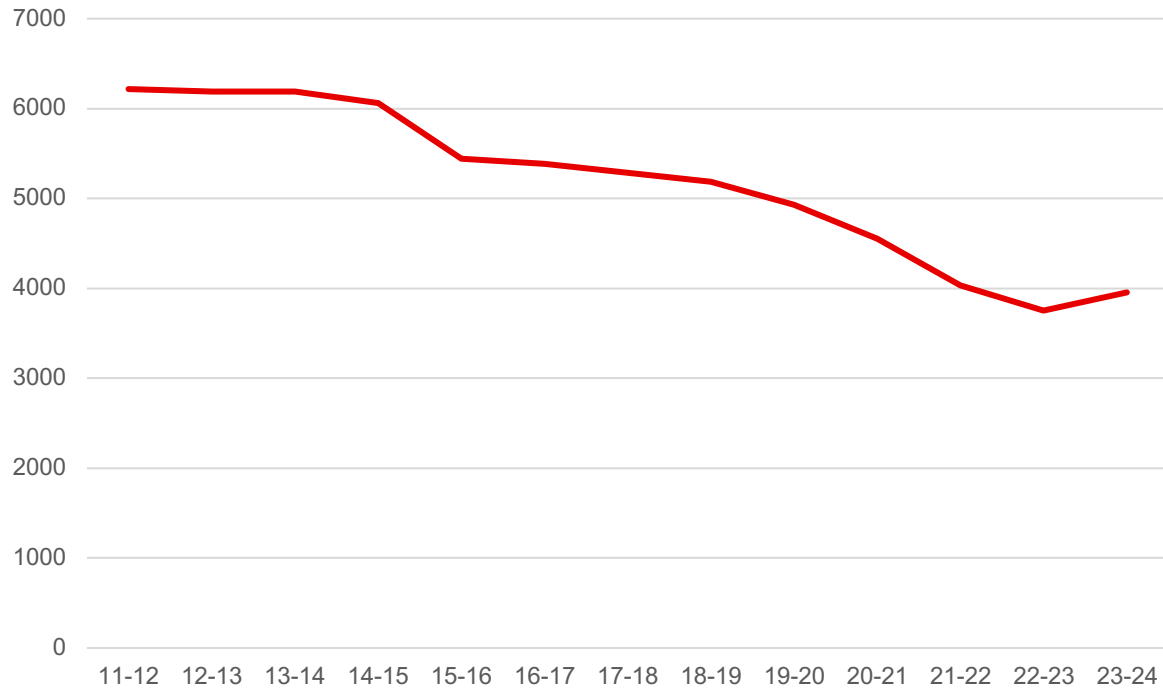


HB3375 (2015) Ed. Equity initiatives

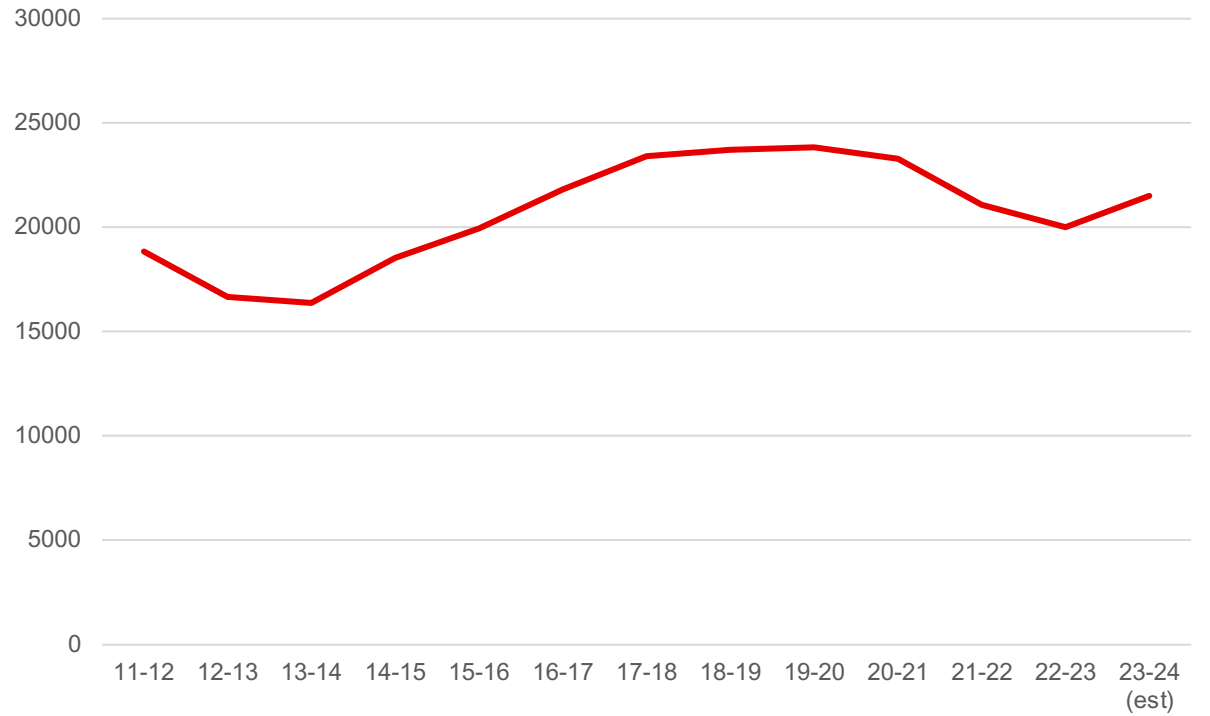
- Goal is to increase numbers of culturally and linguistically diverse educators
- HECC supports work across all 6 public Ed prep programs
- Local Boards review plans for “adequacy and feasibility”
- HECC then adopts institutional plans and monitors over time
- EAC, biennial Oregon Educator Equity Report
- ODE/EAC, 29 Grow Your Own educator grants currently funded
- EAC, Oregon Teacher Scholars Program
- TSPC, Oregon Administrator Scholars Program
- 197 school districts, 19 ESDs, 17 Oregon community colleges, 14 EPPs...
- Essentially, Oregon has made zero progress over the last 10 years
- Bottom line... Oregon needs Western to prepare massive numbers of diverse teachers



WOU Enrollment, Fall 4th Week Count



Educator Programs Student Credit Hour Generation



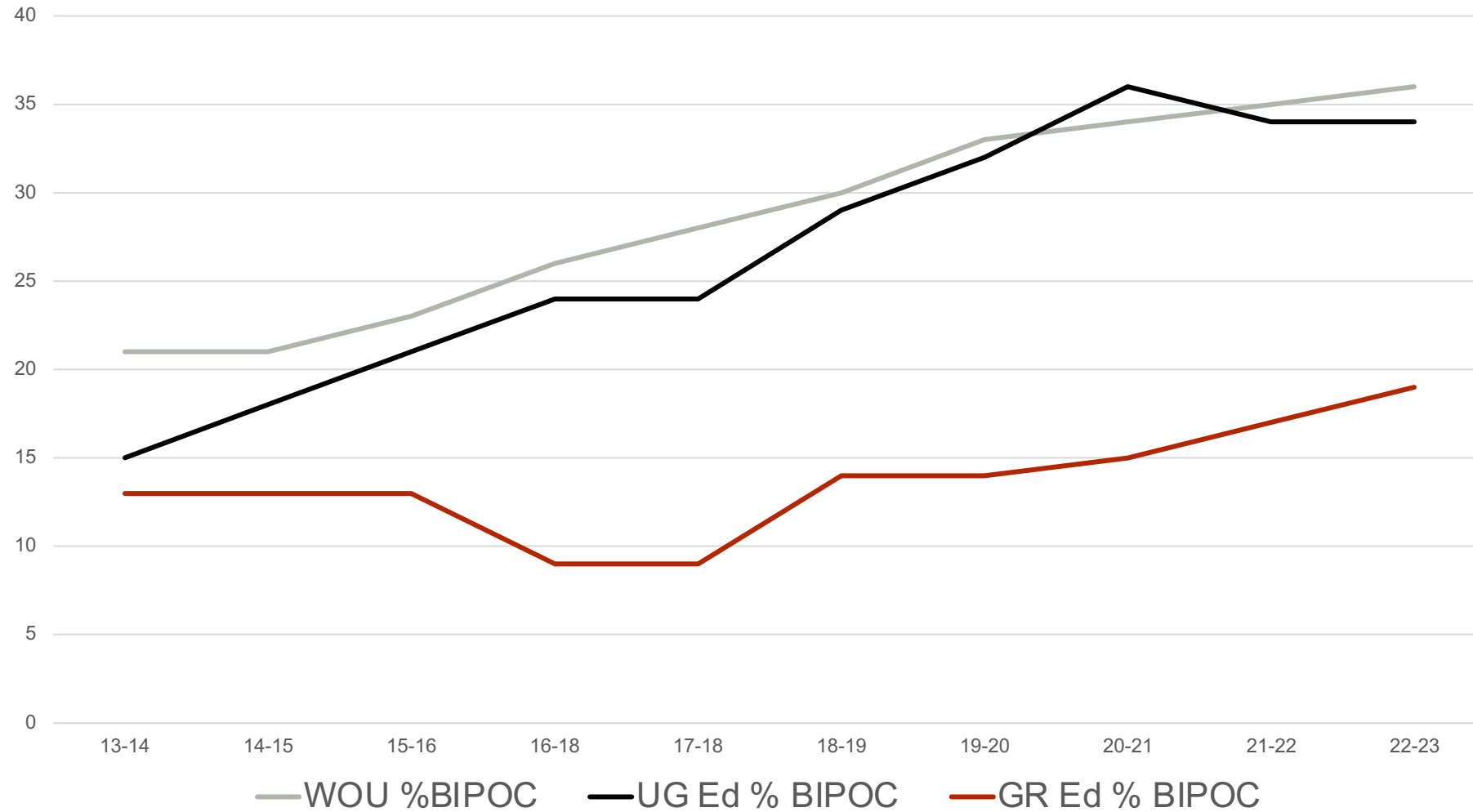


How is Western doing?

- Positive and support campus climate... DEIA, HSI, UDIAC, BTS/DTS, TPSSS
- Previous reports in 2016, 2018, and 2021... lead to major initiatives including:
 - Listening sessions – access, affordability, and equity work
 - Moved programming to UG level to reduce costs (only SpEd: EI/ECSE in Oregon at UG level)
 - FLEX programming – Saturday programming that is hyflex, serving working adults
 - Robust community college partnerships (expanded to 14 of 17, 2+2 MTM articulations)
 - Center for Advancement of Paraprofessionals, shared Navigator position
 - College of Education: Office of Justice, Equity, Diversity, and Inclusion
 - BIPOC Student Advisory group, working from a change framework
 - Curriculum integration framework for DOE equity reports
 - Expansion of Bilingual Teacher Scholars to include Diverse Teacher Scholars
- Funnel analysis... where is the problem?

