

Appendix A

Response provided to Year Six Evaluators on 2E1, 2E2

Western Oregon University Year Seven Self-Evaluation

Appendices

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Response to questions from NWCCU panel
April 22, 2022

The panel noted significant enrollment declines in the attachments provided. Could you please discuss the recent enrollments declines and how you anticipate addressing future enrollments any shortfall in tuition revenue in the coming years? We were able to locate the following document, and would appreciate greater clarity on your plans for the future.

https://wou.edu/facultysenate/files/2017/10/Strategic-Enrollment-Plan-Draft_2017.2023.pdf

Overview

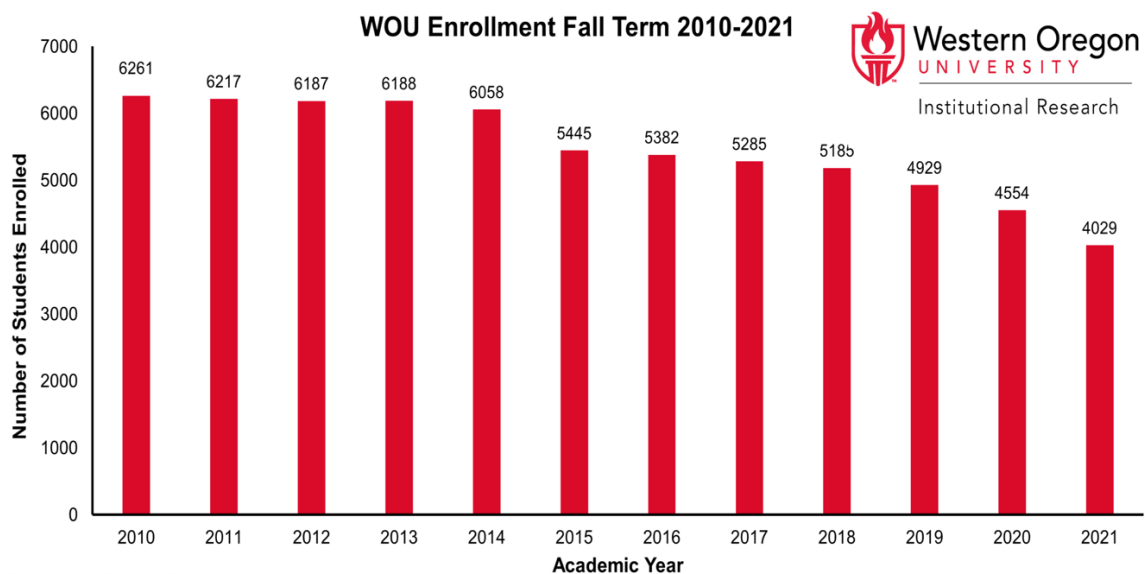
The panel has requested additional information about:

- WOU’s enrollment declines
- How we are addressing future enrollments (enrollment management)
- How we will address possible tuition shortfalls in the future (fiscal sustainability)

Enrollment Declines

WOU has experienced enrollment declines since 2010 (see Figure 1). Declines have been most marked among undergraduate students. Enrollment reports are a regular topic for the Board (e.g., fall enrollment reports: [2020 - pg 21](#); [2019 - pg 34](#); [2018 - pg 26](#); [2017 - pg 72](#); [2016 - pg 69](#); [2015 - pg 4](#)).

Figure 1



The decline has been driven by a variety of forces, some outside our locus of control:

- Flattening of the number of high school graduates in Oregon, following sharp increases in the prior 20 years ([WICHE, 2020](#)).
- A demographic shift where we serve increasing numbers of “new majority” students for whom college is a greater financial challenge ([WOU IR](#)).
- Oregon Promise, a statewide initiative that incentivizes community college attendance for recent high school graduates.
- The opening of Oregon State University-Cascades in Bend, OR, which created an additional regional/technical university in the state.
- More recently, COVID-19 effects on recruitment, though retention (e.g., first to second year) had been relatively stable until fall 2021.

Some of the declines are related to our own actions:

- Student success initiatives removed unnecessary barriers to graduation but also reduced the number of credits that students take at WOU before graduating ([WOU IR](#)), resulting in declines in student FTE.

Inertia, itself a choice, also played a role:

- An academic program portfolio that has been over-invested in some areas of declining interest to students and under-invested in some areas of high interest.
- The slow pace in shifting undergraduate program/course delivery and support services to better serve students.

The causes aside, it is incumbent upon our institution to manage impacts and put an effective plan in place to reach fiscal sustainability. In subsequent sections, we address our current plans for enrollment management and attaining fiscal stability.

Enrollment Management

In recent years:

- Western Oregon University’s Board of Trustees was constituted, independent of the former OUS system (2015).
- Enrollment management functions were moved from Academic Affairs to Student Affairs (2017).
- WOU developed a strategic enrollment plan ([this link](#), p 26) (2018).
- Pandemic-related forces accelerated the pace of enrollment declines (2020).

- The Enrollment Strategies Work Group was constituted, convening weekly to problem-solve and report on progress on enrollment initiatives.

In this section, we focus on current efforts to increase enrollments to a sustainable level. In the section on fiscal sustainability, we discuss efforts to date to align the scale of our operations with the numbers of students we serve and emerging practices and structures that institutionalize regular attention to program and university sustainability.

Personnel changes. During the past year, we made personnel changes to facilitate new approaches and perspectives in our admissions and enrollment yield practices.

- A new Director of Admissions brings deep experience working with “new majority” students, and has led us in reconsidering longstanding and sometimes outdated practices.
- A new position for a Director of New Student and Family Programs has given a home to our new student orientation programs and has helped to build community through our innovative Destination Western bridge program.
- A new Director of Student Success and Advising has paved the way for stronger collaboration between our advising staff and those who recruit transfer students.
- Since our PRFR Report was submitted, our Vice President for Student Affairs (with oversight of Admissions and Financial Aid) has been replaced by an Interim VPSA and our Executive Director of Marketing accepted a position elsewhere; these changes create a path for our new President (appointment announced on April 20, 2022) to shape these important leadership positions.

Enrollment strategies work group. Soon after his arrival in summer 2021, Interim President Jay Kenton convened an Enrollment Strategies Workgroup that meets weekly to identify opportunities to reach new student populations and remove obstacles associated with applying to and attending WOU. Interim President Kenton’s [State of the University Address](#) in September 2021 laid the groundwork for this cross disciplinary team of approximately 25 leaders who have identified, implemented, and are actively assessing the effects of a range of new enrollment strategies, some of which were also described in this [presentation](#) from the March 4, 2022 University Council [meeting](#).

Recruitment services and infrastructure. In 2021, WOU entered into a three-year contract with EAB to assist in recruiting graduate students and adult degree completers, which are populations we have not attracted as well as we have traditional undergraduate students. At present, graduate students compose less than 15% of our student body, and students aged 25 and older comprise less than 15% of our undergraduates. EAB is assisting us to create a robust pipeline of potential working adult students for whom WOU and our programs are a good fit. EAB is also supporting us as we refine our portfolio of academic programs, providing us with market analyses targeted to our region. Relatedly, we have diversified program delivery to better serve new students, with the shock of near universal remote instruction in 2020-21 and the planned opening of our WOU:Salem campus which features evening and weekend courses

in a hybrid format. The work with EAB represents a significant investment in modernizing recruitment and admissions efforts and has already boosted the sophistication of recruitment efforts and will expand awareness of our institution and what it offers diverse students. Our international enrollments have also contracted sharply, especially since 2017. To rebuild there, we are working with Shorelight to reach international students for whom WOU may be a good fit. Shorelight provides revenue-sharing-based recruitment services to dozens of US universities, and by tapping into their existing recruitment infrastructure, WOU is able to focus our staff efforts on post-application student support and success.

Strategic approach to financial aid. WOU is also being more strategic in how we award financial aid and use institutional resources (e.g., tuition remissions, scholarships, and foundation funding) to maximize the number of students who enroll at WOU. In the past, we have had decentralized allocation of remission funds which enabled individual programs to use university resources to support their students, but did not strategically target remissions to support recruitment of new students. To use financial aid resources more effectively, WOU has contracted with Ruffalo Noel and Levitz (RNL) to use previous years' data on students who were admitted to WOU and awarded financial aid packages. RNL analyzes who ultimately enrolled and who didn't based on numerous factors (e.g., GPA, expected family contribution) and has provided updated recommendations for financial aid packages based on those variables to maximize enrollment.

New student orientation redesign. In the context of a lingering pandemic and in recognizing that orientation programs provide the first and critical opportunity for new students to academically and socially connect with an institution, we are undergoing a complete redesign of our new student orientation program. In support of increased yield and first year retention rates, this new orientation program is a multimodal, ongoing onboarding process for our new students that will engage and immerse them into campus life earlier and with more intention. Specific elements include a new major/career assessment and exploration tool, replacing group advising sessions with individual meetings, and providing more opportunities for meaningful faculty engagement.

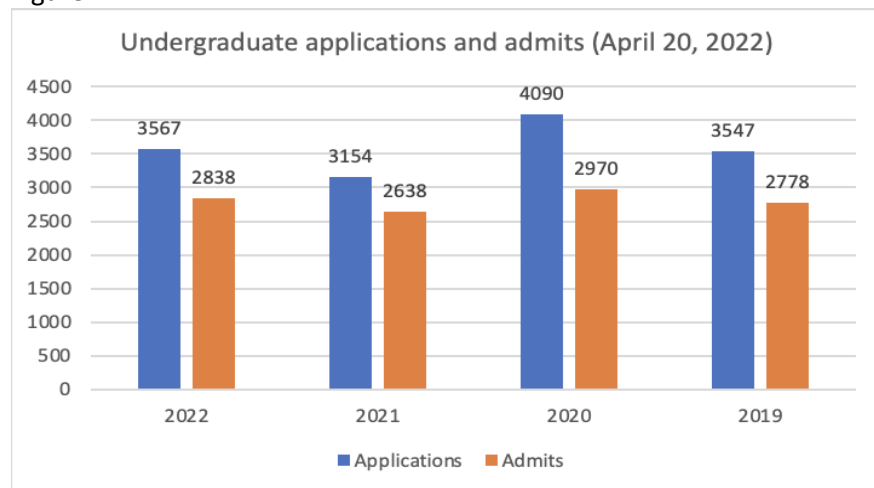
Returning students. We have formed a degree completion team to identify students who left WOU within one year of graduation and assist them in re-enrolling and completing their degrees. Strategies have included mini-grants to clear financial holds, administrative changes (e.g., change in catalog year and/or General Education program) and assistance identifying accessible courses (e.g., online or at more proximate universities). Since 2019, we have identified 320 potential degree completion students and 244 of those students have completed their degrees.

Retention. We have initiated additional student retention initiatives, drawing on our increasingly robust institutional research capacity and unit directors with expertise in data analysis. For example, we have regularized registration nudges and individualized enrollment outreach for each registration period. This ensures that students have personalized support in overcoming any barriers to registration. These nudges have reduced our term-to-term

attrition, and our tracking of this data has enabled us to refine our registration holds process and the strategy for the nudge campaign. We have also instituted an intervention related to courses where a large proportion of students receive a D or an F, or withdraw from the course: We have instituted early warnings based on course behavior that reflects disengagement, as measured by LMS log in data; Relaunched and retrained our campus in the use of our early warning system where faculty can alert our Student Success and Advising Office to students in their classes who need additional support; and established Learning Communities for at-risk students in our TRIO-funded program. In response to data that suggests a higher proportion of exploring students at WOU leave the institution when compared with declared students, Student Success and Advising is building out a robust advising program for undeclared students to encourage early exploration and declaration, in addition to developing a comprehensive advisor training program to promote consistency and high quality advising for all students.

Preliminary results. At this point in the application and admission cycle, we are seeing undergraduate applications and admission rebound to 2019, pre-COVID levels (Figure 2). Graduate applications remain relatively steady, bolstered by a new MA in Organizational Leadership out of our WOU:Salem campus and a stable demand for other public/social service-related Master’s programs. We will not know until the beginning of fall term what our year-to-year retention and yield on acceptances will be, however. As we describe below, the cuts in faculty, staff, and programs that were made in 2019 and 2020 were intended to make us sustainable at 2019 levels of enrollment.

Figure 2



Related, longer-term initiatives. While the work described above can be implemented and assessed in the short-term, we are also engaged in long-term enhancements to better serve our mission. In the “Moving Forward” section of our PRFR Report, we described activities related to (1) Progressing towards becoming an Hispanic-Serving Institution (HSI), (2) adding professional doctorates – especially in health science fields – to our program portfolio, and (3) expanding access to WOU’s academic programs in Salem, a nearby but underserved urban center. These

initiatives will, over a longer time frame, be important foundations of our enrollment management work.

Fiscal Sustainability

Recent history. In 2016, the Board of Trustees reviewed [projections](#) (pg 4, or [full budget report](#)) that pointed to enrollment-driven funding shortfalls by 2019. In response, the university implemented strategies to proactively manage cost drivers, improve retention rates, and invest in new programs to attract new students.

- With respect to cost drivers, 30% of the university's workers in 2016 were in the highest and most expensive "Tiers" of the Oregon Public Employees Retirement System, based on the longevity of their employment. This proportion was the highest among Oregon public universities. In 2016, the university offered a retirement incentive package with the goal of reducing the numbers of employees in those "Tiers." Thirty (30) employees opted for retirement in this program.
- To improve student retention rates, the university invested in improved technology to support intensive advising for high-risk students (EAB service that transitioned to Navigate) and supplemented Federal TRIO grant funds to add to the total number of WOU students able to benefit from these services.
- To serve new students with new programs, the university has advanced plans to offer professional doctorates in health-related fields and expand access to working adults through our WOU:Salem facility.

In 2020, with continued enrollment declines, the Board of Trustees [directed](#) the President to produce a balanced budget for the 2020-21 fiscal year. To achieve that result absent increased enrollment, WOU laid off or non-renewed more than 50 classified and unclassified employees and engaged in a process of program curtailment that led to tenure-track faculty layoffs and a reduction in the number of non-tenure track faculty employed. This work was initiated just before the COVID-19 pandemic, to address pre-pandemic enrollment declines. The cuts made were targeted to make WOU fiscally sustainable at Fall 2019 enrollment levels.

The shock of the pandemic and the move to almost all online instruction from Spring 2020 through Summer 2021 produced additional financial challenges, layoffs and furloughs as the university adjusted its operations to match the needs of a campus with very few students onsite. The pandemic brought significant federal relief funds to our students and the institution. Those funds were invaluable in assisting our students and providing a bridge to the future for our operations. It was challenging to manage expectations about the one-time federal relief funds as related to our efforts to fix our structural deficit and achieve long-term fiscal sustainability. That is, extraordinarily unusual funding streams do not change the enrollment trajectory of the university and could not be used to reverse the very painful base budget cuts our enrollments had necessitated. This was very hard for many to hear and equally hard to say.

Building for sustainability. The pandemic likely accelerated the trends facing us and our students. But the issues we faced before the pandemic persist and must be addressed. In part, we are doing this through the enrollment management strategies described above.

We are also operating differently to develop a culture and adopt processes that can overcome inertia and allow us to proactively track and adapt to changes in our environment. What's different?

- Overall, enrollment management has been re-imagined as a university-wide priority that requires the perspectives and efforts beyond Admissions and Financial Aid.
- Institutional Research has added staff and been moved to the Office of Academic Affairs where it works closely with provost staff who oversee assessment, accreditation, and other institutional effectiveness work.
- Academic Affairs implemented a holistic, proactive, transparent, and adaptable process for establishing instructional budgets, providing a mechanism by which we can move instructional resources, especially NTT FTE, from declining programs to those that are growing.
- Our work with EAB includes market research services, which has proven invaluable in exploring new program ideas and understanding the strengths of our program portfolio and areas for improvement.
- Regular program review was instituted in 2018, where academic programs engage in self-study and benefit from external review. All unaccredited programs are reviewed on a seven-year cycle, and experience thus far has shown that the reviews are positive experiences (despite some trepidation about the workload and external scrutiny) and lead to the updating of curriculum (e.g., [Sociology](#), English Studies).
- Annual program assessment has also been more consistently done, providing programs a way to study and improve the effectiveness of the curriculum.
- The Academic Program Sustainability Committee was constituted in 2021 to cultivate trust, teamwork, and collaboration between administration and faculty over a sustained period; identify, create, monitor, and share performance metrics as a campus community; and review existing academic programs and recommend/review new programs and revenue sources. Membership includes faculty, deans or their representatives, and Academic Affairs staff.

In the absence of these processes and structures, our university's approach to the future had too often uncritically replicated the past, even as our mission, students, and regional context changed. This did not serve our students optimally, reflected in graduation rates that lagged our peers; it did not cultivate accountability; and, when we could no longer sustain this passive approach to planning, it led to painful adjustments.

Our enrollment has been declining for the last 11 years, and in recent years that decline has only sharpened, with an enrollment decline of 12.3% from Fall 2020 to Fall 2021. While we may not be at the end of our enrollment declines, we are optimistic that the recent work and

investments described in this response have laid the groundwork to curtail these declines. Tuition shortfalls may necessitate further cuts but, collectively, we will know better:

- Who our students are and what supports they need
- What programs they seek
- How current and relevant our academic programs are
- How effectively our programs and services support student learning
- Where resources are invested and where they are needed

One-time federal funds (HEERF) have provided us with time for recent changes and investments to improve our fiscal sustainability. Should it be necessary to make more hard decisions related to enrollment declines or tuition shortfalls, however, we will be poised to make these calls collaboratively, thoughtfully, informed by data, and with the best interests of our students in mind.

Appendix B

Enrollment projections and Assumptions



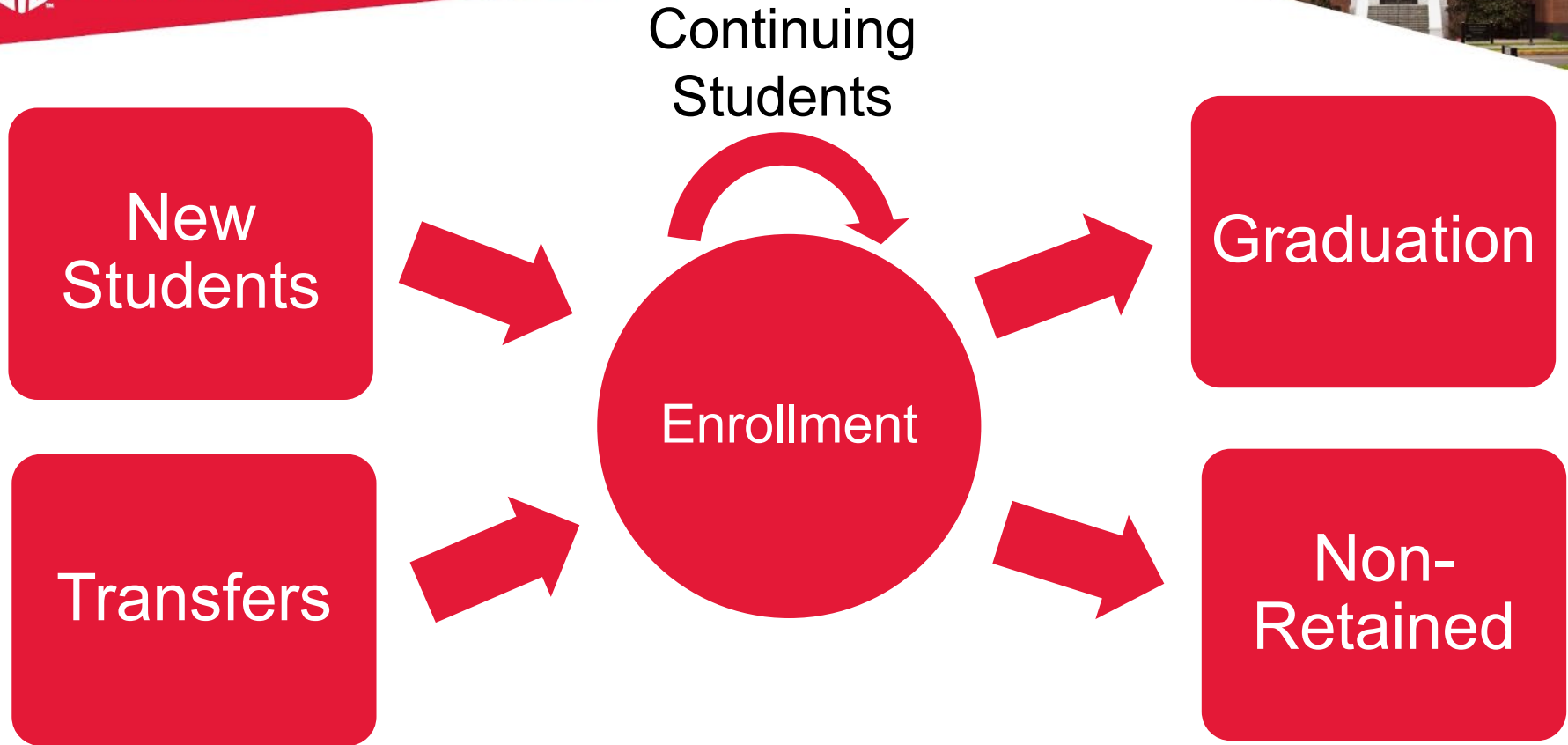
Enrollment Projection Model and Mapping the Path to 5,000

Institutional Research

11/02/2022

Motivation

- NWCCU asked WOU to project enrollment for the next five years
- Projection models can help estimate next year's enrollment
- Projection models let us simulate the impacts of initiatives on anticipated enrollment



Estimating the Projection Model New Students

Acceptance Rate → # of Applicants / # of Admits

Yield Rate → # of Admits / # of Enrolled Students

Admitted Applications → # of Applications X Acceptance Rate

New Students → # of Admitted Applications X Yield Rate

Estimating the Projection Model Transfer Students

Acceptance Rate → # of Transfer Applications / # of Transfer Admits

Yield Rate → # of Transfer Admits / # of Enrolled Transfer Students

Admitted Applications → # of Transfer Applications X Acceptance Rate for Transfers

New Students → # of Admitted Transfer Applications X Yield Rate for Transfers

Estimating the Projection Model Continuing Students

For each class standing:

Continuing Students → PY Enrollment – (PY Enrollment * Non-Retention Rate)
– (PY Enrollment * Graduation Rate)

Note: The resulting students are rolled forward to the next class standing and comprise a large portion of next year's enrollment.

Estimating the Projection Model: Freshmen

New
Freshmen

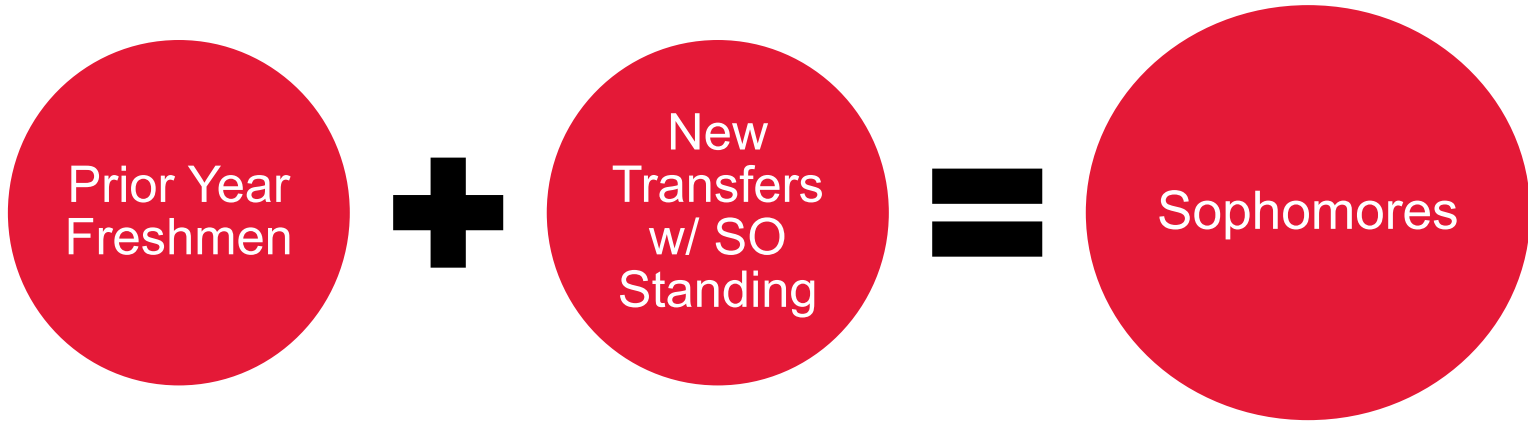


New
Transfers
w/ FR
Standing

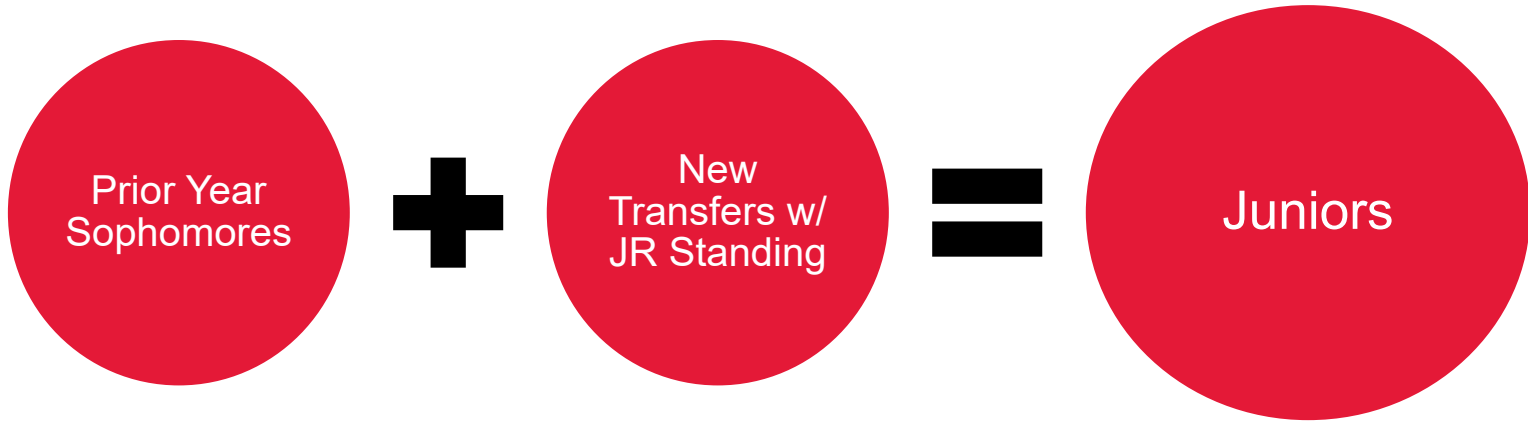


Freshmen

Estimating the Projection Model: Sophomores



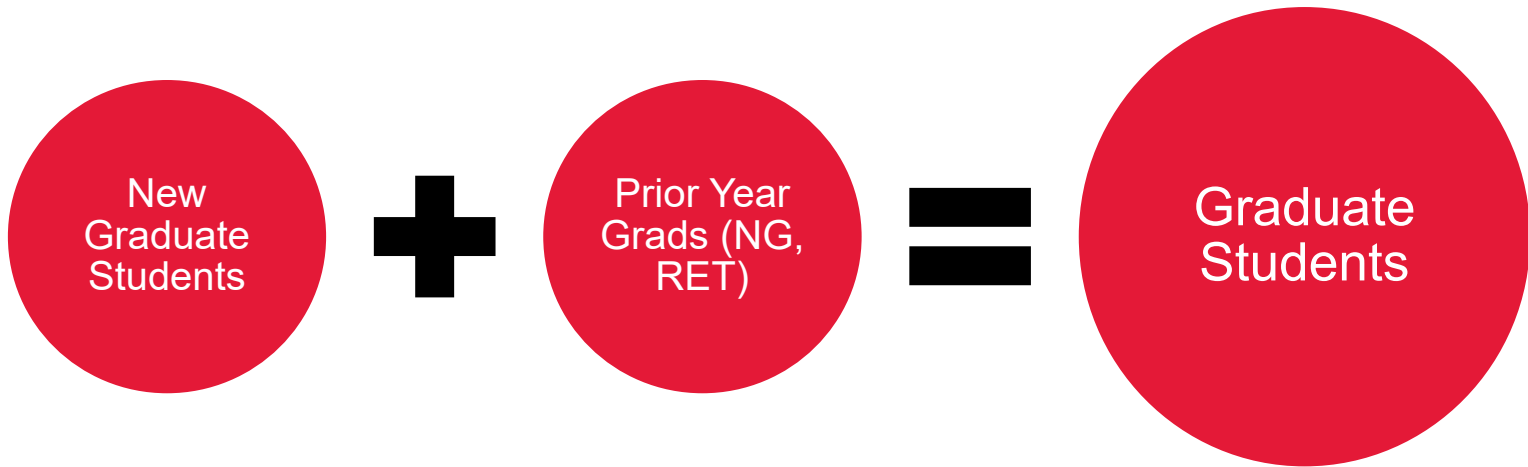
Estimating the Projection Model: Juniors



Estimating the Projection Model: Seniors



Estimating the Projection Model: Graduate Students



Estimating the Projection Model: Totals

Total Count: Total count of all estimated student groups

Total FTE: Total undergraduate count multiplied by average undergraduate Fall FTE for last year, plus the total graduate student count multiplied by average graduate Fall FTE for last year

Putting it All Together

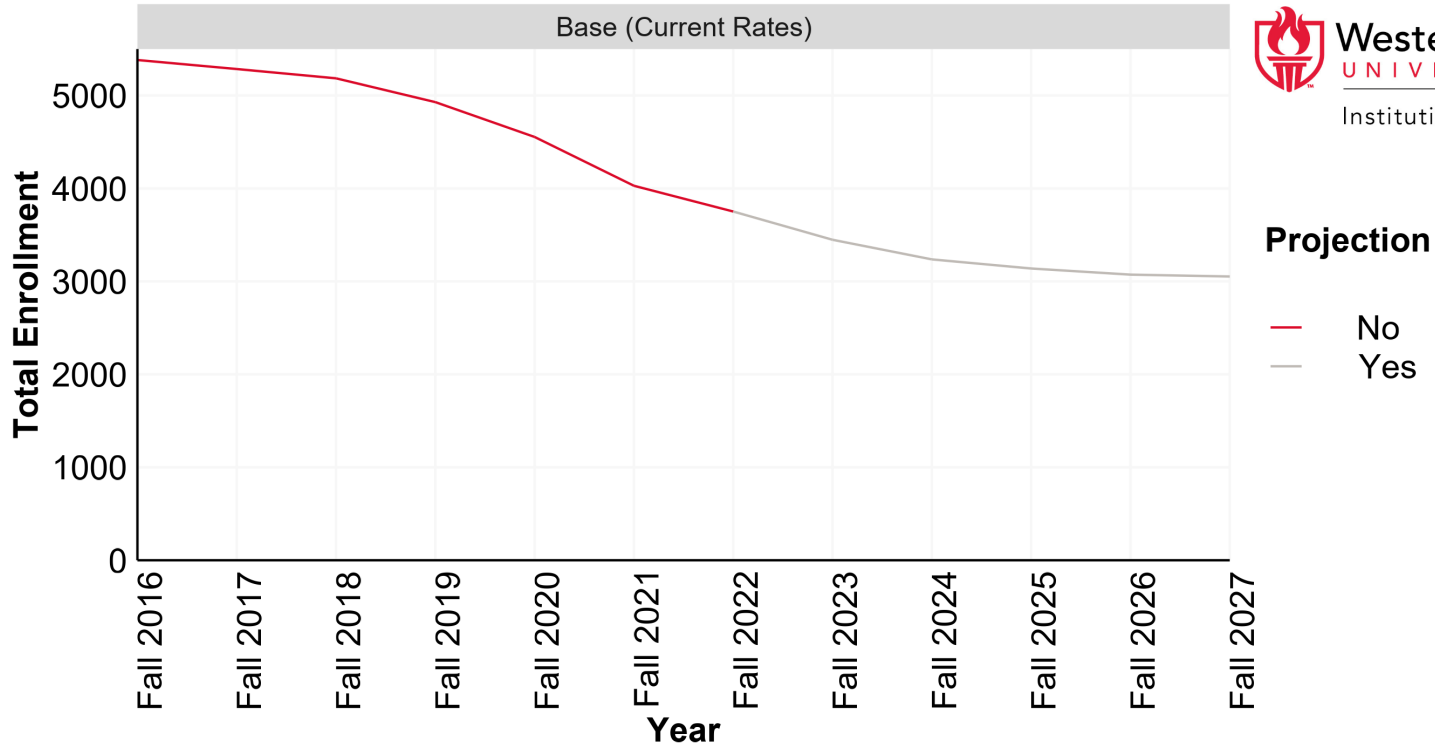
New Students	
FR	595
TR – FR	46
TR – SO	142
TR – JR	193
TR – SR	33
GR	214

Continuing Students	
FR → SO	479
SO → JR	477
JR → SR	677
SR → SR	306
GR	180
PB	54
ND – UG	28
ND – GR	22

Estimated for Fall 2023	
FR	641
SO	622
JR	670
SR	1016
GR	394
PB	54
ND – UG	28
ND - GR	22
Total Count (FTE) for Fall 2023	3447 (2891)

Estimating the Projection Model: Current Rates

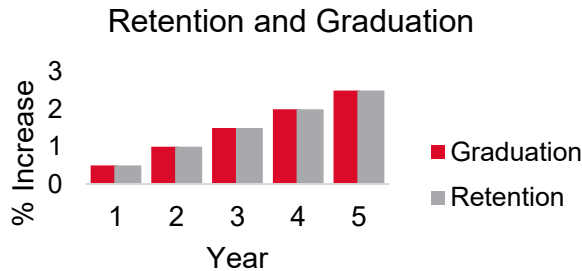
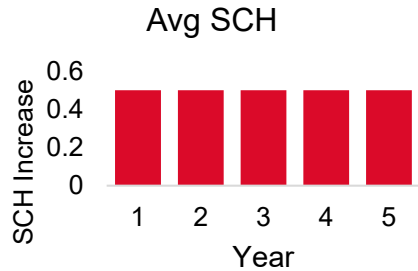
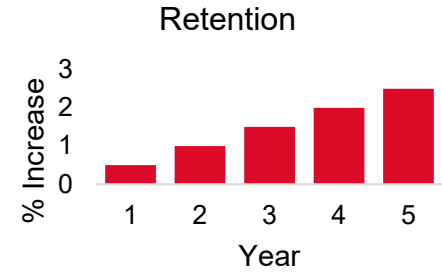
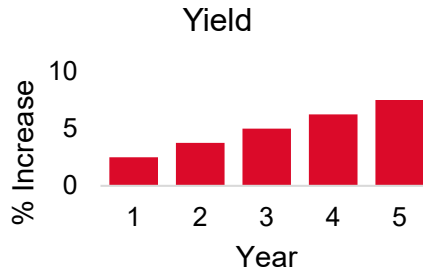
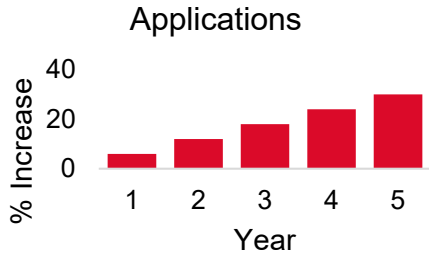
- We started with the model that projects enrollments using the most recent/current data for each rate