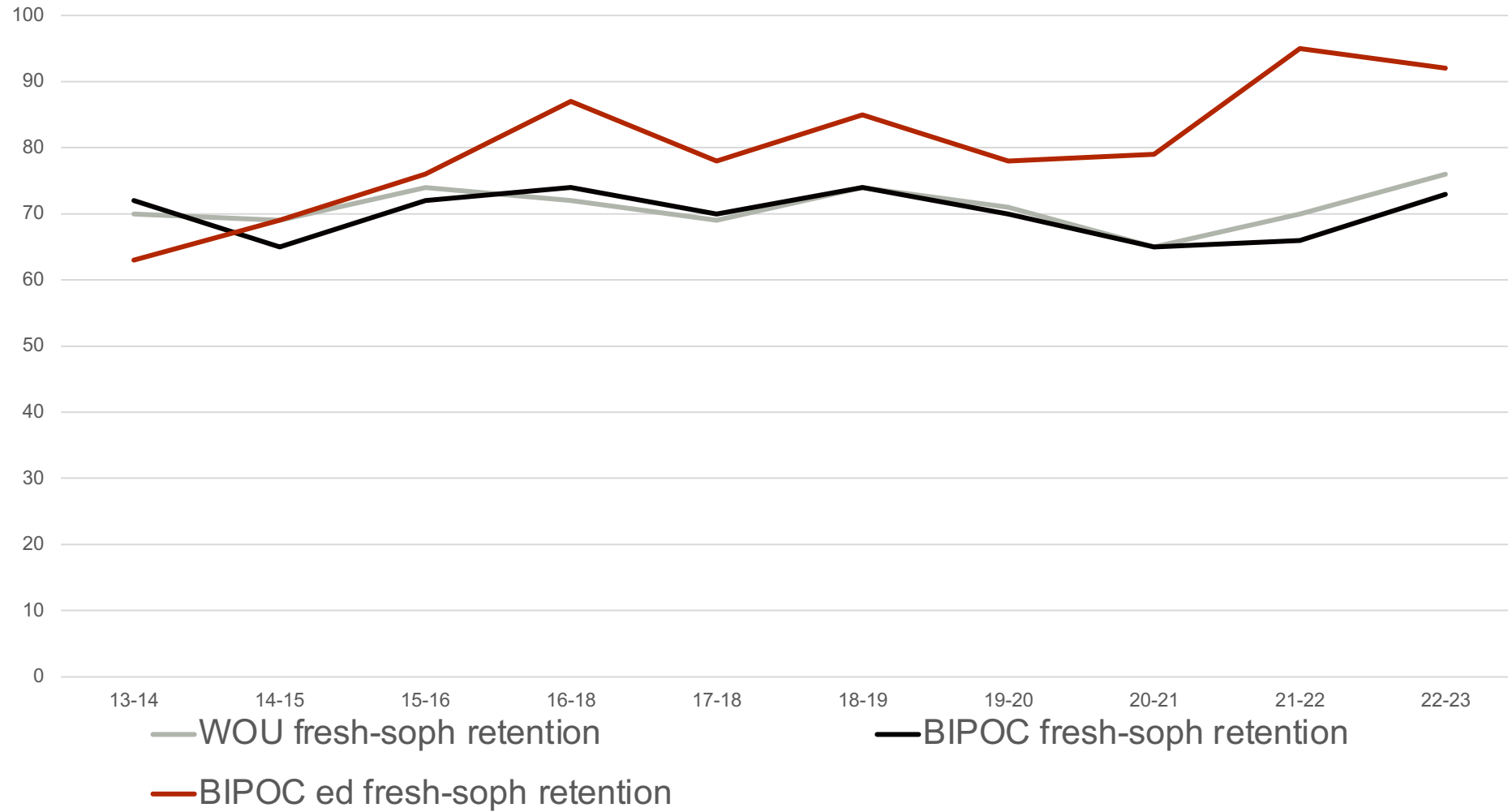


Percentage BIPOC Enrollment Over Time



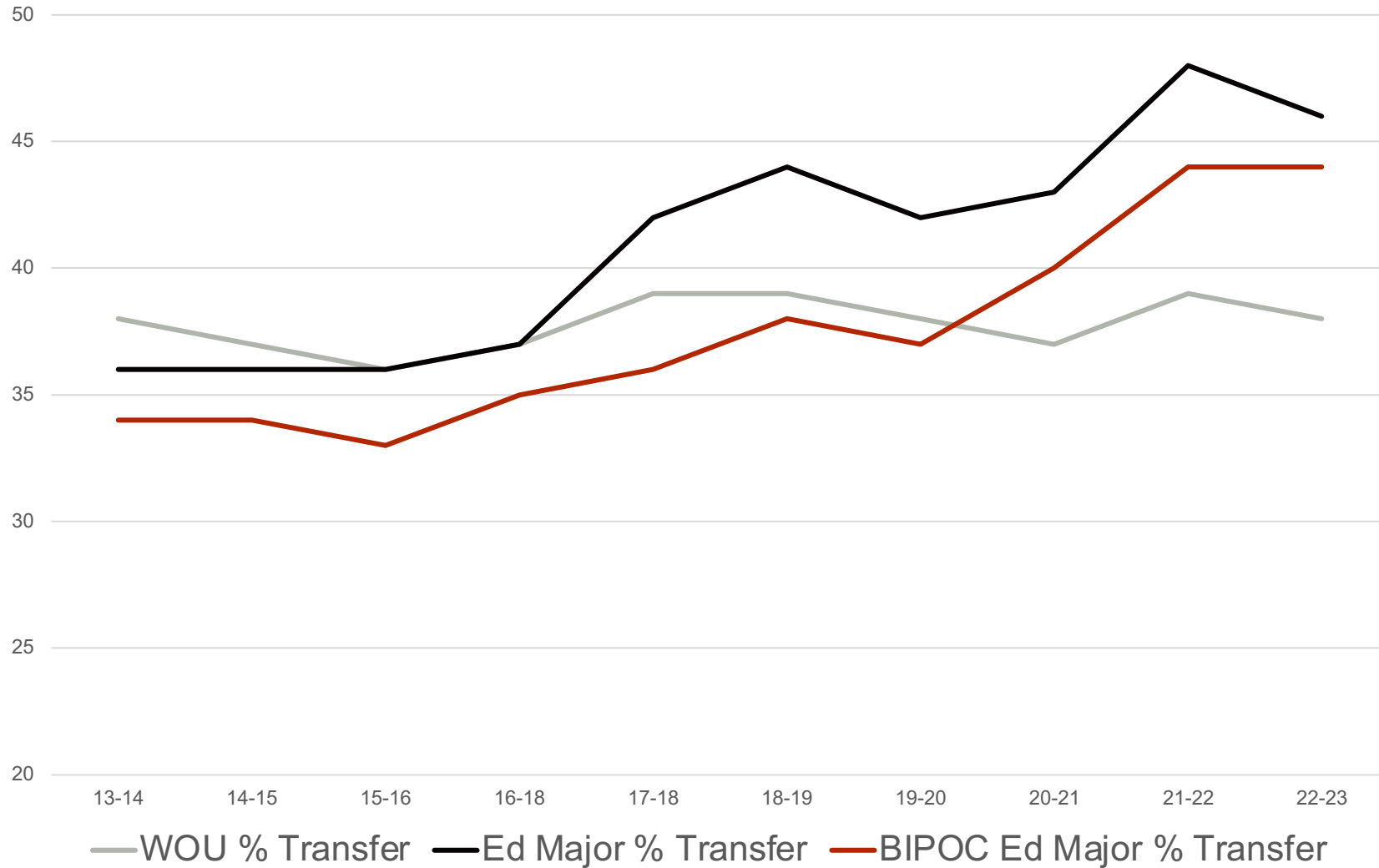


Freshmen to Sophomore Retention Over Time



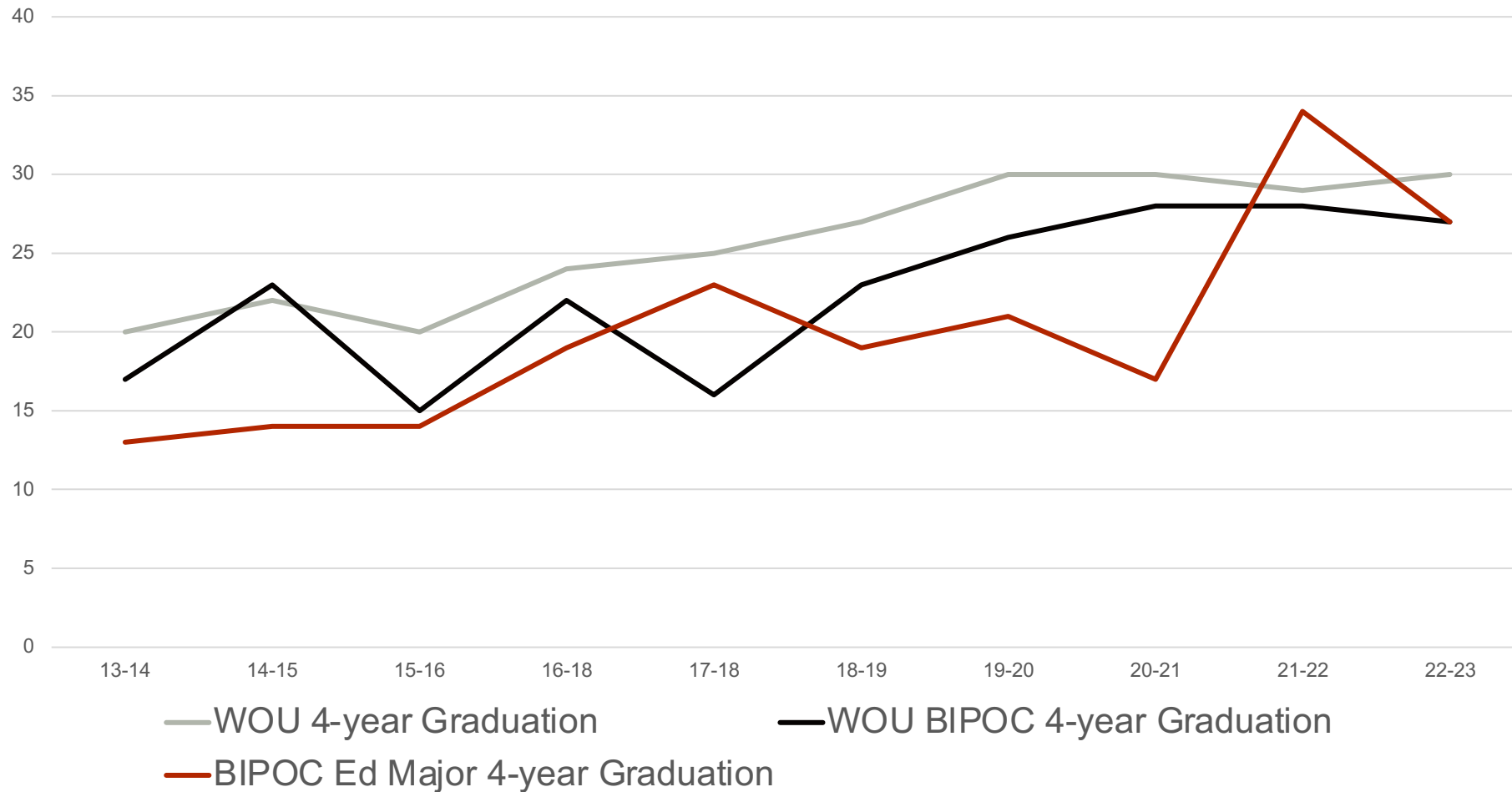


Transfer Students Over Time



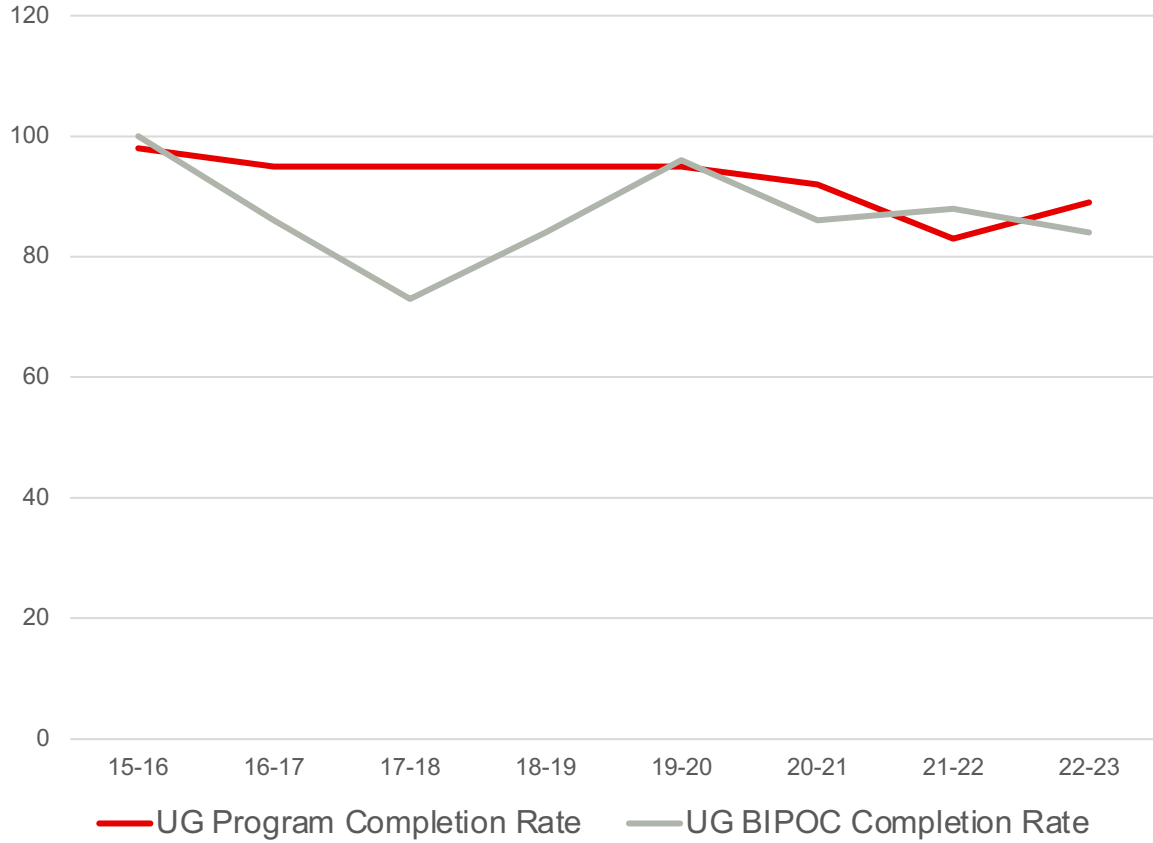


4-Year Graduation Rates Over Time

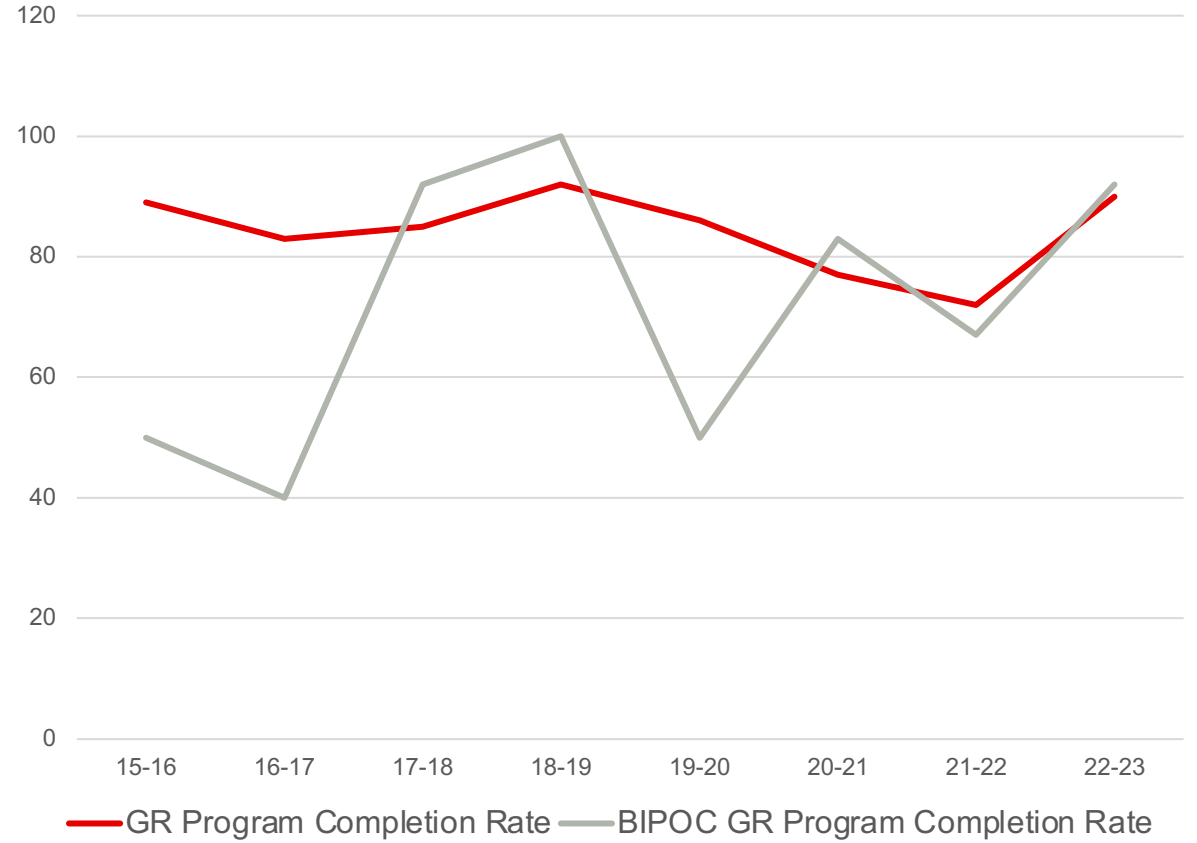




UG Program Completion Rates



GR Program Completion Rates





Total Number BIPOC Education Completers

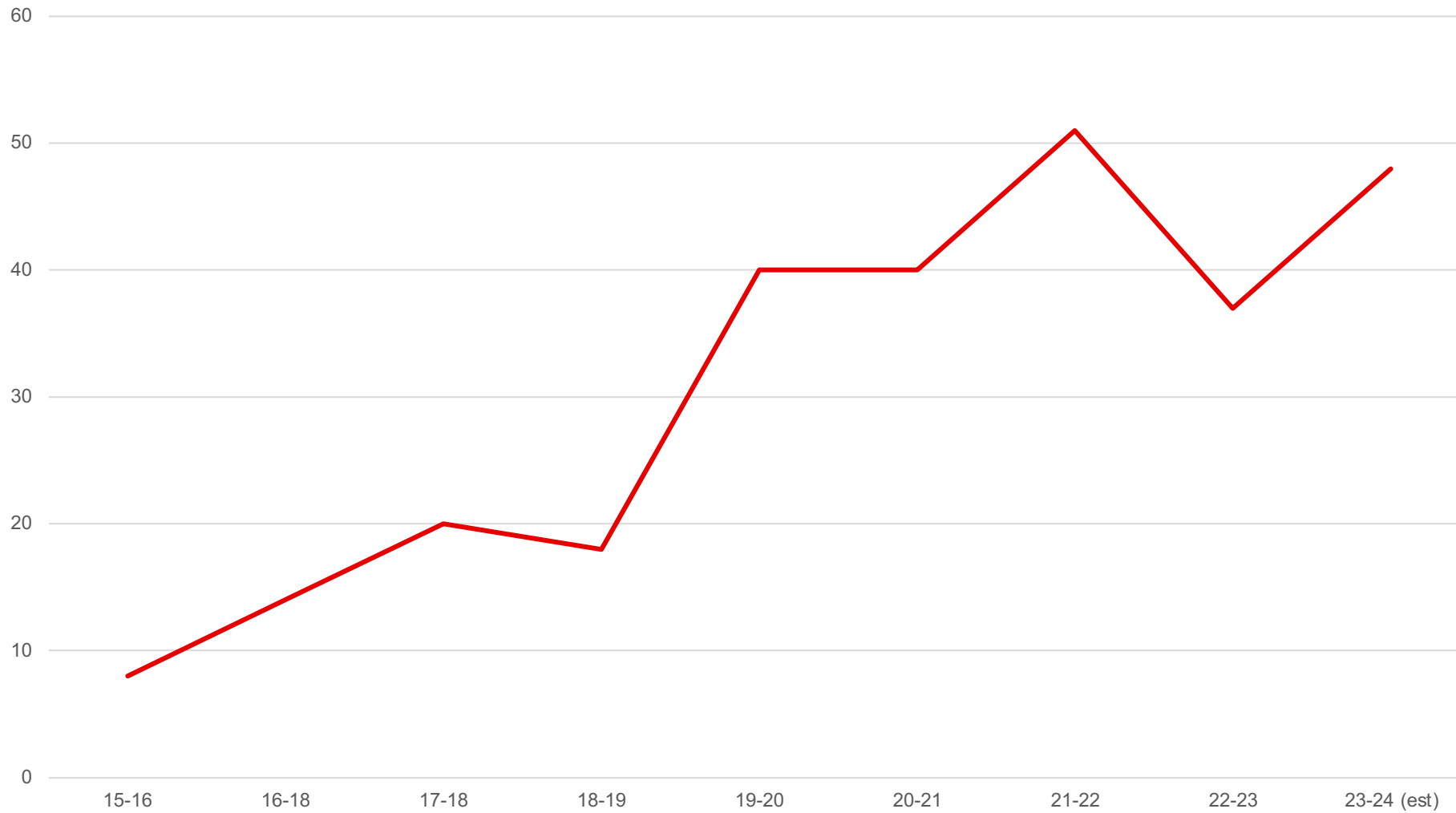




Table 7: Current Status and Future Goals

	<u>2022-2023</u>	<u>2024-2025</u>	<u>2026-2027</u>
# BIPOC UG education majors enrolled at Western	240	270	300
% BIPOC UG education majors retained from freshmen to sophomore	92%	94%	95%
% BIPOC UG education majors retained from sophomore to junior	95%	95%	95%
# BIPOC UG education majors admitted to preparation program	31	50	70
# BIPOC UG education majors completing preparation program	26	48	67
# BIPOC GR education majors enrolled at Western	14	20	30
# BIPOC GR education majors admitted to preparation program	12	20	30
# BIPOC GR education majors completing preparation program	11	18	28



What does Western need to do?

- Educator faculty and staff:
 - Launch a “middle years” study to understand the experiences of ex-education majors
 - Interview BIPOC candidates who didn’t complete licensure programs
 - Consider what “rigor” looks like when working with education majors
 - Press forward on Residency programming models and flexibility
 - Consider adding other educator programs aligned with state shortages– Counselors, SLP, School Psych...
- COE Dean:
 - Prioritize being the best higher education partner to educator workforce development
 - Lobby for campus change – we need new budget models that are growth-oriented
 - Continue to ensure success in accreditation, accountability, and our reputation of excellence
- University:
 - Double-down on community college partnerships
 - Serve working adults more effectively through scheduling, billing, and support services
 - Capitalize on our position as the major provider of educator workforce development
 - Understand how essential success in the educator marketplace is for the success of our campus

Finance & Administration Committee (FAC), Tuition & Fees for 2024-25 Academic Year & Summer 2023

SUMMARY OF RECOMMENDED CHANGES IN TUITION AND FEES FOR 2024-25

Undergraduate:

- 5.00% increase to resident undergraduate tuition (\$10 per credit increase from \$200 to \$210 per credit)
- 4.86% increase to non-resident undergraduate tuition (\$31 per credit increase from \$638 to \$669 per credit)

Graduate:

- 5.00% increase to graduate tuition (\$23 per credit increase from \$460 to \$483 per credit)
 - Graduate tuition is assessed at the same rate regardless of residency.
 - Occupational Therapy Doctorate tuition will be \$34,900 for the year, as approved at the April 19, 2023 board meeting.

Overall:

- An 8.02% increase in the health service fee of \$13 per term, bringing the fee from \$162 to \$175 per term
 - For completely online/Salem-campus students, a corresponding increase bringing the fee from \$120 to \$130 per term.
- No increases to the building, student health building, student rec center building, and matriculation fees
- Online course fee remains at \$53/credit, to be charged to both undergraduate and graduate students based on online course modality
- No increase to incidental fee (\$415 per term for on-campus students; \$210 per term for fully online/off-campus students)

Summer:

Summer 2024 tuition rates are included at the same rates as the 2024-25 academic year. Building and student rec center building fees are slightly less than the academic year (as is consistent with historical summer fees). The summer incidental fee remains at the same rate as last year (\$150) to reflect the difference in service level during summer.