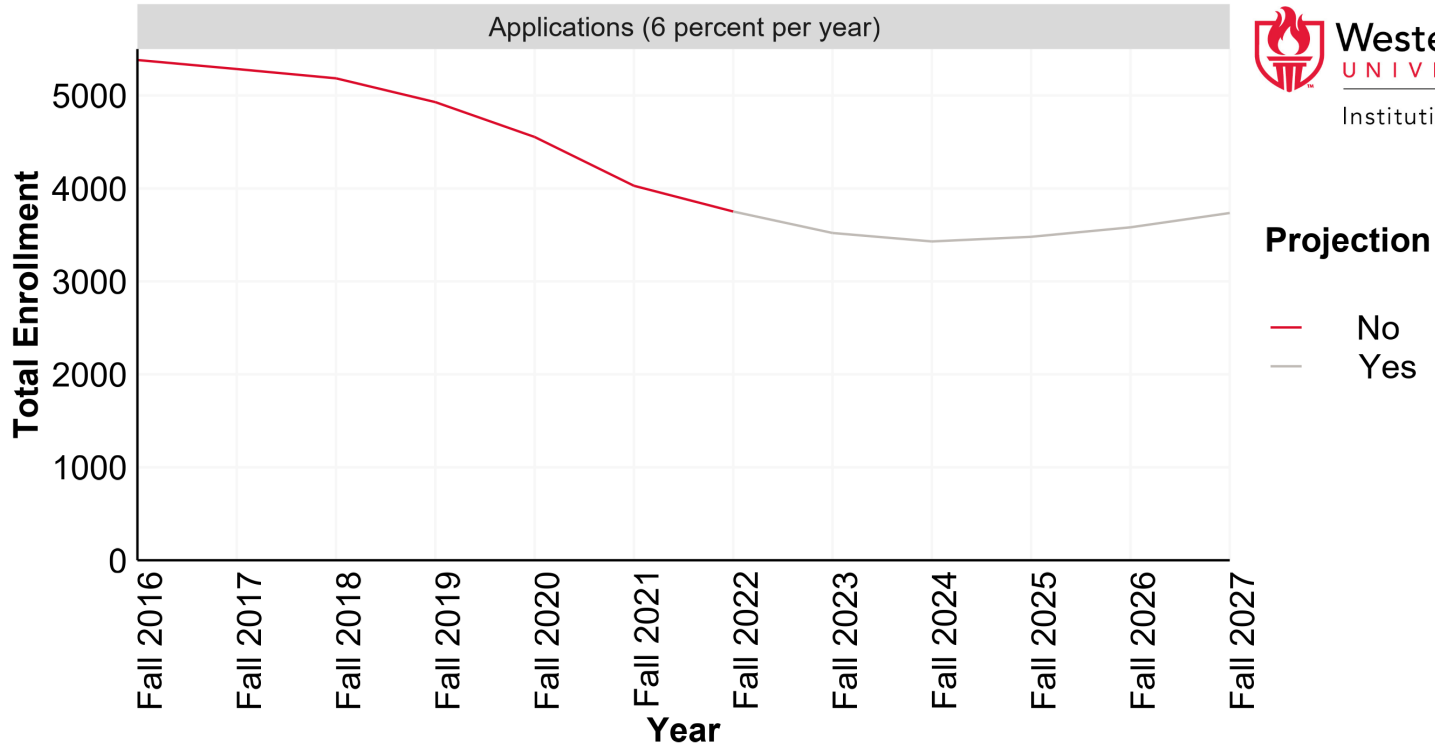


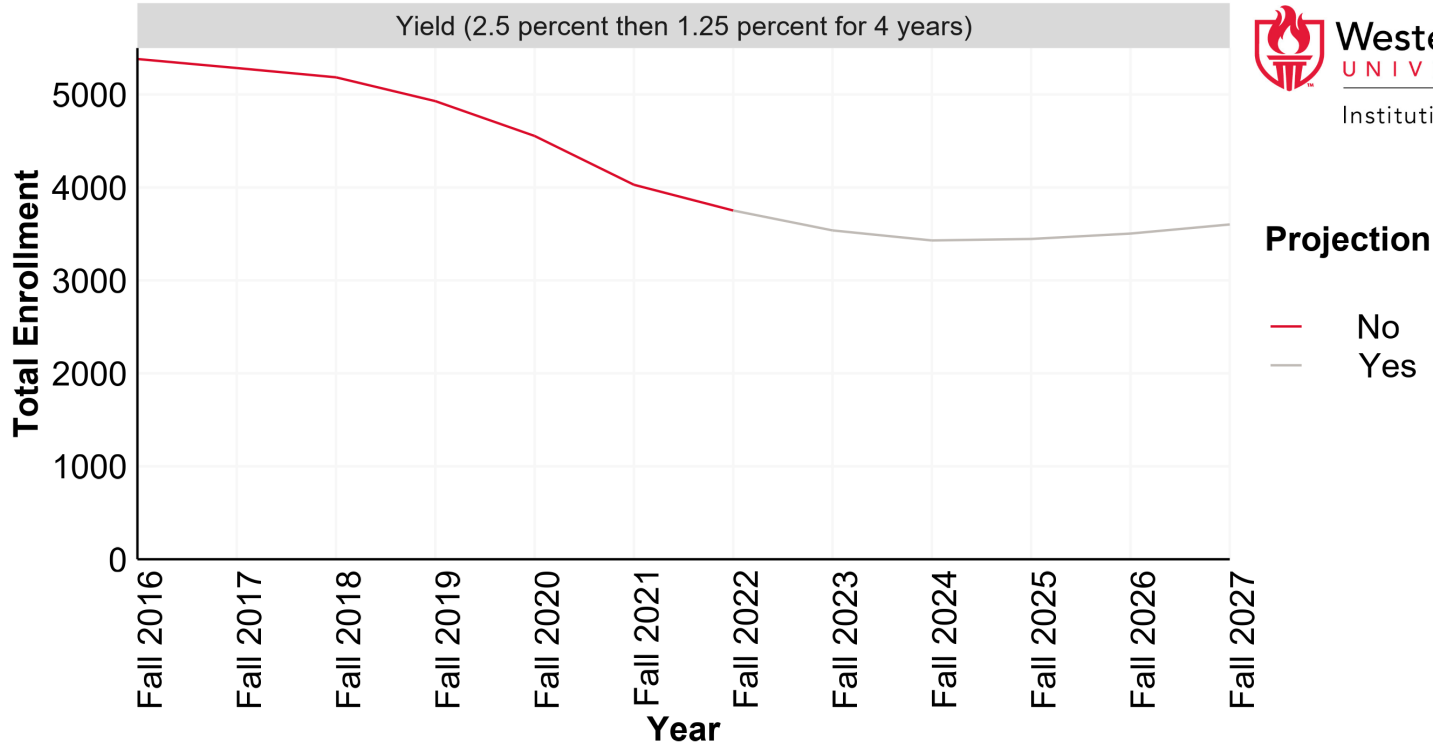


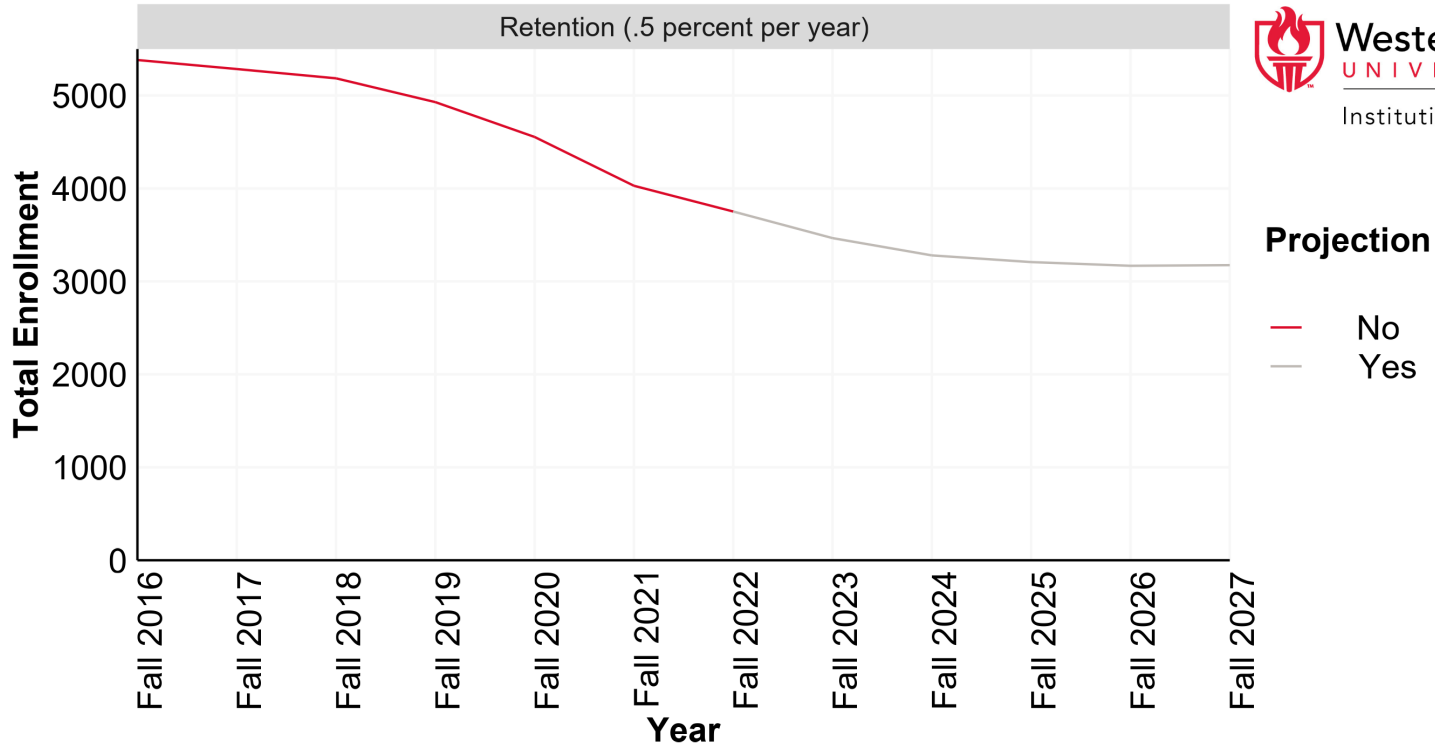
Mapping the Path to 4,000 Students/FTE

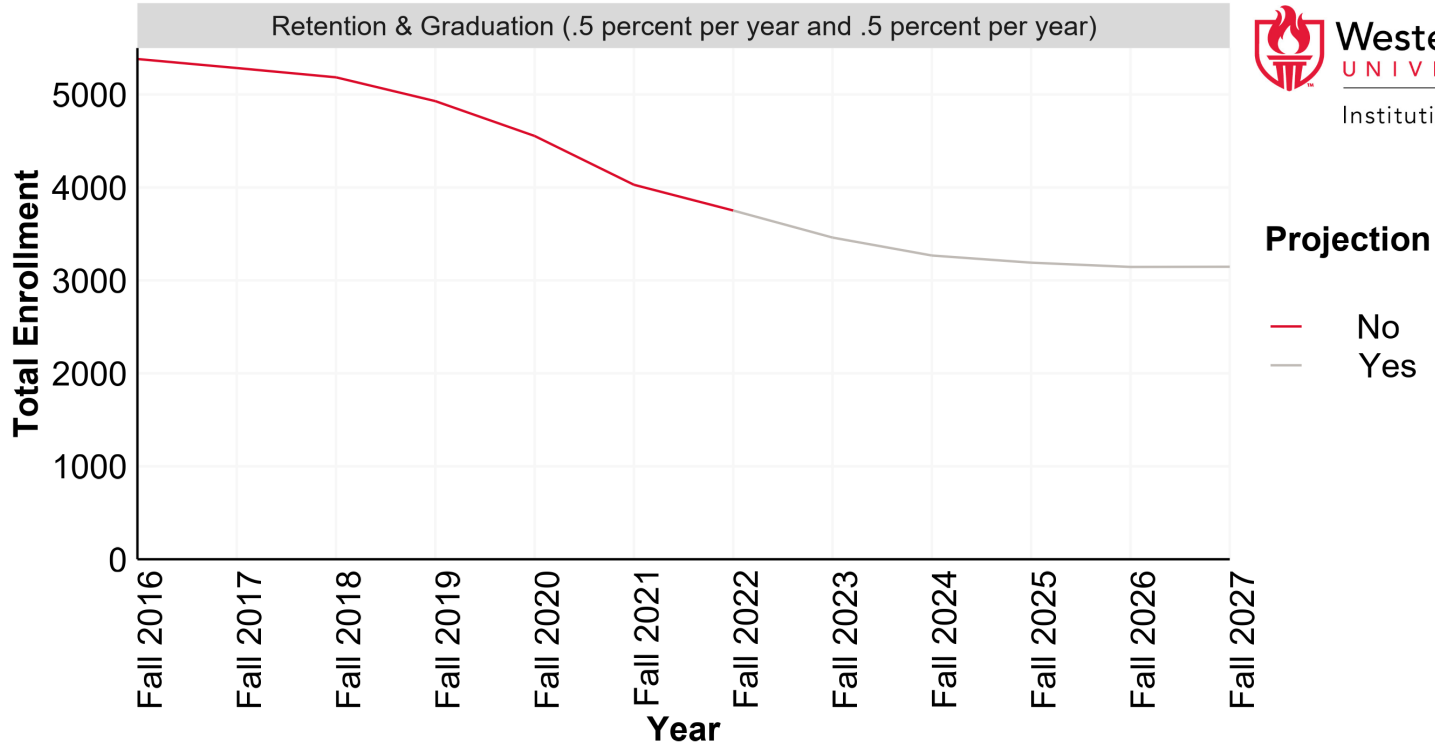
- What will it take to get to 4,000? Possible scenarios below:

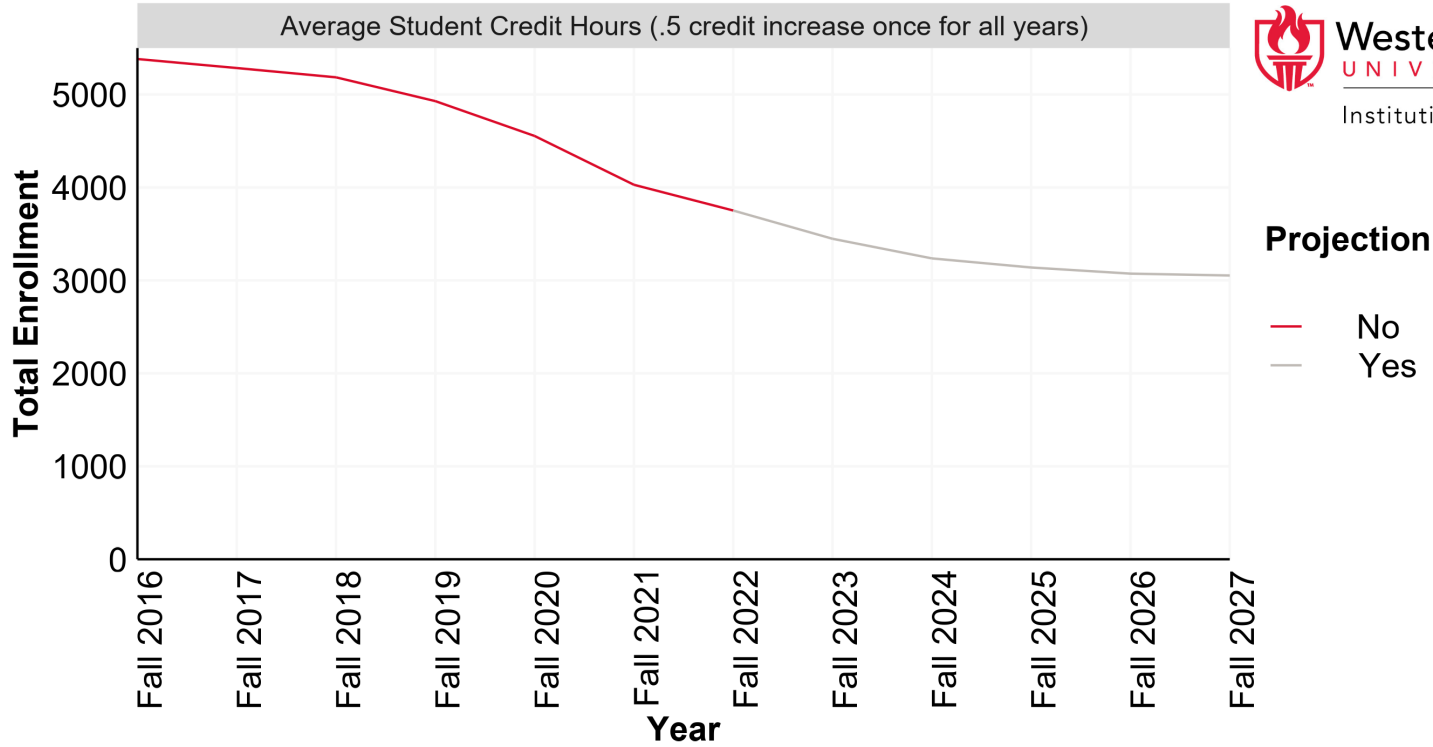


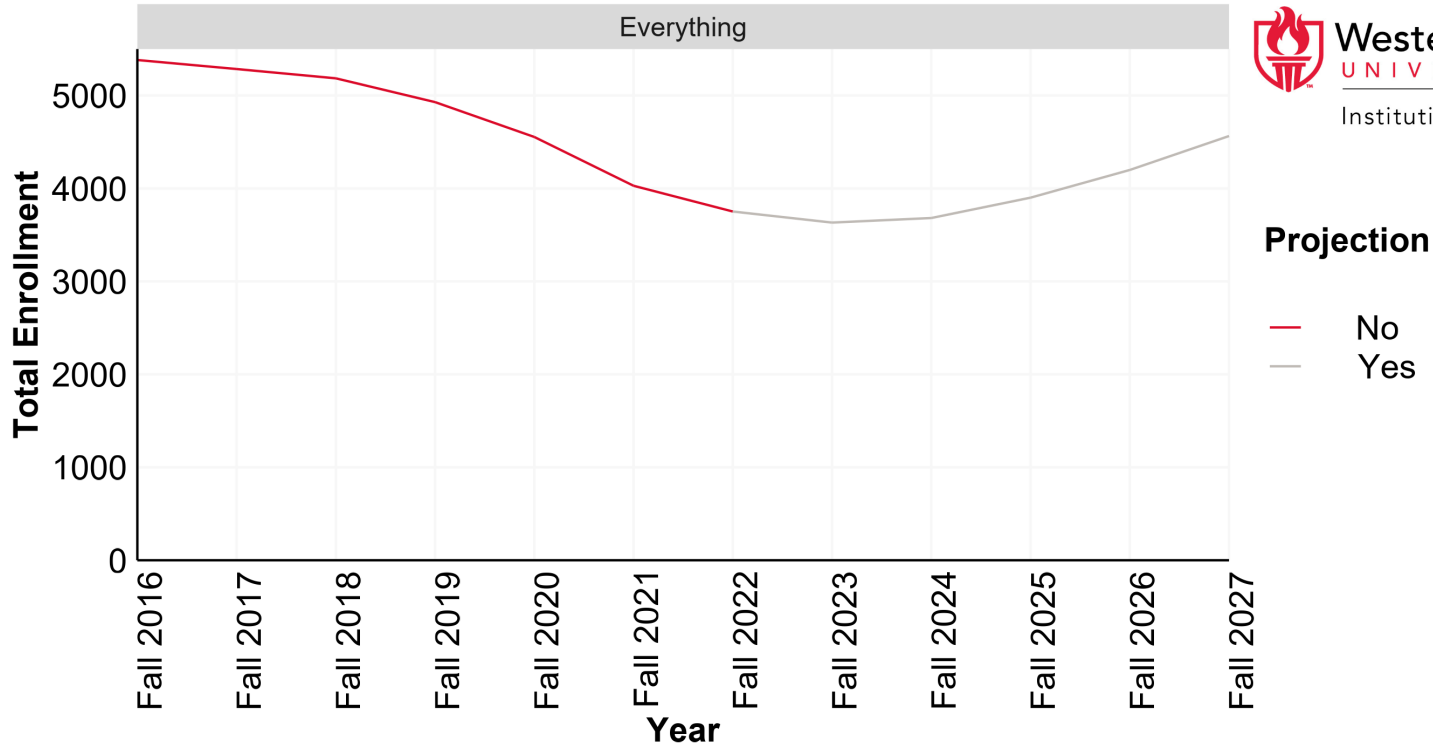








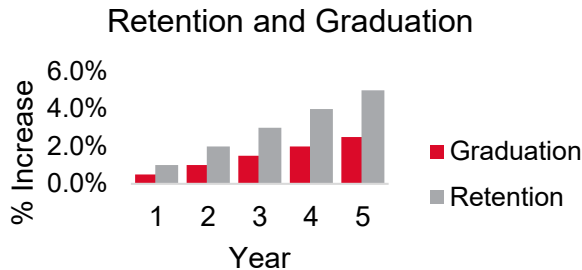
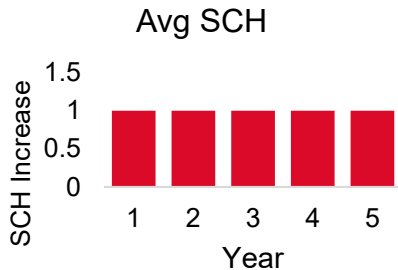
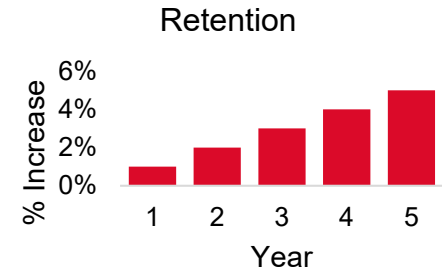
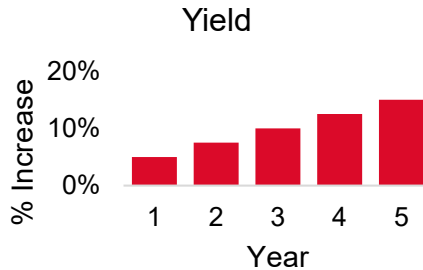
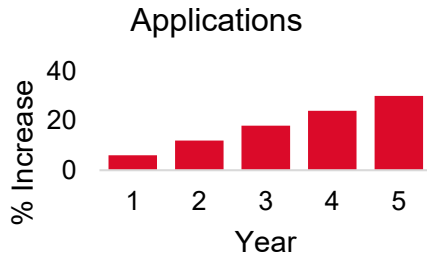


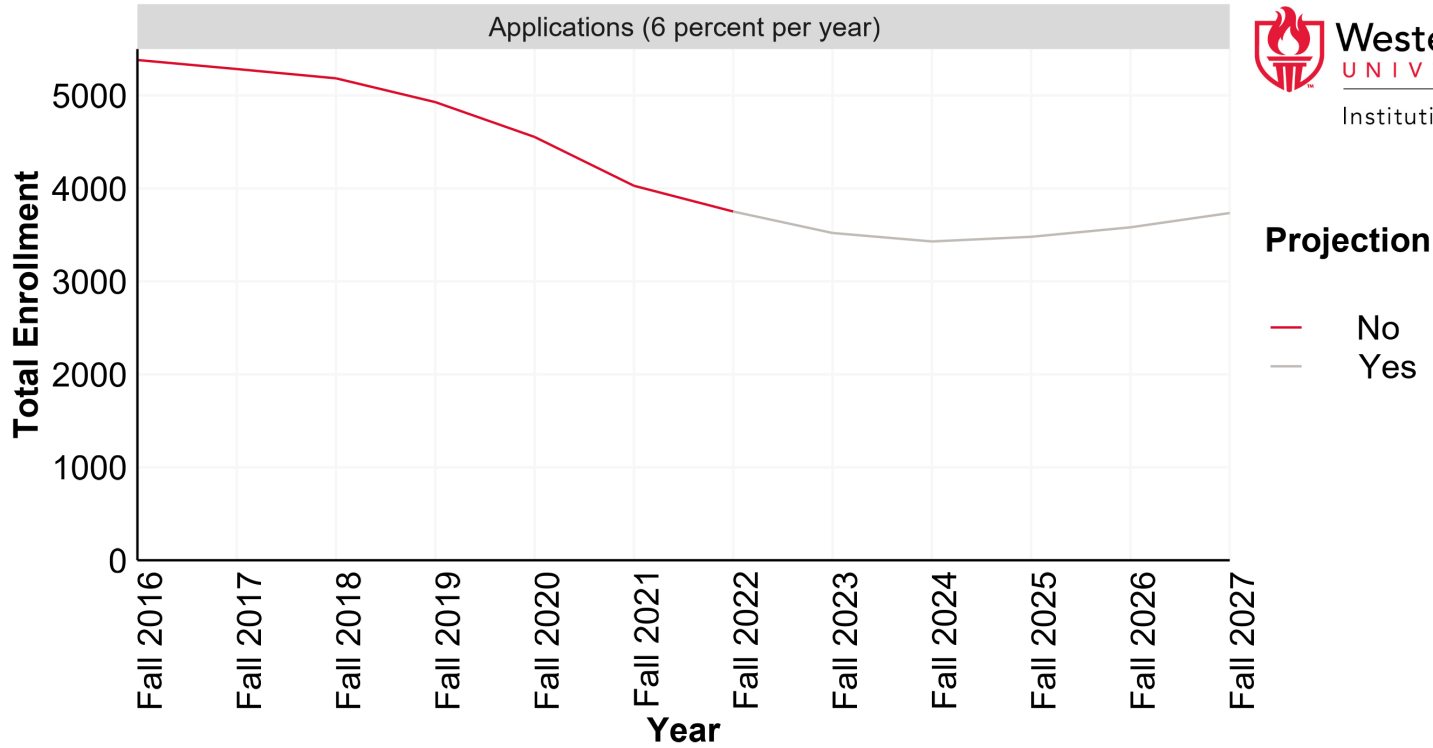
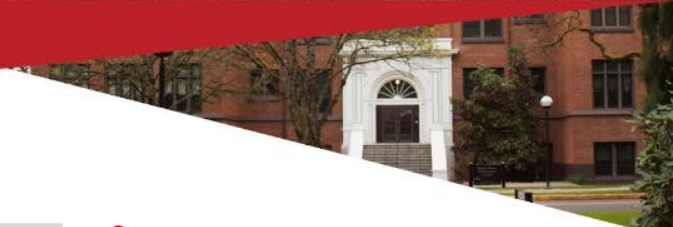


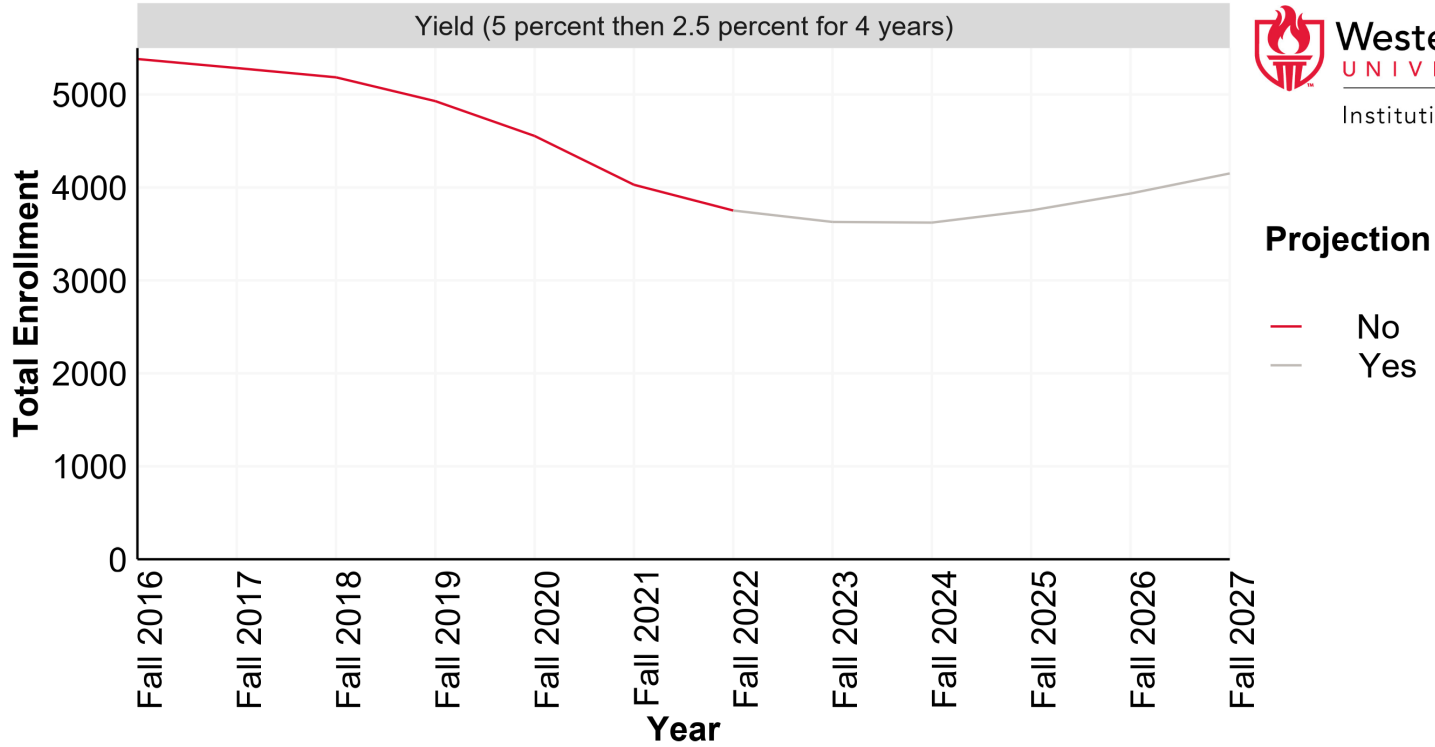


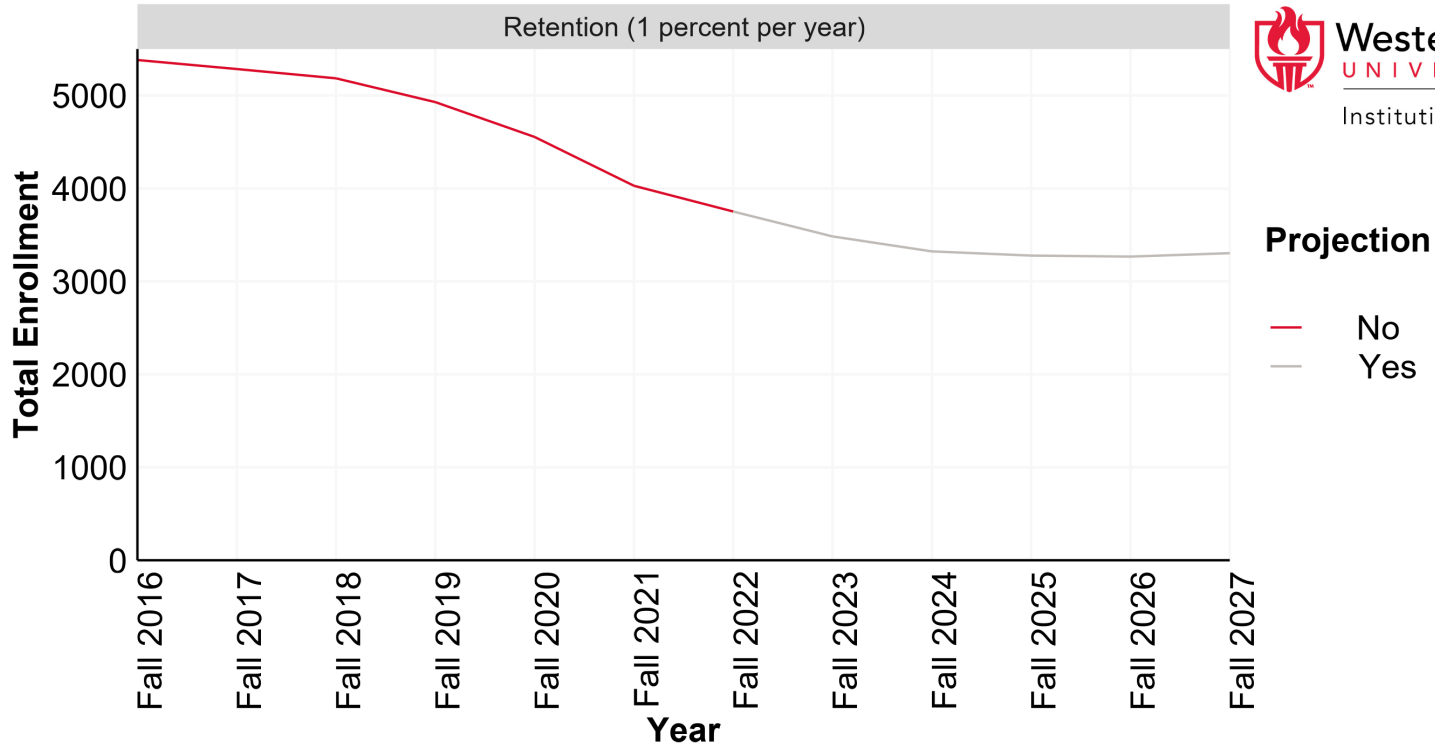
Mapping the Path to 5,000 Students/FTE

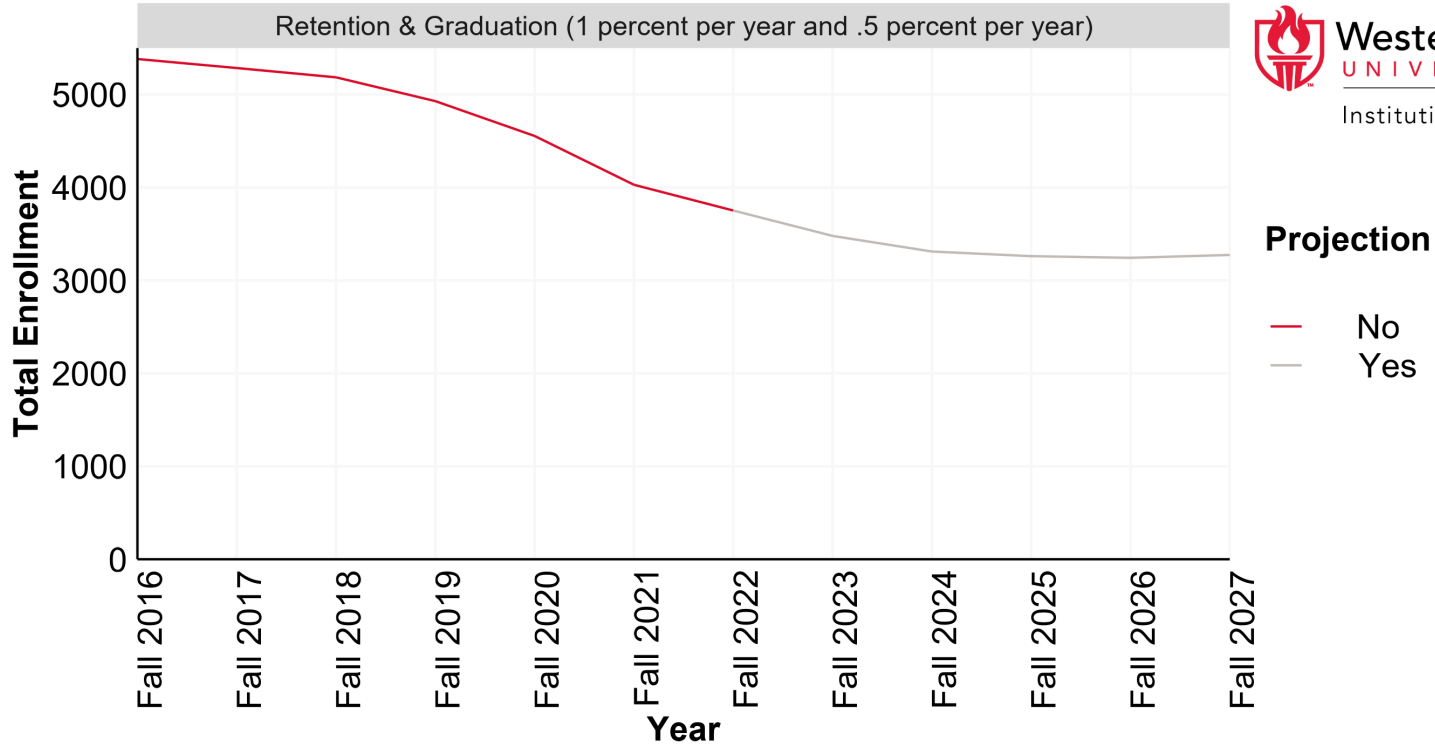
- What will it take to get to 5,000? Possible scenarios below:

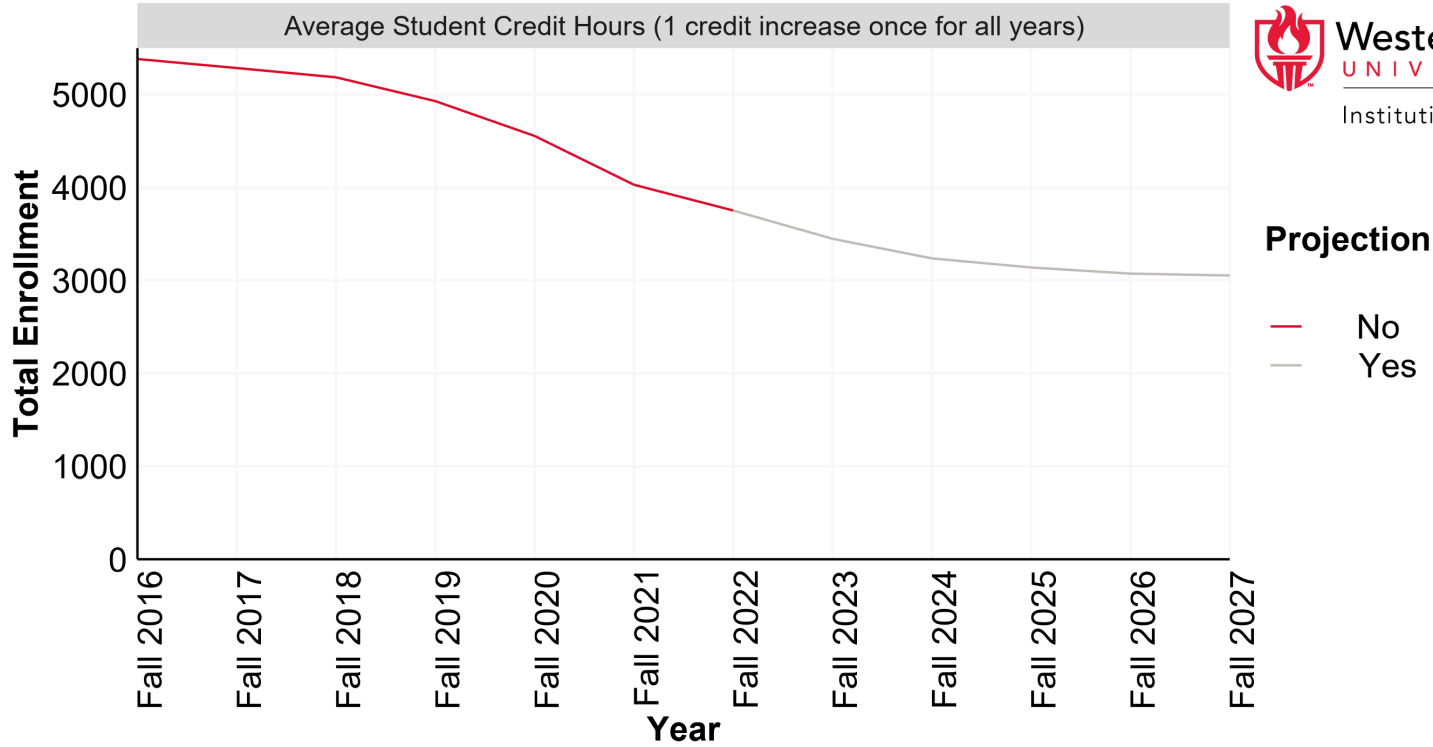


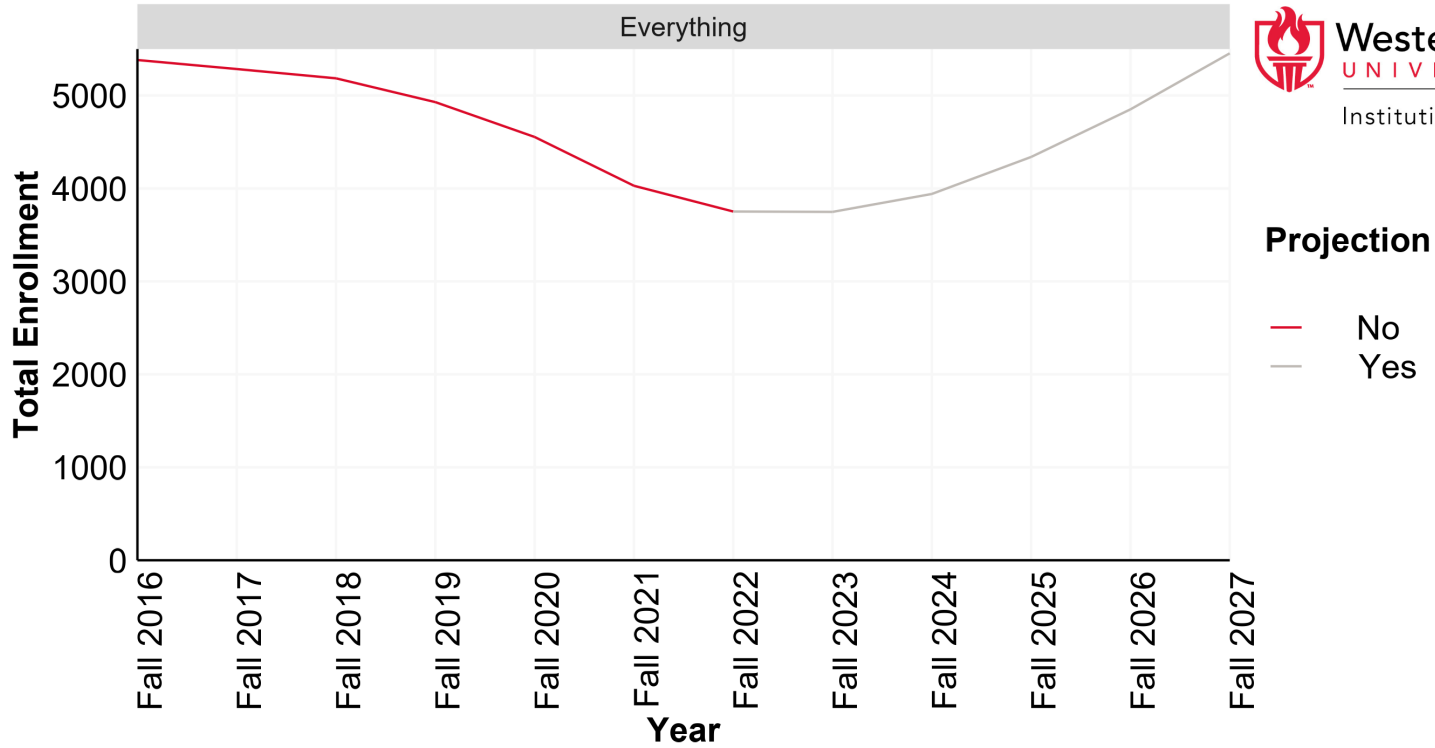






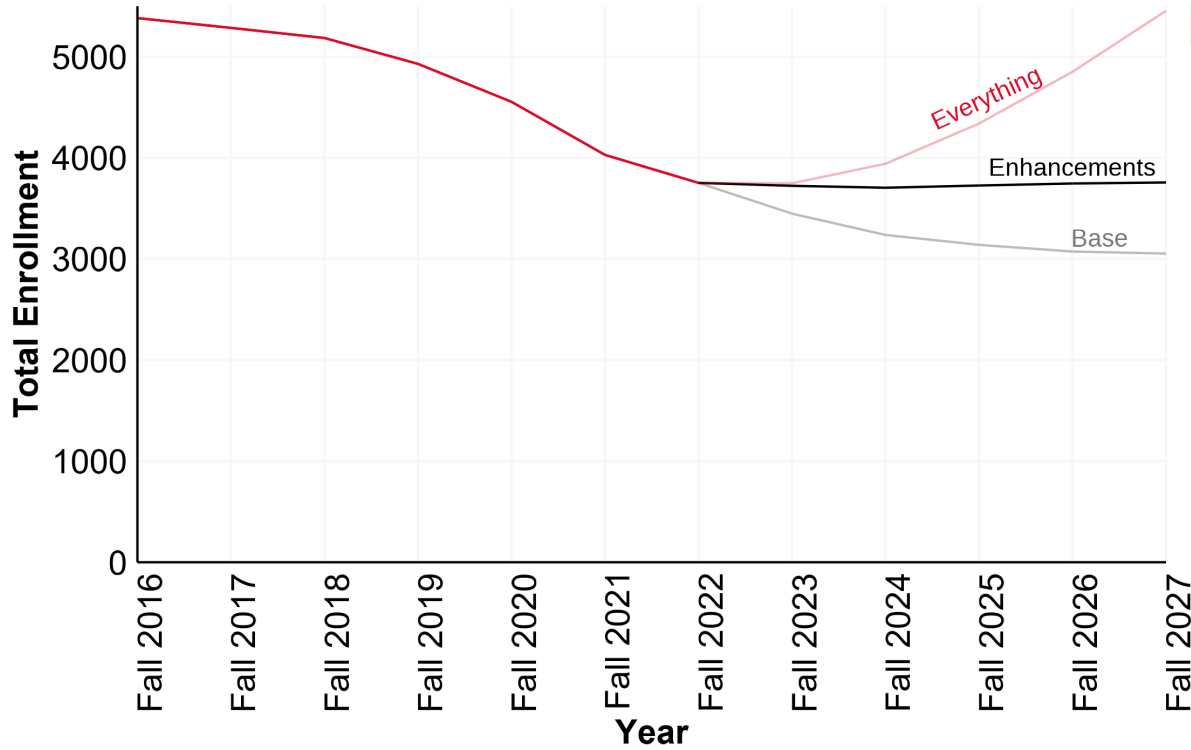
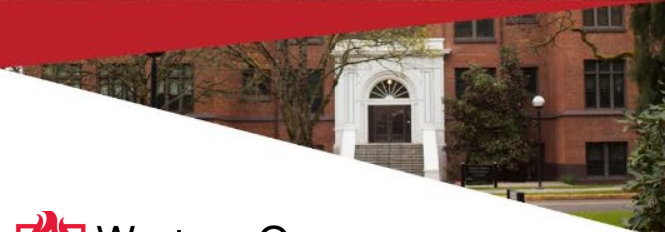






Current Enhancements

- Here are the projected impacts of the initiatives that WOU is currently working on:



Appendix C: Budget Scenarios

Excel spreadsheet is available upon request.

NWCCU Fiscal Sustainability Plan (5K FTE)

In thousands

Note: Ignoring inflation/tuition rate increases

Assumption: Enhancements are working

One-time cuts (salary savings, reducing travel, etc) - can also utilize quasi instead (currently ~\$2.5M)

Should the state come forward with additional funding, that mitigates this

Permanent cuts by area (\$3.5M - have identified targets by division)

		Beginning FY23 fund balance		Fund Balance	
				15,000	\$3.5M - minimum fund balance at current revenue level
FY23	3100 FTE	8,000	Deficit		
		3,000	Expense containment (one-time)		
		-	Expense containment (permanent)		
		-	New revenues		
		-	New expenses		
		<u>5,000</u>	Strategic use of fund balance	10,000	
FY24		8,000	Deficit		
		1,000	Expense containment (one-time)		
		3,500	Expense containment (permanent)		
		-	New revenues		
		-	New expenses		
		<u>3,500</u>	Strategic use of fund balance	6,500	
					Note: Dr. Peters has set target of \$5M, anticipate \$1.5M of expense reallocation
FY25		4,500	Deficit		
		1,000	Expense containment (one-time)		
		-	Expense containment (permanent)		
		1,500	New revenues		
		<u>500</u>	New expenses		
		2,500	Strategic use of fund balance	4,000	
FY26		3,500	Deficit		
		1,000	Expense containment (one-time)		
		-	Expense containment (permanent)		
		3,000	New revenues		
		<u>1,000</u>	New expenses		
		500	Strategic use of fund balance	3,500	
FY27		1,500	Deficit		
		-	Expense containment (one-time)		
		-	Expense containment (permanent)		
		4,000	New revenues		
		<u>2,500</u>	New expenses		
		-	Strategic use of fund balance	3,500	
FY28	5000 FTE	-	Deficit		
		-	Expense containment (one-time)		
		-	Expense containment (permanent)		
		5,000	New revenues		
		<u>5,000</u>	New expenses		
		-	Strategic use of fund balance	3,500	

Tuition Projection for 5K FTE

Attrition between Terms -6.0%

	FY23 Adj				Rate	Calculated Revenue		
	Fall	Winter	Spring	Total			Increase from Prior Year	Approx. for Plan (thousands)
Undergrad								
Resident	34,100	32,054	30,131	96,285	194	18,679,290		
WUE	7,425	6,980	6,561	20,966	291	6,101,106		
Non-Resident	500	470	442	1,412	638	900,856		
Total	42,025	39,504	37,134	118,663		25,681,252		
Graduate Tuition	2,800	2,632	2,474	7,906	460	3,636,760		
Total	44,825	42,136	39,608	126,569		29,318,012		
FTE	Calculated	M-Report	Ratio					
UG FTE	2,802	2,840	98.7%					Calculated based on revenues, UG is close so we will not discount modeled FTEs Since GR has so many discounted students, we will model 88.4% of FTEs for revenue purposes.
GR FTE	233	264	88.4%					
	3,035	3,104						
UG Distribution								
Resident	81.1%							
WUE	17.7%							
Non-Resident	1.2%							
FY24	5K Model	Revenue Model	Total CH	Rate	Revenue	Increase from Prior Year	Approx. for Plan (thousands)	
UG FTE	3,105							
Resident		2,520	106,726	194	20,704,886			
WUE		549	23,239	291	6,762,483			
Non-Resident		37	1,565	638	998,407			
GR FTE	306	271	9,176	460	4,220,876			
	3,412	3,376	140,706		32,686,652	3,368,640	-	To be conservative and give us a year to get on track with modeled FTEs
FY25	5K Model	Revenue Model	Total CH	Rate	Revenue	Increase from Prior Year		
UG FTE	3,261							
Resident		2,646	112,057	194	21,739,039			
WUE		576	24,399	291	7,100,251			
Non-Resident		39	1,643	638	1,048,274			
GR FTE	326	288	9,753	460	4,486,241			
	3,586	3,548	147,852		34,373,806	1,687,154	1,500	
FY26	5K Model	Revenue Model	Total CH	Rate	Revenue	Increase from Prior Year		
UG FTE	3,601							
Resident		2,922	123,750	194	24,007,444			
WUE		636	26,946	291	7,841,141			
Non-Resident		43	1,815	638	1,157,659			
GR FTE	350	310	10,496	460	4,828,356			
	3,951	3,911	163,006		37,834,599	3,460,794	3,000	
FY27	5K Model	Revenue Model	Total CH	Rate	Revenue	Increase from Prior Year		
UG FTE	4,044							
Resident		3,282	138,990	194	26,964,046			
WUE		715	30,264	291	8,806,805			
Non-Resident		48	2,038	638	1,300,228			
GR FTE	379	335	11,338	460	5,215,437			
	4,423	4,379	182,630		42,286,517	4,451,917	4,000	
FY28	5K Model	Revenue Model	Total CH	Rate	Revenue	Increase from Prior Year		
UG FTE	4,570							
Resident		3,708	157,052	194	30,467,993			
WUE		807	34,197	291	9,951,240			
Non-Resident		54	2,303	638	1,469,192			
GR FTE	409	361	12,248	460	5,633,853			
	4,979	4,931	205,799		47,522,277	5,235,760	5,000	

NWCCU Fiscal Sustainability Plan (4K FTE)

In thousands

Note: Ignoring inflation/tuition rate increases

Assumption: Enhancements are working

One-time cuts (salary savings, reducing travel, etc) - can also utilize quasi instead (currently ~\$2.5M)

Should the state come forward with additional funding, that mitigates this

Permanent cuts by area (\$3.5M - have identified targets by division)

			Fund Balance	
			15,000	\$3.5M - minimum fund balance at current revenue level
		Beginning FY23 fund balance		
FY23	3100 FTE	8,000	Deficit	
		3,000	Expense containment (one-time)	
		-	Expense containment (permanent)	
		-	New revenues	
		-	New expenses	
		<u>5,000</u>	Strategic use of fund balance	10,000
FY24		8,000	Deficit	
		1,500	Expense containment (one-time)	
		3,500	Expense containment (permanent)	
		-	New revenues	
		-	New expenses	
		<u>3,000</u>	Strategic use of fund balance	7,000
				Note: Dr. Peters has set target of \$5M, anticipate \$1.5M of expense reallocation
FY25		4,500	Deficit	
		1,500	Expense containment (one-time)	
		-	Expense containment (permanent)	
		500	New revenues	
		-	New expenses	
		<u>2,500</u>	Strategic use of fund balance	4,500
FY26		4,000	Deficit	
		1,500	Expense containment (one-time)	
		-	Expense containment (permanent)	
		1,500	New revenues	
		-	New expenses	
		<u>1,000</u>	Strategic use of fund balance	3,500
FY27		2,500	Deficit	
		1,000	Expense containment (one-time)	
		-	Expense containment (permanent)	
		2,000	New revenues	
		<u>500</u>	New expenses	
		-	Strategic use of fund balance	3,500
FY28	4000 FTE	1,000	Deficit	
		-	Expense containment (one-time)	
		-	Expense containment (permanent)	
		3,000	New revenues	
		<u>2,000</u>	New expenses	
		-	Strategic use of fund balance	3,500

Tuition Projection for 4K FTE

Attrition between Terms -6.0%

	FY23 Adj				Rate	Calculated Revenue		
	Fall	Winter	Spring	Total			Increase from Prior Year	Approx. for Plan (thousands)
Undergrad								
Resident	34,100	32,054	30,131	96,285	194	18,679,290		
WUE	7,425	6,980	6,561	20,966	291	6,101,106		
Non-Resident	500	470	442	1,412	638	900,856		
Total	42,025	39,504	37,134	118,663		25,681,252		
Graduate Tuition	2,800	2,632	2,474	7,906	460	3,636,760		
Total	44,825	42,136	39,608	126,569		29,318,012		
FTE	Calculated	M-Report	Ratio					
UG FTE	2,802	2,840	98.7%					Calculated based on revenues, UG is close so we will not discount modeled FTEs Since GR has so many discounted students, we will model 88.4% of FTEs for revenue purposes.
GR FTE	233	264	88.4%					
	3,035	3,104						
UG Distribution								
Resident	81.1%							
WUE	17.7%							
Non-Resident	1.2%							
FY24	4K Model	Revenue Model	Total CH	Rate	Revenue	Increase from Prior Year	Approx. for Plan (thousands)	
UG FTE	2,878							
Resident		2,335	98,910	194	19,188,593			
WUE		508	21,537	291	6,267,242			
Non-Resident		34	1,450	638	925,290			
GR FTE	283	250	8,477	460	3,899,530			
	3,161	3,128	130,375		30,280,655	962,643	-	To be conservative and give us a year to get on track with modeled FTEs
FY25	4K Model	Revenue Model	Total CH	Rate	Revenue	Increase from Prior Year		
UG FTE	2,905							
Resident		2,357	99,839	194	19,368,799			
WUE		513	21,739	291	6,326,100			
Non-Resident		35	1,464	638	933,979			
GR FTE	295	261	8,831	460	4,062,246			
	3,200	3,166	131,873		30,691,123	410,468	500	Okay to round up since increase is over prior year (~1M), and we assumed 0
FY26	4K Model	Revenue Model	Total CH	Rate	Revenue	Increase from Prior Year		
UG FTE	3,080							
Resident		2,499	105,844	194	20,533,795			
WUE		544	23,047	291	6,706,602			
Non-Resident		37	1,552	638	990,156			
GR FTE	311	275	9,318	460	4,286,084			
	3,391	3,355	139,761		32,516,638	1,825,515	1,500	
FY27	4K Model	Revenue Model	Total CH	Rate	Revenue	Increase from Prior Year		
UG FTE	3,323							
Resident		2,696	114,187	194	22,152,184			
WUE		587	24,863	291	7,235,189			
Non-Resident		40	1,674	638	1,068,196			
GR FTE	330	291	9,870	460	4,540,117			
	3,652	3,614	150,594		34,995,687	2,479,049	2,000	
FY28	4K Model	Revenue Model	Total CH	Rate	Revenue	Increase from Prior Year		
UG FTE	3,624							
Resident		2,940	124,536	194	24,159,967			
WUE		640	27,117	291	7,890,957			
Non-Resident		43	1,826	638	1,165,013			
GR FTE	349	309	10,458	460	4,810,736			
	3,973	3,932	163,937		38,026,673	3,030,986	3,000	

NWCCU Fiscal Sustainability Plan (Baseline)

In thousands

Note: Ignoring inflation/tuition rate increases

Assumption: Enrollment remains flat (which still means bringing in more new students to account for bigger graduating classes)

One-time cuts (salary savings, reducing travel, etc) - can also utilize quasi instead (currently ~\$2.5M)

Should the state come forward with additional funding, that mitigates this

Permanent cuts by area (\$8M - targets by division proportional to current budget share)

		Beginning FY23 fund balance		Fund Balance	
				15,000	\$3.5M - minimum fund balance at current revenue level
FY23	3100 FTE	8,000	Deficit		
		3,000	Expense containment (one-time)		
		-	Expense containment (permanent)		
		-	New revenues		
		-	New expenses		
		5,000	Strategic use of fund balance	10,000	
FY24		8,000	Deficit		
		1,000	Expense containment (one-time)		
		3,500	Expense containment (permanent)		
		-	New revenues		
		-	New expenses		
		3,500	Strategic use of fund balance	6,500	
					Note: Dr. Peters has set target of \$5M, anticipate \$1.5M of expense reallocation
FY25		4,500	Deficit		
		1,000	Expense containment (one-time)		
		1,000	Expense containment (permanent)		
		-	New revenues		
		-	New expenses		
		2,500	Strategic use of fund balance	4,000	
FY26		3,500	Deficit		
		1,000	Expense containment (one-time)		
		2,000	Expense containment (permanent)		
		-	New revenues		
		-	New expenses		
		500	Strategic use of fund balance	3,500	
FY27		1,500	Deficit		
		-	Expense containment (one-time)		
		1,500	Expense containment (permanent)		
		-	New revenues		
		-	New expenses		
		-	Strategic use of fund balance	3,500	
FY28	3100 FTE	-	Deficit		
		-	Expense containment (one-time)		
		-	Expense containment (permanent)		
		-	New revenues		
		-	New expenses		
		-	Strategic use of fund balance	3,500	

Appendix D

Strategic Budget Reduction Tool

Budget Reduction Tool

Asking budget decision-makers to consider the impact of their budget decisions during the budget process can help the avoidance of unintentional adverse consequences to students, and the institution.

Budget decision-makers should evaluate 7 criteria when considering budget reductions:

1. Stakeholders Impact (Student Experience/Outcomes, faculty and staff, equity)

- a. Low
- b. Medium
- c. High

2. Operational Efficiency

- a. Low – no operational efficiency expected
- b. Moderate - Reduction also benefits other areas
- c. Significant - best practice/industry standard

3. Brand/Reputation

- a. Low
- b. Medium
- c. High

4. Environmental & Physical Safety

- a. Low
- b. Medium
- c. High

5. Savings

- a. Minimal
- b. Moderate
- c. Significant

6. Financial Risk

- a. Minimal
- b. Restrictive
- c. Damaging

7. Mission/Strategic Priorities

- a. No adverse effect
- b. Medium adverse effect
- c. High adverse effect

Budget Reduction Tool Key:

H	M	L
High	Medium	Low

Budget Reduction Tool

Suggested Budget Reductions	Impact to Student Experience & Outcomes	Impact to Operational Efficiency	Impact to Institution Brand or Reputation	Impact to Environment or Physical Safety	Impact to Potential Savings	Impact to Financial Risk	Impact to Mission or Strategic Priorities
Budget Item	H M L	H M L	H M L	H M L	H M L	H M L	H M L

Things to Consider:

Identify institutional priorities
Identify areas where centralizing support services will work (e.g. administrative, etc.)
Identify where areas/departments where tasks are duplicated
Identify where technology systems are being duplicated
Identify and eliminate funding to low programs with low enrollment
Identify and reduce funding to high-cost low outcomes programs
Outsource selected support to companies that perform better, faster, cheaper instead of hiring employees
Identify high enrollment programs and invest more in them
Identify operational inefficiencies, use technology to improve efficiency (e.g. artificial intelligence/automation)
Make larger, strategic investments in initiatives that are mission-driven and improves student success
How will the budget reduction impact brand or reputation?

Questions to Consider:

What impact will the budget reduction have on the student experience/student outcomes?
What impact will the suggested budget reduction have on operational efficiencies?
What potential racial or other inequities for students may occur as a result of the suggested budget reduction? Does it improve, worsen, or make no change to existing inequities? Will it produce intentional benefits or unintended consequences?
What potential racial or other inequities for faculty or staff may occur as a result of the suggested budget reduction? Does it improve, worsen, or make no change to existing inequities? Will it produce intentional benefits or unintended consequences?
What savings will be realized as a result of the suggested budget reduction? Will the savings be realized immediately or short-term, or will the savings be realized over time?
Who will be most affected by this budget reduction?

Appendix E

Inventory of Board of Trustees Conversations

Board Engagement in Topics related to mission fulfillment and institutional effectiveness

At Board of Trustees meetings, Trustees hear reports and engage in discussion of topics that are integral to mission fulfillment and institutional effectiveness. In the table below, we provide exemplars for key areas of mission fulfillment (academic excellence, student success, affordability) and institutional effectiveness (assessment & continuous improvement, scanning internal and external environments). It is important to note that most of these topics/discussions actually cover more than one mission fulfillment or institutional effectiveness area. This information is intended to provide an overall picture of the Board’s conversations. It is also important to note that the Board of Trustees also fulfills its fiduciary responsibilities and supervises the President, functions that are vital but not included in this table. Links go to meeting minutes; please search within that document and associate docket for more information.

<i>Mission Fulfillment/Institutional Effectiveness Area</i>	<i>Topic reported/discussed</i>	<i>Meeting Date(s)</i>
<i>Academic Excellence (Student Learning)</i>	<i>Academic Innovation Center</i>	<u>4/18/18</u>
		<u>2/19/20</u>
		<u>11/20/20</u>
	<i>Academic Program Review</i>	<u>7/18/18</u>
		<u>4/21/21</u>
	<i>ACE Learner Success Lab</i>	<u>2/17/21</u>
<u>4/21/21</u>		

	<p>AGB Presentation on Overseeing Academic Quality (Board Professional Development)</p>	<p>9/11/19</p>
	<p>General Education Revision updates</p>	<p>4/26/17</p> <p>7/26/17</p> <p>10/25/17</p> <p>1/17/18</p> <p>7/18/18</p> <p>1/16/19</p>
	<p>Undergraduate degree requirements</p>	<p>4/18/18</p>
	<p>Canvas (Learning Management System) updates</p>	<p>2/17/21</p> <p>4/21/21</p>
	<p>Ethnic Studies Program Development</p>	<p>6/8/22</p>
	<p>Professional Doctorates</p>	<p>6/9/21</p> <p>4/21/21</p>

	<i>Teacher Practices and Standards Review of Teacher Preparation programs</i>	<u>4/21/21</u>
	<i>Program for Undergraduate Research Experiences</i>	<u>4/21/21</u>
	<i>Faculty Professional Learning Communities for Assessment</i>	<u>1/16/19</u>
	<i>Educator Diversity & Bilingual Scholars Program</i>	<u>4/20/22</u>
	<i>See also</i>	
<i>Student Success (Student Achievement and Supports)</i>	<i>Diversity, Equity and Inclusion: UDIAC structure, diversity plan, DEI Task Force, DEI Training, DEI Director & Equity Audit</i>	<u>10/17/18</u> <u>4/17/19</u> <u>6/12/19</u> <u>4/15/20</u> <u>6/10/20</u> <u>6/9/21</u> <u>6/9/21</u> <u>6/9/21</u> <u>4/20/22</u>

	<p><i>Board-level Diversity, Equity, Inclusion and Accessibility: Board Statement, Committee, Charter</i></p>	<p><u>2/19/20</u></p> <p><u>11/20/20</u></p> <p><u>4/21/21</u></p> <p><u>6/9/21</u></p> <p><u>2/16/22</u></p>
	<p><i>Basic Needs Coordinator</i></p>	<p><u>2/16/22</u></p>
	<p><i>Cultural Competency Committee (HB XXXX)</i></p>	<p><u>4/17/19</u></p> <p><u>2/19/20</u></p> <p><u>4/21/21</u></p> <p><u>6/9/21</u></p>
	<p><i>Destination Western (Bridge Program)</i></p>	<p><u>6/9/21</u></p>
	<p><i>Degree Completion Initiative</i></p>	<p><u>4/21/21</u></p>
	<p><i>Financial Aid collaboration with RNL</i></p>	<p><u>2/16/22</u></p>
	<p><i>HECC-STEM grant to support diverse students</i></p>	<p><u>4/26/17</u></p>

	<i>Hispanic Serving Institution – Planning</i>	<u>4/17/19</u> <u>11/19/19</u> <u>2/19/20</u>
	<i>Multicultural Student Services & Programs</i>	<u>6/9/21</u>
	<i>Reduction of excess credits at graduation</i>	<u>4/20/22</u>
	<i>Renewal of TRIO grant</i>	<u>11/20/20</u>
	<i>Retention initiatives</i>	<u>4/17/19</u> <u>11/19/19</u> <u>2/19/20</u> <u>4/15/20</u> <u>6/10/20</u> <u>2/17/21</u>
	<i>Student Success: Graduation and retention rates</i>	<u>6/10/20</u> <u>4/21/21</u>

		<u>4/20/22</u>
	<i>Transfer Pathways</i>	<u>11/19/19</u>
	<i>WOU:Salem</i>	<u>7/18/18</u> <u>10/17/18</u> <u>1/16/19</u> <u>4/17/19</u> <u>9/11/19</u> <u>11/19/19</u> <u>4/15/20</u> <u>6/10/20</u> <u>11/20/20</u>
	<i>See also:</i> <i>ACE Learner Success Lab</i> <i>General Education revision updates</i> <i>Undergraduate degree requirements</i> <i>Access, Affordability & Tuition</i>	

Affordability (Input to Student Achievement)	Access, Affordability & Tuition	1/25/17
		1/17/18
		2/19/20
		2/17/21
	Discontinue Western Promise Program	4/18/18
	Development of OERs	2/19/20
		4/15/20
		11/20/20
		2/16/22
	WOU Input into Oregon's Student Success & Completion Funding Model	11/20/20
	See also:	
	Eliminate obsolete course fees	
Assessment & Continuous Improvement (Institutional Effectiveness)	Board of Trustees Evaluation	7/16/16
		7/26/17
		1/16/19

		<u>9/11/19</u>
	<i>Campus Climate Survey</i>	<u>10/25/17</u> <u>2/19/20</u>
	<i>Eliminate obsolete course fees</i>	<u>4/15/20</u>
	<i>Cybersecurity</i>	<u>11/19/19</u>
	<i>Emergency Preparedness</i>	<u>10/17/18</u>
	<i>Evaluation and Risk Management</i>	<u>7/26/17</u>
	<i>Institutional Research Initiatives and Capacity</i>	<u>7/26/17</u> <u>10/25/17</u> <u>1/17/18</u> <u>6/12/19</u> <u>2/19/20</u>

		<u>4/20/22</u>
	<i>Instructional Budgeting Model (reallocation)</i>	<u>4/21/21</u>
	<i>Process Improvements (e.g., Banner migration to Cloud, Business and Budget Office Processes, new campus budget process, two factor authentication, Finance & Administration processes, streamline procurement process)</i>	<u>4/18/18</u> <u>4/18/18</u> <u>7/18/18</u> <u>6/12/19</u> <u>11/19/19</u> <u>2/17/21</u>
<i>Scanning the environment, internal and external (Institutional Effectiveness)</i>	<i>Board of Trustees Professional Development: presentations on "Strategic Issues in Higher Ed" and "The Future of Higher Education"</i>	<u>9/11/19</u> <u>9/10/21</u>

	<i>COVID planning and updates</i>	<u>8/20/20</u> <u>4/15/20</u> <u>6/10/20</u> <u>11/20/20</u> <u>2/17/21</u> <u>4/21/21</u> <u>6/9/21</u> <u>2/16/22</u> <u>4/20/22</u> <u>6/8/22</u>
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Enrollment management updates

[7/26/17](#)

[10/25/17](#)

[4/18/18](#)

[7/18/18](#)

[10/17/18](#)

[1/16/19](#)

[4/17/19](#)

[6/12/19](#)

[11/19/19](#)

[2/19/20](#)

[6/10/20](#)

[11/20/20](#)

[2/17/21](#)

[6/9/21](#)

[11/17/21](#)

[2/16/22](#)

[4/20/22](#)

		<u>6/8/22</u>
	<i>Hearing from campus constituencies (beyond regular reports and public comment)</i>	<u>12/8/20</u> <u>4/21/21</u> <u>5/12/21</u>

	<p><i>Legislative Updates</i></p>	<p><u>4/18/18</u></p> <p><u>11/19/19</u></p> <p><u>10/26/16</u></p> <p><u>4/26/17</u></p> <p><u>4/18/18</u></p> <p><u>7/18/18</u></p> <p><u>10/17/18</u></p> <p><u>1/16/19</u></p> <p><u>4/17/19</u></p> <p><u>6/12/19</u></p> <p><u>6/12/19</u></p> <p><u>2/19/20</u></p> <p><u>4/21/21</u></p> <p><u>2/16/22</u></p> <p><u>4/20/22</u></p>
	<p><i>See also:</i></p> <p><i>Institutional Research Initiatives and Capacity</i></p> <p><i>Instructional Budgeting Model (reallocation)</i></p> <p><i>Campus Climate Survey</i></p>	

	<i>Academic Program Review</i> <i>Diversity, Equity & Inclusion: Equity Audit</i> <i>Planning for HSI</i> <i>Planning for WOU Salem</i>	
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Appendix F