Room and board rates:

Housing residence hall rates include a 3.5% increase. Dining rates reflect a 5% increase.

Board of Trustees

TUITION & FEE ADVISORY COMMITTEE

The Tuition & Fee Advisory Committee (TFAC)'s formal role is to advise the University President on the President's recommendation to the Board of Trustees regarding resident tuition and mandatory enrollment fees for the upcoming academic year. TFAC met over the course of winter term to learn about the University budget, how state funding is allocated, review financial projections as well as historical context, hear from the Student Health & Counseling Center, and learn about the overall tuition setting process. TFAC also conducting a campus-wide survey to gather student at-large feedback. Their recommendation letter is provided, along with the full survey results.

GRADUATE TUITION ADVISORY COMMITTEE

The Graduate Tuition Advisory Committee is composed of staff, faculty, and graduate students. Their recommendation for graduate tuition to the Interim Dean of Graduate Studies and Research is included.

COMMITTEE RECOMMENDATION:

At their April 2, 2024 the Western Oregon University Finance and Administration Committee recommend to the Board that it approve the 2024-2025 Academic Year & 2024 Summer Session Tuition and Fee Book as presented.

ADDITIONAL INFORMATION

Resident UG Credit Rate	\$ Increase	% Increase	Estimated Change in Gross Tuition		
			Scenario 1 -3% Enroll	Scenario 2 0% Enroll	Scenario 3 3% Enroll
200	-	0.00%	(788,940)	-	787,802
201	1	0.50%	(673,771)	118,732	910,095
202	2	1.00%	(540,115)	256,523	1,052,018
203	3	1.50%	(424,946)	375,255	1,174,311
204	4	2.00%	(291,290)	513,046	1,316,234
205	5	2.50%	(176,121)	631,778	1,438,527
206	6	3.00%	(42,465)	769,569	1,580,450
207	7	3.50%	72,704	888,301	1,702,743
208	8	4.00%	206,360	1,026,092	1,844,666
209	9	4.50%	321,529	1,144,824	1,966,959
210	10	5.00%	455,185	1,282,615	2,108,882

Figure 1: Estimated change in gross tuition revenues for FY2024 for each respective resident undergraduate tuition rate given the various enrollment scenarios.

TFAC uses an interactive model while they are developing their recommendation. This model is two-fold, with the first estimating the impact on tuition revenues for the university of different enrollment and tuition rate scenarios that the individual can change, as well as projecting the ending fund balance.

Western Oregon University		UG Enrollment Assumption	0.00%			
Tuition and Fees Projection Model		GR Enrollment Assumption	0.00%			
University Revenue Impact						
	Current Credit Rates	Projected FY25 Credits	FY25 Credit Rates % Increase	FY25 Credit Rates Rounded %	Rate	Projected FY25
Revenues						
UG Tuition						
UG Resident	200	99,673	5.00%	5.00%	210	20,931,330
UG WUE/Texas	300	19,059			315	6,003,585
UG Non-Resident	638	988	0.00%	0.00%	638	630,344
GR Tuition	460	8,753	0.00%	0.00%	460	4,026,380
Other		-				2,360,000
Total Gross Tuition		128,473				33,951,639
Online Fees						3,036,105
Other Fees						1,050,000
Fee Remissions						(5,500,000)
Total Net Tuition & Fees		44.7%				32,537,744
State Appropriations		48.4%				33,836,673
Gifts Grants & Contracts						2,194,070
Investment						2,000,000
Sales & Services						500,000
Other Revenues						100,000
Total Revenues						71,168,487
Expenses						
Personnel						57,576,074
Service & Supplies						9,891,869
Total Expenses						67,467,943
Net Transfers						5,458,238
Total Expenses and Transfers						72,926,181
Recurring Net Revenues less Expenses						(1,757,694)
One Time Activites						-
Net Revenues less Expenses						(1,757,694)
Beginning Fund Balance						9,009,980
Projected Ending Fund Balnce						7,252,286
% of Revenues						10.19%

Figure 2: A snapshot of TFAC’s university revenue projection interactive model

The second piece of the TFAC model looks at the individual student and how that will impact their cost. The model allows the student to change the credit hour load as well as personalize their financial aid awards to see their net impact.

**Western Oregon University
Tuition and Fees Projection Model
Individual Impact Estimation**

13 UG Credit Hours (average 13/term)
9 GR Credit Hours (full-time 9/term)

	Current Credit Rates	FY25 Credit Rates	Mandatory Fees*			Total Per Term Cost	Total 2024-25 Cost	Total 2023-24 Cost	Incr. for Cont. Students		
			Tuition	Building	Health				Incidental	\$ Increase	% Increase
Undergrad:											
Resident	200	210	2,730	98	175	415	3,418	10,254	9,609	645	6.71%
WUE/Texas	300	315	4,095	98	175	415	4,783	14,349	13,509	840	6.22%
Non-Resident	638	638	8,294	98	175	415	8,982	26,946	26,691	255	0.96%
Graduate	460	460	4,140	98	175	415	4,828	14,484	14,229	255	1.79%

***Mandatory Fee Assumptions**

Building Fees includes \$45 Building Fee (staggered for less than full-time), \$11 Student Health Building Fee, and \$42 Student Recreation Center Building Fee
Health Service Fee is currently \$162, assessed at in-person Credit 1
Incidental Fee is currently at \$415 assessed at Credit 1 for in-person, \$210 for completely online/Salem students; determined by the Incidental Fee Committee

Out-of-Pocket Cost Analysis (Resident Undergrad):

Total Tuition & Fees	10,254	Financial Aid Award Package based on Total Cost of Attendance https://wou.edu/admission/tuition-and-aid/
Aid:		
Pell	7,395	Approx. 40% of our students are Pell-eligible; maximum is \$7,395 for 2023-24
Oregon Opportunity Grant	-	Maximum is \$7,524 for 2023-24
Federal Direct Loans	5,500	Maximum for first-year dependent student is \$5,500
Parent PLUS Loans	-	Maximum is cost of attendance less any other financial assistance
Private Scholarships	1,000	WOU Scholarships, or external private scholarships
WOU Fee Remissions	1,500	Varies by individual; some students receive up to \$6,000, average award is \$1,500
Total Aid (including loans)	15,395	
Net Cost/(Refund)	(5,141)	Students also need to pay for housing/other bills

Some examples of Fee Remissions:

Presidential (Merit)	1,000-5,000	Starting at 3.5 GPA
New Student Merit	1,000-5,000	Starting at 3.0 GPA; for incoming students Fall 2022
Bilingual Teacher Scholarship	3,000	
Diversity Commitment	6,000	

Full details can be found here: <https://wou.edu/finaid/scholarships/incoming-students/>

Figure 3: A snapshot of TFAC's individual impact estimation interactive model

The graphs and figures below were presented to TFAC to provide additional context related to tuition and fees.

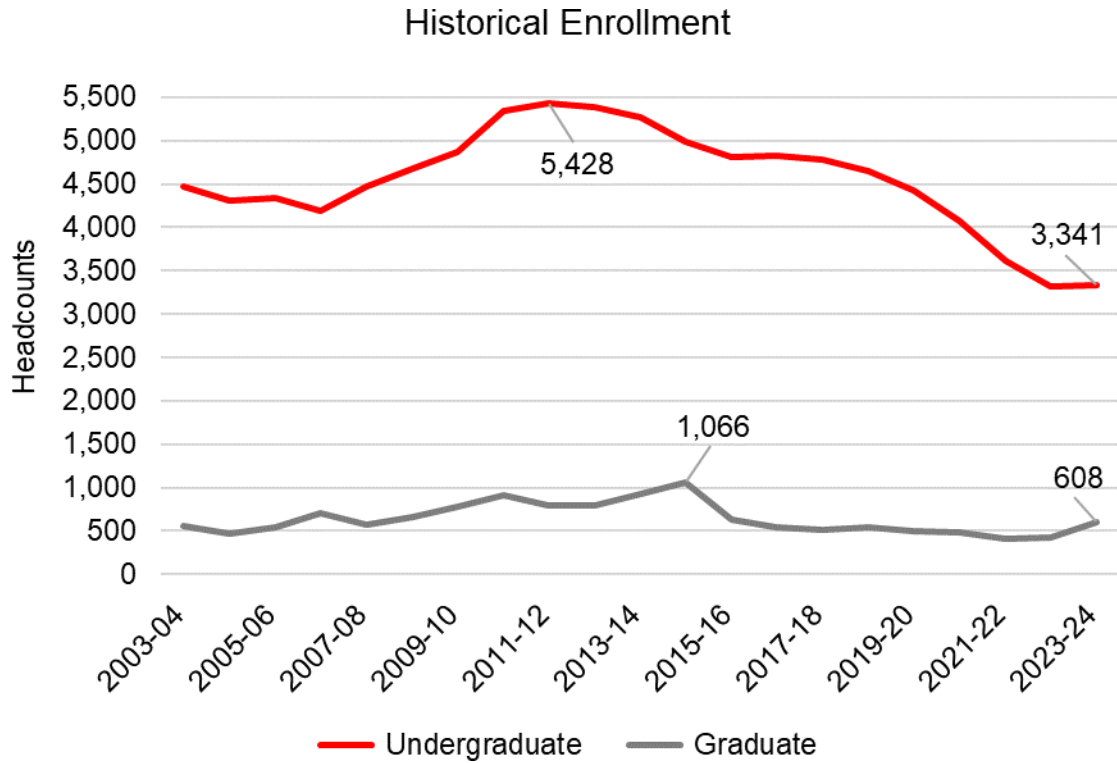


Figure 4: Historical enrollment headcounts (fall-term census)

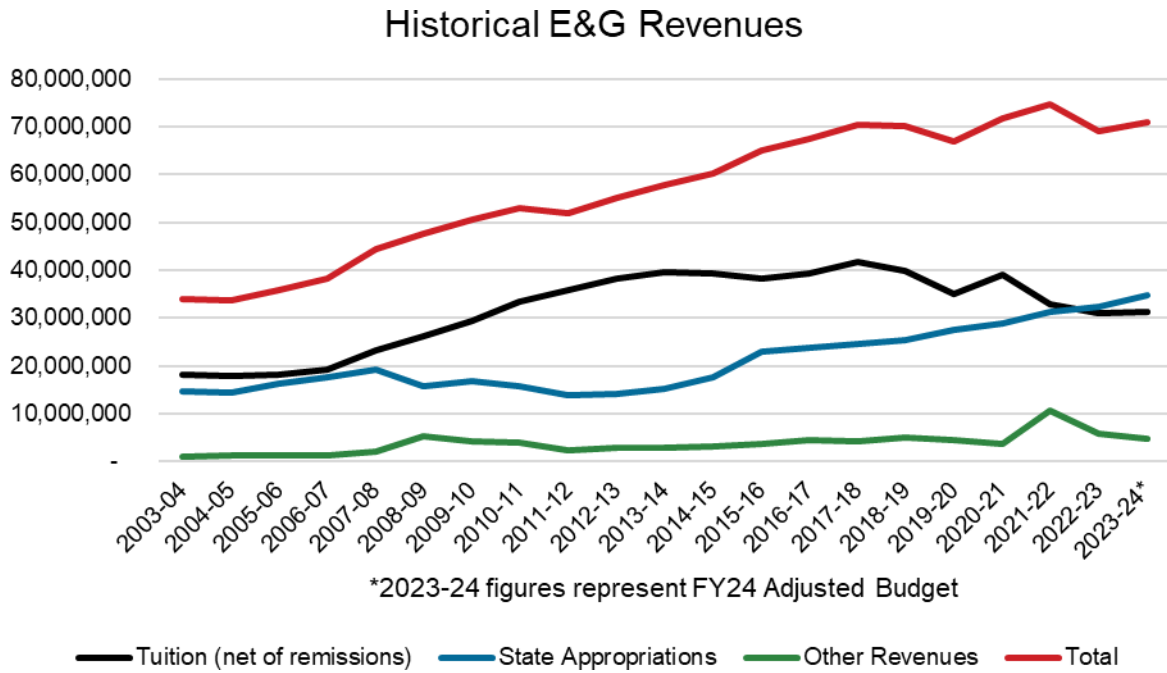


Figure 5: Historical Education & General fund revenues

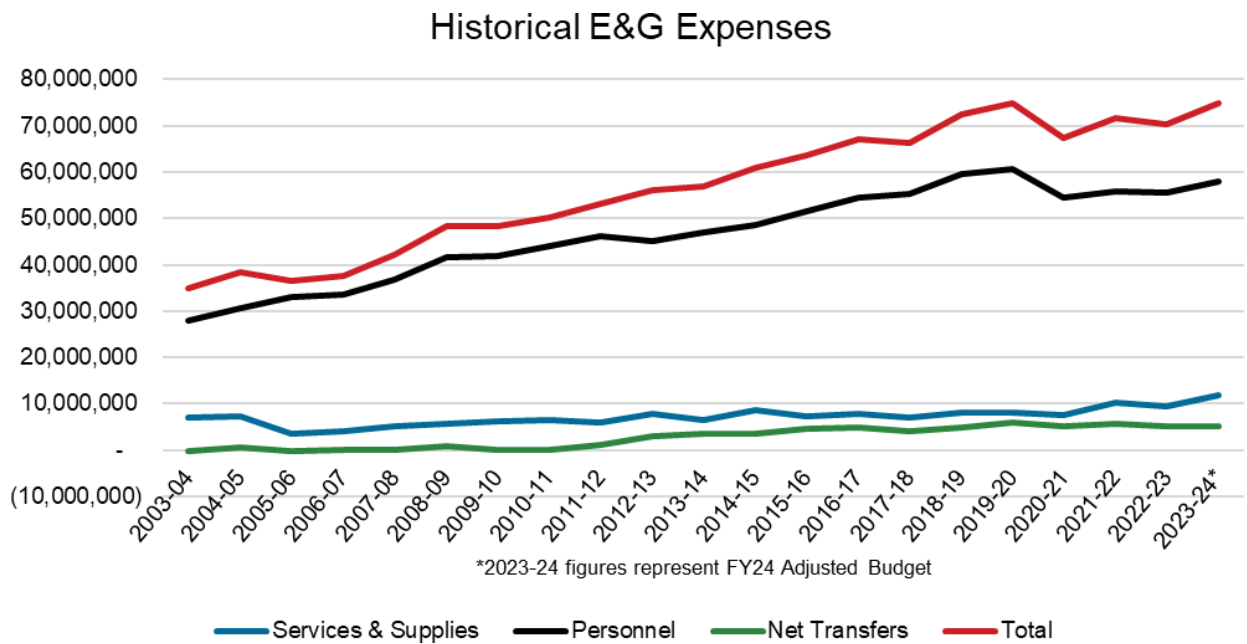


Figure 6: Historical Education & General fund expenses

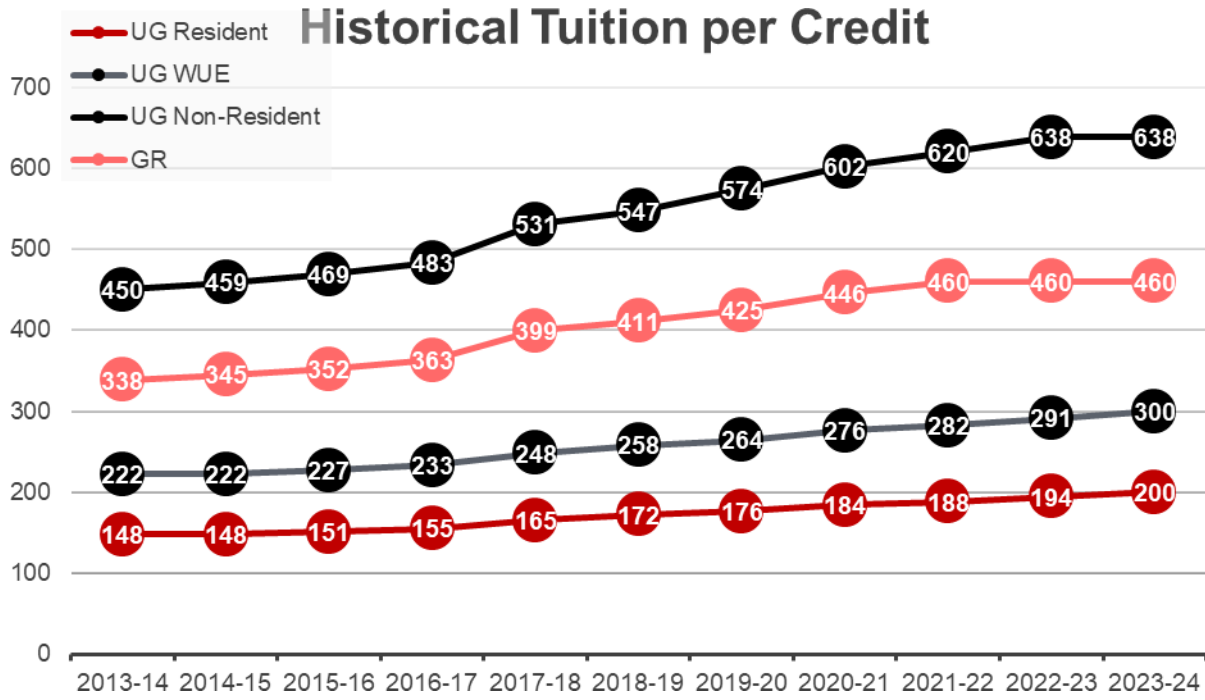


Figure 7: Historical tuition rate per credit

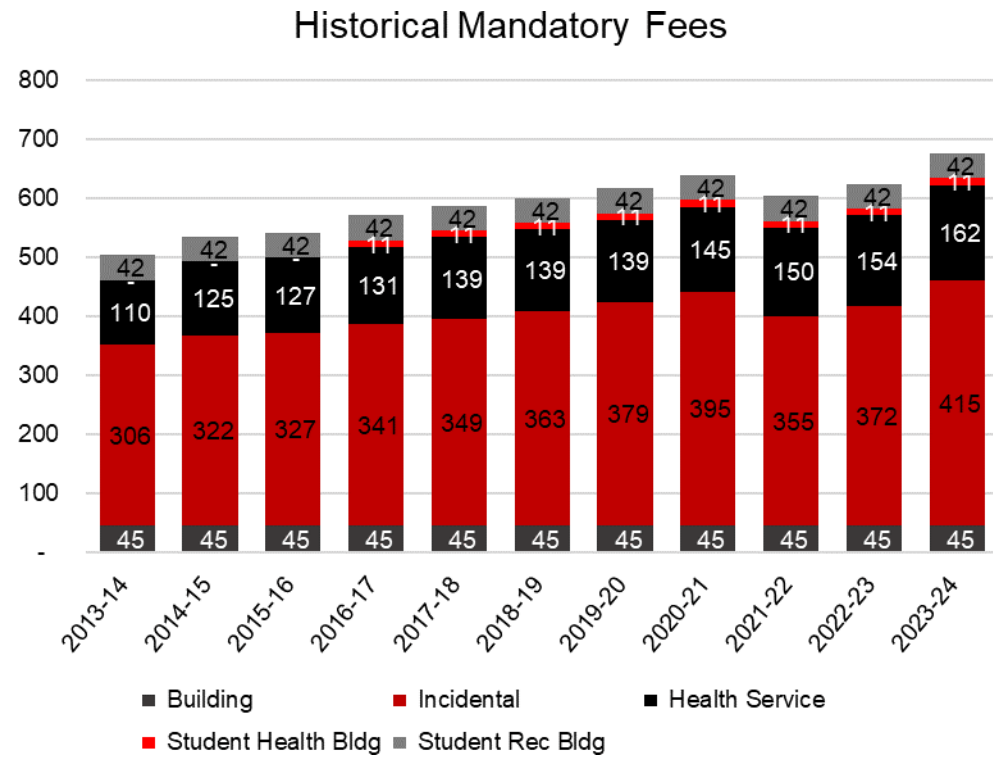


Figure 8: Historical mandatory fees

2023-24 Oregon Public Universities Cost Comparison

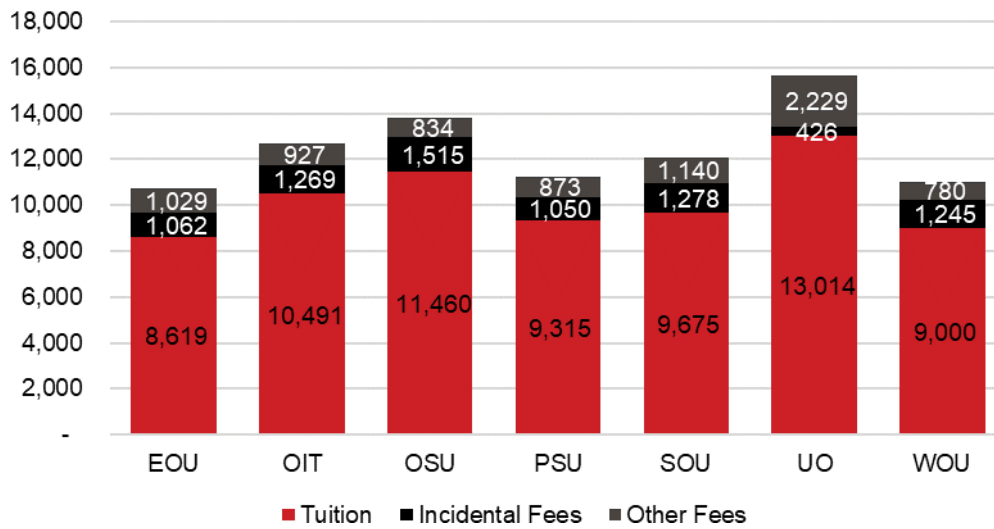


Figure 9: Oregon public universities' cost comparison for resident undergraduate (assumes 15 credits/term)

March 21, 2024

To: President Peters and the WOU Board of Trustees

Subj: Recommendation from the Tuition & Fee Advisory Committee

After several months of continuous meetings, gathering student input, and many lively discussions as a Committee while trying to keep the student at the forefront of our minds, we recommend a resident undergraduate tuition rate increase of 5.00%, \$10 per credit hour. Although the Committee overall supports this, there were strong feelings expressed by students in the TFAC survey towards recommending a no increase (0%). While the committee understands that not every student pays out of pocket, there are many students who do and will feel this increase directly. As a committee and through the results of our student survey (survey results attached), we think it is imperative that the Board direct the university to support rebuilding and strengthening academic programs, faculty supports, and student success human infrastructure.

We estimate that this will result in \$1,282,615 of additional revenues, and request that the Board direct the University to reinvest to maintain the quality of education through supporting our staff and faculty so they can provide more classes. Our students have voiced their concerns that required classes are only available once a year, making it difficult or impossible to not experience delays in graduation. Our committee members have seen the students most impacted by this would be our student athletes who have to choose between practice and required classes.

In our student survey with 377 respondents, 208 students responded that keeping tuition at the current rate of \$200 (for resident undergraduates) is the maximum they would be willing to pay for their courses (Question 4). Additionally, we asked students to rank their priorities between affordability, access to health services, access to academic support, on-campus experiences, maintaining quality programs, and other (Question 5). 299 students ranked affordability as one of their top three priorities. On our student survey, also of note in the ranking priorities question (Question 4) was that 251 students ranked maintaining quality programs as one of their top three priorities. This sparked a discussion about keeping the university affordable while also financing at a level that continues to offer sufficient classes to ensure that students can graduate on time. It was unanimous with our students on the committee that we need to raise tuition by 5% to increase financial stability of the university while also trying to keep the increase to a minimum to respect the students who took the survey.

Additionally, we recommend a 8.02%, \$13/term increase (from \$162 to \$175 per term) for health service fee with a recommendation to use additional funds to diversify staff and provide Spanish-speaking bilingual counselors.

Eva Alvarez (ASWOU Director of Student Organizations)

Elizabeth Priddy (ASWOU Director of Business and Finance)

Delaney Sheltra (Student)

Ricardo Lujan Valerio (Director of Government)

Darin Silbernagel (University Treasurer)

Patty Flatt (Faculty)

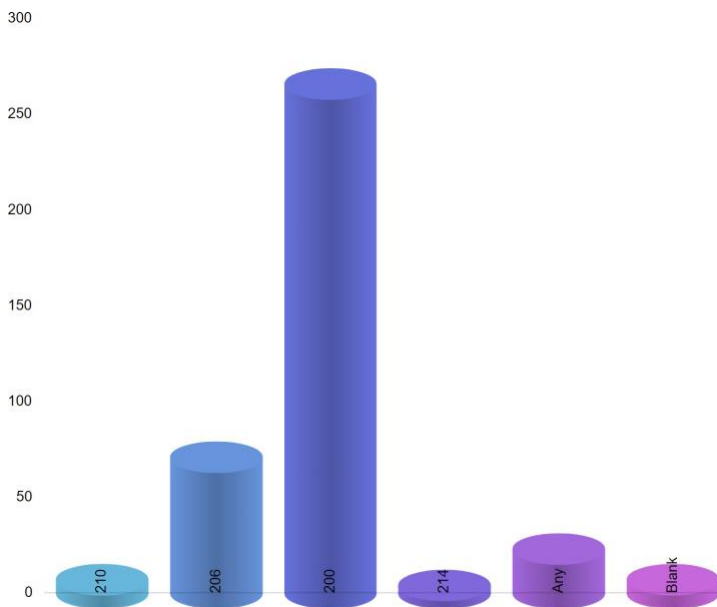
Becka Morgan (Faculty and TFAC Chair)

Appendix: Survey Results

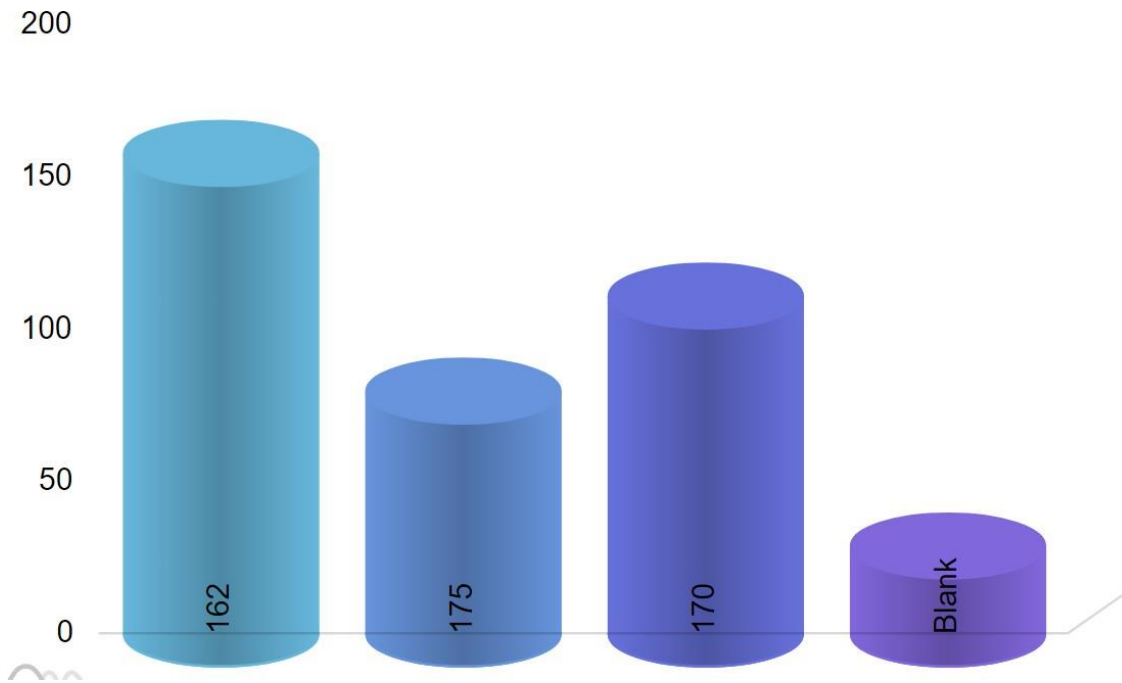
TFAC Campus-Wide Survey Results

Total Responses: 377

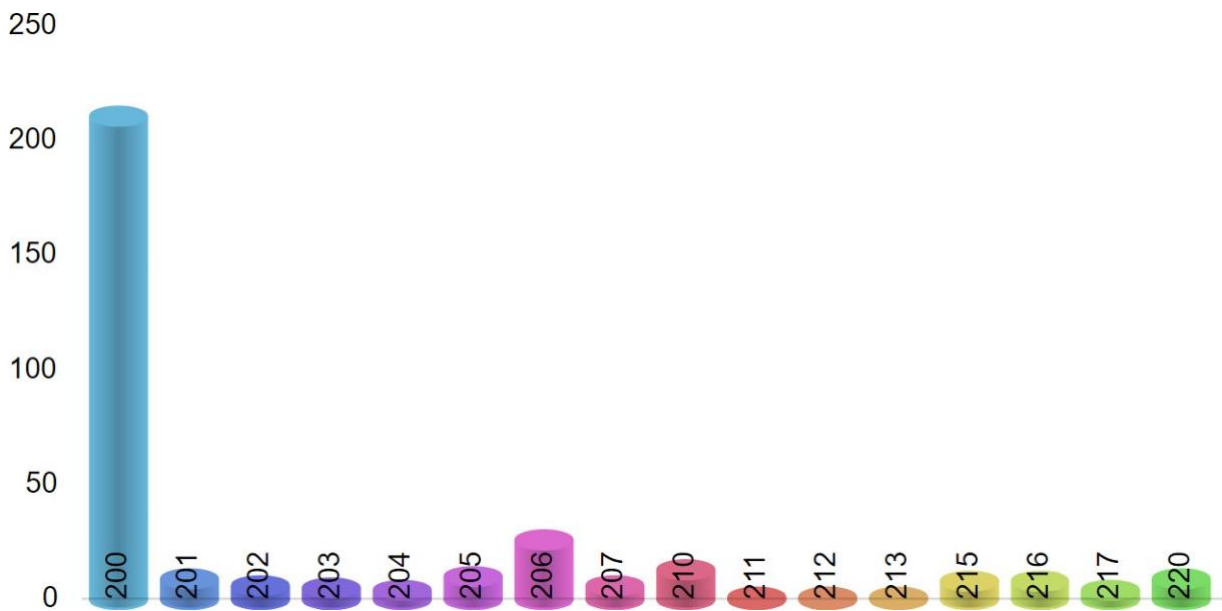
Question 1: WOU continues to face a large budgetary deficit as a result of flat enrollments, increasing expenses, and decreased state funding (click here for more information). The students and faculty of the Tuition and Fee Advisory Committee (TFAC) are considering the following options to recommend to the President for the resident undergraduate tuition rate increase next year -- which would you be most supportive of?



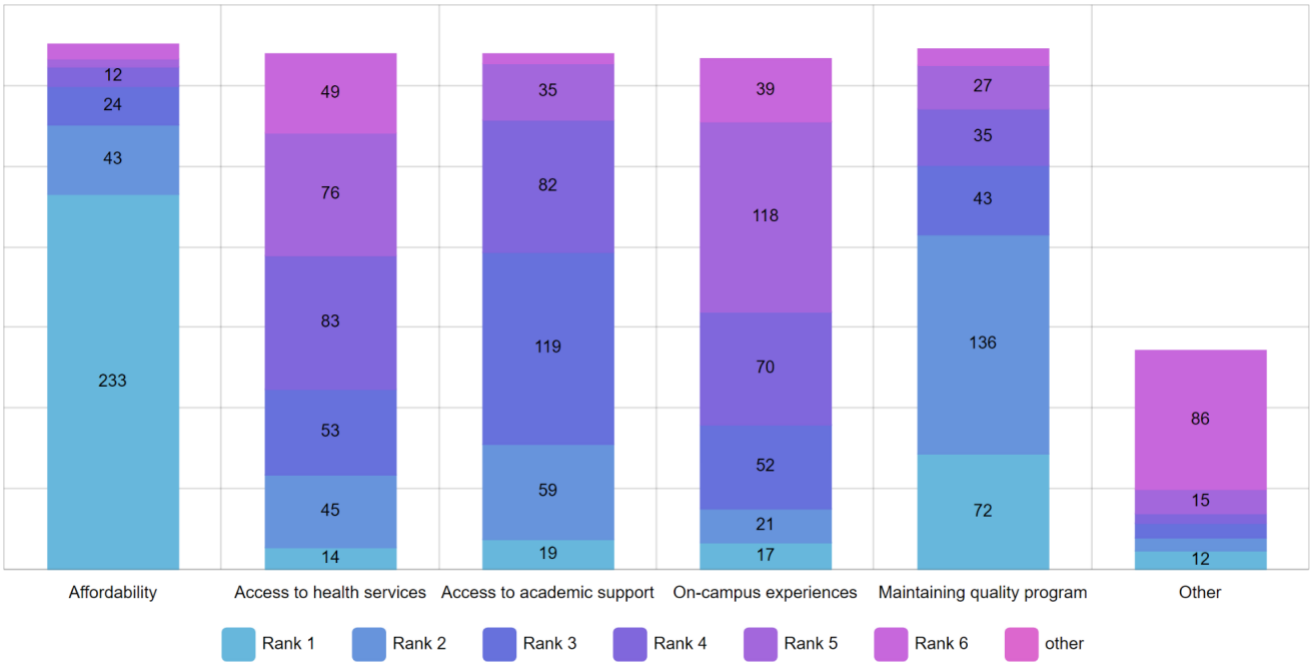
Question 2: What increase to the health service fee would you be most in support of?



Question 3: What is the maximum per credit you would consider investing in your classes to support your academic goals?



Question 4: Please rank your priorities for next year from 1 (highest) to 6 (lowest):



OTHER responses

Access to classes that arent a waste of time

Affordable food

All the classes I need offered multiple times per year

Athletics

Athletics

Better Valsetz food

Better sporting atmosphere

Bruh idk I live off campus make online classes cheaper

Campus Rec (the pool)

Club Funding

Gym hours expanded earlier in the day

Health and Wellness Center/Library

Hiring better staff that cares about student success

I have one term left

I'd prefer to opt out of health services, I have health insurance. Why are we forced to get it here

Low to no cost books.

N/A

N/A

None

Not forcing out of state student to pay more for the same education.

Not having more programs cut.

On Campus Activities (e.g., intramurals)

Online courses

Screw your profit margins. For profit education should be illegal

Stop charging so much for parking passes

Support for online only students

Supports for graduate students

Tutoring

Veteran Programs and Support

cross cultural experience

dining and fees

inclusivity

international student financial support

maintaining campus recreation

on campus employment

Memorandum

To: Dr. Breeann Flesch, Interim Dean of Graduate Studies and Research

From: Dr. Katrina Hovey, Program Coordinator of MEd: Special Education

Dr. David Foster, Program Coordinator of MA: Organizational Leadership

Amber Deets, Director of Graduate Student Success and Recruitment

Amanda Wheeler-Kay, Master of Arts in Interpreting Studies graduate student

Ayla Adkins, Master of Arts in Interpreting Studies graduate student

Date: March 13, 2024

Re: Recommendation for Tuition for the 2024-2025 Academic Year

As members of the Tuition Advisory Group, representing diverse roles within the graduate education community at Western Oregon University, we collectively wish to express our concerns and provide valuable input regarding the proposed 5% increase in tuition for the upcoming 2024-2025 academic year.