Student Achievement Data Over Time, Disaggregated

1st to 2nd year retention, Male

Variable	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
All	61.51	69.23	63.57	62.8	64.6	61.96
Non Resident Alien	<10	<10	70	<10	<10	<10
Hispanic	64.58	65.79	74	69.23	68.85	62.86
Asian	65	81.82	<10	<10	<10	<10
Black/African American	52	55.56	44.44	<10	30	58.33
American_Indian/Alaskan Native	<10	<10	<10	<10	<10	<10
Pacific Islander	58.82	76.47	<10	<10	<10	<10
White	62.28	70.5	68.29	66.67	68.27	64.37
Two or More ethnics		<10	43.33	58.33	63.16	61.54
Unknown/Did Not Respond	<10	41.67	54.55	<10	<10	<10
First Gen	59.06	67.31	60.18	56.73	65.42	48.44
Not First Gen	61.49	69.66	64.06	67.72	63.89	70.53
Not Pell Recipient	63.59	70.86	64.24	62.16	63.91	67.02
Pell Recipient	57.94	66.97	62.37	63.73	65.59	55.07
Not Rural	59.02	70.99	57.84	60.76	65.63	66.06
Rural	67.44	66.33	78.08	66.3	62.12	53.7

1st to 2nd yar retention, Female

Variable	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
All	77.74	68.33	78.71	74.39	66.59	73.3
Non Resident Alien	90	<10	83.33	<10	<10	90
Hispanic	82.26	69.15	85.44	74.44	71.26	72.6
Asian	79.17	72.41	94.12	75	73.33	<10
Black/African American	94.12	86.67	63.64	<10	63.64	<10
American_Indian/Alaskan Native	<10	<10	<10	<10	<10	<10
Pacific Islander	80	36.36	75	<10	<10	<10
White	75.22	66.78	75.93	74.55	64.73	75.23
Two or More ethnics	<10	<10	80.65	67.74	63.16	66.67
Unknown/Did Not Respond	70	80	80	<10	<10	<10
First Gen	72.09	64.71	76	72.02	65.2	72.29
Not First Gen	84.04	69.46	79.49	75.94	66.01	72.78
Not Pell Recipient	78.44	71.69	80.07	73.63	66.67	73.5
Pell Recipient	76.79	63.94	77.09	75.34	66.49	73.03
Not Rural	80.23	69.44	76.35	75	65.28	74.89
Rural	73.4	66.48	83.54	73.44	69.23	70.68

4 year graduation rate, Male

Variable	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
All	19.3	20.8	19.2	24.6	16.7
Non Resident Alien	23.1	25	< 3 obs	< 3 obs	40
Hispanic	16.7	10.3	27.1	21.1	22
Asian	37.5	21.7	15	36.4	< 3 obs
Black/African American	< 3 obs	15.4	< 3 obs	< 3 obs	< 3 obs
American_Indian/Alaskan Native	< 3 obs	< 3 obs	< 3 obs	< 3 obs	< 10
Pacific Islander	< 3 obs	< 3 obs	< 3 obs	29.4	< 3 obs
White	22.3	24.6	20.4	25.2	18.7
Unknown/Did Not Respond	< 3 obs	< 3 obs	< 3 obs	< 3 obs	< 3 obs
First Gen	15.9	16.2	12.6	22.1	15
Not First Gen	21.1	23.3	24.4	26.3	17.9
Not Pell Recipient	21.3	22.9	22.8	27.8	17
Pell Recipient	16.1	16.8	13.1	20.2	16.1
Not Rural	20	19.4	16.1	24.1	15.7
Rural	17.7	24.2	26.7	25.5	19.2
Two or More ethnics				< 10	< 3 obs

4-year graduation rate, Female

Variable	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
All	29	31.3	35.4	33.1	35.5
Non Resident Alien	< 3 obs	27.3	40	< 3 obs	50
Hispanic	21.9	27.4	33.9	24.5	33
Asian	13.3	35	41.7	51.7	52.9
Black/African American	< 3 obs	20	29.4	46.7	< 3 obs
American_Indian/Alaskan Native	21.4	< 3 obs	< 3 obs	< 3 obs	< 10
Pacific Islander	16.7	25	15	< 3 obs	50
White	34.1	32.8	36.9	34.2	35.9
Unknown/Did Not Respond	21.4	37.5	30	46.7	< 3 obs
First Gen	25	24.7	28.9	24.9	28.9
Not First Gen	31.6	36.4	43	40.2	41
Not Pell Recipient	32	32.9	38.8	38.2	42.8
Pell Recipient	25.9	29.3	30.8	26.4	26.9
Not Rural	25.5	31.6	38.1	32.6	34.1
Rural	35.2	30.7	30.5	34.1	38.4
Two or More ethnics		< 10	< 10	< 10	35.5

6-year graduation rate, Male

Variable	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
All	34.4	29.4	44.2	41.4	39.5
Non Resident Alien	55.6	22.2	50	50	<3 obs
Hispanic	46.9	42.1	43.3	38.5	58.3
Asian	33.3	53.3	68.8	30.4	30
Black/African American	17.2	29.2	20	34.6	12
American_Indian/Alaskan Native	<3 obs	<3 obs	<3 obs	<3 obs	57.1
Pacific Islander	25	33.3	27.3	41.7	35.3
White	34	26.4	45.6	44.5	38.3
Unknown/Did Not Respond	47.4	41.7	43.8	<3 obs	60
First Gen	30.2	30.1	43.4	32.5	32.3
Not First Gen	36.3	28.9	44.6	46.1	45.1
Not Pell Recipient	36.7	28.8	47.5	44.4	42.9
Pell Recipient	31.5	30.3	38.7	35.4	33.6
Not Rural	32.6	27.6	43	38.4	35.6
Rural	37.8	32.8	46.9	48.5	48.8

6-year graduation rate, Female

Variable	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
All	43.6	48.8	45.8	52.3	51.9
Non Resident Alien	75	<3 obs	60	72.7	70
Hispanic	39.3	48.8	45.3	57.1	53.2
Asian	50	52	23.3	55.6	50
Black/African American	37.1	34.8	28.6	30	35.3
American_Indian/Alaskan Native	28.6	42.9	42.9	37.5	<3 obs
Pacific Islander	43.8	47.4	33.3	50	35
White	43.6	50	49.4	51.1	52.7
Unknown/Did Not Respond	52.9	45	42.9	62.5	50
First Gen	38.9	46.9	42	50.2	45.5
Not First Gen	46	50.4	48.2	53.9	59.4
Not Pell Recipient	44.2	49.4	47.7	53.7	56.3
Pell Recipient	42.9	48	43.8	50.6	46
Not Rural	43.8	48.3	43.4	52.3	54
Rural	43.1	49.7	50	52.3	48.3
Two or More ethnics				<10	<10

Appendix G

Types of Division Chair Reports



(<https://wou.edu/>)

Institutional Research (<https://wou.edu/institutionalresearch/>)

Division Chair Reports

Annual Reports

2021-2022

[Majors, Divisions, and Programs \(https://wou.edu/ir_data/facstaff_only/Recurring/2021-2022/Majors, Divisions and Programs.xlsx\)](https://wou.edu/ir_data/facstaff_only/Recurring/2021-2022/Majors_Divisions_and_Programs.xlsx)

[SCH by Division and TT-NTT \(https://wou.edu/ir_data/facstaff_only/Recurring/2021-2022/2021-2022%20-SCH by Division and TT-NTT \(exec. on 20220916\).xlsx\)](https://wou.edu/ir_data/facstaff_only/Recurring/2021-2022/2021-2022%20-SCH%20by%20Division%20and%20TT-NTT%20(exec.%20on%2020220916).xlsx)

[SCH by Division, Gen. Ed. and TT-NTT \(https://wou.edu/ir_data/facstaff_only/Recurring/2021-2022/2021-2022-SCH by Division, Gen. Ed. and TT-NTT \(exec. on 20220916\).xlsx\)](https://wou.edu/ir_data/facstaff_only/Recurring/2021-2022/2021-2022-SCH%20by%20Division%20Gen.%20Ed.%20and%20TT-NTT%20(exec.%20on%2020220916).xlsx)

[SCH by Prefix by TT-NTT \(https://wou.edu/ir_data/facstaff_only/Recurring/2021-2022/2021-2022 - SCH by Prefix by TT-NTT \(exec. on 20220916\).xlsx\)](https://wou.edu/ir_data/facstaff_only/Recurring/2021-2022/2021-2022-SCH%20by%20Prefix%20by%20TT-NTT%20(exec.%20on%2020220916).xlsx)

[SCH Produced by Majors and Minors – Multi Count \(https://wou.edu/ir_data/facstaff_only/Recurring/2021-2022/2021-2022 - SCH Produced by Majors and Minors - Multi Count \(exec. on 20220916\).xlsx\)](https://wou.edu/ir_data/facstaff_only/Recurring/2021-2022/2021-2022-SCH%20Produced%20by%20Majors%20and%20Minors%20-%20Multi%20Count%20(exec.%20on%2020220916).xlsx)

[Completions by Majors, Minors, and Certificates – Multi Count \(https://wou.edu/ir_data/facstaff_only/Recurring/2021-2022/2021-2022 - Completions by Majors, Minors, and Certificates - Multi Count \(exec. on 20220923\).xlsx\)](https://wou.edu/ir_data/facstaff_only/Recurring/2021-2022/2021-2022-Completions%20by%20Majors%20Minors%20and%20Certificates%20-%20Multi%20Count%20(exec.%20on%2020220923).xlsx)

[Community College Feeders by Program and Division \(https://wou.edu/ir_data/facstaff_only/Recurring/2021-2022/2021-2022 - Community College Feeders X Program and Division \(exec. on 20220919\).xlsx\)](https://wou.edu/ir_data/facstaff_only/Recurring/2021-2022/2021-2022-Community%20College%20Feeders%20by%20Program%20and%20Division%20(exec.%20on%2020220919).xlsx)

[DFW Rates by Prefix \(https://wou.edu/ir_data/facstaff_only/Recurring/2021-2022/2021-2022 - DFW Rates by Prefix \(exec. on 20220916\).xlsx\)](https://wou.edu/ir_data/facstaff_only/Recurring/2021-2022/2021-2022 - DFW Rates by Prefix (exec. on 20220916).xlsx)

[DFW Rates by First Major, Sex, and Ethnicity \(https://wou.edu/ir_data/facstaff_only/Recurring/2021-2022/2022 - DFW Rates by First Major, Sex, and Ethnicity \(exec. on 20220919\).xlsx\)](https://wou.edu/ir_data/facstaff_only/Recurring/2021-2022/2022 - DFW Rates by First Major, Sex, and Ethnicity (exec. on 20220919).xlsx)

[6-Year Graduation Rates Over Past 5 Years by Major \(https://wou.edu/ir_data/facstaff_only/Recurring/2022/Annual report of 6-year graduation rates over past 5 years, by major \(exec. on 20221108\).xlsx\)](https://wou.edu/ir_data/facstaff_only/Recurring/2022/Annual report of 6-year graduation rates over past 5 years, by major (exec. on 20221108).xlsx)

2020-2021

[Majors, Divisions, and Programs \(https://wou.edu/ir_data/facstaff_only/Recurring/Majors, Divisions, and Programs.xlsx\)](https://wou.edu/ir_data/facstaff_only/Recurring/Majors, Divisions, and Programs.xlsx)

[SCH by Division and TT-NTT \(https://wou.edu/ir_data/facstaff_only/Recurring/2020-2021%20- SCH by Division and TT-NTT \(exec. on 20211119\).xlsx\)](https://wou.edu/ir_data/facstaff_only/Recurring/2020-2021%20- SCH by Division and TT-NTT (exec. on 20211119).xlsx)

[SCH by Division, Gen. Ed. and TT-NTT \(https://wou.edu/ir_data/facstaff_only/Recurring/2020-2021 - SCH by Division, Gen. Ed. and TT-NTT \(exec. on 20211119\).xlsx\)](https://wou.edu/ir_data/facstaff_only/Recurring/2020-2021 - SCH by Division, Gen. Ed. and TT-NTT (exec. on 20211119).xlsx)

[SCH by Prefix by TT-NTT \(https://wou.edu/ir_data/facstaff_only/Recurring/2020-2021 - SCH by Prefix by TT-NTT \(exec. on 20211119\).xlsx\)](https://wou.edu/ir_data/facstaff_only/Recurring/2020-2021 - SCH by Prefix by TT-NTT (exec. on 20211119).xlsx)

[SCH Produced by Majors and Minors – Multi Count \(https://wou.edu/ir_data/facstaff_only/Recurring/2020-2021 - SCH Produced by Majors and Minors - Multi Count \(exec. on 20220201\).xlsx\)](https://wou.edu/ir_data/facstaff_only/Recurring/2020-2021 - SCH Produced by Majors and Minors - Multi Count (exec. on 20220201).xlsx)

[Completions by Majors, Minors, and Certificates – Multi Count \(https://wou.edu/ir_data/facstaff_only/Recurring/2020-2021 - Completions by Majors, Minors, and Certificates Multi Count \(exec. on 20220114\).xlsx\)](https://wou.edu/ir_data/facstaff_only/Recurring/2020-2021 - Completions by Majors, Minors, and Certificates Multi Count (exec. on 20220114).xlsx)

[Community College Feeders by Program and Division \(https://wou.edu/ir_data/facstaff_only/Recurring/2020-2021 - Community College Feeders X Program and Division \(exec. on 20211216\).xlsx\)](https://wou.edu/ir_data/facstaff_only/Recurring/2020-2021 - Community College Feeders X Program and Division (exec. on 20211216).xlsx)

[DFW Rates by Prefix \(https://wou.edu/ir_data/facstaff_only/Recurring/2020-2021 - DFW Rates by Prefix \(exec. on 20220520\).xlsx\)](https://wou.edu/ir_data/facstaff_only/Recurring/2020-2021 - DFW Rates by Prefix (exec. on 20220520).xlsx)

[DFW Rates by First Major, Sex, and Ethnicity \(https://wou.edu/ir_data/facstaff_only/Recurring/2020-2021 - Rates by First Major, Sex, and Ethnicity \(exec. on 20220907\).xlsx\)](https://wou.edu/ir_data/facstaff_only/Recurring/2020-2021 - DFW Rates by First Major, Sex, and Ethnicity (exec. on 20220907).xlsx)



Quarterly Reports

202201

[Individualized Courses by Faculty and Division \(https://wou.edu/ir_data/facstaff_only/Recurring/202201%20Individualized Courses \(exec. on 20221031\).xlsx\)](https://wou.edu/ir_data/facstaff_only/Recurring/202201%20Individualized%20Courses%20(exec.%20on%20221031).xlsx)

[Number of Students per Program – Multi Count \(https://wou.edu/ir_data/facstaff_only/Recurring/202201 - Number of Students per Program - Multi Count \(exec. on 20221031\).xlsx\)](https://wou.edu/ir_data/facstaff_only/Recurring/202201 - Number of Students per Program - Multi Count (exec. on 20221031).xlsx)

[Number of Students per Program – Comparisons \(https://wou.edu/ir_data/facstaff_only/Recurring/202201 Number of Students per Program - Comparisons \(exec. on 20221031\).xlsx\)](https://wou.edu/ir_data/facstaff_only/Recurring/202201 Number of Students per Program - Comparisons (exec. on 20221031).xlsx)

[Number of Courses by Instruction Mode \(https://wou.edu/ir_data/facstaff_only/Recurring/Fall 2022 - Instruction Mode \(exec. on 20221108\).xlsx\)](https://wou.edu/ir_data/facstaff_only/Recurring/Fall 2022 - Instruction Mode (exec. on 20221108).xlsx)

202200

[Individualized Courses by Faculty and Division \(https://wou.edu/ir_data/facstaff_only/Recurring/202200 - Individualized Courses \(exec. on 20220715\).xlsx\)](https://wou.edu/ir_data/facstaff_only/Recurring/202200 - Individualized Courses (exec. on 20220715).xlsx)

[Number of Courses by Instruction Mode \(https://wou.edu/ir_data/facstaff_only/Recurring/Summer 2022 - Instruction Mode \(exec. on 20220715\).xlsx\)](https://wou.edu/ir_data/facstaff_only/Recurring/Summer 2022 - Instruction Mode (exec. on 20220715).xlsx)

202103

[Individualized Courses by Faculty and Division \(https://wou.edu/ir_data/facstaff_only/Recurring/202103%20Individualized Courses \(exec. on 20220425\).xlsx\)](https://wou.edu/ir_data/facstaff_only/Recurring/202103%20Individualized%20Courses%20(exec.%20on%20220425).xlsx)

[Number of Students per Program – Multi Count \(https://wou.edu/ir_data/facstaff_only/Recurring/202103 - Number of Students per Program - Multi Count \(exec. on 20220425\).xlsx\)](https://wou.edu/ir_data/facstaff_only/Recurring/202103 - Number of Students per Program - Multi Count (exec. on 20220425).xlsx)

[Number of Students per Program – Comparisons \(https://wou.edu/ir_data/facstaff_only/Recurring/202103 Number of Students per Program - Comparisons \(exec. on 20220425\).xlsx\)](https://wou.edu/ir_data/facstaff_only/Recurring/202103 Number of Students per Program - Comparisons (exec. on 20220425).xlsx)

202102

[Individualized Courses by Faculty and Division \(https://wou.edu/ir_data/facstaff_only/Recurring/202102%20Individualized Courses \(exec. on 20220131\).xlsx\)](https://wou.edu/ir_data/facstaff_only/Recurring/202102%20Individualized%20Courses%20(exec.%20on%20220131).xlsx)

[Number of Students per Program – Multi Count \(https://wou.edu/ir_data/facstaff_only/Recurring/202102 - Number of Students per Program - Multi Count \(exec. on 20220131\).xlsx\)](https://wou.edu/ir_data/facstaff_only/Recurring/202102 - Number of Students per Program - Multi Count (exec. on 20220131).xlsx)

202101

[Individualized Courses by Faculty and Division \(https://wou.edu/ir_data/facstaff_only/Recurring/202101%20Individualized Courses \(exec. on 20220118\).xlsx\)](https://wou.edu/ir_data/facstaff_only/Recurring/202101%20Individualized%20Courses%20(exec.%20on%2020220118).xlsx)

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(<https://www2.wou.edu/nora/woutv.video.home>)

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Campus maps

(<https://wou.edu/resources/campus-map/>)

Canvas

(<https://wou.instructure.com>)

Find people

(<https://wou.edu/resources/find-people/>)

Portal

(<https://wou.edu/portal/>)

WOU email

(<https://mail.google.com/a/mail.wou.edu>)

Technical support

(<https://wou.edu/ucs/>)

Resources

A-Z index

(<https://wou.edu/resources/a-z-index/>)

Accessibility

(<https://wou.edu/accessibility/>)

Academic calendar

(<https://wou.edu/registrar/calendar/>)

Class schedule

(<https://ssb-prod.ec.wou.edu/PROD/bwcksci>)

WOU

(<https://wou.edu/hr/employer>)

Partnerships

(<https://wou.edu/partnerships/>)

Student services

(<https://wou.edu/student/>)

Western Oregon University's Land Acknowledgement

Western Oregon University in Monmouth, OR is located within the traditional homelands of the Luckiamute Band of Kalapuya. Following the Willamette Valley Treaty of 1855 (Kalapuya etc. Treaty), Kalapuya people were forcibly removed to reservations in Western Oregon. Today, living descendants of these people are a part of the Confederated Tribes of Grand

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Ronde Community of Oregon
(<https://www.grandronde.org/>) and the Confederated
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orientation, gender identity, and gender expression in
all programs, activities and employment practices as
required by Title IX, other applicable laws, and policies.
Retaliation is prohibited by WOU.

Appendix H

WOU Year Six PRFR Report



Western Oregon
UNIVERSITY

TOGETHER WE SUCCEED



YEAR SIX

Standard Two

Policies, Regulations, and Financial Review

Submitted to:
Northwest Commission on Colleges
and Universities

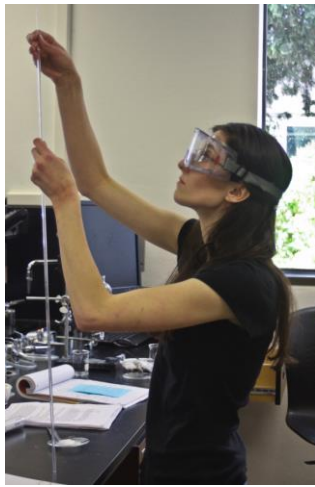
March 1, 2022



TOGETHER WE **SUCCEED**



TOGETHER WE **ENGAGE**



TOGETHER WE **LEARN**



TOGETHER WE **THRIVE**



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		Rob Winningham , Provost and VP for Academic Affairs/Professor of Psychology
2.D.2	Ethics and complaints	Carson Campbell , Associate Vice President and Deputy General Counsel, Office of the President
		Gabe Dougherty , former Controller, Business Services
		Ryan Hagemann , Vice President and General Counsel, President’s Office; Secretary to the Board of Trustees
		Shadron Lehman , Director of Accounting/Interim Controller, Business Services
2.D.3	Conflicts of interest	Carson Campbell , Associate Vice President and Deputy General Counsel, Office of the President
		Ryan Hagemann , Vice President and General Counsel, President’s Office; Secretary to the Board of Trustees
		Shadron Lehman , Director of Accounting/Interim Controller, Business Services
2.E.1	Audits and oversight	Gabe Dougherty , former Controller, Business Services
		Shadron Lehman , Director of Accounting/Interim Controller, Business Services
		Ana Karaman , Vice President for Finance and Administration
		Camarie Moreno , Director of Budget and Planning, Budget and Planning Office
2.E.2	Planning	Gabe Dougherty , former Controller, Business Services
		Ana Karaman , Vice President for Finance and Administration
		Camarie Moreno , Director of Budget and Planning, Budget and Planning Office
		Darin Silbernagel , University Treasurer, VP Finance and Administration
2.E.3	Management	Gabe Dougherty , former Controller, Business Services
		Ana Karaman , Vice President for Finance and Administration
		Camarie Moreno , Director of Budget and Planning, Budget and Planning Office

		Darin Silbernagel , University Treasurer, VP Finance and Administration
2.F.1	Employee information	Heather Mercer , Interim Executive Director, Human Resources
		Rob Winningham , Provost and VP for Academic Affairs/Professor of Psychology
2.F.2	Professional development	Heather Mercer , Interim Executive Director, Human Resources
		Michael Reis , Director, Academic Innovations
		Darryl Thomas , Professor, Theatre/Dance and Chair of the Faculty Development Committee
2.F.3	Sufficiency	Michael Baltzley , Associate Provost for Academic Effectiveness/Professor of Biology
		Chelle Batchelor , Dean of Library and Academic Innovation
		Kathy Cassity , Dean, College of Liberal Arts and Sciences
		Mark Girod , Dean, College of Education
		Heather Mercer , Interim Executive Director, Human Resources
		Sue Monahan , Associate Provost for Program Development, Professor of Sociology
		Rob Winningham , Provost and VP for Academic Affairs/Professor of Psychology
2.F.4	Evaluation	Chelle Batchelor , Dean of Library and Academic Innovation
		Kathy Cassity , Dean, College of Liberal Arts and Sciences
		Mark Girod , Dean, College of Education
		Heather Mercer , Interim Executive Director, Human Resources
2.G.1	Effective learning and student support	Michael Baltzley , Associate Provost for Academic Effectiveness/Professor of Biology
		Chelle Batchelor , Dean of Library and Academic Innovation
		Kathy Cassity , Dean, College of Liberal Arts and Sciences
		Keegan Gormally , Tutoring Coordinator/Academic Success Adviser
		Marshall Guthrie-Haberman , former Director, Student Enrichment Program
		Anna Hernandez , Acting Director of Admissions, Multicultural Student Services

		Jen Koshnick , Director of Teacher Preparation Student Support Services
		Malissa Larson , Assistant Vice President for Student Affairs and Director of Disability Services
		Jasmine Miller , Assistant Athletic Director for Compliance and Student Services
		Sue Monahan , Associate Provost for Program Development, Professor of Sociology
		Katherine Schmidt , Professor of English and Director of The Writing Center
		Niki Weight , former Director, Student Success and Advising
		Rob Winningham , Provost and VP for Academic Affairs/Professor of Psychology
2.G.2	Publication of information	Michael Baltzley , Associate Provost for Academic Effectiveness/Professor of Biology
		Amy Clark , Registrar
2.G.3	Licensure and employment requirements	Marion Barnes , Director, Marketing and Communications, Strategic Communications and Marketing
		Amy Clark , Registrar
		Mark Girod , Dean, College of Education
		Hillary Fouts , Dean of Graduate Studies and Research
		Beverly West , Director of Academic Services and Resources
2.G.4	Financial aid	Marion Barnes , Director Marketing and Communications, Strategic Communications and Marketing
		Kella Helyer , Director of Financial Aid
2.G.5	Student loans and repayment	Kella Helyer , Director of Financial Aid
		Dona Vasas , Banner Systems Auditor/Bursar, Business Services
2.G.6	Advising	Luanne Carillo , Director, Multicultural Services and Programs
		Olivia Flores , Pre-Education Advisor and Graduate Programs Adviser, Education and Leadership
		Darlene Fritz , Pre-Education Adviser, Education and Leadership
		Marshall Guthrie-Haberman , former Director, Student Enrichment Program
		Anna Hernandez , Acting Director of Admissions

		Jen Koshnick , Director of Teacher Preparation Student Support Services
		Kelly Rush , Assistant Director/Interim Director, Student Success and Advising Office
		Katherine Schmidt , Professor of English and Director of The Writing Center
2.G.7	Identify verification	Bill Kernan , Director, University Computing Solutions
		Michael Reis , Director, Academic Innovation
2.H	Library and information resources	Stewart Baker , Institutional Repository and Systems Librarian/Associate Professor
		Chelle Batchelor , Dean of Library and Academic Innovation
		Elizabeth Brookbank , Instruction Librarian/Associate Professor
		Camila Gabaldon-Winningham , Collection Development Librarian/Professor
		Jeanne Rockwell Kincanon , Public Services Librarian/Associate Professor
		Sue Kunda , Scholarly Communications Librarian/Associate Provost
		Robert Monge , Associate Professor, Library & Media Services
2.I	Physical and technology infrastructure	Chelle Batchelor , Dean of Library and Academic Innovation
		Rebecca Chiles , Assistant Vice President, Operations and Safety
		Ana Karaman , Vice President for Finance and Administration
		Bill Kernan , Director, University Computing Solutions
		Malissa Larson , Assistant Vice President for Student Affairs and Director of Disability Services
		Allen Risen , Occupational Environmental and Safety Officer, Public Safety
		Michael Smith , Director of Capital Planning and Construction

MISSION FULFILLMENT

[Western Oregon University](#) (WOU) is a mid-sized, public, regional, comprehensive university located in the mid-Willamette Valley. WOU's mission is to create lasting opportunities for student success through transformative education and personalized support. WOU's mission is fulfilled when we have evidence of achievement of objectives associated with our core themes: (1) student success¹ and (2) academic excellence².

Our core themes align with our 2016-2023 strategic plan, [Forward Together](#), and have impelled all corners of our institution to collaborate in initiatives that improve student success and academic excellence. To foster institution-wide collaboration, cooperation, and accountability, we established representative institution-wide committees³ that are empowered to advise, guide and monitor our work (see also 2.A.4).

We preview our emerging case for successful mission fulfillment in several sections of this Year Six report, where we found that adequate responses to the standards required a deeper dive:

- 2.A.4 on institutional decision-making reflects on WOU's development of mechanisms for broad-based, inclusive, data-driven decision-making that advances strategic aims and facilitates adaptation to new circumstances.
- 2.F.3 on sufficiency of faculty and staff provides an overview of the difficult work we have undertaken to align staffing levels across the institution with current student enrollments and to most effectively support our emerging portfolio of programs.

¹ We define **student success** as degree completion. Objectives associated with student success include the following: (1) curriculum is delivered to students via multiple paths; (2) students complete programs in a timely and efficient manner; (3) student-support services facilitate student persistence and academic achievement; (4) faculty and staff cultivate positive and personalized interactions with students; and (5) financial hardships that interfere with student completion are minimized.

² We define **academic excellence** as well-defined curricular and co-curricular opportunities that enable students to engage in purposeful learning experiences. Objectives associated with academic excellence include the following: (1) alignment across course, program, and university learning outcomes is clear; (2) curricular and co-curricular programs are responsive to the evolving needs of students; (3) teaching, research and scholarship, and creative activities serve student success; and (4) high-impact learning opportunities are integral to every student's WOU experience.

³ [University Council](#) monitors overall mission fulfillment; [University Budget Advisory Committee](#) ensures alignment of budget with institutional priorities; [University Technology Advisory Committee](#) ensures alignment of technology with academic and enterprise needs; and [University Diversity and Inclusion Advisory Committee](#) ensures alignment of university policies and practices with goals for diversity, equity, and inclusion.

- 2.G.1 on effective learning and student support focuses on institutional efforts and results related to supporting diverse students through purposeful curriculum design, robust student services, and improvement in our institutional capacity for cultural competence.
- 2.H on library and information resources is an exemplar of our institution’s capacity to respond collaboratively and effectively to shifts in our landscape, including COVID and the financial constraints that come with reduced student enrollments.

Because evidence is central to demonstrating mission fulfillment, WOU established the [Academic Effectiveness](#) office in 2016. [Institutional Research](#) joined this office in 2020. With this framework in place, WOU implemented procedures to (1) [gather and use evidence](#) of learning in programs and general education to identify strengths and areas for improvement, (2) regularly [review](#) academic programs to ensure quality and currency, (3) develop and disseminate data that shapes initiatives in support of student [persistence and success](#), and (4) track [progress](#) towards mission fulfillment. Overall, we are now better positioned to ask and answer questions as we work to improve student success and academic excellence.





Institutional Report Certification Form

On behalf of the Institution, I certify that:

- There was broad participation/review by the campus community in the preparation of this report.
- The Institution remains in compliance with NWCCU Eligibility Requirements.
- The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

Western Oregon University
(Name of Institution)

Jay D. Kenton
(Name of Chief Executive Officer)


(Signature of Chief Executive Officer)

Feb. 10, 2022
(Date)

2.A.1: BOARD

The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission. *(Related ER9)*

Western Oregon University (WOU) is one of seven public universities established originally by [ORS 352.002](#). Per its [bylaws](#), WOU has a 15-member [Board of Trustees](#). [Appointments](#) are made by the governor and confirmed by the Oregon State Senate. The WOU president serves as an ex-officio member, and the 14 voting members include one representative from faculty, staff, and students, respectively. Aside from the two WOU employees, voting members have no contractual, employment, or financial interest with the institution.

The [Board Statement on Ethics and Conflict of Interest](#) communicates the expectations of ethical duties of trustees, and the [Board Resolution on the Responsibilities of Individual Trustees](#) outlines duties. [Bylaws](#) are posted publicly, along with [Board Resolutions and Statements](#) that govern actions related to responsibilities. The board's commitment to shared governance is embodied in its [Statement on Shared Governance](#).

The [Board Statement on Board Committees](#) has established four standing [committees](#):

- [Executive, Governance, and Trustee Committee](#)
- [Finance and Administration Committee](#)
- [Academic and Student Affairs Committee](#)
- [Diversity, Equity and Inclusion Committee](#)

Under Oregon law ([ORS 352.096](#)), the board of a public university appoints a president who reports to the Board of Trustees and works closely with the chairperson. The board also conducts [annual performance evaluations](#) of the president. In its [Board Statement on Delegation of Authority](#), the board has established a clear delegation of authority and expectations regarding the president, defining authority, roles, and responsibilities. The president serves as both the executive and governing officer of the institution and the president of the faculty.

While Oregon no longer has a university system with governance duties, the [Higher Education Coordinating Commission](#) (HECC), organized under [ORS Chapter 350](#), coordinates the state's post-secondary sector, with duties that include the allocation of state appropriation, administration of financial aid programs, and evaluation of new or significant changes to academic programs.

EVIDENCE (* indicates required item)

<p>Institutional governance policies and procedures</p> <ul style="list-style-type: none"> ● WOU Board of Trustees ● Board of Trustees membership ● Board Statement on Ethics and Conflict of Interest* ● Board Statement on Responsibilities of Individual Trustees* ● Other Board Resolutions and Statements* ● Statement on Shared Governance at Western Oregon University* ● Board Statement on Board Vacancies* ● Board Statement on Board Committees* ● Executive, Governance and Trustee Committee* ● Finance and Administration Committee* ● Academic and Student Affairs Committee* ● ORS 352.096 - Appointment of University President* ● Board Statement on the Performance Evaluation of the University President* ● Board Statement on the Delegation of Authority*
<p>System governance policies/procedures</p> <ul style="list-style-type: none"> ● ORS 352.002* ● Oregon Higher Education Coordinating Commission (HECC)* ● Oregon Revised Statute (ORS) chapter 350*
<p>Multiple board governing policies/procedures (not applicable)</p>
<p>Board’s calendar for reviewing institutional and board policies/ procedures (not available)</p>
<p>Bylaws and Articles of Incorporation referencing governance structure</p> <ul style="list-style-type: none"> ● Bylaws*

2.A.2: LEADERSHIP

The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness. *(Related: ER11)*

WOU’s [organizational chart](#) illustrates lines of authority and reporting. [Human Resources](#) maintains position descriptions that outline the requirements, responsibilities, and authority of

each staff job, including administrators. Upon hire, individuals are required to provide evidence of the requisite education, experience, knowledge, abilities, and skills.

The president evaluates executive staff with an annual evaluation that addresses mutually agreed upon goals from the previous year. This evaluation process helps ensure accountability and promote vision and strategic planning.

Vice presidents and executive directors have executive authority over their areas and are responsible for determining outcomes and assessing effectiveness. The president's cabinet is a leadership team that coordinates planning and strengthens collaborations across the university. Each executive member serves on WOU's University Council as well as other planning and governance groups appropriate to their specific roles.

EVIDENCE (* indicates required item)

- CVs (Assembled in Exhibit A)*
- [Organizational Chart](#)*
- [Human Resources](#)

2.A.3: PRESIDENT

The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair. *(Related: ER10)*

Dr. Jay Kenton, Ph.D., [began serving](#) as WOU's interim president on July 1, 2021, replacing Dr. Rex Fuller, who retired June 30, 2021, after six years of service as WOU president. The WOU Board of Trustees [appointed](#) Dr. Kenton to serve in this role while the university organizes and conducts a [national search](#) for a new permanent president. We expect to complete the presidential search by spring 2022 and have a new permanent president in place by July 1, 2022.

EVIDENCE (* indicates required item)

- Dr. Kenton's CV (See Exhibit B)*
- [News story](#) regarding Dr. Kenton's appointment as interim president
- WOU Board of Trustees [docket item](#) regarding Dr. Kenton's
- Presidential Search [website](#)

2.A.4: DECISION MAKING

The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty,

staff, administrators, and students on matters in which each has a direct and reasonable interest.

WOU has developed structures and processes for planning and decision making that facilitate consideration of the views of faculty, staff, administrators, and students on matters in which each group has a direct and reasonable interest. The processes, many of which emerged from our 2016 Year Seven Evaluation, are documented and publicly available.

Western Oregon University has a comprehensive and inclusive system of shared governance aligned with the [Board of Trustees Statement on Shared Governance](#). The university has three shared governance bodies of long standing that review and make recommendations on matters within their purview:

- [Faculty Senate](#)
- [Associated Students of Western Oregon University \(ASWOU\)](#)
- [Staff Senate](#)

Faculty Senate and ASWOU have formal processes by which they carry out their work (e.g., ASWOU: [Incidental Fee allocation](#) and Faculty Senate: [Curriculum Oversight](#)) and bring forward recommendations. Shared governance leaders meet monthly with the president, and shared governance groups have been hosting quarterly [shared governance summits](#) since 2021 to strengthen campus communication and engagement. Shared governance leaders also make [quarterly reports](#) to the Board of Trustees.