While we understand the University's need to address budgetary challenges, we wish to draw your attention to specific aspects that could significantly impact the graduate student body. Our collective experience and perspectives have led us to propose a reconsideration of certain ancillary fees, specifically the Student Health Fee and online course fees, which, when combined with the proposed tuition increase, create a substantial financial burden on our graduate students.

We acknowledge the necessity of maintaining the quality of education and student services, but we believe a comprehensive approach to fee structures is essential to ensure affordability and accessibility to graduate programs for all students.

Student Health Fee:

We recognize the importance of the Student Health Fee in ensuring the well-being of our graduate students. However, as stewards of students' fiscal interests, we propose a thorough examination of the fee structure associated with health services. A transparent breakdown of how these funds are allocated and utilized would help justify the costs and build trust among the student body. Additionally, we recommend considering an opt-

in/opt-out option for students who are online or living outside of Oregon and may already have private insurance coverage.

Online Course Fee:

Shining a light on a noteworthy financial contrast, our online students bear additional fees for exclusive access to Canvas, a platform also utilized by campus students at no extra cost. While both groups share the same platform, online learners make a unique financial investment. On average a 9-credit load student bears a \$477 online course fee assessment in addition to their tuition and other mandatory fees. This prompts an essential inquiry: with transparency in mind, what precisely does the online course fee contribute to? Are online students receiving added benefits from Canvas that go beyond what their campus counterparts experience? This financial distinction underscores the need to delve into the specific uses of the online course fee, ensuring clarity regarding the additional value it provides to enhance the educational experience for online students. If no additional benefits are identified, thoughtful consideration should be given to the possibility of removing or reducing this extra fee for online students.

Online Graduate Tuition Trends at WOU:

Our analysis of tuition trends over the past six years reveals a significant majority of WOU graduate students (approximately 95%) enrolled in online programs. Despite paying more than in-person graduate students, online students have fewer opportunities to access services covered by mandatory fees. We believe that the evolution of education should not inadvertently burden students financially but rather foster an inclusive and accessible learning environment for all. This summary outlines changes in online graduate tuition and fees over the six years, shedding light on the evolving financial landscape for remote learners.

Tuition History:

Academic Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Tuition/Credit (\$)	493.00	493.00	493.00	460.00	460.00	460.00
Tuition (\$)						
9 credits	4,437.00	4,437.00	4,437.00	4,140.00	4,140.00	4,140.00
Mandatory Fees (\$)	-	-	477.00	832.00	677.00	807.00
Total (\$)	4,437.00	4,437.00	4,914.00	4,972.00	4,817.00	4,947.00

Tuition Overview:

In the 2018-2019 and 2019-2020 academic years, online graduate students faced a higher tuition rate per credit hour but were exempt from typical mandatory fees. For instance, in the 2019-2020 academic year, on-campus classes cost \$425 per credit hour, while online classes were priced at \$493 per credit hour. This differential tuition is aimed at maintaining equity in student costs and WOU revenue, irrespective of the mode or location of instruction.

In the 2020-2021 academic year, WOU opted for transparency and discontinued differential tuition. Instead, a \$53 per credit online course fee was introduced for students taking online classes. This additional fee led to a 10.5% increase in the cost of attendance for online graduate students without any corresponding tuition reduction.

From the 2021-2022 academic year to 2023-2024 academic year, online graduate tuition stabilized at \$460 per credit hour. However, new fees were introduced: an online course fee and, starting in the 2023-2024 academic year, a mandatory health service fee. Consequently, online graduate students experienced an 11.5% increase in their cost of attendance in terms of tuition and fees since the 2018-2019 academic year. Despite paying more than in-person graduate students, online students have fewer opportunities to access services covered by these fees.

In-Person Tuition and Fees:

Academic Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Tuition/Credit (\$)	411.00	425.00	446.00	460.00	460.00	460.00
Tuition (\$)						
9 credits	3,699.00	3,825.00	4,014.00	4,140.00	4,140.00	4,140.00
Mandatory Fees (\$)	600.00	616.00	638.00	603.00	624.00	675.00
Total (\$)	4,299.00	4,441.00	4,652.00	4,743.00	4,764.00	4,815.00

Considering the financial constraints faced by students, we respectfully implore a thoughtful reconsideration of the magnitude of these fees. As education undergoes transformative changes, striking a balance between the necessity of these fees and a steadfast commitment to maintaining affordability becomes paramount.

We understand that the decision to increase tuition is complex, and we appreciate your dedication to the welfare of the university. Our intention is not to obstruct necessary adjustments but to ensure that these changes are made with a comprehensive understanding of their impact on graduate students' financial well-being.

We would welcome the opportunity to engage in a dialogue with you and your team to discuss these concerns further and explore potential solutions that align with the university's financial goals while prioritizing the accessibility of education for all graduate students.

Thank you for your time and consideration. We look forward to the opportunity to collaborate on finding solutions that benefit the entire graduate student community.



Western Oregon
UNIVERSITY

2024 – 2025 Academic Year &
2024 Summer Session
Tuition and Fee Book

Adopted by Western Oregon University Board of Trustees at the April __, 2024, meeting. All prior tuition and fee books are superseded except as to the rights and obligations previously acquired or incurred therein.

2024-25 ACADEMIC YEAR & SUMMER 2024 TUITION

Credits	Undergraduate			Graduate ⁽³⁾
	Resident	WUE/Texas	Non-Resident	
1	210	315	669	483
2	420	630	1,338	966
3	630	945	2,007	1,449
4	840	1,260	2,676	1,932
5	1,050	1,575	3,345	2,415
6	1,260	1,890	4,014	2,898
7	1,470	2,205	4,683	3,381
8	1,680	2,520	5,352	3,864
9	1,890	2,835	6,021	4,347
10	2,100	3,150	6,690	4,830
11	2,310	3,465	7,359	5,313
12	2,520	3,780	8,028	5,796
13	2,730	4,095	8,697	6,279
14	2,940	4,410	9,366	6,762
15	3,150	4,725	10,035	7,245
16	3,360	5,040	10,704	7,728
17	3,570	5,355	11,373	8,211
18	3,780	5,670	12,042	8,694
<i>Each Add'l Credit Hour</i>	210	315	669	483

Notes:

- (1) Tuition for undergraduate students under the Western Undergraduate Exchange (WUE) program or who are from Texas is assessed at 150% of the resident tuition rate.
- (2) Tuition rates apply to all courses regardless of modality (face-to-face, hybrid, online) or location (Monmouth, Salem).
- (3) Graduate students enrolled in the Occupational Therapy Doctorate are assessed tuition of \$8,725 per term.

MANDATORY FEES – ACADEMIC YEAR

Credits	Undergraduate Mandatory Fees					
	Building	<u>Incidental</u>	<u>Health Service</u>	Student Health Bldg	Student Rec Ctr Bldg	Total
1	23	415	175	11	42	666
2	25	415	175	11	42	668
3	27	415	175	11	42	670
4	29	415	175	11	42	672
5	31	415	175	11	42	674
6	33	415	175	11	42	676
7	35	415	175	11	42	678
8	37	415	175	11	42	680
9	39	415	175	11	42	682
10	41	415	175	11	42	684
11	43	415	175	11	42	686
12 or more	45	415	175	11	42	688

Notes:

- (1) A one-time Matriculation Fee of \$365 is assessed to all new and transfer undergraduate students.
- (2) Online courses are subject to an online course fee of \$53 per credit.
- (3) Building, Student Health Bldg, and Student Rec Ctr Bldg fees are based on Monmouth campus credit hours.
- (4) Students not enrolled at the Monmouth campus are assessed a discounted incidental fee of \$210 and may opt into the Student Rec Ctr Bldg fee to access the Health & Wellness Center.
- (5) Students not enrolled at the Monmouth campus are assessed a discounted Health Service Fee of \$130.

MANDATORY FEES – ACADEMIC YEAR (cont.)

Credits	Graduate Mandatory Fees (Monmouth Campus only)					
	Building	Incidental	Health Service	Student Health Bldg	Student Rec Ctr Bldg	Total
1	23	415	175	11	42	666
2	25	415	175	11	42	668
3	27	415	175	11	42	670
4	29	415	175	11	42	672
5	31	415	175	11	42	674
6	33	415	175	11	42	676
7	35	415	175	11	42	678
8	37	415	175	11	42	680
9 or more	45	415	175	11	42	688

Credits	Graduate Mandatory Fees (WOU:Salem only)		
	Incidental	Health Service	Total
1 or more	210	130	340

Credits	Graduate Mandatory Fees (Online only)			
	Incidental	Health Service	Online	Total
1 or more	210	130	53 per credit	Calculated by credit

Notes:

- (1) A one-time Matriculation Fee of \$315 is assessed to all new and transfer graduate students.
- (2) Online courses are subject to an online course fee of \$53 per credit.
- (3) Building, Student Health Bldg, and Student Rec Ctr Bldg fees are based on Monmouth campus credit hours.
- (4) Students not enrolled at the Monmouth campus are assessed a discounted incidental fee of \$210 and may opt into the Student Rec Ctr Bldg fee to access the Health & Wellness Center.
- (5) Students not enrolled at the Monmouth campus are assessed a discounted Health Service Fee of \$130.

MANDATORY FEES – SUMMER 2023

Credits	Undergraduate & Graduate Mandatory Fees					Total
	Building	Incidental	Health Service	Student Health Bldg	Student Rec Ctr Bldg	
1 or more	34	150	175	11	35	405

Notes:

- (1) A one-time Matriculation Fee of \$365 for undergraduate and \$315 for graduate is assessed to all new and transfer students.
- (2) Online courses are subject to an online course fee of \$53 per credit.
- (3) Building, Student Health Bldg, and Student Rec Ctr Bldg fees are based on Monmouth campus credit hours.
- (4) Students not enrolled at the Monmouth campus are assessed the incidental fee of \$150 and may opt into the Student Rec Ctr Bldg fee to access the Health & Wellness Center.
- (5) Students not enrolled at the Monmouth campus are assessed a discounted Health Service Fee of \$130.

MANDATORY FEES – DESCRIPTION

Fee	Description
Building	This fee is allocated to pay debt service associated with past construction and renovation projects on the WOU campus. Any additional funds collected are put into a reserve or used for small construction projects. The building fee is a mandatory fee assessed to all students taking 1 or more credit hours on the Monmouth campus and varies depending on the number of credits a student is enrolled in.
Incidental	This fee funds services such as Abby’s House, Food Pantry, Access, ASWOU, Athletics, Campus Recreation, Childcare, Creative Arts, Student Engagement, Student Activities Board, Student Media, and WOLF Ride. The Incidental Fee Committee is responsible for recommending the amount and allocation of the incidental fee to ASWOU and the President. The incidental fee is a mandatory fee assessed to all students.
Health Service	The fee is in place to support all the services offered by the Student Health & Counseling Center. The health service fee is a mandatory fee assessed to all students.
Student Health Building	This fee is allocated to pay debt service associated with the construction of the Student Health & Counseling Center building. This fee is a mandatory fee assessed to all students taking 1 or more credit hours on the Monmouth campus. This fee began Fall 2016 and will end Spring 2031.
Student Recreation Center Building	This fee is allocated to pay debt service associated with the construction of the Health & Wellness Center. This fee is a mandatory fee assessed to all students taking 1 or more credit hours on the Monmouth campus. This fee began Spring 2010 and will end Spring 2039.
Matriculation (one-time fee)	The matriculation fee is mandatory for all new undergraduate, graduate, and postbaccalaureate students. The fee is \$365 for undergraduates and \$315 for graduates; this is a one-time fee billed at the beginning of your first term at WOU.

Online courses have an additional fee of \$53 per credit.

UNIVERSITY HOUSING AND CAMPUS DINING

	Room and Board Rates				
		Annual	Fall	Winter	Spring
Landers	Double (2 people/2 person room)	6,086	2,130	2,130	1,826
	Single (1 person/1 person room)	8,035	2,812	2,812	2,411
	Super Single (1 person/2 person room)	8,744	3,060	3,060	2,624
Ackerman & Heritage	Double (2 people/2 person room)	6,981	2,443	2,443	2,095
	Single (1 person/1 person room)	8,035	2,812	2,812	2,411
	Super Single (1 person/2 person room)	8,744	3,060	3,060	2,624
Arbor Park	Individual Rate for shared apt. (4 people/apt.)	7,850	2,748	2,748	2,354
Meal Plans	Resident Meal Plan #1	4,161	1,432	1,432	1,297
	Resident Meal Plan #2	4,635	1,590	1,590	1,455
	Resident Meal Plan #3	5,103	1,746	1,746	1,611
	Resident Meal Plan #4	6,045	2,060	2,060	1,925

Notes:

- (1) Room rates and dining overhead to be charged 35% in fall and winter terms and 30% in spring term. Meal plan dollars to be distributed evenly each term.
- (2) Students residing in Landers, Heritage, and Ackerman must select a meal plan and are charged dining overhead of \$2,615. Meal plans are optional for students in Arbor Park.
- (3) Rates include laundry, data line, wireless network, movie streaming service when on-campus, and a social activities fee.

Family Housing	Knox Street Housing	780/month
	Alderview Townhouse	1,030/month interior unit; 1,065/month exterior unit

Notes:

- (1) Knox: Includes utilities, internet through Minet fiber, free laundry in community laundry room.
- (2) Alderview: Includes utilities, campus internet, wireless access, movie streaming service when on-campus, and in-unit washer and dryer.
- (3) Family Housing does not include meal plans.



Academic & Student Affairs Committee, HB 3375 Report – 2024 Educator Equity Report

Executive Summary

HB 3375 (2015) requires that each public university in Oregon prepare a biennial report describing efforts to increase the numbers of culturally and linguistically diverse students that apply, are admitted, and graduate to become licensed educators. The 2024 WOU update is the fourth such report presented to the Western Oregon University Board of Trustees and the Higher Education Coordinating Commission for review and adoption. Educator faculty and administration have worked diligently since 2021 report to continue to seek to understand student experiences enrolled in our academic programs as well as the numbers of culturally and linguistically diverse future educators recruited, retained admitted into preparations programs, and completed earning Oregon licensure recommendation.

Using the concept of an enrollment funnel describing recruitment, retention, admission, and completion, analyses show several clear findings including that:

- a) BIPOC education students are recruited to Western at rates closely equivalent to BIPOC students generally on campus;
- b) BIPOC education students are retained at a high rate and tend to graduate at rates at least equivalent to the general student population;
- c) Graduate programs admit substantially fewer culturally and linguistically diverse education students;
- d) Transfer education majors are more often BIPOC than other transfer students in general;
- e) Educator program admission does not represent a barrier for diverse candidates, but;
- f) Educator program completion appears less likely for BIPOC students.

These findings have led faculty to conceptualize and launch two additional interview-based studies to further add context to these findings including a “middle years retention study” and a “BIPOC completion study” for students enrolled in the undergraduate teacher preparation program. These studies are underway and information gleaned from them will inform work as immediately as possible.

Several associated projects, innovations, and grants are simultaneously underway that are designed to contribute to and magnify the effects of programs to support culturally and linguistically diverse educators. These include several Grow Your Own grant partnerships, further refinement of community college articulation agreements, further refinement of FLEX program delivery, further refinement of professional development for education faculty, staff, and students organized by the College of Education Office of Justice, Equity, Diversity, and Inclusion (COE JEDI), and the BIPOC Student Advisory group.

Board of Trustees

Overall, Western is preparing increasing numbers of culturally and linguistically diverse educators but our successes do not yet match the rates at which would be comparable to the diversity of Oregon’s children, families, and communities. Some successes are evidence but barriers remain that are not completely understood but clearly mediate our abilities to meet the goals. Most significantly, barriers to matriculation for working adults, both within in educator programs and at Western more broadly, are consistently identified by education students.

STAFF RECOMMENDATION:

Staff recommends that Western Oregon University Board of Trustees accept the 2024 HB 3375 Report – Diversifying the Educator Workforce in Oregon report as presented in the agenda.

A photograph of a female teacher in a classroom, smiling and pointing towards a chalkboard. The chalkboard contains several simple addition problems: $1+1=2$, $2+2=$, and $3+0$. The teacher is holding a black folder. The foreground shows the backs of several students' heads and arms, some with hands raised. The entire image has a red color overlay.

Diversifying the Educator Workforce in Oregon

Biennial report in accordance with HB 3375 (2015) and the Educator Equity initiatives

Western Oregon University
College of Education
March, 2024

Western Oregon University

Educator Equity Report, 2024 edition

Preface

The Educator Advancement Council (EAC) prepares an annual (or biennial) report documenting the diversity of Oregon school children, educators, and administrators to determine effectiveness toward meeting the goal assuring that the Oregon educator workforce includes the cultural and linguistic assets of our children, families, and communities. This report is referred to as the Oregon Education Equity Report and, in the most recent report from 2022, a sobering fact is revealed that “the rate at which the student population is growing is consistently the same or a higher rate than in the teacher population, meaning the demographic gap is not being closed.” The percentage of Oregon students identifying as culturally and/or linguistically diverse in 2022 was 42% while the percentage of working licensed educators with those same characteristics was only 12.9%. This gap has essentially remained unchanged over the last decade since just before the passage of HB 3375 (2015) which amends ORS 342.447 to read:

The Higher Education Coordinating Commission shall require each public teacher education program in this state to prepare a plan with specific goals, strategies, deadlines for the recruitment, admission, retention and graduation of diverse educators to accomplish the goal described in ORS 342.437. The goal of the state is that the percentage of diverse educators employed by a school district or an education service district should reflect the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district (ORS 342.437 as amended by HB 3375, Section 3, 2015).

In support of the state goal, teacher preparation programs at public universities must plan to increase the diversity of the teacher candidate pool through recruitment, retention, and graduation efforts. These efforts are also codified biennially and submitted for review and adoption by the Higher Education Coordinating Commission (HECC). The HECC provides oversight and support to public universities to assure that plans are developed with care and enough similarity across them to contribute to a compelling statewide story relative to the adopted goal.

Taken from the document, Guidance for the 2024-2026 Educator Equity Plans provided by HECC, “the university Educator Equity Plans are intended to provide a record of the shared work across the state to build a stronger educator workforce in Oregon.” All public universities complete similar reports, vet with their local governing board, and then submit them for review by the HECC. The guidance document continues, “It is important to note that the Educator Equity Plan is not a comprehensive evaluation of the educator preparation programs or the university.” To this end, the “commission [HECC] shall review the plans for adequacy and feasibility with the governing board of each public university and, after necessary revisions are made, shall adopt the plans.” Both the Board of Trustees and the HECC may contribute or even require edits, suggestions, or mandates relative to these plans prior to adoption.

The 2024 edition of the Western Oregon University Educator Equity Plan is presented to the Board of Trustees after considerable analysis, review, and ongoing effort by educator faculty and leadership in the College of Education. Western Institutional Research (IR) provided invaluable data and analyses and HECC staff provided ongoing support and guidance on the development of the plan.

To be clear, despite significant efforts, Western Oregon University is not graduating vast numbers of culturally and/or linguistically diverse licensed educators. Understanding why, exactly, remains challenging. In collaboration with HECC staff, Western educator faculty identified the following goal that is used to organize the work and the report that follows.

Western Oregon University Continue to seek to understand student experiences of navigating our programs in an effort to support the recruitment and retention of Black, Indigenous, and people of color and bilingual educators.

This goal, and the work underway, uses a “funnel” concept seeking to understand and eliminate threats to educator student (a) recruitment, (b) retention, (c) admission into programs, and (d) completion of preliminary licensure programs. Analysis of our funnel provides high-level checks useful to understand key aspects of the student experience on our campus. Deeper analyses are the focus of the 2023-2025 plan currently underway.

Executive Summary

HB 3375 (2015) tasked public universities in Oregon to prepare biennial reports focused on increasing numbers of culturally and linguistically diverse educators. The 2024 report is the fourth such report presented to the Western Oregon University Board of Trustees and the Higher Education Coordinating Commission for review and adoption. Educator faculty and administration have worked diligently since the 2021 report to continue to seek to understand student experiences enrolled in our academic programs as well as the numbers of culturally and linguistically diverse future educators recruited, retained, admitted into preparation programs, and completed earning Oregon licensure recommendation.

Using the concept of an enrollment funnel describing recruitment, retention, admission, and completion, analyses show several clear findings including that:

- a) BIPOC education students are recruited to Western at rates closely equivalent to BIPOC students generally on campus;
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These findings have led faculty to conceptualize and launch two additional interview-based studies to further add context to these findings including a “middle years retention study” and a “BIPOC completion study” for students enrolled in the undergraduate teacher preparation program. These studies are underway and information gleaned from them will inform work as immediately as possible.

Several associated projects, innovations, and grants are simultaneously underway that are designed to contribute to and magnify the effects of programs to support culturally and linguistically diverse educators. These include several Grow Your Own grant partnerships, further refinement of community college articulation agreements, further refinement of FLEX program delivery, further refinement of professional development for education faculty, staff, and students organized by the College of Education Office of Justice, Equity, Diversity, and Inclusion (COE JEDI), and the BIPOC Student Advisory group.

Overall, Western is preparing increasing numbers of culturally and linguistically diverse educators but our successes do not yet match the rates at which would be comparable to the diversity of Oregon’s children, families, and communities. Some successes are evidence but barriers remain that are not completely understood but clearly mediate our abilities to meet the goals. Most significantly, barriers to matriculation for working adults, both within in educator programs and at Western more broadly, are consistently identified by education students.

University Context

Western Oregon University continues to evolve rapidly relative to Diversity, Equity, Inclusion, and Accessibility (DEIA) work having recently added a DEIA sub-committee to the Board of Trustees acknowledging the importance of support for work in this area at the highest levels of governance on campus. Continuing to add capacity to the campus community through the inaugural Director of Diversity, Equity, and Inclusion and a Title IX Coordinator to lead efforts assuring equity for all faculty, staff, and students relative to areas of interest to Title IX is another clear marker of positive institutional change.

Western has maintained a multidisciplinary Diversity Committee for a number of years and has recently reconceptualized this group as the University Diversity and Inclusion Advisory Committee (UDIAC). This group launched an Equity Assessment that has been unfolding on campus over the last year through four phases including a university climate analysis, a comprehensive review of student-related policies and practices, a review of employee related policies and practices, and culminating in a university-wide survey seeking to deepen understandings of these issues. A skillful university consultant has been engaged to lead this work in collaboration with the Office of Diversity, Equity, and Inclusion.

At the February 2024 Board of Trustees meeting, the DEIA sub-committee shared the Equity Audit Action Plan with the full Board of Trustees and a rich dialogue was had in an effort to deepen understanding and improve the campus culture and climate. In addition, Western is deeply engaged in professional development supporting DEIA programming across campus. The work is multi-faceted and essential for improving outcomes for all students and all employees across campus.

In addition, Western continues to strive toward formal recognition as a Hispanic Serving Institution (HSI) which is a designation bestowed by the Hispanic Association of Colleges and Universities (HACU) recognizing campuses serving a student population that is at least 25% Latinx. Western continues to demonstrate success in certain areas associated with this work and is preparing for the 3rd annual HSI Summit at which rich discussions are held across sectors of campus and with our partner communities including school districts, state agencies, business and industry leaders, policy makers, and interested community members. The campus journey toward HSI status continues to unfold and continues to help create a supportive context for the successes of culturally and linguistically diverse future educators.

From the rich university context in which DEIA work is unfolding, the university has also recently adopted a new strategic plan that was developed through a collaborative process across the last year. This work codified a new mission statement for campus which reads:

Western Oregon University provides a personalized learning community where individuals experience a deep sense of belonging and empowerment.

This mission statement is followed by a clear vision for the enactment of this mission which reads:

Our vision is for Western Oregon University to be a model of intentional inclusion and accessibility. We strive to empower students to meaningfully impact our local community and beyond. Grounded in the principles of a public liberal arts education, we will enhance career and social mobility through a focus on critical thinking and communication skills that are essential for successfully navigating the complexities of life.

Taken together, these give a clear sense of the university commitment to promoting a positive student experience rooted in inclusion, service to our communities, with emphases on career preparedness. These core concepts resonate strongly with the mission and values of educator preparation and the interests and dispositions of educator faculty who work tirelessly to assure that education majors leave our campus with a

deep set of skills and knowledge, with a strong commitment to professional dispositions, and a commitment to use education to help children, families, and communities thrive.

The deepening university context in successful DEIA work, progress toward becoming an HSI, and the authorization of new university Strategic Plan all contribute to a successful university culture and climate that promotes success for educator workforce development that Western has been known for across the last 50 years or more. It is inside of these contexts that Western’s largest major (education) recruits, retains, admits to preparation programs and, ultimately, graduates and recommends for Oregon licensure more preliminary licensed educators than any other public university. In addition to the massive undergraduate teacher education program, preliminary licensure graduate programs in Special Education and Single-subjects (secondary) preparation programs also contribute to the mission of educator workforce development. It is these academic programs that are the emphasis of the following report.

Enrollment as entry into the funnel

In collaboration with IR, educator faculty sought to understand the broader university enrollment context focusing, in particular, on the percentage of BIPOC students enrolled over time and the percentages of BIPOC Education majors enrolled at both the undergraduate (UG) and graduate (GR) levels.

Table 1: University enrollment and BIPOC student enrollment in UG and GR educator programs

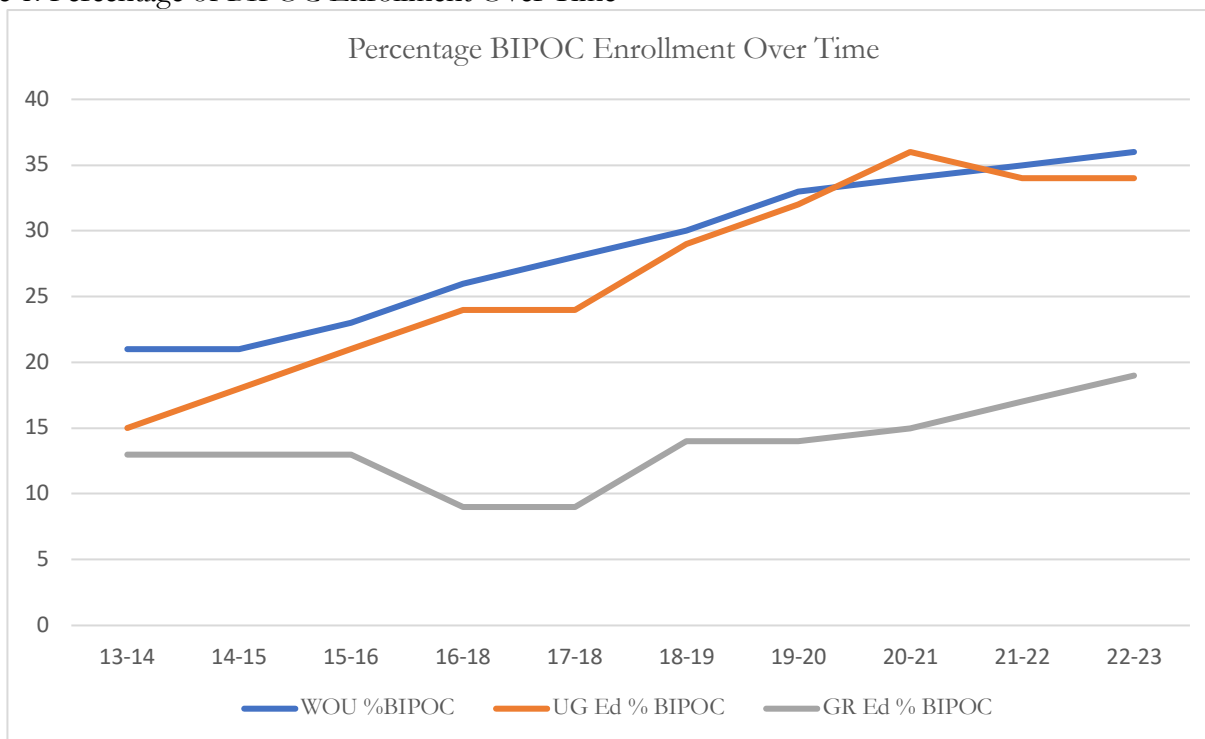
	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23
WOU enrollment count	6188	6058	5445	5382	5285	5185	4929	4554	4029	3752
% BIPOC	21%	21%	23%	26%	28%	30%	33%	34%	35%	36%
Education majors (UG)	627	628	725	859	927	968	918	860	781	705
# BIPOC	94	113	152	206	222	281	294	310	266	240
% BIPOC	15%	18%	21%	24%	24%	29%	32%	36%	34%	34%
Education majors (GR)	369	382	378	319	307	296	260	272	252	257
# BIPOC	48	50	49	29	28	41	36	41	43	49
% BIPOC	13%	13%	13%	9%	9%	14%	14%	15%	17%	19%

*IR interpreted “Education majors” as students in a major that was housed in the Division of Education & Leadership. BIPOC students included students who self-identify as Asian, American Indian/Alaskan Native, Black/African American, Hispanic, Pacific Islander, or Two or More Races. Data is for Fall term enrollment.

Education majors have generally tended to be closely “as BIPOC” as the whole university at the UG level and significantly less so at the GR level. In the case of GR education majors, several programs are included that aren’t preliminary licensure like MEd and InfoTech which may prevent clean inferences specific to the outcomes desired which focus on preliminary licensure preparation. This will need to be addressed in further analyses.

Figure 1 gives a visual representation of the same information found in Table 1 and makes it clear that GR BIPOC enrollment trails BIPOC UG enrollment by a large margin and that UG BIPOC education enrollment mirrors overall university BIPOC enrollment. The major finding, therefore, relative to the funnel is that (a) despite significant efforts, BIPOC enrollment in UG education majors doesn’t vary much from overall university BIPOC enrollment and (b) GR education enrollment lags behind considerably. We will revisit these findings in the Action Steps section of this report.

Figure 1: Percentage of BIPOC Enrollment Over Time



Retention and persistence in the funnel

Table 2, also prepared by IR, seeks to understand retention over time for the general Western student population, BIPOC students, education majors, and BIPOC education majors. Further, Table 2 shows 4- and 6-year completion rates for the same categories of students.

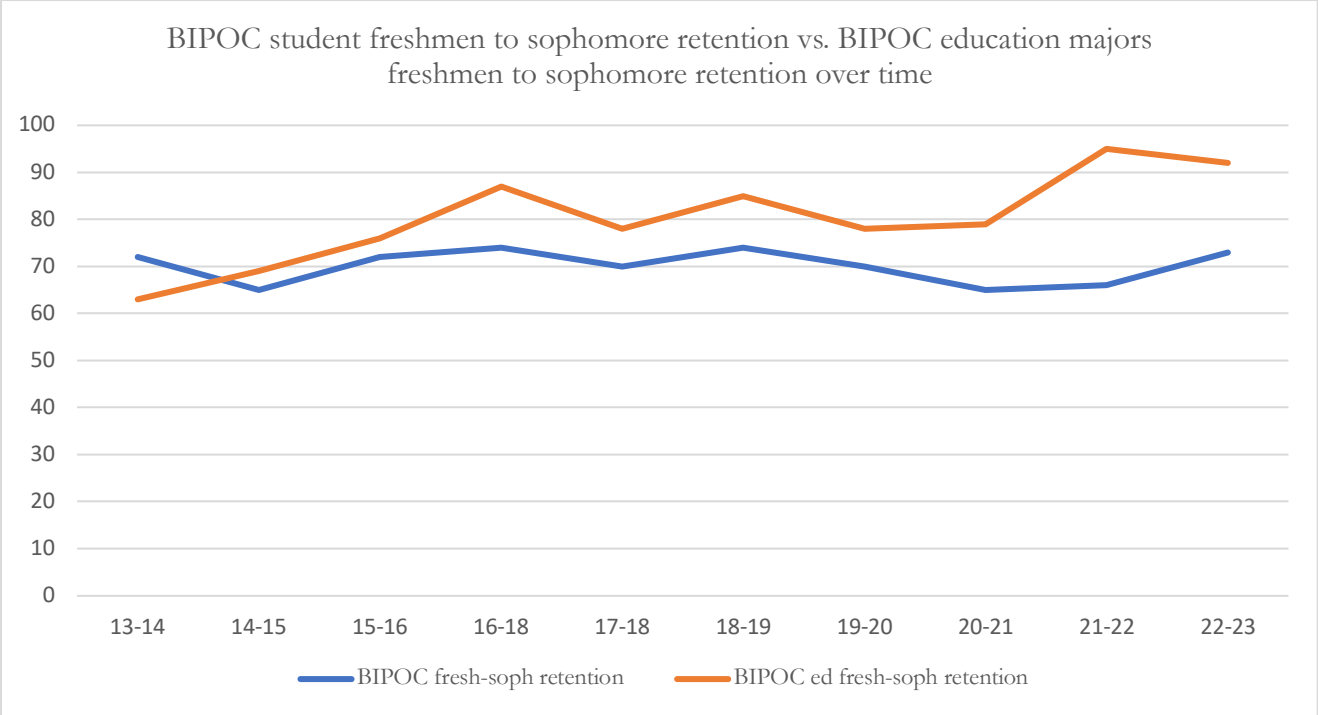
Table 2: Retention and completion rates

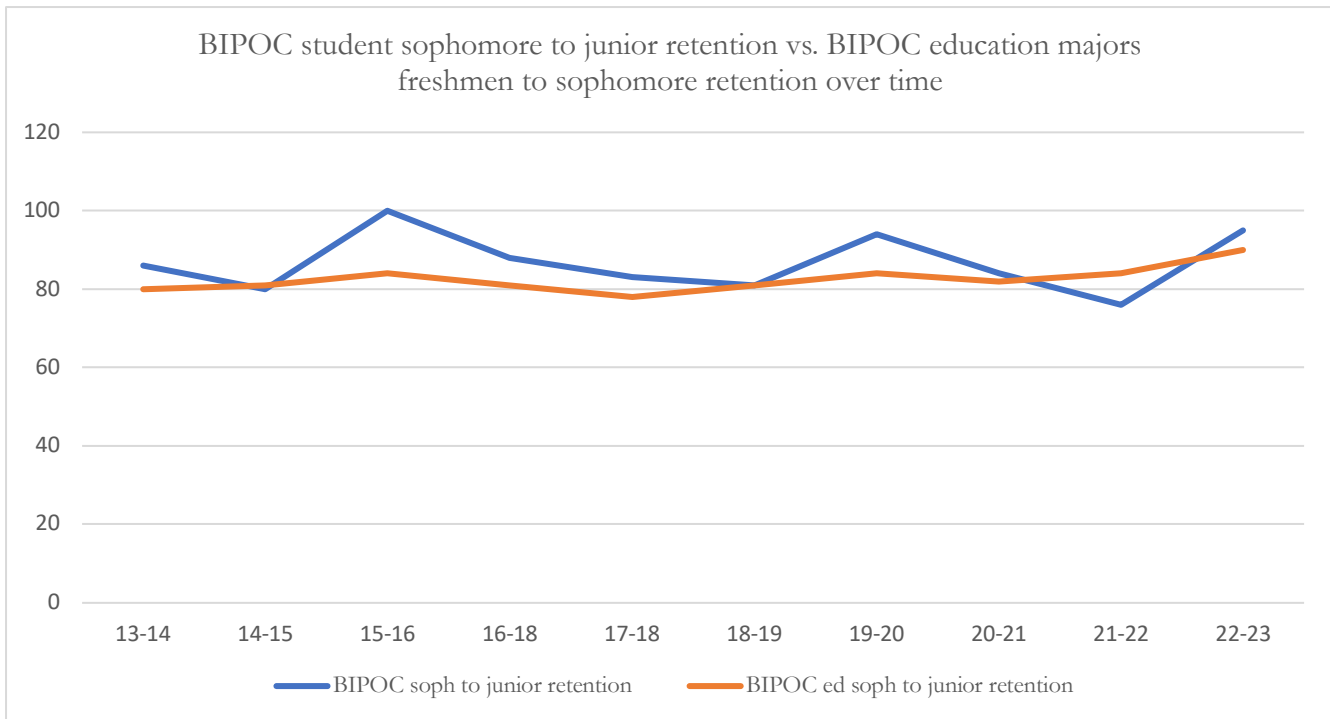
	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23
WOU freshmen-sophomore retention	70%	69%	74%	72%	69%	74%	71%	65%	70%	76%
BIPOC fresh-soph retention	72%	65%	72%	74%	70%	74%	70%	65%	66%	73%
Ed major fresh-soph retention	73%	76%	79%	79%	79%	81%	80%	74%	81%	85%
BIPOC Ed major fresh-soph ret	63%	69%	76%	87%	78%	85%	78%	79%	95%	92%
WOU sophomore-junior retention	78%	78%	84%	81%	79%	80%	84%	78%	82%	83%
BIPOC soph-junior retention	80%	81%	84%	81%	78%	81%	84%	82%	84%	90%
Ed major soph-junior retention	87%	84%	91%	91%	82%	85%	91%	80%	84%	84%
BIPOC Ed major soph-junior ret	86%	80%	100%	88%	83%	81%	94%	84%	76%	95%
WOU 4-year completion rate	20%	22%	20%	24%	25%	27%	30%	30%	29%	30%
BIPOC WOU 4-year completion	17%	23%	15%	22%	16%	23%	26%	28%	28%	27%
Ed major 4-year completion rate	23%	19%	21%	27%	34%	23%	29%	29%	34%	31%
BIPOC Ed major 4-year comp rate	13%	14%	14%	19%	23%	19%	21%	17%	34%	27%
WOU 6-year completion rate	47%	44%	39%	44%	40%	41%	45%	48%	48%	45%
BIPOC 6-year completion	44%	45%	39%	45%	36%	44%	38%	46%	46%	45%
Ed major 6-year completion rate	52%	55%	44%	46%	55%	46%	55%	55%	54%	52%
BIPOC Ed major 6-year comp rate	54%	65%	38%	45%	41%	38%	50%	56%	57%	49%