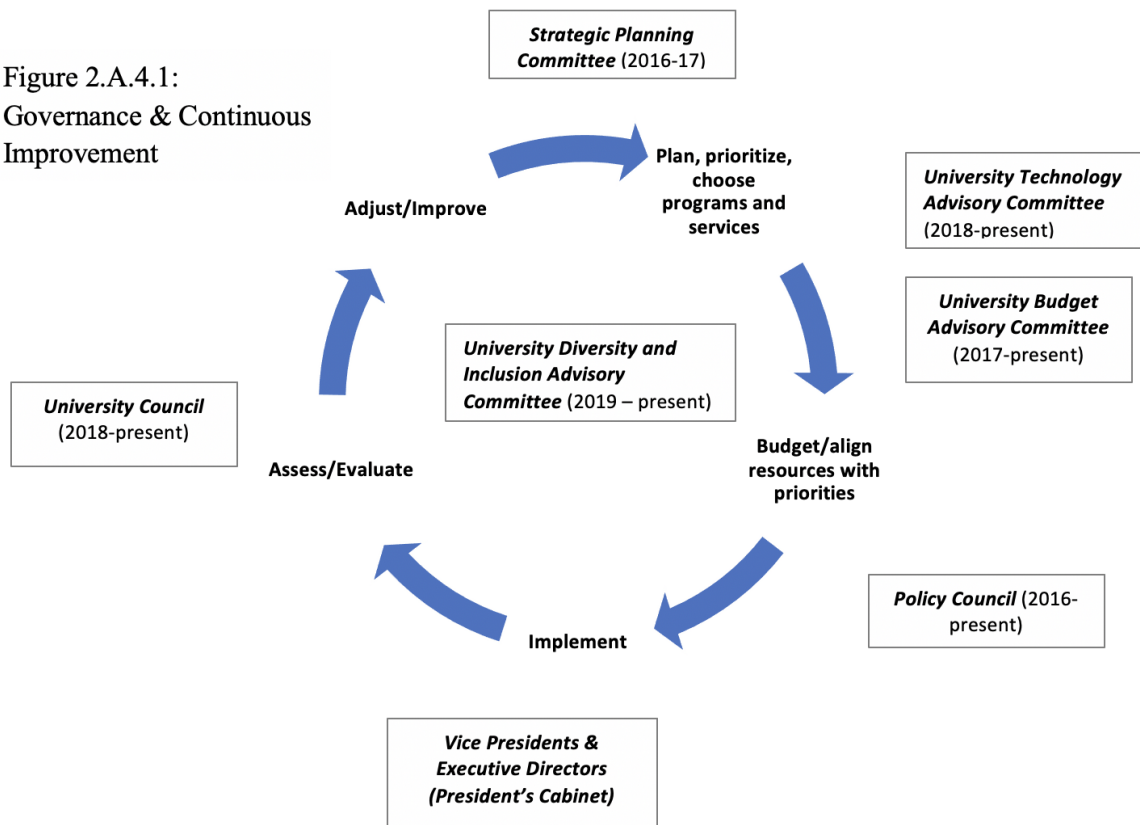
Inclusive, Institution-Wide Governance Structures

The [Year Seven Evaluation](#) issued in 2016 made it clear that we needed additional governance structures to strengthen coordination, collaboration and transparency across and among university subunits and employee groups. WOU established a [Policy Council](#) in 2016 and provides a systematic and transparent process for drafting, reviewing, and approving policies, procedures, and other statements of authority. In recognition of the need for institution-wide oversight of mission fulfillment, the [University Council](#) was established in 2017 as a permanent iteration of the ad hoc [Strategic Planning Committee](#). In support of other elements of the strategic plan, WOU established the [University Budget Advisory Committee](#) in 2017 and [University Technology Advisory Committee](#) in 2018. WOU also reinvigorated the long-standing [University Diversity and Inclusion Advisory Committee](#), which has been charged with receiving, developing, and submitting recommendations related to diversity, equity, accessibility, and inclusion.

Each governance committee includes members with specific expertise as well as representatives of faculty, staff, and students more generally. The president requests nominations from shared governance leaders to fill positions in each of these groups. The groups meet at least once per quarter and each plays a distinct role in keeping WOU on track for mission fulfillment. The [Strategic Planning Committee](#) set the wheels in motion by concisely defining WOU's mission and identifying key priorities. [University Council](#) brings together leaders from across campus to monitor mission fulfillment; with the arrival of Interim President Jay Kenton in 2021-22, University

Council meetings were paused to allow an institution-wide Enrollment Management group to meet weekly to address vital enrollment and retention issues. We expect University Council meetings will resume during winter 2022. [Policy Council](#) ensures efficient and transparent operations, as well compliance with legal and other external requirements. The [University Budget Advisory Committee](#) and [University Technology Advisory Committee](#) are central to ensuring that key budget and technology infrastructure decisions are aligned with institutional priorities and made transparently with input from stakeholders. The [University Diversity and Inclusion Advisory Committee](#) provides essential forward-looking guidance on WOU’s journey to building the inclusive structures, practices, and culture that will equitably support WOU’s diverse students, staff, and faculty. Work is carried out and assessed under the direction of vice presidents, executive directors, and their staff. Figure 2.A.4.1 illustrates how committees and/or councils participate in WOU’s cycle of continuous improvement.

Figure 2.A.4.1:
Governance & Continuous Improvement



These committees were created to support the implementation of the strategic plan and provide opportunity for enhanced understanding and participation in shared governance. Implementation of these inclusive, institution-wide groups have reduced decision-making silos and improved the campus’s ability to effectively and efficiently meet WOU’s mission. For example, implementing and supporting a learning management system is a long-term collaboration between employees in Academic Affairs and technology support staff in University Computing Solutions. WOU adopted Moodle as its learning platform in the early 2000s; at that time, a self-hosted, open-source solution was appropriate because only a small number of courses were using a learning

management system (LMS). Once the decision was made, however, WOU struggled with how to evolve and expand offerings as demand for online and blended/hybrid instruction grew beyond what the bare-bones, self-hosted Moodle system could reasonably support. There were different perspectives on the adequacy of support in a self-hosting system: technologists did not fully understand pedagogy, instructors did not fully grasp the limits or potentials of technology, and students wanted more flexible delivery options. As a result, movement into online courses and programs was scattered, inconsistent, and often frustrating for faculty and students. In the absence of an inclusive mechanism to make an LMS decision, one that included all directly affected stakeholders, WOU was trapped by a decision made 15 years earlier.

This changed after the [University Technology Advisory Committee](#) was constituted. The group created a pathway to evaluate the LMS that would best serve WOU's community over the long term, formed an [LMS Review](#) Team to evaluate Moodle and other options. Ultimately, this group made a recommendation to the University Technology Advisory Committee to move forward by [piloting Canvas](#). Reasons cited were accessibility, technical support options, easier integrations with other learning technologies, and a more student-centered and intuitive user interface. Canvas implementation began in 2020 and was completed in 2021.

The university constitutes ad hoc groups as needed to tackle specific problems or tasks. These groups typically have diverse memberships and/or establish processes to solicit, receive, and consider stakeholder input. Examples in recent years include the following:

- Search Committees for senior leadership positions (e.g., [2021-22 Presidential search](#))
- [Article 15 \(Program Curtailment and Layoff\) Task Force](#)
- Student Success Center Stakeholder Committee
- COVID Safety Team
- COVID Graduation Committee

Through the decision-making processes of these standing and ad hoc bodies, WOU has created and nurtured an ongoing planning structure that solicits and considers the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

EVIDENCE (* indicates required item)

<p>Institutional governance policies and procedures (see also 2.A.1)</p> <ul style="list-style-type: none">● Board of Trustees Statement on Shared Governance*● ASWOU Incidental Fee allocation process*● Faculty Senate Curriculum Oversight process*● Board Statement on Conduct of Public Meetings* <p>Governance groups</p> <ul style="list-style-type: none">● Faculty Senate● Associated Students of Western Oregon University (ASWOU)● Staff Senate● Shared governance summits

- [University Council](#)
- [Strategic Planning Committee](#)
- [University Budget Advisory Committee](#)
- [University Technology Advisory Committee](#)
- [University Diversity and Inclusion Advisory Committee](#)
- [Policy Council](#)

Sample activities

- [Learning Management System \(LMS\) Review](#)
- [Canvas Transition Updates](#)
- [Presidential Search](#)
- [Article 15 Report](#)

Because our response to 2.B.2 is foundational to our response to 2.B.1, we have reversed the order of the responses to these standards.

2.B.2: INDEPENDENT THOUGHT IN THE PURSUIT AND DISSEMINATION OF KNOWLEDGE

Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same. *(Related: ER16)*

Western Oregon University creates lasting opportunities for student success through transformative education, personalized support, and [values](#) that promote independent thought. WOU holds high standards for discourse, including difficult conversations, and welcomes all campus-community members to share in the benefits afforded by a university setting, such as respect for and encouragement of diverse perspectives and ideas. Although there can be tension in the free expression of viewpoints, WOU seeks to build a foundation of civil and constructive dialogue that is supported by critical thinking, careful analysis, and openness to creativity and innovation. Through collaboration within and across differences, the WOU community advances knowledge and solves problems.

WOU's [Faculty Handbook](#) formally articulates this support for academic freedom:

Diversity, equity, inclusion, and accessibility are core institutional values, which in turn cultivate mutual respect, open inquiry, academic integrity, intellectual inquiry, free

expression and a climate that promotes community and civility. As an institution of higher education, WOU recognizes the educational benefits of building and sustaining a diverse, equitable, and inclusive community that upholds academic freedom and the robust exchange of ideas by all stakeholders (p. 17).

EVIDENCE (* indicates required item)

Academic freedom policies and procedures

- [WOU Strategic Plan: Values](#)
- [WOU Faculty Handbook](#)*

2.B.1: ACADEMIC FREEDOM

Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment. (*Related: ER16*)

Support for independent thought in the pursuit and dissemination of knowledge is codified at multiple levels: the state of Oregon, WOU Board of Trustees, and the institution. This structure ensures that WOU's constituencies are protected from inappropriate internal and external influences, pressures, and harassment.

Regarding curriculum, [ORS 352.146](#) states that "The president and professors constitute the faculty and as such have the immediate government and discipline of a public university listed in ORS 352.002 and the students therein, except as otherwise provided by law or action of the governing board of the public university. The faculty may, subject to the supervision of the governing board and ORS 352.089, prescribe the course of study to be pursued in the university and the textbooks to be used." In addition, WOU Board of Trustees has approved a [Resolution on Shared Governance](#), with a section on Faculty Senate that affirms the following:

The Board recognizes the faculty's central role in the development and stewardship of the University's academic mission, consistent with Oregon law and the Board Statement on Delegation of Authority. This includes responsibility, in conjunction with the President and the Provost, for (i) academic standards relating to admission to study at the University, (ii) curriculum, curricular materials, method of instruction, grading, credits, and academic standards of the University, and (iii) standards of student competence in a discipline. The Board also expects that the faculty will have substantial participation and input into the development of new academic degree programs and significant changes to academic degree programs before they reach the Board for consideration and approval and, as appropriate, transmission to the Higher Education Coordinating Commission for approval.

Thus, the Board of Trustees leaves academic and curricular decisions to faculty and academic administration.

Curriculum includes programs and courses that are governed by faculty. Curriculum changes are reviewed and approved by the Faculty Senate Curriculum Committee or the Graduate Committee. Academic administration is responsible for final approvals, within budgetary and accreditation constraints. Additionally, First-Year Seminar proposals are reviewed and approved by the Faculty Senate General Education Committee.

Faculty are mentors to students in developing the skills needed to have difficult conversations; to this end, WOU has established [clear expectations](#) for responsible and civil debate that creates an environment that supports academic and intellectual freedom.

Regarding academic freedom more broadly, WOU protects this right as enshrined in [Oregon statute ORS 352.145](#) and the AAUP's [1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments](#). In Section 8, Section 2(b) of the 2021-23 [Collective Bargaining Agreement](#) between WOU and Western Oregon University Federation of Teachers (WOUFT), academic and intellectual freedom is furthered by a broad definition of scholarship drawn from "Scholarship Reconsidered" (Boyer, 1990), which considers scholarship to be manifested through discovery, integration, application, and teaching. The [WOU-WOUFT CBA](#) (Article 26, Section 1) also provides protections from inappropriate influences, pressure, and harassment. Students also have academic freedom, as explicitly noted in WOU's [Faculty Handbook](#) (p. 23).

EVIDENCE (* indicates required item)

Academic freedom policies and procedures

- [Oregon statute 352.146](#)
- [Resolution on Shared Governance](#)*
- [WOU Faculty Handbook](#)*
- [American Association of University Professors Academic Freedom & Tenure Investigative Reports](#)
- [WOU-WOUFT Collective Bargaining Agreement](#) (Article 8, Article 26)*
- [Sections of a Syllabus](#)*

2.C.1: TRANSFER OF CREDIT

The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals. *(Related: ER18)*

Transfer credit is a critical tool for students. The university seeks to maximize transfer benefits for students while maintaining high standards and ensuring student preparedness and success.

The university publishes [undergraduate transfer student admissions requirements](#), transfer credit policies ([undergraduate](#) and [graduate](#)), [articulation tables](#), and an [undergraduate catalog year regulation](#) to guide students. WOU uses the industry standard [Transfer Evaluation System](#) (TES) to identify and maximize course alignment between and among institutions. Additionally, a director of [Transfer Pathways](#) works closely in building systems with community colleges to ensure smooth transfers of credit and guides students as they transition to WOU.

The university [General Education Committee \(GEC\) evaluates](#) community college [transfer degrees](#) in the state of Oregon and more broadly to determine if they meet the learning outcomes of the WOU's general education curriculum. GEC has designated a number of programs as equivalent to the university's general education program, which facilitates the furtherance of student academic achievement. Additionally, GEC evaluates individual transfer courses from main transfer partners to identify courses that may not have direct equivalencies at the university but, nonetheless, meet the learning outcomes of general education courses.

Students may request transfer articulation via the TES system. For [general education courses](#), the faculty director reviews requests and receives input as needed from GEC. Requests for the articulation of courses outside of general education are reviewed by program coordinators. After completing training through the Registrar's office, select faculty are authorized to directly enter articulations into individual degree plans. The registrar monitors such entries for appropriateness and to identify larger patterns that may require system-wide adjustments in articulation.

New or changed transfer courses are evaluated by faculty in the appropriate discipline, and they submit their decision through TES for processing.

Another example of improvements to support transfer students emerged after identifying a common challenge faced by those pursuing pre-education: They remained at WOU longer than two years because they had taken the wrong classes at their community colleges. In response, WOU began connecting with potential transfer students early, which included trips to community colleges, along with the creation and regular updating of the [Transfer Pathways website](#). These interventions have increased the number of students who are able to finish program requirements in two years, along with the total number of transfer students in the program.

EVIDENCE (* indicates required item)

Transfer of credit policies

- Transfer credit policies ([undergraduate](#) and [graduate](#))*
- [Undergraduate catalog year regulation](#) *
- [Undergraduate transfer student admissions requirements](#)

Transfer of credit procedures and resources

- [Transfer Articulation tables](#) *
- [Transfer Evaluation System](#) *
- [Transfer Pathways Website](#) *

- [General Education Transfer Resources](#)*
- [Institution-level Transfer Agreements](#)*
- [General Education Committee](#)

2.C.2: STUDENT RIGHTS AND RESPONSIBILITIES

The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities. (*Related: ER18*)

Student Conduct is responsible for administering the [WOU Code of Student Responsibility](#) (CSR), which defines standards of conduct for all students. The CSR, which is revised at least every five years, is being revised during the 2021-22 academic year.

The CSR outlines specific expectations for academic honesty and integrity ([pp. 6-7](#)). A thorough process is in place for adjudicating incidents of academic misconduct. Faculty are encouraged to follow the [academic misconduct reporting process](#) and partner with Student Conduct on academic misconduct cases. Faculty submit formal complaints using the [Academic Misconduct Reporting Form](#). Student Conduct manages the behavioral aspects of cases; faculty determine the academic outcome of cases. A student who disagrees with the academic outcome may request review through the [Academic Complaint Process](#).

As a part of the process, students have the right to appeal decisions made at a hearing ([pp. 28-29](#)). The vice president for Student Affairs will hear appeals of hearings with the hearing sub-committee and appeals of hearings with the dean of students, coordinator for conduct, and community standards or designee; the dean of students will hear appeals of hearings with the University Residential Conduct Board and resident directors.

Academic complaints can be related to areas such as grading, assignments, syllabus-related items, program admission, academic advising, and other course-related conduct that impairs learning. While a [complaint form](#) is available, use of this form is not mandatory. Students making a complaint are protected from retaliation. Employees found to have engaged in retaliatory action or conduct will be subject to discipline, up to and including dismissal.

Consistent with state and federal law, [Disability Services](#) provides [reasonable accommodations](#) to ensure that students with disabilities have access to WOU and its programs. As noted in the Diversity Action Plan, accessibility is defined as "providing equitable opportunities for participation in a given event, resource, physical and digital spaces or experiences. This is unique to the individual and their specific needs and situation." Students may [request disability-related accommodations](#) via the Disability Services website. Through intentional interventions, programs, and services, Disability Services ensures WOU meets federal requirements, encourages personal growth, and increases effective communication for students. Policies in support of this work

include the following policies: [Reasonable Accommodation](#), [Qualified Interpreter and Interpreter Utilization](#), [Disability Documentation](#), [Provision of Auxiliary Aids and Accommodations](#), [Service and Support Animals](#), and [ADA Planning, Remodel and Renovations](#). Disability Services is the campus unit that reviews and houses [disability documentation](#) as designated by Section 504 of the Rehabilitation Act of 1973, as amended.

EVIDENCE (* indicates required item)

Documentation of students' rights and responsibilities policies and procedures

- [Code of Student Conduct](#) (pp. 6-7)*
- [Student complaints and concerns](#)* (including academic complaints)
- [Academic complaints](#)*
- [Discrimination, sexual misconduct, harassment](#)*
- [Student conduct appeals](#) (pp. 28-29)*
- [Reasonable Accommodation Policy](#)*
- [Qualified Interpreter and Interpreter Utilization](#)*
- [Disability Documentation](#)*
- [Provision of Auxiliary Aids and Accommodations](#)*
- [Service and Support Animals](#)*
- [ADA Planning, Remodel and Renovations](#)*
- [Academic Misconduct Flow Chart](#)*
- [Academic Misconduct Reporting Form](#)*
- [Sections of a Syllabus](#) to disseminate information about rights and responsibilities
- [Teaching resources](#) (Academic Effectiveness)

2.C.3: ADMISSIONS, PLACEMENT, AND ACADEMIC STANDING

The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.
(Related: ER17, ER18)

To attend classes at WOU, students must apply for and receive formal admission. Admissions policies and procedures for [graduate](#) and [undergraduate](#) students are published in the catalog. WOU's admission process reflects the institution's strong commitment to providing an excellent student-centered education.

The university uses test scores and prerequisites to ensure that students have the knowledge and skills to succeed in classes and progress through sequential classes where the accumulation of knowledge is particularly important. Links to key placement tests and processes are included in

the evidence section. Prerequisite requirements for each course are published in the [university catalog](#), class schedule, and online registration planner and are enforced by the online registration system. After final grades are posted each term, a report is generated to identify students who did not earn the appropriate grade to advance to the next level. The list is distributed to departments for review, and students can be removed from the next course at the request of departments ([W-6C](#)).

The regulation that governs the [continuation or termination of enrollment for undergraduate students](#) is designed to help students identify challenges and take corrective action before the situation progresses to one of poor academic standing. Stages of concern are Academic Warning, Academic Probation, and Academic Suspension. The [Student Success and Advising Center](#) (SSA) plays a central role in educating students about [academic standing](#) and strategies for maintaining good academic standing.

Undergraduates receive alerts and registration holds when their term GPA falls below 2.0. These students then utilize SSA to have holds removed and receive additional academic support and assistance.

Undergraduates who have been suspended may request [reinstatement](#) after they have taken the mandatory time off. Students may cite extraordinary circumstances in an appeal to the Academic Suspension Committee for an [exception to the mandatory time off](#) rule. A [learning seminar](#) is a two-credit course required for all students who have been reinstated to the university after suspension. Failure to complete the five-week course results in the re-suspension.

Graduate-student standing is described in academic regulation [G-9 on Graduate Expectations](#). A graduate student whose overall GPA falls below 3.0 or who receives a grade of D or F must submit a petition with a plan of remediation to the Graduate Studies Committee. The petition and plan of remediation must be approved by the student's adviser or program coordinator.

[Academic Regulation U-9](#) is published to inform undergraduate students of the registration requirements to remain an active student and [Academic Regulation G-14](#) does the same for graduate students. Both graduate and undergraduate students may request readmission to the university through their respective offices ([Graduate Programs](#) or [Registrar](#)).

EVIDENCE (* indicates required item)

Policies and procedures for recruiting, admitting, and placing students (If catalog, please note specific pages.)

- [Admission Policy](#)*
 - [Graduate](#)*
 - [Undergraduate](#)*
- [Student Orientation, Advising and Registration](#) placement resources (consolidated)
 - [Math Placement](#)*
 - [Writing Placement](#)*
 - Modern Languages Placement
 - [Spanish](#)*
 - [German](#)*
 - [French](#)*
 - [Biology Placement](#) (scroll to bottom of page)*
 - [American Sign Language \(ASL\) Placement](#)*
- Regulation W-6C to remove students from classes for which they [do not have pre-requisites](#) or instructor permission to enroll

Policies/procedures related to continuation and termination from educational programs including appeal process and readmission policies/procedures (If catalog, please note specific pages.)

- Academic Standing:
 - [Undergraduate](#) Academic Standing*
 - [Graduate](#) Academic Standing*
 - [Academic Standing](#) explanation on Student Success and Advising website*
 - [Request for Reinstatement](#) After Mandatory Time Off*
 - [Petition to Waive](#) Mandatory Time Off*
 - For undergraduate students
 - [Re-enrollment of undergraduates](#)*
 - Explanation of [Learning Seminar course](#) for undergraduate students returning from suspension*
 - For graduate students
 - [Petition/appeal information](#)*
 - [Time to complete Masters \(appeals\)](#)*
 - [Re-enrollment Application](#)*

2.C.4: STUDENT RECORDS

The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records. (*Related: ER15, ER18*)

Student records are retained in student files securely stored in the vault and basement storage of the Registrar. Documents are kept in accordance with the [retention schedule](#) set forth for institutions of higher education by the state of Oregon.

All student records are managed according to the requirements of WOU's [Student Records Policy](#), which is publicly available in the University Policy Library. The Registrar also hosts [web pages](#) devoted to student records for students, faculty, and staff that provide information, procedures, and processes for students to elect confidentiality and/or to release information.

Students who select confidentiality have records that prominently display a "confidential" warning in the Banner Student Information System. Reporting tools include the confidentiality indicator.

Access to the Banner Student Information System requires Federal Education Rights and Privacy Act (FERPA) training. Access to student social security, date of birth, gender, and ethnicity information is tightly controlled. Users of the system that do not require the information either cannot access locations with the information or the information is masked in their user interface.

Information is backed up and retrievable in the following ways:

- Local data, which includes university drives, document imaging system (DocStar), student success system (Navigate), and financial aid system (PowerFaid) has snapshots taken every two hours limiting loss to a maximum of two hours of data. Snapshots are kept for at least 14 days. Additionally, every 24 hours, local data is copied to a redundant storage system. Complete backups of local data began in 2010.
- Data in university Google Drive accounts are backed up with Google Vault, which is retained for two years allowing a recovery period of up to two years' worth of data.
- University email is archived to Barracuda archiver and Google Vault.
- The Banner Student Information system is hosted on Amazon Web Services, with multiple Oregon sites and a site in Virginia.

EVIDENCE (* indicates required item)

Policies/procedures regarding secure retention of student records

- [Retention schedule](#)*
- [Student records policy](#)*
- [Student records and FERPA](#)*
- [Student records and Privacy](#)*
- [Permanence, Duplication and Disposal of Student Records](#)*

2.D.1: TRUTHFUL REPRESENTATION

The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic

programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services. (Related: ER8)

Western Oregon University communicates both internally and externally to a wide variety of audiences, sharing information that is clear, accurate, and consistent. Announcements, statements, and publications are available in print, electronic form, [video](#) and on the [university website](#) and [news page](#). The majority of communications are produced in conjunction with [WOU Strategic Communications and Marketing](#) (MarCom), which vets information for clarity, accuracy, and consistency before dissemination. In cases with representations by third parties, MarCom works with writers and reporters to ensure information is as accurate as possible.

WOU communicates its academic intentions, programs, and services to students and to the public in four main ways:

- Recruitment materials, mainly used by [Admissions](#) and aimed at incoming students;
- Internal communications with admitted and enrolled students;
- Marketing materials aimed at the public (i.e., potential students and donors); and
- The university [website](#), which includes extensive information about WOU's academic programs and student services.

The expected time to completion for all academic programs are indicated both on the [academics section of the website](#) through the inclusion of a sample four-year course plan and in the annual course catalog. For transfer students specifically, the [Transfer Pathways website](#) shares completion timelines based on majors. WOU's [General Education Program communicates](#) its 30-60-90 approach to timely graduation. In addition, students have secure access Degree Tracks, an online application that provides individualized information about the path to degree completion.

WOU updates many publications on an annual basis, including Admissions materials, course catalog, and web pages for academic programs. Departments offering student services are encouraged to review and update their websites regularly and generally do so monthly. Academic departments review and update their websites during summer term to ensure accuracy for the upcoming academic year.

EVIDENCE (* indicates required item)

Policies/procedures/ for reviewing published materials (print or websites) that assures institutional integrity

- [Communication and Marketing Policy](#)*
- [WOU Strategic Communications and Marketing \(MarCom\)](#)
- [News, Videos](#) and [University Webpage](#)
- [Admissions](#)
- [Four-year degree plans](#)
- [Transfer Pathways](#)
- [General Education program](#)

2.D.2: ETHICS AND COMPLAINTS

The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

(Related: ER8)

WOU has policies and procedures in place to maintain high ethical standards in management and operations, including dealings with the public, NWCCU, and external organizations.

Ethical standards are defined by state statutes and regulations (including [ORS 244](#) and [OAR 199](#)) and govern the use of public office, gifts, conflicts of interest, and the Code of Ethics, which was adopted from the State Board of Higher Education's Oregon University System. The president communicates regularly to campus regarding expectations regarding ethical standards in management and operations as well as in dealings with external constituencies.

The Accounting and Business Services webpage has resources for employees who have concerns about financial practices or potential irregularities. WOU also maintains a [fraud, waste, and abuse hotline](#), which is monitored 24/7. Staff, faculty, and students may also call the [Oregon Secretary of State's fraud, waste, and abuse hotline](#). Employees who report concerns are protected by [state whistle-blower laws](#). The university retains internal audit services that report directly to the president and the Board of Trustees; the [Internal Auditor's plan for 2021-22](#) (p 4) was reviewed by the Board of Trustees Executive, Governance, and Trusteeship Committee in June 2021.

Faculty are directed to the American Association of University Professors' [Statement on Professional Ethics](#) for explanation of the special obligations of faculty. This statement is included as Appendix G in the [Faculty Handbook](#). The collective bargaining agreement between the university and the faculty contains provisions to establish a healthy workplace and an expected manner of conduct for faculty, specifically protecting against bullying or abusive behavior between and among faculty and between faculty and other employee classifications.

Fair and equitable treatment of students, faculty, staff, administrators, and other stakeholders and constituencies is ensured through clear and publicly available [policies](#) and procedures, their uniform application, and a transparent mechanism for complaints and grievances.

With respect to faculty, staff, administrators, and student workers, WOU practices affirmative action in hiring and employee retention and complies with required standards established by the Equal Employment Opportunity Commission and Oregon Bureau of Labor and Industries. These efforts are bolstered by the [University Diversity and Inclusion Advisory Committee](#), tasked with helping to guide initiatives around diversity and inclusion.

Expectations for student behavior are disseminated through the [Code of Student Responsibility](#).

The university's policies and procedures provide a structure to address complaints and grievances in a fair, equitable, and timely manner. For all employees, workplace complaints or grievances may be addressed informally between supervisors and their respective direct reports. However, employees represented by a union (i.e., faculty and classified staff) may initiate a formal grievance through the mechanism of their respective collective bargaining agreements: [Western Oregon University Federation of Teachers \(WOUFT-AFT\)](#) and [Service Employees' International Union \(SEIU\)](#).

Additionally, other communications related to allegations of sexual harassment and/or discrimination may be reported directly to the supervisor, Human Resources, or through the university's [Anonymous Report Form](#). The associate vice president of Human Resources serves as the university's [Affirmative Action Officer and Title IX Coordinator](#).

Students who have complaints, or academic or non-academic grievances, have access to the [Student Grievance Procedure](#), a process that settles disputes through mediation and reasoned discussion, rather than a judicial or quasi-judicial process. Student behavior relative to academic dishonesty may be adjudicated by Student Conduct, as specified in the [Code of Student Responsibility](#).

After students exhaust all administrative forms of relief, as provided in the student grievance procedure, students may petition the [Oregon Higher Education Coordinating Commission](#) to investigate and dispense with academic complaints, pursuant to [ORS 350.075\(4\)](#) and [OAR 715-011-0080](#). Students may also lodge non-academic complaints that may be tangentially related to their academic performance.



EVIDENCE (* indicates required item)

Policies/procedures for reviewing internal and external complaints and grievances

- [Grievance Procedures](#) policy*
 - [Western Oregon University Federation of Teachers \(WOUFT-AFT\) for faculty](#)*
 - [Service Employees' International Union \(SEIU\)](#) for classified staff*
 - [Waste, Fraud and Abuse](#) policy* & [Anonymous Report Form](#)*
- [Discrimination and Harassment](#) policy*
- [Affirmative Action Officer and Title IX Coordinator](#)*
- [Equal Employment Opportunity and Affirmative Action](#) policy*
- [Procedure](#) for complaint regarding discrimination in employment*
- [Academic complaints](#) policy*
- [Student complaints and concerns](#) procedures*
- [State of Oregon Higher Education Coordinating Commission](#) student complaint process*

Additional WOU resources

- [Policy Library](#)
- AAUP ["Statement on Professional Ethics"](#)
- WOU [Faculty Handbook](#)
- [Code of Student Responsibility](#)
- [Internal Auditor's plan for 2021-22](#) (p. 4)

State of Oregon Framework & resources

- [ORS 244](#)
- [OAR 199](#)
- [ORS 350.075\(4\)](#)
- [OAR 715-011-0080](#)
- Oregon [state whistleblower laws](#).
- [Oregon Secretary of State's fraud, waste, and abuse hotline](#)

2.D.3: CONFLICTS OF INTEREST

The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff. (*Related: ER8*)

All employees are subject to the Oregon Code of Conduct ([ORS 244](#)). Annually, the president sends [Fostering an Ethical and Secure Workplace](#) to employees, which clearly describes expectations for conduct and responsibilities regarding conflicts of interest. Under the [Board Statement on Ethics and Conflict of Interest](#), board members are required to declare any actual or potential conflicts of interest. Trustees are prohibited from accepting honoraria.

EVIDENCE (* indicates required item)

Policies/procedures prohibiting conflict of interests among employees and board members

- [ORS 244 Governmental Ethics*](#)
- [Board Statement on Ethics and Conflict of Interest*](#)
- [Annual Email from the President – Fostering an Ethical and Secure Workplace](#)

2.E.1: AUDITS AND OVERSIGHT

The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission. (Related: ER19)

WOU's audit and reporting processes are designed to ensure financial stability to allow the university to achieve and fulfill its mission. The university complies with state laws ([ORS 341.709 Annual Audit Required](#)) and board policies governing the oversight and management of resources.

External Independent Audit

Since July 1, 2015, WOU has engaged independent auditors to perform audits of financial statements, internal controls and compliance, single audit, and NCAA audit. The auditors present findings to the [Finance & Administration Committee](#) and the [Board of Trustees](#). The audit is performed on an annual basis in accordance with auditing standards generally accepted in the United States and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Completed audits are posted on the [Accounting and Business Services website](#) for both internal and external views.

The board has assigned the [Finance and Administration Committee](#) to oversee the university's accounting and financial reporting processes and independent audits of its financial statements ([Board Statement on Board Committees](#)). The Board of Trustees engages the independent accounting firm of Eide Bailly LLP to audit the university's [financial statements](#) for the preparation and fair presentation of these financial statements. The annual financial report is presented to the [Finance & Administration Committee](#) and accepted by the Board of Trustees.

Internal Audit

The board has assigned the [Executive, Governance, and Trusteeship Committee](#) to oversee the internal audit activities ([Board Statement on Delegation of Authority](#)). With guidance from the university and approval from the board, the internal auditor uses a risk-based approach to establish an annual audit plan to select departments to audit. The audit results are reported to the appropriate level of university administration personnel and [Executive, Governance, and Trusteeship Committee](#) and are then accepted by the [Board of Trustees](#).

Reporting, review, and analysis of financial information throughout the year are the key to ensuring that the university is fiscally stable and has the ability to meet its current and future financial needs. The university utilizes Ellucian’s Banner Finance system, which provides a comprehensive, integrated financial management approach that enables the university to record, process, and report financial data in real time. Both unrestricted and restricted resources and expenses are managed with multiple fund types, according to the nature and activity. Spending and monitoring of these funds (i.e., General Fund, Financial Aid, Grant, Capital Projects, Auxiliary) occur at the program level, with further monthly reporting and analysis from financial analysts within Accounting and Business Services, Budgeting, and Finance departments. Effective budgetary and cash flow management is confirmed by reporting the university’s budget status of funds and its investments to the [Finance and Administration Committee and the Board of Trustees](#) on a quarterly basis. [Budget variance reports](#) are available to all budget managers and senior administrators on the eighth business day of each month. Managers can generate other reports on demand that give them access to current financial and budget information.

The board policy on fund balance standards establishes and maintains an Education and General Fund unrestricted fund balance to ensure the availability of funds to continue the delivery of institutional services and to address any unexpected emergencies ([Board Statement on Education and General Fund Balance Standards](#)). The fund balance serves as a buffer against enrollment fluctuations and protects against the uncertainty of state support funding or any period of a revenue shortfall. Fund balance standards are calculated as the percentage of ending fund balance to total operating revenue. The policy maintains a fund balance range from 5 to 15 percent with a target of 10 to 12 percent.

The described processes and reporting functions are designed to safeguard and ensure strong and accurate financial planning.

EVIDENCE (* indicates required item)

<p>Policies/procedures that articulate the oversight and management of financial resources</p> <ul style="list-style-type: none"> ● Board Statement on Delegation of Authority* ● Board Statement on Board Committees* ● Board Statement on Education & General Fund Balance Standards (Minutes for Board of Trustees June 12, 2019, p. 8-9) and Associated Docket Item (p. 58)*
<p>Latest external financial audit including management letter (see Exhibit C and links to Trustees materials below)</p> <ul style="list-style-type: none"> ● Latest external financial audit, including the management letter* ● Audited financial statements, including statement of cash flow* ● Single Audit Report*
<p>Cash flow balance sheets (see above)*</p>

2.E.2: PLANNING

Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short-term financial health and long-term financial stability and sustainability. *(Related: ER20)*

At WOU, financial planning includes meaningful opportunities for stakeholder participation, produces realistic projections of financial resources, ensures adequate available funds, and provides comprehensive risk management that ensures short-term financial health and long-term financial stability and sustainability. The budgeting process engages all relevant campus stakeholders in the work of setting fiscal and expenditure targets, aligning resources with fiscal targets and the university's strategic plan, and improving efficiency and effectiveness.