*IR indicates that rates are for Fall term first-time, full-time students. For freshman to sophomore retention, the rate is for the cohort. For example, the 2013-14 retention rate is for the 2013 cohort of students. For sophomore to junior retention, the rate is for the previous cohort. For example, the 2013-14 retention rate is for the 2012 cohort of students. For graduation rates, the data is for the cohort graduating in a given year. For example, the 4-year completion rate for 2013-14 is for the 2010 cohort. The 6-year completion rate for 2013-14 is for the 2008 cohort.

Table 2 suggests several important findings including: (a) for retention across the last few years, education majors (UG) tend to be retained from their freshmen-to-sophomore year at a higher rate than the general population; (b) BIPOC education majors (UG) seem to be retained at an even higher rate over the last three years, and; (c) sophomore-to-junior retention also exceeds the general population. Sophomore-to-junior retention is an uncommon, but important metric for this analysis, as undergraduate education majors apply for admission into the licensure program in the junior year so getting students to this point is essential to the funnel analysis.

Figures 3 and 4 showing BIPOC student retention from freshmen to sophomore year and then from sophomore to junior year.





Figures 3 and 4 above give visual information about how retention has trended over time. For freshmen to sophomore analyses, BIPOC education majors were retained at increasingly higher rates over their BIPOC counterparts at the university. This trend is likely due to the increasing effectiveness of the Bilingual Teacher Scholars (BTS) program and the Teacher Preparation Student Support Services (TPSSS) grant. Both of these programs give considerable time and attention to student support, community building, and professional development, all of which would logically contribute to increasing retention rates. Figure 4, however, showing retention from the sophomore to junior year indicates a lesser degree of success for BIPOC education majors. Though the trend is much more stable, it is mostly lower than for the general BIPOC community on campus. It is difficult to understand why that might be the case. An alternative explanation may be that BIPOC student sophomore-to-junior retention at Western has varied much more widely over the last decade than for BIPOC education majors which varies little over the same period of time.

Back to further examination of the information in Table 2, 4-year completion rates, several additional findings including: (a) BIPOC WOU students seem to graduate at a rate almost equivalent to the general student population; (b) education majors seem to graduate at about the same rate as the general population; (c) BIPOC education major rates, however, seem to fluctuate likely due to low numbers; (d) for 6-year completion rates, education majors (UG) complete at a rate above WOU, and; (e) BIPOC education majors complete at a rate above the general population and the BIPOC general population. These deeper analyses get challenging relative to BIPOC students as fairly low sample sizes begin to swing trends wildly when only considering percentages. Bottom line, however, is that the retention of education majors and BIPOC education majors is a point of pride that should be celebrated.

Transfer pathways into the funnel

Next, IR helped analyze student enrollment and completion rates for transfer students, education transfer students, and BIPOC education transfer students. This exploration is essential given that the Teacher Standards and Practices Commission (TSPC) discontinued the compulsory master’s degree requirement for Oregon educators about a decade ago pushing more educators to be prepared at the UG level. It should be noted that after this policy change, educator faculty worked strategically and energetically to replace lost

enrollment through deep community college relationships. A more thorough exploration of these strategies will be explored under Action Steps.

To this point, only the race/ethnicity of students has been considered as there is no measure of “bilingual” available in the student information system at Western. In later analyses, we will use information from a survey supporting student teaching placements where candidates are asked to identify themselves as “bilingual” given a definition provided in the survey. This self-report information is as good as we can do at this time relative to this student characteristic but leaves us with modest inferences relative to our successes with linguistically diverse students.

Table 3: Transfer student and completion rates

	<u>13-14</u>	<u>14-15</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>	<u>20-21</u>	<u>21-22</u>	<u>22-23</u>
Number transfer students at WOU	1904	1785	1682	1745	1822	1795	1642	1486	1364	1223
% transfer students at WOU	38%	37%	36%	37%	39%	39%	38%	37%	39%	38%
Number education transfer students	228	223	260	313	387	422	380	372	368	321
% education transfer students	36%	36%	36%	37%	42%	44%	42%	43%	48%	46%
Number BIPOC Ed transfer students	32	38	49	71	82	107	108	123	117	107
% BIPOC Ed transfer students	34%	34%	33%	35%	36%	38%	37%	40%	44%	44%
4-year transfer completion rates	56%	55%	58%	59%	58%	66%	70%	72%	71%	74%
4-year transfer comp rates Ed majors	64%	50%	53%	55%	73%	63%	79%	83%	84%	78%
4-year transfer completion rates for BIPOC education majors	70%	75%	--	57%	93%	77%	67%	85%	84%	75%
6-year transfer completion rates	65%	65%	61%	59%	63%	65%	65%	69%	73%	75%
6-year transf comp rates for Ed majors	69%	70%	70%	60%	60%	64%	84%	70%	83%	86%
6-year transfer completion rates for BIPOC education majors	57%	67%	70%	83%	38%	71%	93%	77%	83%	90%

*IR indicates that rates are for Fall term full-time transfer students. For retention, the rate is for the cohort. For example, the 2013-14 retention rate is for the 2013 cohort of students. For graduation rates, the data is for the cohort graduating in a given year. For example, the 4-year completion rate for 2013-14 is for the 2010 cohort. The 6-year completion rate for 2013-14 is for the 2008 cohort. Data was suppressed for categories with < 3 students.

Table 3 suggests several important findings including: (a) that education has a higher percentage of transfer students than the rest of campus; (b) a higher percentage of those transfer students in education are BIPOC as opposed to our overall population, and; (c) education majors seem to graduate at rates slightly better than the general population, especially at the 6-year mark. It is likely that the rates for BIPOC education transfer students fluctuate due to small numbers. The takeaway here is that bolstering our transfer pathways is a good handle for adding BIPOC student enrollment.

Admission in the preparation program as part of the funnel

Next in the funnel analysis comes an exploration of the application process itself to explore whether or not application to the professional preparation programs represents a barrier for BIPOC educators.

Table 4: Educator student program applications over time

	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>	<u>20-21</u>	<u>21-22</u>	<u>22-23</u>
UG education program applicants	94	102	127	135	197	166	186	148
UG education admission	94	102	127	135	197	163	184	145
UG education admission percentage	100%	100%	100%	100%	100%	98%	99%	98%
UG BIPOC education admission	6	14	11	20	25	40	52	35
UG BIPOC education admission percentage	100%	100%	100%	100%	100%	100%	100%	100%
GR education program applicants	106	131	107	98	100	102	104	138
GR education admission	106	131	107	98	100	102	104	138
GR education admission percentage	100%	100%	100%	100%	100%	100%	100%	100%
GR BIPOC education admission	2	6	15	3	5	7	10	14
GR BIPOC education admission percentage	100%	100%	100%	100%	100%	100%	100%	100%

*College of Education staff prepared this data report as this information is collected locally and, unfortunately, is not vetted back against Banner information to make a definitive determination about BIPOC status. This is an improvement that needs attention going forward. For these analyses, however, identification as a BIPOC student is self-identified and, in some years, more than one-third of all program applicants “declined” to identify their racial/ethnic identity. This makes it challenging to make meaningful inferences relative to the funnel. In other words, there could be many more BIPOC students admitted and completing educator programs that this data is showing because local completion data tables are not verified against university data. This is a problem that needs to be solved to assure more accurate inferences about overall success.

Table 4 indicates that admission to either the UG education program or the various GR education preliminary licensure programs do not represent significant barriers for any candidates. Admission rates never dip below 98% and are typically 100% for all student demographics. This information eliminates admission concerns as threats to the funnel.

Finally, Table 5 below explores completion rates from the point at which students are admitted to their preliminary educator licensure program to final completion and recommendation for licensure.

Table 5: Program completion rates (from program entry to preliminary licensure)

	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>	<u>20-21</u>	<u>21-22</u>	<u>22-23</u>
UG Ed started program #	94	102	123	129	188	153	172	138
UG Ed completion #	92	97	117	123	179	140	143	123
UG Ed completion %	98%	95%	95%	95%	95%	92%	83%	89%
UG BIPOC Ed started #	6	14	11	19	24	37	48	31
UG BIPOC Ed completion #	6	12	8	16	23	32	42	26
UG BIPOC Ed completion %	100%	86%	73%	84%	96%	86%	88%	84%
GR Ed started program #	106	121	96	85	90	102	104	138
GR Ed completion #	94	100	82	78	77	79	75	124
GR Ed completion %	89%	83%	85%	92%	86%	77%	72%	90%
GR BIPOC Ed started #	2	5	13	2	4	6	6	12
GR BIPOC Ed completion #	1	2	12	2	4	8	9	11
GR BIPOC Ed completion %	50%	40%	92%	100%	50%	83%	67%	92%
Total BIPOC completers #	8	14	20	18	40	40	51	37
Total completers who are BIPOC %	4%	7%	10%	9%	16%	19%	26%	16%

*This information is also provided by the College of Education.

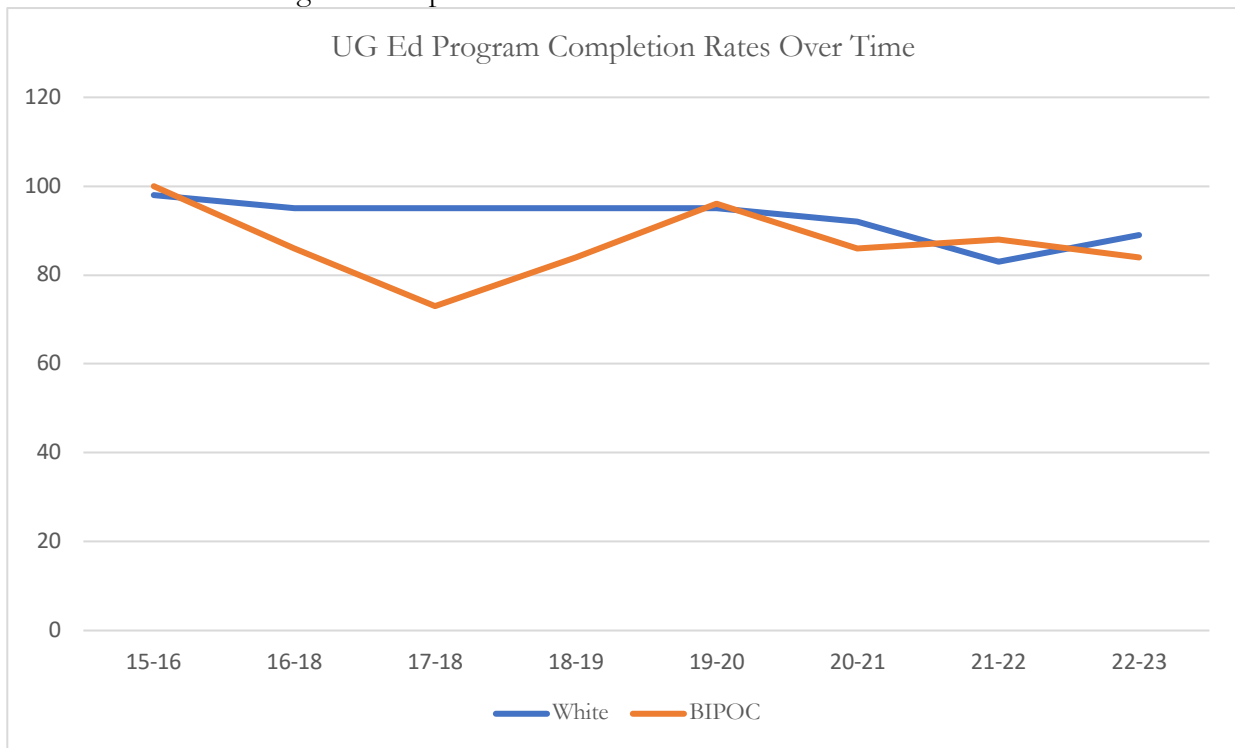
Table 5 indicates several points including: (a) pre-pandemic UG completer rates hovered at 95% and above while post pandemic rates dipped and are slowly recovering; (b) UG BIPOC education completer rates vary more widely but fluctuate more than overall completer rates, and; (c) GR BIPOC rates are too small for meaningful conclusions to be drawn however a distinct uptick in GR BIPOC enrollment is seen in the last two years. The final two rows are critical, showing that the raw numbers of BIPOC completers and the overall percentages of BIPOC completers increased steadily until a drop-off in 22-23. Further study is warranted around within-program completion.

From Table 5, in examination of data from the UG program, it could be that the effects of the pandemic impacted BIPOC candidates slightly harder which resulted in lower completion percentages than their white counterparts. Further exploration needs to be launched to understand if the actual UG licensure program is differentially challenging for BIPOC students to complete.

Examining information from tables 4 and 5 together shows a gap between admitted students and those who actually begin programs. This seems to be more common in GR programs as GR students often apply to multiple programs. It is, however, an apparent trend in the UG program as well so further investigations to understand this trend are also necessary.

Figure 2 below show UG education program completion rates over time for BIPOC students and for non-BIPOC students. This visual representation shows more dramatic fluctuations for BIPOC students in earlier years likely driven by smaller numbers and the dip in completion rates in 2022-2023 may be connected to pandemic effects. More detailed understandings of the pandemic on BIPOC candidates is warranted.

Figure 2: UG Education Program Completion Rates Over Time



Secondary analysis of BIPOC UG education program completion rates

Educator faculty conducted a secondary analysis looking back across 14 undergraduate education cohorts over 7 years representing 1,100 admitted education majors. Of this group, it was found that 24 BIPOC students began the program but did not finish. As a process of the “stopping out” process students meet with educator faculty and complete a process that makes re-entry easy if/when students choose to re-enroll. From these reports, in exploration of the 24 BIPOC non-completers, seven were “administratively removed” because of a lack of adequate professional dispositions typically associated with professional behavior and preparedness while serving as a student teacher. Obviously, these characterizations may be connected to other sociological challenges like the need to work or having significant responsibilities as a caregiver outside of the program. Deeper analyses of these cases are warranted. Additionally, three students were “administratively removed” due to performance issues such as the inability to maintain adequate classroom management. Finally, 14 BIPOC students left the program of their own volition for a variety of reasons including discovering that they actually didn’t like teaching or having a baby. Again, further analyses of these cases are warranted. More information about this is addressed under Action Steps.

Table 6 is provided to give context to the numbers of education students identifying as “bilingual” through a self-identification process found in the student teaching placement survey after admission to programs. There is no indicator of bilingualism found in institutional records and so this self-report is as strong an indicator that can be found at this time. This “local” determination of bilingualism has only been in place for three years.

Table 6: Self-identified bilingual candidates in preliminary licensure programs

	<u>20-21</u>	<u>21-22</u>	<u>22-23</u>
UG candidates	153	172	138
UG bilingual candidates	33	45	39
Percentage UG bilingual candidates	22%	26%	28%
GR candidates	102	104	138
GR bilingual candidates	4	13	11
Percentage GR bilingual candidates	4%	13%	8%

*UG, MAT, SpEd, and DHHE included. Every DHHE student was bilingual in English and ASL. Mark to edit this point about DHHE... not every student in DHHE was bilingual as several were deaf.

Table 6 indicates that number of bilingual candidates in the UG program have risen in recent years though the trustworthiness of this data is limited given the self-report nature and the fact that this data has been available for only a few years. What is clear, however, is that more attention must be given to increasing the number of culturally and linguistically diverse education students admitted to GR programs.