Budgeting occurs at the unit level through collaborative meetings with stakeholders across campus. Unit leaders and key support staff, accompanied by their vice president or executive director, meet annually with the budget director and the vice president for finance and administration. Meetings include a review of the current year's budget activity, identification of changes expected for the coming year, reallocation within units and across units within budget organizations, and long-term planning for changes that support the university's strategic plan.

The [University Budget Advisory Committee](#) is a diverse and representative group of stakeholders that provides recommendations for the university's strategic budget initiatives, such as new investments. The committee also provides feedback to administration and disseminates information about ongoing budgetary trends and strategic opportunities.

The [Tuition and Fees Advisory Committee](#) is a lawfully mandated body comprising students, faculty, and administrators appointed by the president pursuant to [ORS 352.103](#). This group gathers input from students as it develops a recommendation for the following year's resident undergraduate tuition rate and mandatory fee (excluding incidental fees).

Pursuant to its [Statement on Delegation of Authority](#), the Board of Trustees retains sole authority to adopt the university's budget. Staff aid in the process by highlighting opportunities and challenges before the board ultimately adopts the budget each fiscal year. The board contemplates and adopts the annual fiscal year's budget and any tuition or fee increases in public meetings.

WOU's financial planning process integrates the annual budgeting process, as described above, with evolving information on expected revenues. WOU's two largest sources of revenue are (1) tuition and fees and (2) state appropriations. Tuition revenue is determined by two elements: enrollment levels and tuition and fee rates. Predicting enrollment levels requires input and collaboration from offices across campus, including Admissions, Academic Affairs, Financial Aid, University Housing, and Budget and Planning. Tuition and fee rates are determined through a collaborative process that starts with the Tuition and Fee Advisory Committee, as described above

and graduate Tuition and Fee Advisory Committee. Tuition and fees are set by the Board of Trustees, typically in April of the prior academic year. State appropriations depend upon biennial legislative action, and a more reliable estimate of funding levels is typically available in the second year of the biennium.

The university uses several mechanisms to ensure appropriate funds for university operations:

- The [Budgeted Operations Fund Balance Policy](#) secures WOU's sustainable future by ensuring adequate resources to respond to unexpected situations.
- The university has established a quasi endowment as an additional source of reserve funds, with a corresponding board policy on investment ([Board Statement on Quasi-Endowment Funds](#), [Board Statement on Investment of Quasi-Endowment Funds](#), [Addendum to Board Statement on Investment of Quasi-Endowment Funds](#)).
- WOU's treasurer regularly monitors cash flow to ensure appropriate available funds; quarterly cash flow reports are included in the published Board of Trustees docket ([Finance & Administration Committee](#)).

[WOU Foundation](#) is a nonprofit corporation, governed by a volunteer Board of Trustees with IRS 501(c)3 status. Serving as the fundraising arm of the university, its mission is to strengthen relationships and provide resources in order to serve and support the mission and vision of Western Oregon University. The foundation's scholarship program includes more than 250 donor-funded scholarships. In addition, the foundation manages nearly 300 funds for academic and student programs. As of 2021, the WOU Foundation has approximately \$25 million in assets and a permanent endowment of \$16 million. The foundation's activities are governed by [bylaws](#), [policies](#) and procedures for [deposits](#) and [withdrawals](#) from foundation accounts.

In addition to the financial risk management procedures and policies outlined above, the university actively considers risks, design practices, and protections to support its ongoing viability. The board's [Executive, Governance, and Trusteeship Committee](#) provides oversight and policy direction to ensure the efficacy of compliance programs. It serves as the board's audit committee and, per its charter, "is responsible for accepting any and all reports with regard to legal services, compliance or enterprise risk management... [and] will strategically assess risk to the university and recommend actions to the board, as appropriate, to complement the Board's Finance and Administration Committee."

With regard to best practices, risk management, and insurance coverage, the university is a member of both the Risk Council and the Public University Risk Management and Insurance Trust (PURMIT). Six of Oregon's seven public universities participate in this program. [PURMIT](#) provides strategic oversight of the insurance and risk management program, while the Risk Council conducts the day-to-day transactions and risk mitigation for the program. The WOU Vice President and General Counsel is the university's PURMIT trustee, and the Deputy General Counsel is the Risk Council representative.

EVIDENCE (* indicates required item)

Policies / procedures for planning and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, transfers and borrowing between funds

- [Finance & Administration Committee](#) of the Board of Trustees (financial oversight)*
- [University Budget Advisory Committee](#) *
- [Tuition and Fees Advisory Committee](#) *
 - [ORS 352.103](#)
- [Board Statement on Delegation of Authority](#) *
- [Budgeted Operations Fund Balance Policy](#) *
- Board Statements related to Quasi-Endowment Funds
 - [Funds](#) *
 - [Investment of Funds](#) *
 - [Addendum](#) *
- [Budget process](#) (procedure)*
- [Budget process](#) (video overview)
- [Executive, Governance, and Trusteeship Committee](#) of the Board of Trustees (oversight of compliance programs)*
- [Public University Risk Management and Insurance Trust](#) (PURMIT)
- WOU Foundation [bylaws](#) *
- WOU Foundation [policies](#) *
- WOU Foundation procedures for [deposit](#) and [withdrawal](#) of funds*
- [WOU Foundation](#)

2.E.3: MANAGEMENT

Financial resources are managed transparently in accordance with policies approved by Western Oregon University's governing board, governance structure, and applicable state and federal laws. (*Related: ER19, ER20*)

The university's financial practices, processes, and procedures are controlled by the Board of Trustees' adopted statements and policies, and the university applies those statements and policies in accordance with the provisions of the board statements on the [Delegation of Authority](#), [Board Committees](#), [Quasi-Endowment Funds](#), and [Investment of Quasi-Endowment Funds](#). Moreover, WOU has adopted policies on purchasing and both the formal and informal [procurement](#) of goods and services. Those policies are consistent with prevailing state and federal regulations and statutes, such as the disposition of state and federal property; employer accountable plans as to the reimbursement of business expenses incurred by employees; and other activities, such as capital construction.

The university manages an accounting and financial reporting system, including ledgers and transactions that conform to Generally Accepted Accounting Principles (GAAP), statements by the Government Accounting Standard Board (GASB), and other standards set by regulatory bodies, such as the Internal Revenue Services and Department of Treasury. Transparency is ensured when quarterly financial/management statements are included in publicly disseminated [Board of Trustees meeting dockets](#) and minutes, as are annual summaries. A coordinated system of financial controls is routinely practiced to ensure transactions are fair, reasonable, and accurate. The university hires an independent auditor each year to attest to the same.

EVIDENCE (* indicates required item)

Board approved financial policies, state financial policies, or system financial policies
<ul style="list-style-type: none">• Delegation of Authority*• Board Committees• Quasi-Endowment Funds*• Investment of Quasi-Endowment Funds*• Procurement*• Publicly available financial/management statements

2.F.1: EMPLOYEE INFORMATION

Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination. *(Related: ER12)*

Through processes coordinated through [Human Resources](#), WOU [ensures that employees are informed](#) about their conditions of employment, work assignments, and procedures for evaluations, retention, promotion, and termination.

Faculty, classified (unionized) staff, and unclassified (non-represented) staff, including administrators, receive letters of appointment that direct them to the appropriate information based on employment or contract type:

- Collective bargaining agreements serve as the primary source of information about conditions of employment, rights, and responsibilities and criteria and procedures for evaluation, retention, promotion, and termination for [faculty](#) and [classified staff](#). Classified employees are represented by SEIU, and faculty whose FTE is 0.5 or higher are represented by WOUFT.
- Unclassified employees, including administrators, refer to the [Unclassified Employees Handbook](#) for information about conditions of employment, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.
- Students are at-will employees, and their employment is guided by the [student employment policy](#); student employment information is also provided to undergraduate

students through the [Service Learning and Career Development Office](#) website and to graduate students on the [Graduate Office](#) website.

Classified, unclassified, and faculty receive offer letters upon acceptance of their position that indicate their employment status, salary information, start dates, benefits information, as well as references to their conditions of employment and/or collective bargaining agreements. Faculty letters include information about the timeline for tenure and promotion.

All classified and unclassified positions have standardized position descriptions that outline the work assignments, including scope and detail of responsibilities and required qualifications. Faculty positions are defined in the collective bargaining agreement ([Article 7, pp. 10-6](#)). Full-time tenured/tenure-track faculty are assigned 36-credit teaching load and nine credits for scholarship and service annually. Teaching loads are reduced to 27 credits annually for faculty who predominantly teach graduate courses. Full-time non-tenure-track faculty are assigned an annual 45-credit teaching load.

The collective bargaining agreements and Unclassified Employee Handbook include procedures for performance-related counseling, progressive discipline, and termination, if warranted:

- Faculty: [Article 10](#) of the CBA
- Unclassified employees: p. 8 of the [Unclassified Employee Handbook](#)
- Classified employees: [Article 17](#) (pp. 19-20) of the WOU-SEIU CBA

EVIDENCE (* indicates required item)

Human resource policies and procedures (Examples)

- [Appointment Procedures](#)*
- [Conditions of Employment on Gift, Grant and Contract Funds](#)*
- [Personnel Files](#)*
- [Discrimination and Harrassment](#), [Equal Employment Opportunity and Affirmative Action](#), [Consensual Relationships](#)*
- [Dual Employment](#), [Outside Employment](#), [Employment of More than One Member of a Household](#)*
- Criminal Records Check: [Purpose](#), [Process](#), [Notification](#), [Confidentiality](#)*
- [Support Services and Accommodations](#) for employees, [Reasonable Accommodations](#)*
- [Executive Searches](#), [Executive Searches/Appointments/Management](#)*
- [Grievance Procedures](#), [Presentation of Grievance](#), [Appeal of Grievance Procedures](#)*
- [Employee Assistance Program](#)*
 - [Face Coverings During COVID](#)*
 - Human Resources [procedures and forms](#)*
- Policies/procedures related to teaching, scholarship, service, and artistic creation
 - [WOU-WOUFT Collective Bargaining Agreement](#) contains policies/procedures for faculty related to teaching, scholarship, service and artistic creation (Articles 7, 8 and 11)*

- Policies/procedures for apprising employees of working conditions, rights and responsibilities, evaluation, retention, promotion, and termination
 - [WOU-WOUFT Collective Bargaining Agreement](#) apprises faculty of
 - working conditions: Article 6, Section 2, p. 9; Article 7, p. 10*
 - rights and responsibilities: Article 5, p. 8; Article 10, p. 27*
 - Evaluation, retention, promotion, termination: Article 8*
 - [WOU-SEIU Collective Bargaining Agreement](#) apprises classified staff of rights and responsibilities generally, and specifically:
 - Article 50 (Work Schedule) working conditions*
 - Article 49 (Position Descriptions & Performance Evaluations) Evaluation, retention, promotion, termination
 - [Unclassified Employees Handbook](#) apprises unclassified employees and administrators of working conditions, rights and responsibilities, and procedures related to evaluation, retention, promotion, and termination.

2.F.2: PROFESSIONAL DEVELOPMENT

The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development. (*Related: ER23*)

WOU Human Resources, along with the Provost's office, is responsible for ensuring appropriate opportunities are provided to support the professional growth and development of faculty and staff, including administrators.

[Article 22](#) of the WOU-WOUFT Collective Bargaining Agreement provides funding to support faculty professional development. For each multi-year employment contract, WOU and WOUFT reach agreement on institutional funds to be made available. Funds are typically used to attend conferences, present research, secure funding for scholarship, or be released from a course for scholarship or pedagogical work. Funds are disbursed by the [Faculty Development Committee](#), which issues calls for proposals, reviews proposals, and allocates funds. The Provost's office provides logistical and accounting support. See Table 2.F.2.1 (next page) for recent history of expenditures.

Specifically related to professional development around teaching, the Center for Academic Innovation functions as a Center for Teaching & Learning, providing pedagogically focused faculty development. The center has evolved since the last accreditation visit, with investments in increased FTE to support instructional design, consolidated space, and structural support via the supervision of an innovative and creative dean.

[Regular offerings](#) include the following:

- [Catalyst](#), a multi-week faculty development course on teaching topics
- Single-session workshops for academic technology (Canvas focused)

- Pedagogy deep dives: hands-on workshops on applying specific pedagogical approaches, not exclusive to technology

Table 2.F.2.1 Faculty Development Grants and Course Releases, 2019-21

<i>Grants</i>	2019-20	2020-21
Category 1: Professional Travel to Conference (Serving in Official Capacity)	\$124,794	\$26,410
Category 2: Professional Travel to Conference (Attendee Only)	\$19,116	\$6,333
Category 3: Research/Major Projects	\$58,320	\$56,872
Total	\$202,230	\$89,615
<i>Course Reassignments</i>		
	2019-20	2020-21
Category 4: Course Reassignment for Scholarly Activities	19	21
Category 5: Course Reassignment for Technologically Innovative Courses	4	0*

*No applications were received for Category 5 awards in 2020-21.

The recent reorganization of Sponsored Projects under the supervision of the dean of graduate studies has resulted in more focus on faculty development around [grant writing](#).

WOU’s Institutional Review Board provides access to training on [research ethics](#) via the Collaborative Institutional Training Initiative ([CITI](#)).

WOU has allocated funds to Human Resources to support staff development; Employees may apply for up to [\\$250 per year](#) toward their professional development.

A number of professional development opportunities are available for all employees:

- Cultural Competency Training, sponsored by the Cultural Competency Committee
- Staff and faculty development workshops, sponsored by Human Resources
- [Self-paced](#) training opportunities, curated by Human Resources
- Many units on campus also have professional development budgets, which allow for additional professional development opportunities for staff.

EVIDENCE (* indicates required item)

Employee professional development policies/procedures <ul style="list-style-type: none"> ● Staff Development Fund Request*

- [Faculty Development Committee](#) and procedures*
- [WOU-WOUFT Collective Bargaining Agreement](#) (Article 22)*

Professional development opportunities (internal)

- [Center for Academic Innovation](#)
- Human Resources [self-paced training](#) opportunities
- [Research ethics](#)
- [Grant Writing](#)

2.F.3: SUFFICIENCY

Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs. *(Related: ER12, ER23)*

In fall 2021, Western Oregon University employed the following:

- 151 tenure-track faculty (147 FTE)
- 164 non-tenure track faculty (123 FTE)
- 202 unclassified staff and administrators (196 FTE)
- 154 classified staff (148.6 FTE)

Staff are employed across [core units](#) of the university (i.e., Academic Affairs, Student Affairs, Finance & Administration, Strategic Communications and Marketing, Legal Counsel, Athletics) to ensure oversight of academic programs and policies, provision of student support and services, business operations, and compliance with internal and external requirements. Staff qualifications are defined in position descriptions, and candidates are screened by trained HR staff to ensure that candidates meet minimum qualifications before advancing to search committee screenings.

Tenure-track faculty are required to have a terminal degree in their field upon placement on the tenure track. Non-tenure-track faculty may be appointed at the rank of instructor with a master's degree. In very rare cases, often where technical expertise is involved, a non-tenure-track faculty may be appointed at the rank of lecturer with a bachelor's degree as the highest degree earned ([WOU-WOUFT CBA](#), Articles 7 & 11). Table 2.F.3.1 (next page) provides a summary of the highest degree attained by faculty rank, effective Fall 2021.

Table 2.F.3.1: Faculty Highest Degree Attained by Rank (Fall 2021)

Rank Description	Bachelor's Degree	Master's Degree	Doctorate or Other Terminal Degree
Professor	0	0	77
Associate Professor	0	0	41
Assistant Professor	0	0	33
Adjunct Assistant Professor	0	4	39
Adjunct Instructor	4	79	9
Adjunct Lecturer	3	2	0
Part-Time Other	4	18	4

In addition to direct instruction, faculty are responsible for oversight of the curriculum. They exercise oversight through ongoing assessment of student learning in programs and general education, and through comprehensive program review that occurs every seven years. Through committees that report to the Faculty Senate, faculty also work closely with the registrar and provost to establish educational policies that protect the integrity of academic programs and serve our students. Faculty share responsibility with professional advising staff for academic advising.

As the diversity of our students has grown, especially Hispanic or Latino students and students who identify with two or more races, and WOU embraces its status as an emerging Hispanic Serving Institution, we have tracked our progress in diversifying faculty. The diversity of our faculty, however, has not kept pace with changes in our student population (see Table 2.F.3.2).

Table 2.F.3.2 Faculty & Students by Race/Ethnicity, 2015 and 2020

	Faculty, 2015	Students, 2015	Faculty, 2020	Students, 2020
American Indian or Alaska Native	0%	2%	0%	1%
Asian	3%	4%	4%	3%
Black or African American	2%	4%	1%	3%
Hispanic or Latino	6%	10%	5%	20%
Native Hawaiian or Other Pacific Islander	0%	2%	0%	2%
White	83%	66%	76%	61%
Two or more races	1%	0%	1%	4%
Race/ethnicity unknown	3%	4%	12%	3%
Non-resident Alien	2%	6%	2%	3%

The persistence of this trend has resulted in a broad-based search advocate training in Academic Affairs, building on ongoing work in this area by Student Affairs.

To further consider the sufficiency of our human resources, WOU examined data from peer comparators. Western Oregon University has identified [10 national peer comparators](#) that are similar in sector, size, mission, scope and mix of programs, student demographics (e.g., percent Pell Eligible):

- Arizona State University-West
- California State University-Channel Islands
- Colorado Mesa University
- East Stroudsburg University of Pennsylvania
- Eastern Oregon University
- Emporia State University
- Northwest Missouri State University
- Shippensburg University of Pennsylvania
- Southern Oregon University
- University of Washington-Tacoma Campus

Using these comparators and 2019 IPEDs data to assess WOU’s resource alignment across broad areas of expenditures, we found that WOU’s proportional allocation to instructional expenses is 15% higher than the median of our peers, while academic support, student services, and institutional support lag (see Table 2.F.3.3).

Table 2.F.3.3: Expenses as a percentage of total core expenses, WOU and comparator institutions, 2019

	Instruction	Academic support	Student services	Inst. support	Other core expenses	Research	Public service
Western Oregon University	50%	13%	9%	9%	16%	1%	0%
Comparator median	44%	14.5%	10%	12%	13%	1%	2%

*Expenses as a percent of total core expenses (GASB) (DRVF2019)

The relatively high proportion of core expenses going to instruction is mirrored in WOU’s student-to-faculty ratio (see Table 2.F.3.4 on next page), which was 14:1 in 2018 (the last year when comparative IPEDS data is available); this compares with the comparators’ median of 18.5 students per faculty in 2018.

Table 2.F.3.4: Student faculty ratio, WOU and comparator institutions, 2008 – 2018

Year	18	17	16	15	14	13	12	11	10	09	08
Western Oregon University	14	15	14	14	17	18	19	19	20	20	19
Median of comparators	18.5	19.5	20	20	21.5	19.5	21	21	21	20	19

By fall 2021, WOU’s student-to-faculty ratio had fallen further, to 12.2 to 1. In other words, WOU’s student-faculty ratio was similar to the median of peers (20:1) in 2008 and 2009. In the past 10 years, however, peers roughly maintained the ratio while WOU’s ratio fell along with its declining enrollments.

It is always difficult to pull back expenditures on instruction, especially when teaching and learning are at the heart of our mission. Nonetheless, in 2020, WOU made a formal declaration of program curtailment, which led to a review of the viability of low-enrolled programs. The work was referred to as “Article 15” because of the role played by Article 15 of the WOU-WOUFT 2020-23 Collective Bargaining Agreement in defining the process by which such reviews, and subsequent layoffs of tenured, tenure-track, and non-tenure-track faculty, occur. As a result of this [review](#), some degree programs were eliminated, which resulted in the layoff or retirement of eight tenured faculty. Other degree programs reduced course offerings, which resulted in non-renewal of non-tenure-track faculty. Still other programs restructured their curriculum to create greater efficiencies.

As difficult as this work is, the financial situation necessitated action to realign instructional staffing levels with enrollments. Moreover, struggles with student success—especially four- and six-year graduation rates that lag behind peers (see Table 2.F.3.5) – suggest that the educational excellence that is delivered with a highly favorable student-to-faculty ratio is not sufficient to serve WOU’s students and support their achievement.

Table 2.F.3.5: Graduation rates, WOU and comparators, 2019

	Graduation rate – Bachelor degree within 4 years total (DRVGR2019)	Graduation rate – Bachelor degree within 5 years total (DRVGR2019)	Graduation rate – Bachelor degree within 6 years total (DRVGR2019)
Western Oregon University	24%	37%	41%
Median of comparators	31%	47%	50.5%

EVIDENCE (* indicates required item)

Documentation about engagement and responsibilities specified for faculty and staff, as appropriate

- [WOU-WOUFT CBA](#)*
- [Unclassified Employee Handbook](#)*
- [WOU-SEIU CBA](#)*
- [Classification Table](#) (all OR public universities share the same SEIU classification specifications which are posted at Oregon State University)*

Personnel hiring policy/procedures (see 2.F.1)

- [Procedures](#)*

[Academic organizational chart](#) (areas in blue)*

Other evidence

- [Article 15 Report](#)

2.F.4: EVALUATION

Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement. (*Related: ER12*)

Classified and unclassified employees, including administrators, are subject to annual performance reviews, as specified in the [WOU-SEIU collective bargaining agreement](#) (pp. 83-84) or the [Unclassified Employee Handbook](#) (p. 7), respectively. Performance reviews include self-evaluation, supervisor evaluation, coaching and mentoring, and review and revision, as needed, of the position description (See Exhibit D for templates for position descriptions, self-evaluation, and evaluation of classified and unclassified employees). Use of templates for self-evaluation, supervisor evaluation, and position descriptions aligns all reviews with the institution's mission, goals, and educational objectives and provides for transparency, greater consistency, and fairness across reviews. Annual review of position descriptions ensures that expectations are aligned with formal job duties and that, as duties evolve, changes are memorialized in position descriptions. Feedback, which occurs at least annually in one-to-one meetings with employees, offers opportunities for improvement of both employees and supervisors.

Tenured and tenure-track faculty evaluation and promotion procedures are in [Article 8](#) (pp. 16-27) of the WOU-WOUFT Collective Bargaining Agreement. Pre-tenured faculty are evaluated yearly to provide feedback from division personnel review committees, the dean, and the provost that supports the attainment of tenure. Tenure reviews typically occur in the fifth year of employment,

though the CBA provides for flexibility through early tenure review and tenure-clock stoppage. [Article 8 Section 2](#) (pp. 16-9) describes the evidence that is assembled to support evaluation and promotion. Post-tenure reviews ([Article 8](#), Section 7, pp. 26-7) are scheduled every three years for tenured associate professors and every five years for tenured full professors. Generally, all of the above reviews require a peer classroom observation and report.

Non-tenure-track faculty at or above .5 FTE are reviewed annually by the division chair or their designee ([Article 11](#), pp. 30-4 of the CBA) based on recent classroom observation and an annual report prepared by the non-tenure-track faculty member that includes data from student evaluations of teaching and a summary of academic accomplishments. Non-tenure-track faculty can request a multiple-year contract, if they meet certain criteria (see [Article 11](#), p. 32).

EVIDENCE (* indicates required item)

Administrator/staff/faculty evaluation policies/procedures

- [WOU-WOUFT CBA](#) (Articles 8 & 11)*
- [SEIU CBA](#) (pp. 83-84)*
- [Unclassified Employee Handbook](#) (p. 7)*
- See Exhibit D for:
 - Position description templates (classified and unclassified)*
 - Staff self-evaluation and supervisor evaluation templates for Classified, and Unclassified employees*

2.G.1: EFFECTIVE LEARNING AND STUDENT SUPPORT

Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success. (*Related: ER13, ER14, ER15*)

A Focus on Equity

WOU is committed to promoting diversity, equity, and inclusion for all students and ensuring equitable outcomes in learning and achievement. With goals of improving student learning and achievement overall and reducing equity gaps, the university has engaged in intentional work since its 2016 Year Seven Evaluation. To support higher levels of, and more equitable, student success, WOU has infused diversity, equity, and inclusion into organizational processes and the redesign of learning environments, academic programs, and support programs and services.

Developments at the level of institutional governance include the approval of a [Board Statement on Diversity, Equity, Inclusion and Accessibility](#) and the [creation](#) of a Board Standing Committee on Diversity, Equity, and Inclusion. At the executive level, the [University Diversity and Inclusion Advisory Committee](#) advises the university president and cabinet on diversity, equity, and

inclusion issues, including those that affect curriculum, pedagogy, and other practices in the classroom. To support equity efforts throughout the university, WOU is searching for an Executive Director of Diversity, Equity, and Inclusion and anticipates completion of the search in spring 2022. The position will report directly to the president and serve on the president's cabinet.

The university has begun to conduct regular training on cultural competency for students, staff, and faculty. However, we have more to do to fully institutionalize these professional development opportunities. By learning how to provide a safe environment that has space for a diverse student population, WOU seeks to maximize student success and reduce equity achievement gaps.

Learning Environments

WOU's [Mid-Cycle Report](#), completed in 2019, focused on changes in curriculum and practice that were adopted to improve student learning and remove barriers to graduation⁴. Adjustments included the following:

- Use of university-wide [Professional Learning Communities](#) of faculty to assess institutional learning outcomes and recommend data-supported curricular and pedagogical changes.
- [Reimagination](#) of general education to create a coordinated and accessible program that streamlined requirements and communicated with students about the purpose of general education.
- Review and redesign of the structure of undergraduate requirements and structure to focus on [180-credit \(4-year\) degrees](#), remove requirements that primarily served as barriers to graduation (e.g., B.A. and B.S. requirements that were separate from major requirements, a required minor), and identify and eliminate hidden course prerequisites.

In addition, WOU had planned for investments to increase the capacity of WOU's Academic Innovation unit to better support effective learning and teaching. Those investments ended up coinciding with the impacts of COVID-19. Since March 2020, WOU has increased staffing in this unit by 3.0 FTE, with a director and two instructional designers joining a previously hired LMS administrator, media technician, and two graduate assistants. COVID-19 spurred additional investment in this unit and academic technology, allowing Academic Innovation to engage in the following:

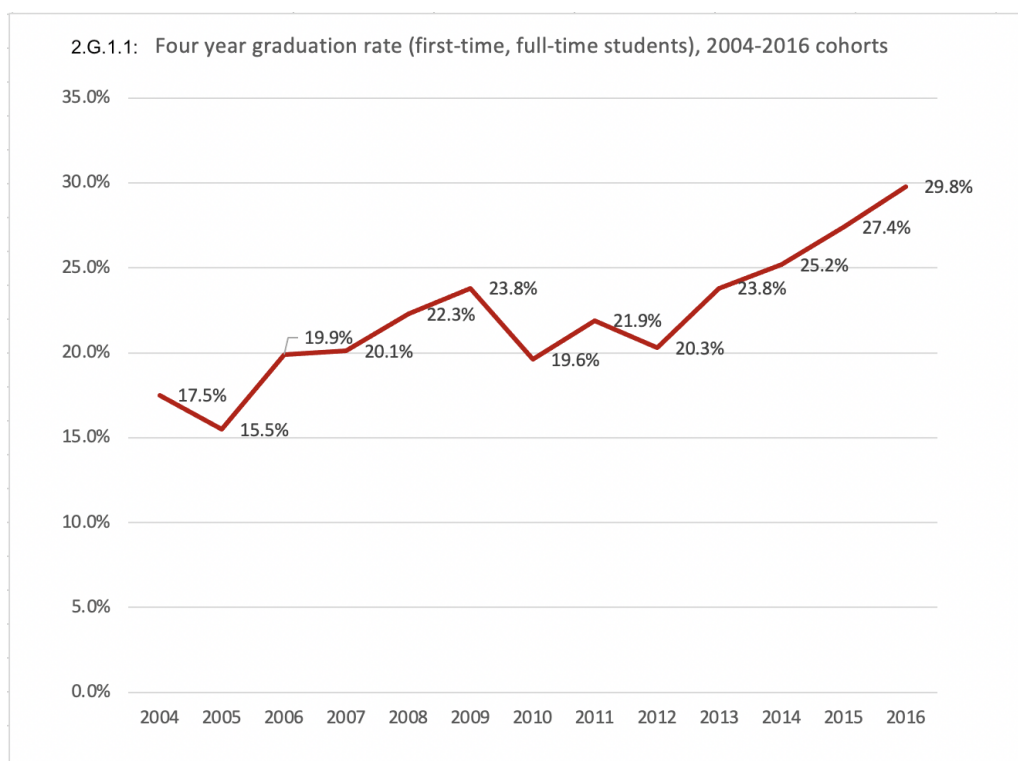
- Develop and incentivize participation in a range of faculty development programs focused on (1) pedagogical best practices, (2) remote teaching strategies, and (3) LMS and [academic technology training](#).
- Improve user support by adopting both an internal ticketing system and investing in 24/7/365 support through an external vendor.

⁴ The curricular work was driven in part by faculty concern about the difficulties in advising students to successful graduation: While they felt comfortable advising in their programs, university requirements had grown so complex and fragmented that faculty reported being unable to provide advice outside major requirements. If faculty could not understand requirements, we surmised that students might also be struggling.

- Transition the institution to a modern LMS (Canvas) and expand available supported academic technology (e.g., VoiceThread, Screencastomatic, Perusall, Flipgrid, and a proctoring service).
- Provide instructional design consultations and collaboration to faculty members and departments.

Closure of Equity Gaps in Achievement

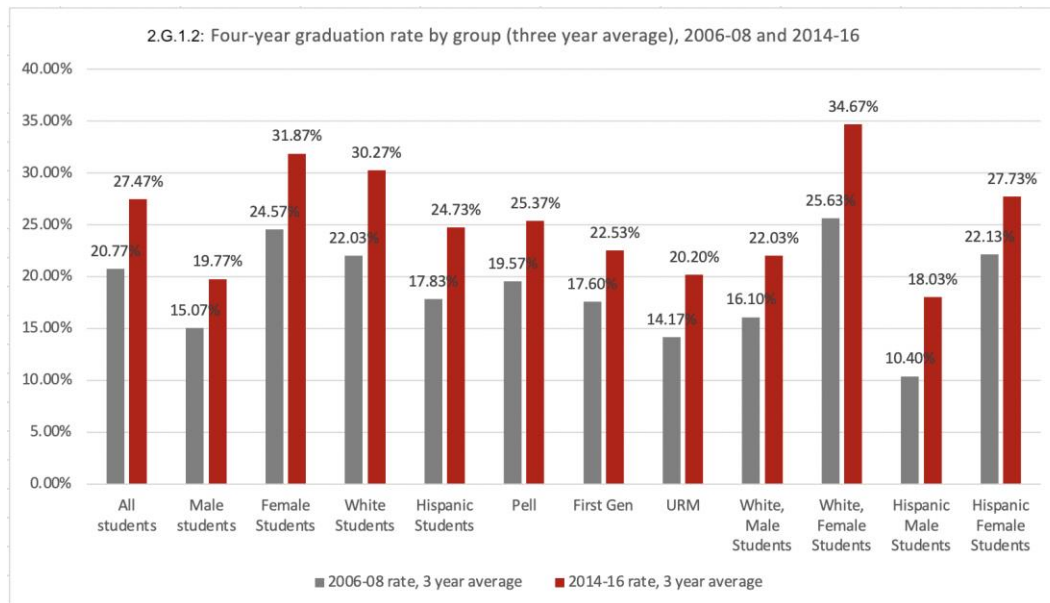
Campus is beginning to see the effect of this work on student achievement. From 2008 through 2016 (2004-2012 cohorts), the four-year graduation rate ranged from 15.5% to 23.8%, with an average of 20.1%. As the curriculum changes have been implemented, the four-year graduation rate has averaged 26.6%, and has steadily increased from 20.3% to 29.8% (Chart 2.G.1.1)⁵.



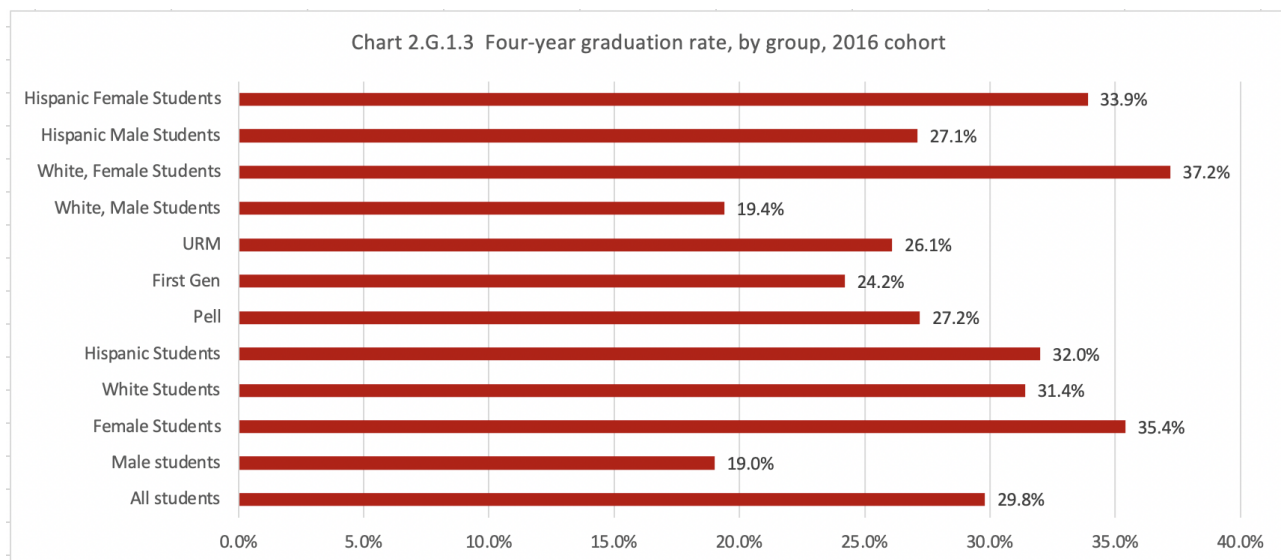
These improvements have touched all of the subgroups of students whom WOU tracks (Chart 2.G.1.2). In every disaggregated group, the four-year graduation rate has increased from the 2006-

⁵ As this report was being finalized, WOU submitted its data for 2021 to IPEDs. Despite the disruptions of COVID on students' lives, WOU's four-year graduation rate continued to improve, rising to 30.4% for the 2017 cohort. Our six-year graduation rate is also on an upward trajectory, rising to 48.6% for the 2015 cohort.

08 cohorts (graduating in 2010 to 2012) and the 2014-16 cohorts (graduating in 2018 to 2020)⁶, pointing to the power of structural changes in curriculum for improving equity in achievement.



Despite improvements in four-year graduation rates, WOU has far more work to do. Success at graduating in four years is still not equitably distributed (Chart 2.G.1.3), and graduation rates continue to lag behind peers (see Standard 2.F.3).



⁶ Within any given year and disaggregated group, four-year graduation rates vary enough that trends are hard to identify. For that reason, we present the three-year average for four-year graduation rates for the 2006-08 cohort (disaggregated data for all groups is not available for 2004 and 2005 cohorts) and the 2014-16 cohort.

Nonetheless, WOU draws confidence from the outcomes of the structural approach to curriculum and its benefits for students. These results were presented to the University Council and Board of Trustees in spring of 2021 as part of monitoring mission fulfillment and institutional effectiveness.