Overall, the funnel concept is a useful metaphor and the analyses presented suggest a few clear inferences including:

1. BIPOC education majors are enrolling at Western at a rate at least equivalent to other majors. Enrollment doesn't seem to be a barrier but is neither a point of clear success.
2. Retention and completion rates don't seem to differentially impact BIPOC education majors. In fact, retention and completion rates sometimes exceed the general population.
3. Admission to educator programs does not play a role in screening out BIPOC students.
4. Completion rates within the UG education program is lower for BIPOC students and should be studied further.

These inferences indicate to faculty that two additional studies should be conducted in the spirit of "seeking to understand the student experiences" in our educator programs. These students are discussed further under Action Steps but include a "middle years retention study" and a "program completer study."

Review of strategies implemented during the 2021-2023 years

Across the 2021-2023 biennium, three major action steps were engaged. These action steps, or innovations, were driven by previous iterations of the Education Equity Plan. In this way, new efforts have been continuously evolving seeking to maximize effectiveness over time. A summary of these major strategies follows drawing from text previously used in the "grant closing documentation" submitted to HECC during the summer of 2023. These summaries are led by a brief table showing how money was invested in support of these initiatives.

Strategy #1: Center for Advancement of Paraprofessionals (CAP)

Category	Item	Description	Schedule	Amount	Percent of Total Grant Amount
Strategy 1: Shared Navigator, Center for Advancement of Paraprofessionals					
Personnel	Navigator	.33 FTE	22-23	\$53,500	35.67%
	Coordinator	.33 FTE	22-23	\$21,000	14%
Materials	Web development	Contractor	22 only	\$5,000	3.33%
Strategy 1 Total				\$79,500	53%

After several rounds of investigations exploring the working conditions of regional paraprofessionals, opportunities that exist within this professional group, and barriers that regional paraprofessionals face relative to degree completion and licensure, Western worked with Chemeketa Community College and

Willamette Education Service District (WESD) to establish the Center for Advancement of Paraprofessionals (CAP).

The CAP has two major goals including: (a) to support the ongoing professional development of paraprofessionals through the summer Conference for Learning and Instruction for Paraprofessionals (CLIP) hosted by Western and (b) career trajectory mapping helping paraprofessionals considering becoming licensed educators to chart out pathways, navigate systems, and access supports to do so. Western, Chemeketa, and WESD contribute equally to fund a full-time “navigator” who serves and supports paraprofessionals living and working in any of the 21 Polk, Marion, and Yamhill county component school districts served by WESD.

Specifically, the work of CAP seeks to dramatically increase the number of culturally and linguistically diverse regional paraprofessionals who are seeking degree completion and licensure pathways and to become educators. Regional paraprofessionals are twice as diverse as the licensed workforce in the region suggesting that this is a “high leverage” opportunity. As a grow-your-own investment, CAP makes sense for all the same reasons that other GYO programs do including increased diversity, increased retention, and increased cultural and community supports. We have chosen here not to provide a literature review of GYO programming and the many reasons GYO programming continues to be a nationally-lauded strategy to help meet educator workforce development needs in a variety of communities across the country. The efficacy of these types of programming is not under debate in this report.

Despite a delayed start, the CAP has provided high-touch, one-on-one career trajectory counseling to 153 educators working in the region during the last three years. Our abilities to share data across agencies to track enrollment, retention, and program completion for paraprofessionals served by the CAP has been challenging but close to 20 are currently enrolled in programming at Western.

The CAP will succeed through (a) providing high-quality, high-touch, culturally and linguistically-aligned supports and services in career trajectory coaching, and; (b) understanding and helping users access the systems, supports, and relationships necessary to succeed at every level. Critical partners for CAP include faculty and administration at Chemeketa Community College, Willamette ESD, Western Oregon University, and district users and partners including administrators, human resources, and paraprofessionals.

We believe deeply that CAP is the right innovation because this is what regional paraprofessionals told us through a series of listening sessions funded by previous GYO efforts. Many rounds of conversations have occurred with regional superintendents and human resources personnel and all support the concept and work of the CAP. We know from studying Oregon Department of Education employment statistics that regional paraprofessionals are twice as diverse as licensed educators indicating that supporting paraprofessionals is a high leverage strategy to diversify the regional workforce.

Strategy #2: BIPOC Listening Sessions

Category	Item	Description	Schedule	Amount	Percent of Total Grant Amount
Strategy 2: BIPOC Listening Sessions					
Personnel	Coordinator	.17 FTE	22-23	\$6,000	4%
	Stipends	Participant stipends	22-23	\$18,000	12%
Strategy 2 Total				\$24,000	16%

During the 2020-2021 academic year, Western teacher education faculty conducted listening sessions with over 100 culturally and linguistically diverse teacher preparation candidates, completers, and potential students. These sessions included undergraduates, graduate students, rural partners not yet enrolled in Western programs, community college students, community college students who had transferred to Western, paraprofessionals, and completers teaching in Oregon schools and classrooms. We learned enormously important things from these listening sessions and have been working systematically through a list of challenges, innovations, and supports necessary to effectively help Oregon build the educator workforce that our children, families, and communities need. These listening sessions yielded a framework derived from systematic analysis of information from these listening sessions which included improving:

1. Access to educator programs for working adults through flexible degree completion and licensure pathways;
2. Affordability of programs by opening new scholarships and increasing undergraduate licensure options, and;
3. Equity work grounding all educator preparation programming to assure that every future educator is able to succeed and is well-prepared to advocate for equity and inclusion within their communities.

These were the collective take-aways from the 2020-2021 listening sessions and encouraged educator faculty to continue seeking input from students and partners in systematic and authentic ways.

Dr. Maria Dantas-Whitney and Dr. Kristen Pratt convened listening sessions during the 2021-2022 and 2022-2023 academic years focused on understanding the experiences of BIPOC students in our degree completion and licensure pathways. Dr. Dantas-Whitney was selected for this work because of her role as the coordinator of the successful Bilingual Teacher Scholars (BTS) program. Dr. Kristen Pratt was also invited to participate as co-PI of the first round of GYO grants and associated projects. Early findings from this group included that (a) there was a need for ongoing communication, feedback, and steering from our BIPOC students and (b) BIPOC students did not feel as though the BTS program adequately addressed their need for affiliation in a professional community if their assets were not bilingual in Spanish and English. These suggestions led to the formation of the BIPOC Student Advisory Group (which is now ongoing) and expansion of the Bilingual Teacher Scholars program to include Diverse Teacher Scholars (DTS) for students who are diverse in other ways besides bilingual in Spanish and English. This expansion has allowed us to more actively serve African American students, for example. Scholarships for the DTS program is funded through university remission funding in exactly the same manner as BTS program scholarships. This represents a significant commitment to the work at the university level.

With the BIPOC Student Advisory group, quarterly meetings were held using a change framework in which problems were identified, information was collected about these problems, and changes were proposed. Major findings from this work include:

1. Students shared concerns about the effectiveness of university and College of Education incident reporting relative to instances of exclusion and bias.

2. Students discussed a desire for diversity values to be more obviously present in art in the College of Education. A mural project has been launched.
3. Students discussed equity across courses, programs, content areas, and barriers related to program entry for diverse candidates.
4. Student revealed some areas of need relative to antiracist practices in university coursework.
5. Students discussed their understandings of power and agency at Western and within the field of education.
6. Students offered suggestions for systems and change across the broader university. This led to a Faculty Senate presentation encouraging the university to make progress toward improving matriculation and supports for working adults. To date, no plan for addressing the needs of working adults more effectively has been launched.

Strategy 3: College of Education office of Justice, Equity, Diversity, and Inclusion (COE JEDI)

Category	Item	Description	Schedule	Amount	Percent of Total Grant Amount
Strategy 3: College of Education Office of Justice, Equity, Diversity, and Inclusion (COE JEDI)					
Personnel	Coordinator	.25 FTE	22-23	\$12,000	8%
	Stipends	Faculty project lead(s) stipend	22-23	\$12,000	8%
Strategy 3 Total				\$24,000	16%

Following important internal work supported by the Rural Partnerships Pathways Program (RP3, GYO-funded grant), the College of Education Office of Justice, Equity, Diversity, and Inclusion (COE JEDI) has continued to lead projects, professional development, student support activities designed to retain culturally and linguistically diverse educators in our educator programs and to drive forward on necessary faculty professional development to lead anti-racist teacher education practices, policies, and outcomes. Education faculty have made it clear that continuing to improve our own practices and pedagogy is of the highest importance.

The BIPOC Student Advisory group communicated clearly that they wanted to see an active and engaged College of Education Office of Justice, Equity, Diversity, and Inclusion (COE JEDI) and, for this reason, additional resources than were previously anticipated were provided to this office to assure that strong work could be carried out in this area. Dr. Jaelyn Caires-Hurley, who serves as the faculty coordinator of the COE JEDI office, maintains an extensive calendar of student facing events, faculty facing events, and collective professional development opportunities for the entire educator preparation community to continue to learn, grow, and prepare to lead DEIA work in our local communities.

Action steps and additional innovations

In addition to the innovations supported by Educator Equity funding described previously, several additional action steps are currently underway that also support the overarching outcome of increasing the numbers of culturally and linguistically diverse future educators. Each of these are quickly summarized below.

Grow Your Own grant funding at Western and Residency programming. Following funding in the first round of GYO grant investments from the Educator Advancement Council, and several rounds of extensions and supplemental funding from Meyer Memorial Trust and other groups also interested in diversification of the Oregon educator workforce, the current GYO grant is called Project REAL which focuses on Residency programming. In the professional literature, residency programming has a wide variety of definitions. The definition in use at by Western educator programs describes a professional currently employed by a school district or Education Service District seeking either a licensure pathway or a degree completion and licensure pathway. We have professionals in residency on restricted and/or emergency teacher licensure, working as

paraprofessionals, and even long-term substitute teachers all of whom have been hired, and are desired to be retained, by their employing agency. In this way, Western faculty are using Project REAL to engage in the intellectual work of simplifying and streamlining educator programming while honoring the skills and experiences of these working professionals as they earn full educator credentials. It is a fact that our current educator programs still largely carry the values and designs put into place decades ago when the majority of educator students were white, 20-year old students living in Monmouth. Times have changed and our program structures, supports, and expectations must evolve to assure the success of working adults already employed in educator positions. Dr. Kristen Pratt and Associate Dean, Dr. Marie LeJeune serve as co-Principal Investigators of Project REAL and the major district partner is Salem-Keizer. Supplemental partners also include Willamette Education Service District and Chemeketa Community College.

Additional Grow Your Own grant partnerships. In the last round of EAC GYO grant funding, Western educator programs signed formal partnership agreements with eight GYO grant proposals. Six of these were funded by EAC and education faculty and administration have been working diligently to be the most responsive higher education partner possible to each of these. Separate projects are unfolding at each of the following locations:

1. Columbia Gorge Community College in collaboration with Columbia Gorge Education Service District and their four component school districts focusing on the preparation of elementary teachers;
2. Northwest Regional Education Service District, Tillamook Bay Community College, Clatsop Community College, Portland Community College and the 20 school districts served by NWR ESD focusing on elementary teachers, special education teachers, and some single subjects teachers.
3. Linn Benton Lincoln Education Service District in collaboration with Linn Benton Community College and the 10 component school districts in the region focusing on the preparation of special education teachers.
4. Clackamas Community College, Clackamas Education Service District, and the ten districts served in their region focusing on early childhood professionals.
5. Willamette Education Service District, Chemeketa Community College, and the 21 component school districts in Polk, Marion, and Yamhill counties focused on helping paraprofessionals transition into licensed educator positions.
6. Salem-Keizer School District focused on the preparation of Principals who are culturally and linguistically diverse.

Each of these grant programs will yield new enrollment for Western educator programs and, hopefully, will add increasing numbers of culturally and linguistically diverse education students into those programs.

FLEX programming. Increasing attention to, innovation within, and capacity building to assure the success of hybrid, Saturday FLEX programming designed for working adults seeking degree completion pathways in educator preparation. Dr. Kristen Pratt has provided ongoing leadership for FLEX programming and even led a faculty presentation at Faculty Senate in December 2023 raising concerns about Western's abilities to effectively support working adults. Several recommendations were made in that presentation including assuring that working adults had equitable access to student support services, that online classes could be reserved for working adults who require courses in this modality, and an "opt out" approach to student support services reducing fees for services never utilized. Unfortunately, this conversation did not result in actionable goals or timelines to begin to address the needs of increasing numbers of working adults in educator preparation programs.

Continuing to press out community college articulations. Associate Dean, Dr. Marie LeJeune, co-chaired the HECC-convened committee that built the Major Transfer Map in elementary education that serves as the

foundation for any 2+2 community college to university alignment serving elementary education majors. The Western Oregon University MTM is the only one of the public universities that does not require an appendix explaining the caveats for implementation at the university campus. The Western MTM simply uses the tool in the cleanest way possible because educator faculty wanted to be a model for how university and community college partnerships should look. This work is now the foundation of robust 2+2 articulations with 14 Oregon community colleges recently adding Rogue Community College, Southwest Oregon Community College, and Columbia Gorge Community College. The only Oregon community colleges for which we do not currently have working articulations in elementary education are Treasure Valley Community College, Blue Mountain Community College, and Klamath Community College. These campuses do not send strong numbers of students to Western but, if interest arises, we would finalize those articulations as well. Monitoring changes, building relationships, and maintaining connections with campus leaders is the challenging part of this work and is led currently by Education Advisor, Brenda Plata-Hurtado who is gifted in maintaining these collegial partnerships. Institutionally, Western would be wise to invest in additional capacity supporting community college partnerships broadly. Brenda travels to community college campuses frequently and shares how other universities are present and active in ways that Western is not currently.

Middle years retention study. Following from discussions in exploration of the retention information shared previously in this report, educator faculty are preparing to launch a “middle years retention study” seeking to identify and then interview students who were designated education majors and then changed their major somewhere in their sophomore or junior year (or equivalent). Deeper conversations exploring student motivations, interests, challenges, and other factors associated with continuation as an education major should yield deepening understandings including potential action steps to retain increasing numbers of majors. Core undergraduate education faculty member, Micah Walker, is coordinating this study.

Undergraduate, BIPOC program completion study. Similar to the middle years study described above, faculty are prepping to interview BIPOC education majors who did not finish the licensure program in which they were enrolled. Deepening our understandings of the student experiences in our academic programs is essential as we seek to design additional supports and/or eliminate barriers preventing student success. It has not yet been determined which faculty will be involved in this study.

Prioritizing the hiring of a bilingual education advisor. The College of Education is currently searching for an education advisor seeking to replace a recent vacancy. The hiring committee elected to prioritize a bilingual professional to fill this role as working with students in their first language is sometimes more successful. Education professions and the routes to licensure are incredibly nuanced and sometimes language facility may contribute to misunderstandings that we seek to eliminate.

Developing coaching strategies for student teaching supervisors of BIPOC candidates. Dr. Marie LeJeune, Associate Dean of Clinical Practices and Partnerships, has worked with her team including Dr. Jessica Dougherty, Dr. Mandy Olsen, and Karen Spiegel to develop greater capacity of the cadre of student teaching supervisors to use asset-based approaches to coaching and mentoring BIPOC candidates, in particular.

Future goals

Educator faculty and administration have identified the following goals relative to the preparation of culturally and linguistically diverse future educators aligned with the many innovations and efforts described previously. We offer these goals as aspirational targets toward which to strive.

Table 7: Educator goals for the future

	<u>2022-2023</u>	<u>2024-2025</u>	<u>2026-2027</u>
# BIPOC UG education majors enrolled at Western	240	270	300
% BIPOC UG education majors retained from freshmen to sophomore	92%	94%	95%
% BIPOC UG education majors retained from sophomore to junior	95%	95%	95%
# BIPOC UG education majors admitted to preparation program	31	50	70
# BIPOC UG education majors completing preparation program	26	48	67
# BIPOC GR education majors enrolled at Western	14	20	30
# BIPOC GR education majors admitted to preparation program	12	20	30
# BIPOC GR education majors completing preparation program	11	18	28
# Linguistically diverse education majors enrolled in preparation programs	50	60	70
# Linguistically diverse education majors completing preparation programs	46	54	62

It is impossible to make accurate predictions about what percentage of graduating education majors would be BIPOC because the total number of graduates that will be realized is not known. However, the goal numbers set would result in approximately 25% of our graduates being BIPOC completers which is an improvement from the current status but is still far from what is necessary to meet the demographics of Oregon children and families and communities. Oregon needs Western to improve our successes in these areas. Our successes will translate directly to improved outcomes for Oregon children including graduation rates, employment rates, socioeconomic status, and even life expectancy. It is not an exaggeration to state that our successes in this area will mean the difference between life and death for some Oregon children. We must succeed.

Summary and conclusions

This report seeks to summarize data and actions pertinent to the adopted Oregon goal of building an educator workforce that matches the cultural and linguistic assets of our children, families, and communities. Educator faculty and administration have dedicated enormous time and energy to these efforts, have benefitted from millions of dollars of grant-funding and other supplemental assistance, and the work exists within a university culture that is supportive of diverse students broadly. However, despite these concerted efforts, Western is not producing dramatic numbers of culturally and linguistically diverse educators. It is possible that our immature data systems are providing misleading under representations of our graduates. It is possible that our programs, in their current formats, are disproportionately challenging for BIPOC students to navigate successfully. It is possible that working adults employed as educators find it difficult to persist at Western. Educator faculty will continue to explore these issues, continue to seek to eliminate barriers, and continue to seek to build supports to assure greater successes. Deepening our understanding of student experiences is essential to make progress. We welcome feedback, speculations, and supplemental information that will help Western become a beacon of success in the diversification of the Oregon educator workforce.