Academic Support

WOU has a history of valuing the role that academic support services play in meeting the learning needs of WOU students. Starting in 2007, support units have been intentional in hiring bilingual Spanish-English speakers and tutors fluent in ASL to support growing student populations. In addition, specific services have been embedded in programs to increase the persistence and confidence of the students they serve. For instance, support from the Writing Center and Math Center were built into the 2021 summer bridge program, Destination Western, which was a two-week residential program, with room and board, designed to help 135 students who had been adversely impacted by the pandemic to build skills to succeed in college-level writing and math. Successful completion promised students a \$1,000 stipend or one free course during the 2021-22 academic year. [Results](#), which include 100% retention rate in week four of the fall 2021 term, support planning for SEP/TRIO block scheduling next year, which will be modeled after the Destination Western Program: in fall 2022, FYS 107 and WR 121 will be paired, with embedded Writing Center tutors, and in winter 2023, FYS 207 and Math 110 will be paired, with embedded Math Center tutors.

In addition to First-Year Seminars (FYS 107 and 207), programs such as Destination Western are the points at which new students learn about the free academic support services that are available to them. Student-success support units and/or programs include the following:

- [Academic Advising](#), with Athletics partnerships and early interventions for students at risk
- [Bilingual/Diversity Teacher Scholars Programs](#)
- [Computer Science Tutoring Center](#)
- [Center for Leadership and Creativity](#)
- [English as a Second Language Tutoring Center](#)
- [General Subjects Tutoring Center](#)
- [Math Center](#)
- [Multicultural Student Services and Programs: Conexiones Program, Diversity Scholars, and On-Track Program](#)
- [Disability Services](#)
- [International Education and Development](#)
- [Psychology Peer Advising Center](#)
- [Science Center](#)
- [Service Learning and Career Development](#)
- [Study Abroad](#)
- [Student Enrichment Program](#)
- [Teacher Prep Student Support Services](#)
- [Transfer Pathways](#)
- [Veterans Resource Center](#)
- [Writing Center](#)

As instruction moved to a virtual environment in March 2020, support units seamlessly transitioned to online spaces to continue supporting students. With the gradual return to in-person instruction, units have created hybrid options to meet the range of modality and scheduling needs that students now possess.

One long-time challenge faced by support units has been the segregation of services, both physically and administratively. With centers sprinkled across campus that support students in writing, math, science, computer science, digital media, English conversation and grammar, leadership and creativity, and general subjects, the directors and coordinators identified the need for a synthesis of services and formed the [Free Tutoring Consortium](#) as a first step toward the unification of tutoring services in 2018. As the next step toward unifying services, the university was granted capital projects funds to build a new Student Success Center, with an anticipated completion date of fall 2024.

A Student Success Center Stakeholder Committee was constituted in fall 2021 to determine the mission of the new building as it relates to the missions of the Werner University Center and Hamersly Library. The university's goal is to build a physical, theoretical, and practical triad of student-support services that makes clear distinctions for students with regard to academic and social supports that are available and how to access them.

EVIDENCE (* indicates required item)

Listing of programs and services supporting student learning needs

- [Academic Advising](#), with Athletics partnerships and early interventions for students at-risk*
- [Bilingual/Diversity Teacher Scholars Programs](#)*
- [Computer Science Tutoring Center](#)*
- [Center for Leadership and Creativity](#)*
- [English as a Second Language Tutoring Center](#)*
- [General Subjects Tutoring Center](#)*
- [Math Center](#)*
- [Multicultural Student Services and Programs](#): [Conexiones Program](#), [Diversity Scholars](#), and [On-Track Program](#)*
- [Disability Services](#)*
- [International Education and Development](#)*
- [Psychology Peer Advising Center](#)*
- [Science Center](#)*
- [Service Learning and Career Development](#)*
- [Study Abroad](#)*
- [Student Enrichment Program](#) (TRIO)*
- [Teacher Prep Student Support Services](#) (TRIO)*
- [Transfer Pathways](#)*
- [Veterans Resource Center](#)*

- [Writing Center*](#)

Evidence of commitment to equity and closure of equity gaps in achievement

- [Board Statement on Diversity, Equity, Inclusion and Accessibility](#)
- Board action to create its [Standing Committee on Diversity, Equity, and Inclusion](#)
- [University Diversity and Inclusion Advisory Committee](#)

Evidence of changes in curriculum and practices to support student learning and success

- [Mid-Cycle Report](#) (2019)
- [Professional Learning Communities](#)
- [Reimagination](#) of general education
- 30/60/90: A path to [180-credit \(4-year\) degrees](#)
- [Academic technology training](#)

2.G.2: PUBLICATION OF INFORMATION

The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar. *(Related: ER18)*

Western Oregon University annually publishes a catalog that is posted online, available to be printed, and can be obtained in an accessible format upon request. All catalogs are archived for historical reference and to facilitate completion of requirements for students operating under the requirements of previous catalogs.

The catalog is kept current through university curricular review and approval processes used to add, remove, or alter courses, programs, program requirements, as well as course and program learning outcomes. Faculty Senate evaluates and makes decisions regarding proposed changes to academic regulations that govern grading and degree requirements. The accuracy of the catalog is managed through a rigorous review process and published in May of each year to facilitate planning for the coming academic year, which begins in June.

The catalog includes the official publication of the following:

- Institutional [mission](#)

- [Admission requirements](#) and procedures ([graduate](#), [undergraduate](#))
- [Grading policies](#) ([graduate](#), [undergraduate](#))
- [Program and degree requirements, learning outcomes, and required course sequences](#)
- Faculty (this is missing from the 2021-22 catalog)
- [Administrators](#) (p. 348)
- [Information about paying for college](#)

The following are published on institutional webpages:

- [Projected timelines](#)
- [Student conduct code of responsibility](#)
- [Tuition and fees](#)
- [Payment deadlines](#)
- [Refund information](#)
- [Refund appeals](#)
- [Course offerings](#)
- [Academic calendar](#)
- [Financial Aid](#)

EVIDENCE (* indicates required item)

- Catalog (and/or other publications) that provides information regarding:
 - [Institutional mission](#)*
 - [Admission requirements and procedures](#)*
 - [Graduate](#)*
 - [Undergraduate](#)*
 - [Grading policy](#)*
 - [Graduate](#)*
 - [Undergraduate](#)*
 - Information on academic programs and courses, [including degree and program completion requirements, expected learning outcomes, required course sequences](#), and [projected timelines to completion](#)*
 - Names, titles, degrees held, and conferring institutions for [administrators](#)*
 - Names, titles, degrees held, and conferring institutions for full-time faculty is not available in most recent catalog due to a transition to an e-catalog system that draws directly from Banner data; the cross-walk to integrate that data into the catalog is being constructed
 - Rules and regulations for [conduct, rights, and responsibilities](#)*
 - [Tuition, fees, and other program costs](#)*
 - [Paying for College](#)*
 - [Payment](#)*
 - [Refunds](#)*
 - [Appeals](#)*
 - [Opportunities and requirements for financial aid](#)*
 - [The academic calendar](#)*

- Frequency of course offerings:
 - [Class Schedule](#)*
 - [Real-Time Schedule](#)*

2.G.3: LICENSURE AND EMPLOYMENT REQUIREMENTS

Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials. (*Related: ER18*)

Information about state and national eligibility requirements for licensure and entry into various professions is reflected appropriately on program web materials and recruitment and marketing materials. Faculty take great care in helping students understand the unique professional requirements associated with various professions and mentor and support students as they navigate these. Several programs, such as those described below, carefully detail professional eligibility requirements.

Several of the educator programs in the [Division of Education and Leadership](#) culminate in a “recommendation for licensure” verifying for [Oregon Teacher Standards and Practices Commission](#) that completers meet requirements in accordance with appropriate Oregon Administrative Rules ([OAR chapter 584](#)). Rules pertinent to employment and advancement within educator preparations are also described in OAR chapter 584, and WOU’s programs are aligned to and enacted in accordance with these rules. Tracking these changes over time is one of the major responsibilities of the director of [Clinical Practices and Licensure](#) in the College of Education.

The [Rehabilitation and Mental Health Counseling](#) program in the division of Deaf Studies and Professional Studies is aligned with several [professional expectations and certifications](#), including the Oregon requirements for Licensed Professional Counselor, requirements for recognition as a Certified Rehabilitation Counselor through the Commission on Rehabilitation Counselor Certification, and National Certified Counselor certification through the National Board for Certified Counselors. Each of these credentials requires additional components, such as an examination to achieve certification, and are required for entry into associated professions. The academic program positions students to launch a professional career in any of these areas.

EVIDENCE (* indicates required item)

Samples of publications and other written materials that describe:

- Accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered.
- Unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

Teacher Education

- [Clinical Practices and Licensure Office](#)*

Rehabilitation and Mental Health Counseling

- [RMHC Clinical Handbook](#)*

2.G.4: FINANCIAL AID

The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students. (*Related: ER18, ER23*)

WOU's Financial Aid program operates in compliance with federal and state regulations. Financial Aid provides information on its [website](#) on scholarships, grants, and loans, and an explanation of the Federal Work Study program along with a link to work study opportunities at WOU. It also provides:

- Financial literacy services
- Assistance with [applying for aid](#)

Through their MyFinAid [portal account](#), students can:

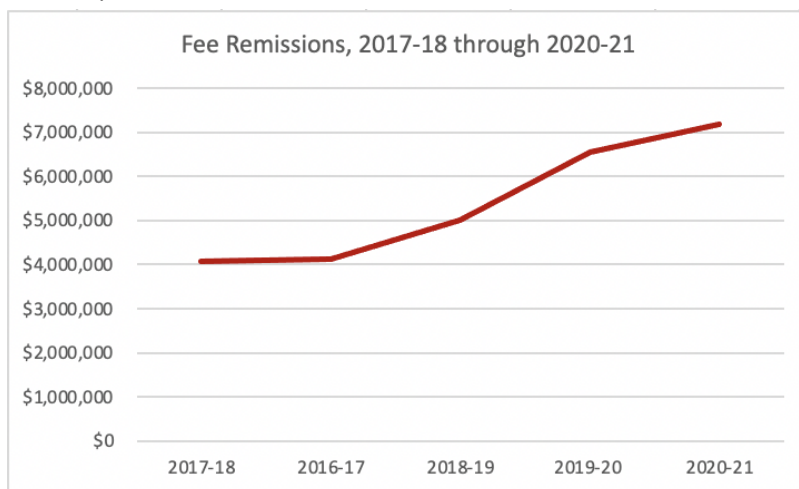
- Check the status of their financial aid application
- View awards and loan history
- Estimate a term budget all within their MyFinAid
- Apply for a variety of institutional [scholarships](#)

Table 2.G.4.1 (next page) provides IPEDS data on financial aid at WOU to undergraduates at WOU. More than 70% of undergraduates receive financial aid of some sort and take out federal student loans. Fewer students—38% of undergraduates—receive federal Pell grants.

Table 2.G.4.1: Financial aid for undergraduates, 2019-20

	2019-20
Undergraduates awarded federal, state, local or institutional aid	
Total awards	3,084
Percent of undergraduates	71%
Average aid award	\$7,646
Undergraduates receiving Pell grants	
Total awards	1,650
Percent of undergraduates	38%
Average Pell grant award	\$4,537
Undergraduates taking out federal student loans	
Total	3,431
Percent of undergraduates	79%
Average loan	\$4,468

In recent years, WOU has increased fee remissions to students to improve affordability (see Chart 2.G.4.1).



Using IPEDs data, we examined our effectiveness at directing financial aid to students who need it most: those on the lower end of the income scale. In general, among students who received Title IV federal financial aid, less affluent students paid a lower net price of attendance in 2019-20 (see Table 2.G.4.2).

Table 2.G.4.2 Average net price of attendance for students awarded Title IV federal financial aid, by household income level

Income level	2019-20
Less than \$30,000	\$ 13,517
\$30,001 to \$48,000	\$ 13,898
\$48,001 to \$75,000	\$ 14,525
\$75,001 to \$110,000	\$ 17,147
More than \$110,000	\$ 18,235

Throughout the COVID pandemic, WOU has proactively identified students eligible for Higher Education Emergency Relief Fund monies. Documentation of these efforts, and updates of awards made, can be found at the university's [Coronavirus](#) webpage (scroll to bottom of the page).

Western Oregon University has partnered with Campus Logic for its ScholarshipUniverse system to bring a robust lineup of external scholarship opportunities that students can apply to throughout the year. The system also manages the WOU Foundation funds of more than 200 individual awards along with managing the institution's fee remission awards.

EVIDENCE (* indicates required item)

Published financial aid policies/procedures including information about categories of financial assistance (Student handbook or catalog, links to webpages)

- [Financial aid](#) (Catalog)*
- [Financial literacy services](#) (Financial Aid)
- [Applying for aid](#) (Financial Aid)*
- [Scholarship information and application](#) (Financial Aid)
- [Federal Student Aid](#) (US Department of Education)
- [General Financial Aid policies](#) (Financial Aid)*
- [Information regarding repayment obligations](#) of various types of financial aid (Financial Aid)*
- [Master Promissory Note, Entrance Loan Counseling and Exit Loan Counseling](#) (US Department of Education)*
- [Federal student loan repayment obligations](#) (Financial Aid)*
- [Higher Education Emergency Relief Fund \(HEERF\) information and reporting](#) (scroll to bottom of webpage)

Policies/Procedures for monitoring student loan programs

- [Loan default rates](#)*

2.G.5: STUDENT LOANS AND REPAYMENT

Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website. (*Related: ER18, ER23*)

Information on [repayment plans](#) is available on the Financial Aid website, as well as the federal formula for return of Title IV funds if a student withdraws before the 60% point of the term.

An early alert program is in place whereby faculty can notify the [Student Success Specialist](#) (SSS) of an at-risk student for missing class or other reasons. The SSS then contacts the student to offer assistance and advising. When the student is receiving financial aid, the adviser can share information regarding the financial aid implications of dropping the course.

The financial aid system is utilized for reviewing student loan balances, and an annual student debt letter is mailed to students advising them of their aggregate balances. Additionally, the Federal Student Aid Handbook is used to manage the loan programs.

WOU's [loan default rate](#) is posted publicly.

EVIDENCE (* indicates required item)

- Information on [repayment](#)*
- WOU [Loan Default rate](#)*

2.G.6: ADVISING

The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

WOU's current approach to academic advisement distributes responsibility for advising students across faculty and professional advisers. Advisers are informed about their responsibilities in the [Advising Resource Guide](#) and are knowledgeable about curriculum, program, and graduation

requirements. Additionally, advisers utilize Wolf Connections System and DegreeTracks to ensure accuracy, consistency, and transparency when working with students.

In addition to bilingual professional advisers, WOU possesses specialized advising support for low-income, first-generation, and/or culturally historically underrepresented students: [Student Enrichment Program](#) (SEP) and [Multicultural Student Services and Programs](#) (MSSP), which coordinates the [Diversity Scholars](#), [Conexiones](#), and [On-Track](#) Programs. Advisers in these programs serve in tandem with program-specific academic advisers.



As described in 2.G.1, the 2019 [Mid-Cycle Report](#) focused on changes in curriculum and practice that were adopted to improve student learning and remove barriers to graduation. The curricular work was driven, in part, by faculty concern about the difficulties in advising students to successful graduation; while they felt comfortable advising in their programs, university requirements had grown so complex and fragmented that faculty reported being unable to provide advice outside major requirements. If faculty could not understand requirements, the assumption was that students might also be struggling. In addition, some majors had become impossible to complete in 180 credits because of myriad disconnected program and university requirements had been added without sufficient reflection of their holistic effect on students. For example, through advising, English Studies faculty noticed patterns that were causing their average major to graduate with 211 credits. This awareness led to a removal of curricular barriers, which resulted in students now earning exactly 180 credits at the time of graduation; as illustration, one such barrier removal was the program's reduction of lower-division core requirements from 32 credits to [four credits](#).

WOU last systematically assessed academic advising in 2017, using the optional Advising Module in the National Study of Student Engagement (NSSE) survey. WOU's response rate for first-year students was 38% and 37% for seniors; both rates were higher than the overall NSSE response rates. In general, we found that WOU students reported advising experiences that were as strong, if not stronger, than the average student at other institutions that completed the NSSE Advising module (Table 2.G.6.1 on next page).

Table 2.G.6.1: 2017 NSSE advising module findings

	First Year Students		Senior Students	
	WOU average (n=217)	Average of all other institutions that completed the Advising Module	WOU average (n=270)	Average of all other institutions that completed the Advising Module
1. During the current school year, about how many times have you and an academic advisor discussed your academic interests, course selections, or academic performance?	2.8	2.2	3.1	2.2
Response options:0=zero, 1=one, 2=two, 3=three,				
2. During the current school year, to what extent have your academic advisors done the following?	WOU average (n=217)	Average of all other institutions that completed the Advising Module	WOU average (n=270)	Average of all other institutions that completed the Advising Module
Been available when needed	3.0	2.9	3.1	2.9
Listened closely to your concerns and questions	3.0	3.0	3.2	3.0
Informed you of important deadlines	2.9	2.8	2.8	2.7
Helped you understand academic rules and policies	2.8	2.8	2.7	2.7
Informed you of academic support options (tutoring, study groups, help with writing, etc.)	2.6	2.7	2.6	2.4
Provided useful information about courses	2.9	2.9	2.9	2.7
Helped you when you had academic difficulties	2.8	2.7	2.9	2.6
Helped you get information on special opportunities (study abroad, internships, research projects, etc.)	2.4	2.4	2.5	2.4
Discussed your career interests and post-graduation plans	2.7	2.5	2.6	2.4
Response options: 1=very little, 2=some, 3=quite a bit, 4=very much				

Despite these neutral or favorable findings, we observed that advising across campus was uneven and not well supported. As a first step towards more consistent advising, the Student Success and Advising Office created our first institution-wide [Advising Resources Guide](#), a valuable resource for faculty and staff advisers. Future priorities include the development of a more comprehensive adviser training program that provides all professional and faculty advisers the opportunity to develop the knowledge and core competencies required to be an effective adviser. Through a combination of self-directed learning activities, workshops, and online learning modules, this training program will allow us to effectively onboard any new advisers as well as provide valuable professional development opportunities for more experienced advisers, promoting quality and consistent advising across campus. Additional priorities include implementing the use of predictive analytics and proactive advising interventions for students who are most at risk of attrition as well as building a more robust advising and onboarding experience for new first-year and transfer students.

As new programs have been developed, one challenge has emerged for professional advising, which is the segregation of services, both physically and administratively. As the next step toward

unifying services, the university was granted capital projects funds to build a new Student Success Center, with an anticipated completion date of fall 2024. The new building will house advising units and academic support services (see 2.G.1).

In addition to one-to-one and group [advising within disciplines](#), offices and/or programs that provide academic advising include the following:

- [Academic Advising](#)
- [Bilingual/Diversity Teacher Scholars Program](#)
- [Multicultural Student Services and Programs](#): [Conexiones Program](#), [Diversity Scholars](#), and [On-Track Program](#)
- [International Education and Development](#)
- [Pre-Education](#)
- [Pre-Nursing](#)
- [Psychology Peer Advising Center](#)
- [Study Abroad](#)
- [Student Enrichment Program](#)
- [Teacher Prep Student Support Services](#)
- [Transfer Pathways](#)
- [Veterans Resource Center](#)

EVIDENCE (* indicates required item)

- Description of advising program, [staffing](#), and advising publications (Student handbook or catalog; links to webpages – please note specific pages or areas)
 - [WOU Advising Resource Guide](#)
 - [Professional development policies/procedures for advisers](#)
 - [Resources for students](#)
 - [Adviser Resources](#) webpage
- Systematic evaluation of advising
 - [NSSE 2020 reports](#) (scroll to bottom of webpage)

2.G.7: IDENTITY VERIFICATION

The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. *(Related: ER15)*

WOU verifies student identity through the use of assigned login credentials. The unique login is referred to as the user's [Pawprint credentials](#) and provides access to all systems integrated into WOU Portal, which is the university's secure, single-sign-on environment for course registration, the learning management system (Canvas), and email. The university has additional tools available for faculty, including those who are teaching in distance education programs. These

include assignments and activities options that may require audio-video participation, a supported video conferencing application for synchronous meetings, and a remote proctoring tool.

Students claim their unique Pawprint credentials once accepted to the university through WOU's account lookup tool. There is no cost to the student. Account lookup requires students to provide private, personally identifiable information to verify their identity. This includes Social Security number, date of birth, and last name. This information is also needed to reset passwords.

During the initial account activation process, students are required to acknowledge the university's [Acceptable Use of University Computing Resources](#) policy, which explicitly states that they may not share their credentials. Sharing Pawprint credentials is also a significant risk to students that may act as a deterrent against abuse and sharing. Pawprint credentials control access to financial and personal information that a student would reasonably want to safeguard.

In addition to the account verification process, University Computing Services has additional safeguards in place that cannot be appropriately shared in a public-facing document but can be discussed with NWCCU reviewers, upon request. [DUO](#), a dual-factor authentication tool, is available for any student who desires additional account security and is required for faculty and staff.

The university's learning management system, Canvas, provides additional, albeit optional, affordances for instructors to engage directly with students, including synchronous opportunities and activities that require audio-video participation. Like on-campus instruction, these tools allow instructors to gain familiarity with students and recognize them by appearance. Audio-video assignments in the LMS also provide a visual record of the student that can be referenced in the future if there is a concern regarding identity verification. Audio-video options in Canvas include Canvas' native media creation tools for discussions and assignment submission, VoiceThread, and Flipgrid.

The university's supported web conferencing application is Zoom, which is used robustly in distance education courses at WOU for synchronous instruction, student collaborations, and remote office hours.

The university also provides a remote proctoring option for instructors, Wise Proctor. Wise Proctor safeguards exam integrity by recording exam sessions and monitoring browser tabs. An artificial intelligence engine analyzes the recordings for suspicious activities, flagging incidents for instructor review. Instructors are able to view the full exam recording, even if the AI does not flag any suspicious activity. In addition, some instructors use Zoom to proctor students during exams in real time.

Finally, the university's plagiarism detection tool, Unicheck, provides additional protection for identity verification. Unicheck analyzes papers for similarities not only with published work, but also student work at WOU and other institutions. The use of this tool contributes to the

university's confidence that student work in all courses, including distance education courses, represents the individual's unique efforts.

Combined with the secure environment accessed through Pawprint credentials, these additional tools for online and distance courses provide a versatile and effective toolkit for faculty to gain a familiarity with distance education students comparable to on-campus instruction. They also provide the necessary data points to flag and address any incidents that cause suspicion regarding the identity of a user in an online course.

EVIDENCE (* indicates required item)

Policies/procedures for ensuring identity verification for students enrolling in distance education courses

- [Pawprint Accounts](#)*
- [Code of Student Responsibility](#)*
- [Specific standards and policies](#) (prohibited conduct)*
- [Acceptable Use Policy](#)
- [DUO](#)
- [Instructor resources](#)*

2.H: LIBRARY AND INFORMATION RESOURCES

Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services. (*Related: ER14*)

WOU has one central library that provides a full suite of onsite services in the Hamersly Library on WOU's Monmouth campus. Digital services and collections are also available to WOU students and employees, and remote delivery of physical materials is provided to students who live outside of the Monmouth area and/or attend classes online or at the Salem campus. The library has experienced significant disruption over the past several years and has responded deftly by transforming multiple aspects of its business model. Because of this adaptability, the library began providing remote delivery of materials and offering fully digital services within weeks of WOU's closure due to COVID-19 in March 2020 and safely reopened for onsite business in fall 2020.

The library's combination of onsite and digital services are maintained by teams of student employees (8 FTE), classified staff (4 FTE), tenure-track faculty (6 FTE), and non-tenure-track faculty (2 FTE). The library is administered by two unclassified staff: the dean of Library and Academic Innovation and the administrative assistant to the dean. All library faculty and the dean hold MLIS degrees, which is considered a terminal degree per the WOUFT faculty contract. These employees form a variety of teams that make up the library's portfolio of programs: Academic Program Liaisons, Archives, Circulation, Copyright, Exhibits, Information Services, Information Systems Management, Instruction, Learning Spaces, Physical and Electronic Collections, Research

Guides, Technology and Equipment, Textbook Affordability, and Unique and Local Digital Collections.

Changes to the library staffing model have been a major driving force for the library's current strategic planning efforts. In FY21, the library lost 1 FTE evening supervisor position and 1 FTE NTT instruction librarian position. Also, one of the library classified positions is being re-envisioned as a member of the Academic Innovation team. That position will continue to provide digital media support but will also provide Learning Management System support.

WOU library has undergone many transitions in the past few years. When the library dean retired in 2019, a task force was formed to reimagine the position as dean of Library and Academic Innovation, bringing the Center for Academic Innovation under the dean's leadership. A new dean of Library and Academic Innovation was hired in August 2019. The COVID-19 pandemic began to impact WOU six months later, and the library underwent a budget cut and subsequent 1.0 reduction in FTE between then and October 2020. In December 2020, the WOU Article 15 retrenchment plan was released with an additional FTE reduction to library faculty. Six tenure track positions were reduced from 12 month contracts to nine month contracts, and 1.0 FTE NTT faculty position was eliminated. All of these changes laid the groundwork for the Library and Academic Innovation strategic planning process the dean would begin to lead in December 2020.

Because the changes that had occurred during the previous three years affected every aspect of Library and Academic Innovation and because all staff had expressed a desire to be involved in strategic discussions, the planning committee consisted of every staff member within Library and Academic Innovation. The planning process was informed by Mary Lippitt's model of managing complex change. One early outcome of the planning process was the development of a new decision-making model within the Library Faculty Division, which involved tasking a person or team to (1) explore a procedure, policy, or service; (2) conduct research and gather stakeholder feedback; (3) create a proposal for change; (4) get feedback on the proposal; (5) get supervisory/administrative approvals as needed; and (6) move forward with the proposal.

Sub-groups were created to investigate specific areas of strategic concern and make recommendations. Those areas included library instruction, collection development, reference, library hours, and the library liaison model. While those team efforts were under way, the committee as a whole explored LAI's collective identity and values. The library's new mission, vision, and values can be found on the library's About Us - [Mission and Vision web page](#). The 2021-22 Library and Academic Innovation strategic planning cycle will involve identification of specific short-term goals and objectives for each unit within the organization.

As part of the strategic planning process, a team was assigned to identify an ideal set of business hours based on user needs, and another team was tasked to examine the library's model for providing reference services. Another pop-up team did outreach to WOU community members who self-identified as "underserved" to learn how the library could better serve that population. Outcomes of these team projects resulted in the creation of [hours](#) that are more tailored to student needs, efforts to make the library feel more safe and welcoming to BIPOC students, the emergence of partnerships with student organizations, a new emphasis on listening to student voices, and changes to the library's information and research services.

The information desk is the first point of contact for students who require point-of-need assistance, via multiple modalities: in person, anonymous chat, text messaging, phone, and email. The student employees staffing this desk help students find known library and campus resources, discover basic resources on a topic, understand library policies and procedures, reserve spaces, and refer to appropriate staff based on need. The information desk is staffed all hours the library building is open.

Faculty librarians assist students with their individualized informational and research needs and instruct them in the selection, evaluation, and use of information resources. In WOU library's new reference model, librarians are available Monday through Thursday noon-8 p.m. for point-of-need assistance, via multiple modalities: in-person, chat, text messaging, and phone. The librarian is mobile, determined by student needs and lobby-area traffic. Research consultation may occur at the desk or at a student workstation, or may occur while the librarian is roaming other floors. If traffic in the lobby is quiet, the librarian roams and engages with students in the Learning Commons, second and third floor stacks, and computer workstations. Roaming with an iPad allows for assisting students throughout the building.

Students use the checkout desk to borrow materials from the local physical collection of books, print periodicals, and audiovisual media, as well as those obtained via resource sharing services. Students also borrow from the course reserves collection of library-owned and professor's personal copies. [Circulation policies](#) are articulated on the Hamersly Library website. The [Equipment Lending program](#) provides students access to DSLR cameras and video cameras, tripods and other photography and videography accessories, Chromebooks and iPads, and other technology that is expensive or not practical to own individually. The Equipment Lending program was adapted in several ways during the library's response to COVID-19, including the addition of wifi hotspots for students with demonstrated financial need, and the lending of laptops by mail to ensure students who needed them could get access to them.

WOU library provides access to information resources in both print and electronic formats, the latter of which make up the bulk of our collections. Electronically, the library subscribes to thousands of journals and more than 100 databases, including articles, streaming media, and musical scores. Additionally, "just in time" services are provided to patrons with on-demand purchasing of articles, dissertations, and other resources they may need. As a member of the [Orbis Cascade Alliance](#) library consortia, the library is able to provide rapid access to millions of titles not immediately available at WOU, and access to difficult-to-find materials is provided through interlibrary loan.

In 2020-21, the library re-envisioned its collection development model, both in response to changes in collection development trends globally and local staffing changes. This strategic re-envisioning process included researching existing models, consulting with librarians and selected faculty, and releasing a plan implemented in fall 2021. Our recently adopted [Collection Development Plan](#) follows the path many other libraries have taken in adopting a patron-driven

acquisitions model that will make many more resources available as patrons need them, based on known user needs.

Students encounter library and information resources embedded in classroom materials by instructors, in guides set up by subject matter librarians, on the website, or through integrations with external search engines such as Google Scholar. The library has also leveraged APIs from several vendors to provide cross connectivity and integration across platforms so that WOU patrons can find the content they need with fewer searches. Access to content from anywhere, at any time, is a priority that has been heightened in the past 18 months. The library uses EZProxy and has integrated many services with the campus single sign-on to allow seamless access to content without having to remember additional credentials.

The collections, both physical and electronic, are built in conjunction with WOU students and faculty and exist primarily to support work in the classroom. Previously, liaison librarians received requests from faculty, staff, and students and made purchasing decisions based on those requests, which added extra steps and time between request and receipt of the items. The new patron-driven model of collection development will allow for immediate or very rapid access to resources. Additionally, faculty librarians annually evaluate subscriptions to journals, databases, and continuations to confirm that they are meeting both the curricular needs and economic constraints of the institution. To do this, they utilize usage statistics, curricular offerings, and costs per use. The newly adopted collection development plan will also allow for greater ongoing evaluation of the purchased collections, utilizing the CREW (continuous review, evaluation, and weeding) methodology.

For the 2021-22 academic year, in response to university-wide budget cuts, the instruction librarians shifted away from an open request and outreach model and developed a targeted approach designed to create a two-tier information literacy instruction program. The new program uses the expertise and pedagogical praxis of the instruction librarians to facilitate all course-related information literacy instruction while also using the subject expertise of the non-instruction librarians as consultants. This new plan meets both the curtailment directive and our agreed-upon information literacy learning objectives, which include teaching WOU students discovery and critical evaluation of information; responsible creation and use of information; enduring research skills; and responsible sharing of information in a variety of formats.

The details of the plan can be found on the [Information Literacy Program webpage](#) on the WOU website under the [Information Literacy Two-Tier Plan](#). The content on this page includes instruction program overview, two-tier structure, alternative instruction for non-tier classes, Academic Innovation collaboration, scheduling form, staffing, and assessment. Additional information includes the [Information Literacy Assessment Plan and Reports](#) and [Information Literacy Instruction Statistics and Reports](#).

The library's holistic model for the faculty/library partnership is currently conceptualized as the Academic Liaisons program. This program is intricately tied to the Collection Development and Information Literacy Instruction programs, which have been significantly re-envisioned during the



past year. As the changes to those programs roll out during the 2021-22 academic year, the Academic Liaison program will also be re-evaluated and this [Library Information for Faculty](#) guide will be updated accordingly. Currently, every academic department is assigned an Academic Liaison who is responsible for maintaining a relationship with the department. The liaison librarian routinely makes contact with departmental faculty via email and/or departmental meeting attendance. Liaisons play an active role in ensuring that WOU faculty know what services are available to them and are consulted on library decisions that might impact their courses, or students in their programs.

Another emerging area of faculty/library partnership is through our [Open Educational Resources program](#). This program began in 2019 with a successful proposal from the library to the University Budget Advisory Committee to begin a textbook affordability program. The library now receives \$15,000 per year

from the university to support stipends to incentivize the adoption, adaptation, and creation of OER materials. The program is coordinated through the library, as is WOU faculty participation in statewide open education programs offered through Open Oregon. This program has resulted in student savings of approximately \$840,553.29 as of September 2021.

The WOU library has undergone a period of rapid transformation and will continue to evolve during the upcoming years. The ongoing strategic planning process has identified a new mission, vision, and values for Library and Academic Innovation, many new initiatives have begun, and the 2021-22 academic year is a time to focus on goals that are aligned with the library's values and WOU's mission. Although COVID-19 has been devastating on a local, national, and global level, the pandemic did provide the library with an opportunity to do a "reset" and realign the library's identity as user centered and, especially, student centered. WOU library has proven its ability to support and sustain the institution's mission, programs, and services with flexibility and resilience, which will undoubtedly serve WOU well in the upcoming years.

EVIDENCE (* indicates required item)

Procedures for assessing adequacy of library collections

- [Collection Development Plan](#)*

Library planning committee and procedures for planning and collection development

- [Strategic planning committee members - Library](#)
- [Strategic planning committee members - Academic Innovation](#)
- [Collection Development Plan](#)*

Library instruction plan

- [Information Literacy Program webpage](#)
- [Information Literacy Two-Tier Plan](#)*
- [Information Literacy Assessment Plan and Reports](#)
- [Information Literacy Instruction Statistics and Reports](#)

Policies/procedures related to the use of library and information resources

- [Circulation policies](#)*
- [Equipment Lending program](#)

Library staffing information

- [Staff Directory](#)*

Policies/procedures that explains faculty/library partnership for assuring library and information resources are integrated into the learning process

- [Library Information for Faculty](#)*
- [OER Program](#)*

Other evidence

- [Mission and Vision web page](#)
- [Orbis Cascade Alliance](#)

2.I: PHYSICAL AND TECHNOLOGY INFRASTRUCTURE

Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services. *(Related: ER15)*

Physical Facilities

The campus comprises 157 acres and 72 buildings and baseball, softball, football, track, cross country and soccer facilities. Consistent with its mission, the university creates physical spaces based on the [master plan](#), which supports the [university's strategic plan](#) and directs the development of physical space of the campus. The master plan is a living document with adjustments determined by campus needs to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services. Each capital project addresses sustainability, accessibility, safety, security, and sufficiency as its main components. Architectural design incorporates all applicable ADA requirements, WOU campus standards, and current applicable building codes.

In recent years, WOU has constructed a new Student Health and Counseling Center, completed seismic retrofitting on its ITC building, and completed remodels of our Student Advising building, Child Development Center, Natural Science building, Welcome Center (housing Admissions, Financial Aid and Alumni Engagement), and the Vick building (WOU's facility in Salem). In the next few years, we anticipate capital projects for a Student Success Center and a health sciences building, along with upgrades to some athletic facilities. We have also faced some emergency situations: a major upgrade to a century-old steam pipe, clean up from a significant ice storm in February 2021, and ongoing COVID safety protocols. Regular facility maintenance includes preventative work and equipment replacement.

Consistent with its mission, the university maintains physical spaces based on the inventory of deferred maintenance that is reviewed on a regular basis. Deferred maintenance is addressed as a part of preventative maintenance, small projects, and emergency repairs (see Exhibit E for the inventory). Projects are reviewed by the president's cabinet as needed to determine priorities and to ensure that the physical infrastructure is accessible, safe, secure, and sufficient. Following our 2018 [Campus Master Plan](#), we have focused improvements on sustainability, accessibility and improving the campus environment. Projects have included classroom, office and meeting space improvements for comfort, accessibility and technological enhancement.

Safety

[Campus Public Safety](#) (CPS) is responsible for 24/7 patrol, parking enforcement, environmental and occupational health as well as emergency planning. There are 11 professional staff members, along with student workers, who work the communication desk and provide parking enforcement. All fire, security, temperature, and alarms are received and cameras are monitored by the CPS communication desk. Officers are dispatched to all alarms in addition to all calls for medical, criminal, and any other suspicious activity.

Accessible, safe, and secure facilities on campus are achieved through a combination of tactics. The university has developed policies ([here](#), [here](#)) to ensure compliance with the Americans With Disabilities Act. As a residential campus with after-hour events, WOU provides path lighting across campus; designates the Wolf Path as the recommended walking route after dark; maintains

motion-detection lighting in many academic buildings, offices, and classrooms; and ensures that exit lighting meets Oregon fire code requirements. Building security is achieved through a combination of electronic locks and physical locking of the doors. Rounds are made several times per day to check to see that all applicable doors are locked.

WOU adopted an Emergency Operations Plan (EOP) in 2018, which includes both specific and functional annexes that address emergencies and responses. CPS offers CPR/First Aid/AED training to students and employees. CPS also offers ALICE (i.e., unarmed response to active shooter), self-defense, and fire-extinguisher training. Each building on campus is equipped with an AED and emergency preparedness bags. Buildings with more than one floor have emergency escape ladders on each upper floor. Building managers receive training on fire extinguisher use, evacuation procedures, and other emergency procedures.

Quarterly fire, life, and safety inspections are conducted in each facility by the environmental and occupational health and safety officer. Facilities Services and building managers resolve any identified issues. In addition, there is a [Campus Safety Committee](#) whose purpose is to bring faculty, staff, and administration together in a cooperative effort to promote energy conservation, safety, and health at WOU.

The environmental and occupational safety department is responsible for managing WOU's hazardous waste programs. The department oversees the collection and disposal of hazardous chemical, biological, and universal waste across campus, initiated through calls from campus departments, personal contact, or observation. All collected waste is inventoried (e.g., amount, container, gallons, pints, weight, type) and secured in the HazMat building with limited access until a licensed waste vendor is contacted for proper transport and disposal. WOU is currently classified through the Oregon Department of Environmental Quality (DEQ) as a Conditionally Exempt Generator (CEG) of hazardous waste, which means that WOU has not produced more than 220 pounds of hazardous waste in a one month period during the past year. Hazardous waste includes toxic chemicals, as well as chemicals that are ignitable, corrosive, or reactive, and this includes material that may be poisonous or dangerous. These practices ensure that WOU is compliant with state and federal regulations (e.g., OSHA, EPA, DEQ) for the handling and storage of hazardous waste, biowaste, and universal waste.

Policies related to [hazardous chemical management](#), [exposure response](#), [personal protection equipment](#), and [blood borne pathogens](#) have been developed. Furthermore, WOU is dedicated to the practice of using alternative non-hazardous chemicals, whenever possible, to minimize exposure to its employees, students, and environment, which is part of the [Hazard Communication Information to Employees policy](#). Instructors are responsible for knowing WOU policy and for ensuring their students are informed of hazards, risks, and personal protection equipment needed to perform a task safely. Compliance with WOU policies for hazardous or toxic materials is monitored and maintained through quarterly inspections by O/E Safety and CPS officers of equipment, buildings, and classrooms.

O/E Safety reviews policies that apply to O/E Health & Safety, including adding or revising information as needed, particularly as state and federal rules and regulations change; there is a complete review of each policy every 1 to 3 years and, when applicable, updates are made to university policies and procedures pertaining to mandated Oregon Occupational Safety and Health Administration (OR-OSHA) and Oregon Department of Environmental Quality (DEQ) requirements. O/E Safety completes both quarterly and annual DEQ Asbestos Abatement reports, annual DEQ Generator Status reports for Hazardous Waste along with the annual State Fire Marshal's Hazardous Substance Quantity and Storage report for the university; copies of the most recent reports are available from the O/E Safety office. O/E Safety assists supervisors in required OSHA and DEQ safety training for all university employees as part of new employee orientation; supervisors are responsible to train employees as well as to maintain training files on their employees. A job hazard analysis is done on an as-needed basis for new or redefined positions. Similarly, supervisors have the responsibility to ensure that employees wear the proper Personal Protective Equipment (PPE) for specific job tasks (e.g., employees handling hazardous chemicals). OSHA rules only cover employees, staff (classified, unclassified, or paid students), and faculty. Students in class who are not paid employees do not fall under OSHA rules; therefore, instructors are responsible for protecting students and providing proper training and equipment.

O/E Safety performs quarterly “fire/life” inspections to safeguard life and property from hazards of fire and explosion, arising from storage, handling, or use of materials or equipment from conditions hazardous to life and property. Safety inspections are conducted in all university buildings, ensuring a safe and healthy environment for all faculty, staff, students, and guests. For example, fire extinguishers and campus buildings are inspected quarterly, with deficiencies sent to building managers and Facilities Services for corrections. All inspections are reviewed at the monthly safety committee. Moreover, O/E Safety is the first responder to all reported safety and hazardous conditions and spills. Fire alarm tests are completed annually with hard copy documentation filed with the CPS department. Fire drills are conducted monthly at the Child Development Center and every term in student housing facilities.

Training is given to all new classified and unclassified employees through Human Resources (HR) during the monthly New Employee Orientation.

Information Technology

Staff and Equipment. [University Computing Solutions](#) (UCS) creates and maintains technology solutions that support the mission of the university. The [staff](#) includes a director, assistant director, Banner solutions and integrations manager, customer services and support manager, two systems administrators, one network engineer, six programmer analysts, three customer service and support technicians, one telecommunications analyst /DBA, one video producer, and one purchasing agent. The data center infrastructure is 95% virtualized, consisting of 168 unix VMs and 70 Windows VMs. All the VMs are backed up every four hours. There is 155 TB of SSD storage and 765 TB of usable spinning storage in production. Snapshots are run on half the system every even hour and the other half every odd hour. Snapshots maintain data for up to two months. Every two

hours backup of all changed files is executed and sent to a remote spinning disk storage system that includes eight backup storage servers.

Cybersecurity. Significant effort and investments have been made to improve the cybersecurity posture within the WOU IT infrastructure. A hub-and-spoke topology is being implemented to segregate infrastructure environments. The data center, residence halls, PCI, HIPAA, the border, the ERP, wireless, and campus core are all in separate security contexts. Historically, the majority of IP space at WOU has been public. Effective in October 2021, all infrastructure was moved from public to private IP space, thus reducing the attack surface. Monitoring network cyber security health is done through RedWolf3, an automated analysis and response system. When RedWolf3 detects malicious activity, notifications are sent to the appropriate technicians or, if serious enough, shuns are automatically put in place by the RedWolf3 system. In addition to the system-level architectures above, [cybersafety training](#) is being developed (16 of 24 modules to date). All faculty, staff, and students are encouraged to access the training that is available through the WOU Portal. The portal is the SSO access point for applications that require authentication. All faculty and staff are required to use [DUO](#), a two-factor authentication tool, when accessing WOU Portal.

Infrastructure Planning. The University Technology Advisory Committee ([UTAC](#)) is an advisory committee that was charged in April 2018 with receiving, developing, and submitting recommendations related to the use of technology for university technology systems and academic technologies that are aligned with WOU's Strategic Plan. The full committee meets at least six times per academic year and is composed of [appointed members](#) from campus units and shared governance groups. UTAC has formed several subcommittees to focus on specific aspects of the committee charge. The Learning Management System Subcommittee, Ellucian Mobile Subcommittee and Apple Subcommittee were formed to develop and submit recommendations for new technology initiatives, and those three subcommittees have completed their work. The Reporting Needs and Tools Subcommittee was formed in 2020 and is working to develop recommendations related to reporting tools on campus. The Technology Plan Subcommittee was formed in 2019 and began to formulate a plan, but this work was disrupted with the departure of the subcommittee chair and, soon after, the onset of COVID-19. This important subcommittee was reconvened in April 2021 with a new committee chair. They are now soliciting external reviewers to provide WOU with guidance on the formation of a comprehensive technology plan. Most recently, UTAC has formed a new subcommittee, the Technology Accessibility Subcommittee, to recommend new procedures, guidelines and policies to ensure WOU is going beyond compliance to provide our community with the most accessible technology environments possible.

Sufficiency with respect to users. Faculty and staff [computer replacement](#) is initiated by the end user through an application located in the WOU Portal. The replacement package includes a Mac or PC laptop, 24" monitor, USB hub, keyboard, and mouse. Both Mac OS and Windows 10 operating systems are distributed on these laptops, which offers a number of accessibility tools. For remote workers and learners, both the VPN and VDI (virtual desktop infrastructure) are available for access to internal resources. VDI includes access to computer lab applications. Banner is only available either on campus or through the VPN or VDI. Canvas is WOU's LMS and is

available through the WOU Portal. There are a wide range of [computer labs](#) on campus, which include Macs and PCs, printers, and scanners. A number of the labs include presentation technology. There are currently 160 [technology-enhanced classrooms](#) on campus, with about a dozen outfitted for videoconferencing. The campus uses [Google Workspace](#), which includes e-mail, calendar, drive, groups, hangouts, and many other applications. For the last year, WOU has provided hot spots for students without reliable internet. In addition, [Residential Computing](#) provides direct support for students living on campus.

EVIDENCE (* indicates required item)

- [Facilities master plan](#)*, including Equipment replacement policies/procedures
 - Exhibit E – Deferred Maintenance Projects*
- Procedures for assessing sufficiency of physical facilities
- Policies and procedures for ensuring accessible, safe, and secure facilities
 - [Americans with Disabilities Act Planning, Remodel and Renovations](#)*
 - [Provision of Auxiliary Aids and Accommodations](#)*
 - [Personal Protection Equipment](#)*
 - [Safety Policy](#)* and [Safety Committee](#)*
- Policies/procedures for the use, storage, and disposal of hazardous waste
 - [Hazard Communication Information to Employees](#)
 - [Hazardous Chemical Management](#)
 - [Hazardous Chemical Spill/Exposure Response](#)
- Technology master plan and planning processes
 - Technology Plan (under development)
- Technology / equipment update and replacement plan
 - Computer replacement process (see Exhibit F)

MOVING FORWARD TOWARD GREATER STUDENT SUCCESS

As we prepare for our Year Seven Evaluation of Institutional Effectiveness Self-Study, we review important efforts and initiatives currently underway as we continually adapt to the changing needs of our students.

Progressing towards becoming a Hispanic Serving Institution. WOU has been designated an Emerging Hispanic Serving Institution, an important step as we evolve to serve Oregon's growing Hispanic population. All across campus, we are changing so that we will be prepared to serve and support success among Hispanic students.

Our personnel are evolving so that our students are served by more people with whom they identify. Fifty percent of our non-WOU affiliated Board of Trustees members identify as persons of color; our diverse board members have facilitated introductions in local Hispanic communities, creating pathways for partnerships to get the word out about our progress towards HSI status. We expect to complete a national search by winter 2022 for WOU's first executive director of Diversity, Equity and Inclusion, a position reporting directly to the president. In addition, we have appointed a Latina (Spanish speaking) director of Admissions, and hired a Latino coach for our new NCAA Division II men's soccer program. More generally, we have established incentives to programs to hire faculty and staff of color so that our students are served by more people with whom they identify. We are working to have at least one Spanish speaker in all student-facing offices, and we have multiple Latinx and Spanish-speaking employees in our Admissions and Financial Aid offices.

Our practices are evolving so that we are better able to reach and, more importantly, hear and respond to our Hispanic students and their home communities. With institutional support, our students recently created the Freedom Center, a dedicated space in the Werner University Center focused on supporting Black, Indigenous and other students of color. We are forming an institution-wide Hispanic Advisory Committee comprising faculty, staff and students to contemplate changes needed to be a welcoming institution. In addition, we participate in a Latino Advisory Board composed of community leaders in the mid-Willamette Valley and continue to host the annual Cesar E. Chavez Leadership Conference for high school students. Our communications strategies are also evolving: We have translated many of our webpages, Admissions viewbooks and other materials into Spanish and are reaching out to the Hispanic community on radio (El Rey), in weekly Catholic archdiocese newsletters, on billboards, on social media, and in print ads. Finally, all faculty, staff and students participate in diversity-focused learning experiences in support of a welcoming environment for all.

Our academic programs are also evolving to better serve diverse students. An ethnic studies program is in development, with a plan to start in 2023. We recently increased the number of scholarships for Bilingual and Diversity Teacher Scholar program students from 40 to 108 to serve Oregon's critical need for bilingual teachers. In 2021, we initiated Destination Western to support the academic and social transition of students, many first-generation, to collegiate life. Our

Willamette Promise pre-college program provides opportunities for high school students, including migrant students and many heritage Spanish speakers, to earn college credit.

Adding WOU's first professional doctorate. Through legislative action and changes to ORS 352.011, WOU was given authority by the state of Oregon to offer professional doctorates, beginning Jan. 1, 2022. After the above legislation was signed by the governor, our proposal to offer a doctorate of physical therapy program was approved by Oregon's Higher Education Coordinating Commission, which allows WOU to submit a notification of intent to the Commission on Accreditation in Physical Therapy Education. We are also considering professional doctorates in occupational therapy and interpreting studies. The ability to offer professional doctorates allows WOU to enter markets that have high unmet needs in our region, especially in health care fields.

WOU:Salem. In 2018, NWCCU authorized WOU to establish an additional location in Salem, approximately 15 miles from our Monmouth campus. Salem is Oregon's state capital and its second-largest city; it has long been underserved by public universities. WOU:Salem serves working adults by providing undergraduate degree completion options and career-related master's degrees in flexible formats and at convenient times and places. From winter 2019 until Oregon public universities moved to remote instruction in spring 2020, we offered classes in leased space at the Willamette Education Service District's Marion Campus (2611 Pringle Road SE). In fall 2021, as Oregon students returned to face-to-face learning, WOU opened its permanent location at 525 Trade St. SE. WOU:Salem's hybrid courses meet face to face on evenings and weekends no more than once a week, with the remainder of the course delivered online. The format provides working adults with the flexibility they need along with the interpersonal interaction among faculty and students for which WOU is best known. In fall 2021, WOU entered a three-year agreement with EAB to provide marketing and enrollment services to help WOU:Salem reach the tens of thousands of local residents who have some college but no degree, along with those seeking a master's degree.

Student Success Center. WOU has been granted monies by the state to build a new Student Success Center (SSC), which will be centrally located and open in 2023. Too often, WOU students are not aware of support services that are available to them, and this can be especially true for first-generation college students. The new SSC will help raise awareness, promote student agency, and increase academic success by centralizing personalized support services under one roof. The SSC Stakeholder Committee, which includes four student representatives as well as faculty and staff, was convened in September 2021 and charged with determining the mission of the center and how its programs and services will complement the programs and services that are housed in the Werner University Center and Hamersly Library. Through data review, discussion, reflection and direct input from students, the committee has developed a working concept of the building's purpose, and next steps are to craft the mission and determine the specific programs that most closely align with that mission. Thus far, student feedback highlights the need for this building to serve as a visible statement of WOU's commitment to students as individuals; in other words, they want to feel like they belong to the WOU community and know when and where to go to seek help, without fear of judgment. Data also highlight the desire of student leaders; they would like to have open and robust conversations about the student union building and its role in the triad.

Budget realignment. The new initiatives described above represent significant investments in our future students. These investments are occurring, however, in the context of a decade of declining enrollments. This juxtaposition has resulted in WOU becoming more intentional and proactive about resource allocation.

To position ourselves to invest in areas of higher student demand during an era of falling enrollment, we engaged in a formal process of program curtailment in 2020. In the end, we phased out low-enrolled majors in anthropology, geography and philosophy and low-enrolled minors in anthropology, Earth resources, Earth system science, environmental chemistry, geography, geology, homeland security, philosophy and physics. We also eliminated two master's programs (management and information systems and music). In addition, we reduced non-tenure-track staffing levels and service-related course releases. The curtailment process also resulted in faculty-led efforts to streamline curricular offerings (e.g., chemistry, Earth and physical sciences).

Based on market demand, we have added undergraduate programs in aquarium studies, creative production, cybercrime investigation and enforcement, data analytics, economics and mathematics, and sustainability. We also added new master's degrees in organizational leadership and justice studies. We have increased instructional FTE (non-tenure track and tenure track) in programs with increasing student demand, such as our undergraduate teacher preparation programs.

To support ongoing, collaborative and data-informed adaptation in our academic portfolio:

- Faculty and administration partnered to create a standing Academic Program Sustainability Committee.
- WOU made additional investments in institutional research, adding 1.75 FTE to an office previously staffed by 1.0 FTE.
- Academic Affairs implemented a holistic, proactive, transparent and adaptable process for establishing instructional budgets, providing a mechanism by which we can move instructional resources, especially NTT FTE, from declining programs to those that are growing.

Our budget has adapted in other ways to better support our students' needs:

- When COVID drove courses online and we did not collect campus-based fees, WOU provided \$1 million to maintain highly valued, fee-supported student services.
- Since 2018, WOU has increased its institutional fee remissions to support our goals of access and affordability for all students.
- Using institutional Higher Education Emergency Relief Funds (HEERF), WOU invested in infrastructure--human and technological--to support the transition to online and hybrid education; financial support to students who stopped out during COVID to support them in returning and completing degrees; and equipment and personal protective gear to ensure the safety of students and staff.

In all, we are moving forward together as a campus towards our Year Seven Evaluation.

Appendix I

Spring 2022 Evaluator Response to WOU Year Six PRFR Report



July 25, 2022

Jay D. Kenton
Interim President
Western Oregon University
345 Monmouth Avenue North
Monmouth, OR 97361

Dear President Kenton:

Attached please find the Spring 2022 Policies, Regulations, and Financial Review (PRFR) Evaluation Committee's review of Western Oregon University. The attached review documents areas where the institution was found to be in compliance with the NWCCU Standards for Accreditation and where additional opportunities for improvement exist. Please note that the Year Seven Evaluation of Institutional Effectiveness (EIE) Evaluation Team will receive a copy of this report, as will the NWCCU Board of Commissioners at your Evaluation of Institutional Effectiveness (EIE) evaluation by the Commission in roughly one year's time.

NWCCU asks that you address any areas of needed improvement that the PRFR Evaluation Committee has noted in this review in your Evaluation of Institutional Effectiveness (EIE) self-evaluation. Please feel free to reach out to your NWCCU Staff Liaison if you have further questions.

Standards Substantially in Compliance but in Need of Improvement

- Finding 1: Spring 2022 Policies, Regulations, and Financial Review - The following standards are areas where improvement is needed (2020 Standard(s) 2.E.1;2.E.2)

Standards in Need of Onsite Evaluation

- Finding 2: Spring 2022 Policies, Regulations, and Financial Review - The following standards are areas where the Committee recommends an additional onsite evaluator be added to the institution's Year 7 visit team. (2020 Standard(s) 2.E.1;2.E.2)

Future Evaluations

- Year 7 - Evaluation of Institutional Effectiveness Spring 2023
 - Recommendation 7: Spring 2016 Mission Fulfillment and Sustainability
 - Finding 1: Spring 2022 Policies, Regulations, and Financial Review
 - Finding 2: Spring 2022 Policies, Regulations, and Financial Review

Thank you for your commitment to the process of peer evaluation and continuous quality improvement. If you have questions about any of the information in this letter, please contact your staff liaison, Dr. Gita Bangera, at gbangera@nwccu.org.

Sincerely,

Mac Powell
Senior Vice President

cc: Dr. Sue Monahan, Associate Provost for Program Development



Peer Evaluation for Western Oregon University

Standard 2: Governance, Resources, and Capacity

The institution articulates its commitment to a structure of governance that is inclusive in its planning and decision-making. Through its planning, operational activities, and allocation of resources, the institution demonstrates a commitment to student learning and achievement in an environment respectful of meaningful discourse.

Standard 2.A.1

The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

Team Verification: Compliant

Evidence:

Institutional governance policies and procedures, System governance policies and procedures, Board's calendar for reviewing institutional and board policies and procedures, Bylaws and Articles of Incorporation referencing governance structure

Missing Evidence:

Multiple board governing policies and procedures (if applicable)

Rationale:

Western Oregon University (WOU) is one of seven public universities in Oregon. Since 2015, there has been a 15-member Board of Trustees and the Higher Education Coordinating Committee (HECC) continues to play a role in the administration of higher education. The Board of Trustees has four standing committees and bylaws, statements and resolutions are available online. Meeting schedules and minutes for the Board of Trustees meetings are publicly available.

Standard 2.A.2

The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

Team Verification: Compliant

Evidence:

Leadership organizational chart, Curriculum vitae of executive leadership

Missing Evidence:

Rationale:

The organization chart for WOU is available online, clearly outlining the role of the Trustees, Interim President, and those in vice presidential or executive director roles who report to the President. They provided the cv documents for these positions in Exhibit A. Student Affairs has an interim VP, the new executive director for Diversity, Equity and Inclusion has not yet started, and the VP for University Relations and Advancement is vacant.

Standard 2.A.3

The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.

Team Verification: Compliant

Evidence:

Curriculum vitae of President/CEO

Missing Evidence:

Rationale:

The c.v. for the Interim President is shown in Exhibit B but is not up-to-date.



Standard 2.A.4

The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

Team Verification: Compliant

Evidence:

Institutional governance policies & procedures (see 2.A.1)

Missing Evidence:

Rationale:

WOU has a Faculty Senate, a Staff Senate, and the Associated Students of WOU that review matters and make recommendations as appropriate. The panel was impressed that these groups meet regularly and communicate well with each other. In response to the Year Seven Evaluation, WOU instituted a Policy Council in 2016, which became a permanent University Council the following year to increase and formalize strategic planning activity. Several advisory committees have been established which have a role in their work for continuous improvement.

Standard 2.B.1

Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

Team Verification: Compliant

Evidence:

Academic freedom policies and procedures

Missing Evidence:

Rationale:

Academic freedom is addressed directly by Oregon statute, the Board of Trustees resolutions and statements, and the university's policies and faculty handbook. The Faculty Handbook explicitly addresses academic freedom, but we do not see evidence of this protection being extended to staff, students, or administrators.

Standard 2.B.2

Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

Team Verification: Compliant

Rationale:

WOU is committed to free expression, civil and constructive dialogue, and collaboration for knowledge advancement.

Standard 2.C.1

The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

Team Verification: Compliant

Evidence:

Transfer of credit policies procedures

Missing Evidence:

Rationale:

WOU uses the Transfer Evaluation System and works to maximize course alignment among universities. They publish a variety of tables and guides. They work specifically with the community colleges in Oregon through the Transfer Pathways program. At the panel's request, the institution provided additional information including evidence of the rise in 2-year completion rates for transfer students. To the institution's credit, upon reviewing the evidence requested, the institution acknowledged that a revision of the claim was needed. Based on the evidence provided, the institution has seen a rebound in 4- and 6-year graduation rates for transfer students who are full-time or not Pell-eligible. Transfer students have also decreased excess credits at graduation, which can lead to cost savings for the students and faster time to degree.

Standard 2.C.2

The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.



Team Verification: Compliant

Evidence:

Documentation of students' rights and responsibilities policies and procedures, which include: Academic honesty, Appeals, grievances, Accommodations for persons with disabilities

Missing Evidence:

Rationale:

WOU has a Code of Student Responsibility (<https://wou.edu/studentconduct/files/2017/10/CSR-09.01.17.pdf>) that is revised every five years and defines standards for all students, including expectations for academic honesty and integrity. The procedures for the review of cases and the appeal process are clearly outlined. Disability Services at WOU provides reasonable accommodations in accordance with state and federal laws. A variety of services are described online and at https://www2.wou.edu/nora/policy.entry.view_policy/?ppolicyid=1007.

Standard 2.C.3

The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

Team Verification: Compliant

Evidence:

Policies and procedures for recruiting, admitting, and placing students, Policies/procedures related to continuation and termination from educational programs including appeal process and readmission policies/procedures

Missing Evidence:

Rationale:

WOU provides clear information on undergraduate and graduate admissions. Placements are made for math, biology, writing, and for ASL and modern languages. The Student Success and Advising Center supports the tracking of academic standing and works with students who fall behind. There are policies in place for reinstatement with a focus on success.

Standard 2.C.4

The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

Team Verification: Compliant

Evidence:

Policies/procedures regarding secure retention of student records, i.e., back-up, confidentiality, release, protection from cybersecurity issues or other emergencies

Missing Evidence:

Rationale:

WOU has a Student Records Policy that is clearly described and disseminated. Confidentiality is maintained and FERPA training is required for those accessing student records. Data is backed up on several platforms. Cybersecurity and emergencies are not addressed here, although cybersecurity is generally mentioned in 2.I.1.

Standard 2.D.1

The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.

Team Verification: Compliant

Evidence:

Policies/procedures/ for reviewing published materials (print or websites) that assures institutional integrity

Missing Evidence:

Rationale:

WOU has a communications and marketing policy, and they update many publications on an annual basis. They make a special effort to communicate the requirements for degrees for all students, including transfers.



Standard 2.D.2

The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

Team Verification: Compliant

Evidence:

Policies/procedures for reviewing internal and external complaints and grievances

Missing Evidence:

Rationale:

WOU follows state statutes and regulations for ethics and communicates expectations with the community. WOU has reporting procedures for financial irregularities and other fraud. Faculty follow the AAUP Statement on Professional Ethics. The procedures for grievances and appeals are clearly outlined. Although the report describes statements, policies, procedures, and resources that should result in compliance, it does not address how they ensure the desired results. This response would be stronger if they included details on who reviews the application of the policies and procedures and what evidence and criteria they use.

Standard 2.D.3

The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

Team Verification: Compliant

Evidence:

Policies/procedures prohibiting conflict of interests among employees and board members

Missing Evidence:

Rationale:

All employees are subject to the state code of conduct and receive annual communications on the expectations and responsibilities they have. The Board has a statement on ethics and conflict of interest that covers their activities.

Standard 2.E.1

The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission

Team Verification: Needs improvement, Additional Onsite Evaluation Required within the EIE year seven visit

Evidence:

Policies/procedures that articulate the oversight and management of financial resources, Latest external financial audit including management letter, Cash flow balance sheets, Audited financial statements, Tuition and fees, educational, and auxiliary revenue for undergraduate and graduate enrollments, Significant contracts/grants, Endowment and giving reports, Investment revenue

Missing Evidence:

Rationale:

Since 2015, auditing has been done by external independent auditors who present findings to the Finance and Administration Committee and to the Board. The financial reports are available after searching at the website, but the link in the narrative returns an error. The link to audited financial statements is also stale. Exhibit C provides a complete financial report.

Enrollment has declined for ten straight years, including a decrease of 16% in the past 5 years. Although there is a number of shrinking high school graduates, this is significant. The increase in state tax fund support and their work in investing in initiatives to increase enrollment are commendable, but the report would be stronger with more concrete data on the financial impact of emerging strategies.

The panel was concerned about key financial ratios. Their viability ratio is 0.27. A ratio of 1.0 or greater indicates that an institution has a sufficient expendable net position to satisfy debt requirements. Their Net Revenue Ratio is at -0.58% (indicates WOU had a net operating deficit in FY21).

This ratio is improving (was -16.08% in FY20) but should be 0.0% or greater. Further, their ending balance in cash and cash equivalents decreased by 33% from FY20.

The panel notes that WOU has had growth in research and public service revenues through these difficult times.



Standard 2.E.2

Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

Team Verification: Needs improvement, Additional Onsite Evaluation Required within the EIE year seven visit

Evidence:

Policies / procedures for planning and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, transfers and borrowing between funds

Missing Evidence:

Rationale:

WOU has a budget advisory committee as well as the legally mandated tuition and fees advisory committee to provide recommendations to the administration and the Board of Trustees.

After a decline in total net position from FY19 to FY20, WOU realized an increased net position for FY21. Net tuition and student fees increased in FY21 but the increase was primarily due to online course fees. There is evidence of increased state appropriations and HEERF funds. Of concern is that operating expenses decreased in Instruction (13.5%) and Academic Support (13.6%). Auxiliary expenses were also lower but primarily due to the pandemic. Personnel expenses declined 11% as a result of leaves without pay, furloughs, and personnel reduction.

The report should outline steps for addressing the planned recovery for the next 3-5 years that will ensure short-term financial health and long-term financial stability and sustainability.

Standard 2.E.3

Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.

Team Verification: Compliant

Evidence:

Description of internal financial controls, Board approved financial policies, state financial policies, or system financial policies

Missing Evidence:

Rationale:

WOU operates financially in accordance with state regulations, GAAP, and other federal standards. Quarterly financial statements are made available to the public.

Standard 2.F.1

Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Team Verification: Compliant

Evidence:

Human resource policies / procedures, Policies/procedures related to teaching, scholarship, service, and artistic creation, Policies/procedures for apprising employees of working conditions, rights and responsibilities, evaluation, retention, promotion, and termination

Missing Evidence:

Rationale:

Policies related to teaching load and scholarship and service are addressed in the collective bargaining agreement between WOU and the WOU Federation of Teachers. All human resources policies, including those regarding working conditions, evaluation, and retention/promotion/termination are available online.

Standard 2.F.2

The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.



Team Verification: Compliant

Evidence:

Employee professional development policies/procedures

Missing Evidence:

Rationale:

WOU's Human Resources provides a variety of training and development opportunities for faculty, staff, and administrators. Additionally, the Center for Academic Innovation provides offerings in pedagogy for faculty. WOU has supported faculty travel through funding for professional travel and course releases.

Standard 2.F.3

Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

Team Verification: Compliant

Evidence:

Documentation about engagement and responsibilities specified for faculty and staff, as appropriate, Personnel hiring policy/procedures

Missing Evidence:

Academic organizational chart, Administrator/staff /faculty evaluation policies/procedures

Rationale:

Handbooks or bargaining agreement documents are provided for faculty and staff. Personnel hiring procedures were covered explicitly in 2.F.1. The link to the academic organizational chart did not work.

Standard 2.F.4

Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

Team Verification: Compliant

Evidence:

Administrator/staff/faculty evaluation policies/procedures

Missing Evidence:

Rationale:

All staff employees, including administrators, undergo an annual performance review process. Tenured and tenure-track faculty are evaluated and tenured/promoted per their bargaining agreement. Non-tenure track faculty are reviewed annually by the division chair. The panel notes that the report would be stronger if it included a description of how supervisors are trained to use the rubrics and how evaluations are reviewed (e.g., disaggregated by populations) to ensure the rubrics discussed are applied equitably, fairly, and consistently across supervisors and without regard to the employee's identities.

Standard 2.G.1

Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

Team Verification: Compliant

Evidence:

Listing of programs and services supporting student learning needs

Missing Evidence:

Rationale:

WOU is focused on promoting diversity, equity, and inclusion and has created new policies, committees, and an Executive Director position to meet the institution's goals. WOU has also made positive strides in curriculum and assessment. Increased support for the Academic Innovation unit was also addressed. WOU has a number of units dedicated to student success, including writing and math centers, veterans support, and tutoring and peer support centers in many disciplines. The narrative and evidence show rising graduation rates across the board. The institution acknowledges that the gaps persist for some groups, but overall, their strategy does show improvement has been made which the panel commends.

Standard 2.G.2

The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including



degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

Team Verification: Compliant

Evidence:

Catalog (and/or other publications) that provides information regarding: Institutional mission, Admission requirements and procedures, Grading policy, Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion, Rules and regulations for conduct, rights, and responsibilities, Tuition, fees, and other program costs, Refund policies and procedures for students who withdraw from enrollment, Opportunities and requirements for financial aid, The academic calendar (See 2.C.2)

Missing Evidence:

Names, titles, degrees held, and conferring institutions for administrators and full-time faculty

Rationale:

With only one exception, all of this information is available on WOU webpages and/or their catalog. The catalog (<https://catalog.wou.edu/mime/media/5/1163/Course+Catalog+Printable+2020-2021.pdf>) includes degrees held and conferring institutions for administrators and emeritus faculty but not current faculty.

Standard 2.G.3

Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

Team Verification: Compliant

Evidence:

Samples of publications and other written materials that describe: Accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered, Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

Missing Evidence:

Rationale:

WOU has two programs that fall into this area, a mental health counseling program and various tracks for teacher education. These lead to licensure in Oregon and clinical practices and expectations are provided.

Standard 2.G.4

The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

Team Verification: Compliant

Evidence:

Published financial aid policies/procedures including information about categories of financial assistance, Information to students regarding repayment obligations, Policies / procedures for monitoring student loan programs

Missing Evidence:

Rationale:

The Catalog (<https://catalog.wou.edu/content.php?catoid=6&navoid=790&hl=financial+aid&returnto=search>) and the financial aid website offer information about policies, types of assistance, and specific policies and information about student loan program monitoring and repayment.



Standard 2.G.5

Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.

Team Verification: Compliant

Evidence:

Published financial aid policies/procedures including information about categories of financial assistance, Information to students regarding repayment obligations, Policies / procedures for monitoring student loan programs, Loan default rate published on website

Missing Evidence:

Rationale:

The Financial Aid website provides extensive information about types of loans, managing federal student loans, and addressing the issue of repaying them. The default rate data is also included on this page.

Standard 2.G.6

The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

Team Verification: Compliant

Evidence:

Description of advising program, staffing, and advising publications (Student handbook or Catalog; links to webpages - please note specific pages or areas), Systematic evaluation of advising, Professional development policies / procedures for advisors

Missing Evidence:

Rationale:

WOU has an extensive handbook for advisors that was developed in response to the Mid-Cycle review and also provides professional development. WOU last assessed advising via the NSSE in 2017 and received favorable responses. WOU has made a number of improvements in this area.

Standard 2.G.7

The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Team Verification: Compliant

Evidence:

Policies/procedures for ensuring identity verification for students enrolling in distance education courses

Missing Evidence:

Rationale:

WOU has a single sign-on environment for student services, including email, Canvas, and all university services. They have also introduced dual-factor authentication. These policies benefit everyone, and Canvas and Zoom have additional security features. Distance education students are also provided with a remote proctoring program.

Standard 2.H.1

Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.



Team Verification: Compliant

Evidence:

Procedures for assessing adequacy of library collections, Library planning committee and procedures for planning and collection development, Library instruction plan; policies/procedures related to the use of library and information resources, Library staffing information; policies/procedures that explains faculty/library partnership for assuring library and information resources are integrated into the learning process

Missing Evidence:

Rationale:

The library has suffered significant setbacks in staffing levels. It appears that since the previous dean retired in 2019, four full-time positions have been lost, and six tenure track positions were reduced from 12-month to 9-month contracts. The new dean covers a broader portfolio, and although initially hampered by the pandemic, strategic planning and implementation of meaningful change have occurred. The collection development policies have been re-envisioned and a new approach to information literacy instruction is in place. The entire library was actively involved in planning processes, and the library appears to be offering robust services and using data to make decisions, but there is concern about the library having lost so many positions.

Standard 2.I.1

Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.

Team Verification: Compliant

Evidence:

Facilities master plan, including, Policies and procedures for ensuring accessible, safe, and secure facilities, Policies/procedures for the use, storage, and disposal of hazardous waste, Technology master plan and planning processes

Missing Evidence:

Equipment replacement policies/procedures, Procedures for assessing sufficiency of physical facilities

Rationale:

WOU's report and evidence demonstrated efforts to provide and maintain physical and technology infrastructure to support its mission. WOU has a facilities master plan, a preventative maintenance plan, safety and emergency response plans, and an active technology advisory committee.

Concluding Comments

WOU has executed meaningful changes and improvements to advising and student services. The real support for DEI, such as the creation of an executive director position, is commendable. As they note in their study, staffing in non-teaching areas lags behind peer institutions. The report noted concerns with enrollment decline and program review, and they are addressing these areas, but they need to provide a projection of future financial success based on the changes they are implementing.

There is strong evidence of outcomes in several areas that show WOU is heading in a good direction. Including a specific long-term financial sustainability plan is needed to strengthen the institution.