Western Oregon University

CHAPTER 2 RESOURCES AND CAPACITY

Submitted by
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Year Three Comprehensive Accreditation Report

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OREGON UNIVERSITY SYSTEM and the 40-40-20 INITIATIVE

Oregon Governor John Kitzhaber has set an ambitious goal for education; by the year 2025, 40% of adult Oregonians will hold at least a bachelor’s degree, 40% will have an associate’s degree or postsecondary certificate, and 20% will hold a high school diploma or equivalent. This is known as Oregon’s ‘40-40-20’ initiative, approved in 2011 by the Oregon Legislature in Senate Bill 253. This initiative has sparked an ongoing, wide-sweeping K-20 educational reform focusing on a “seamless, unified system for investing in and delivering public education from early childhood through high school and college.” This initiative is driving changes to how education will be delivered in Oregon over the coming years. For example, one core theme throughout meetings, documents or policy changes is an increasing emphasis on students’ proficiency with state funding tied to student and institutional outcomes.

Several structural changes have already been made to Oregon’s education system. First, the Oregon Education Investment Board (OEIB) was created in 2011 with Senate Bill 909. The OEIB is comprised of twelve education or community members, led by the chief education officer (Rudolph ‘Rudy’ Crew, Ph.D.) and chaired by the Governor. The OEIB has announced three key strategies, (1) “to create a coordinated public education system, from preschool through college and career readiness”, (2) “to focus state investment on achieving student outcomes...codified in annual achievement compacts between the state and its educational entities”, and (3) “to build statewide support systems [including building...Ja longitudinal data system — tracking important data on student progress and returns on statewide investments from preschool through college and into careers.”

Second, through Senate Bill 1581, the chief education officer was given authority over the design and organization of the state education system, including “direction and control” over the Chancellor of OUS, Commissioner for Community College Services and other K-20 education agencies. Third, the OEIB requires that an ‘achievement compact’ be completed and provided prior to the beginning of each fiscal year. Pursuant to SB 1581, the outcome measures established by the OEIB and tracked via the achievement compacts are: (1) completion rates for critical stages of learning, the attainment of diplomas, certificates and degrees and achievement of the state’s 40/40/20 Goal, (2) validations of the quality of knowledge and skills acquired by students, and (3) relevance of the knowledge and skills to the workforce, the economy and society. Achievement compacts for overall OUS performance and WOU specifically display these details.

Looking forward, there are likely to be further changes to the structure of education in Oregon and thus, in higher education particularly. For example, Governor Kitzhaber has suggested a new state agency (the Department of Post-Secondary Education) might be in the future “to control state funding for the state’s seven public universities, 17 community colleges, need-based college scholarships and the Oregon Health & Science University” but there are no definitive plans in place at this time.

Finally, OUS leadership changed in the last two months before this report was submitted. In late January, OUS Chancellor George Pernsteiner announced his resignation and the OSBHE appointed Dr. Melody Rose, formerly OUS vice chancellor for academic strategies, as interim chancellor in mid-February. In the press release, Dr. Rose noted, “Our job is to increase student success and degrees in the state. This is a turning point in higher education in Oregon, during which new technology, teaching innovations, and efficiency gains will help us meet the state’s education and workforce needs.” Fundamentally then, the organizational and funding structures of education in Oregon are evolving.
WESTERN OREGON UNIVERSITY

Western Oregon University (WOU), the oldest institution in the Oregon University system, has continued to adapt to the ever-changing social, political, environmental and economic conditions that affect our ability to serve our constituencies. WOU is a comprehensive, public, liberal arts institution awarding endorsements, certificates, bachelor’s and master’s degrees, including Bachelor of Art, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science, Master of Arts, Master of Music, Master of Science, and Master of Science in Education. WOU offers 62 undergraduate degree programs (many of which are available as a BA or BS), nine graduate degree programs with three additional graduate programs that include a specialization component, and serves 6187 students, (5387 UG, 800 G). The faculty consists of 237 full-time (instructional and research faculty) and 234 part-time members, with academic, student and institutional services performed by 364 full-time staff and 50 part-time staff.

Total student headcount at WOU has remained relatively flat from 2010 to 2012, with less than a one percent decrease overall (-0.74%). In 2012, undergraduate headcount increased 1.3%, and graduate student headcount was 12.6% lower, relative to their respective levels in 2010. Thus, the proportion of graduate students to the total headcount has dropped from 14.7% to 12.9% in the last two years, with the greatest decrease in the Masters of Science in Education program.

First time, full time freshmen at WOU dropped 5% from 2010 to 2011 but increased in the following year so that the 2010-12 change was -3.9%. Of note, student age is related to enrollment; from 2011-2012, all enrollments for students up to 29 years of age decreased (-6.2%), but enrollments for students 30 years and older increased 7%. The highest enrollment increase between 2011 and 2012 is in the 30-35 age range, at 14.5%.

PROFESSIONAL TRANSITIONS at WOU

Dr. Hilda Rosselli, dean of the College of Education, was granted a leave of absence for 2012-13 to serve as deputy director of college and career readiness for Dr. Rudy Crew, Oregon's chief education officer. Dr. Mark Girod, professor of teacher education, was named interim dean.

Dr. Wanda Clifton, Academic Director in the Provost’s office who held responsibility for the preparation of this report retired at the end of November; Dr. Cat McGrew moved from assistant professor in Communication Studies to this position on January 1, 2013.

Dr. Kent Neely, the Provost and Vice-President for Academic Affairs will be working with the Chancellor’s office at OUS as of March 1, 2013. The current Dean of the Liberal Arts & Sciences, Dr. Steve Scheck, was appointed to the position of Vice-President for Academic Affairs, and will also serve as the Accreditation Liaison Officer for NWCCU. (Dr. Diane Tarter, professor of Art, will serve as Interim Dean during the search for a new dean.) Thus, this report relies on the original title/role for the provost, as well as references historical practices in descriptions and summaries relative to that title/role. Revisions in these areas will be addressed and included in future reports to NWCCU.
PREFACE

WOU has seen meaningful, accreditation-specific institutional changes since the Year One Report on Mission, Core Themes, and Expectations was submitted to the Commission in March 2011.

First, the revised WOU preamble, mission statement, and core themes were approved by the Oregon State Board of Higher Education (OSBHE), Academic Strategies Committee, on April 28, 2011. These documents have continued to guide the institution in its ongoing continuous improvement, as particularly demonstrated in our internal accreditation process.

Second, the University Advisory Council (UAC), with representative leaders from across the campus community, continues to provide a venue through which dialogue (representing differing perspectives) may occur relative to the institution’s mission and core themes, allocations of scarce resources, or the ‘visioning’ of WOU’s future. These discussions are critical so that the issue at hand is analyzed, evaluated, synthesized, or interpreted before the Council provides recommendations to the President and his executive staff.

The UAC established the University Diversity Committee (UDC) to articulate WOU’s statement on diversity and to establish a campus diversity plan. Of particular note is the committee’s inclusive interpretation of diversity to include the principle of social justice, an expanded definition of diversity to include marginalized populations, and the valuing of relationships with diverse communities at a campus, faculty, staff, or student level.

Third, WOU leadership continues to advocate for and enact a campus-wide policy of shared governance. This starts at the highest level, with the president meeting monthly with the chair or president of the four leadership councils on campus: Faculty Senate, Staff Senate, Administrative Support Council, and Associated Students of Western Oregon University (ASWOU). Additionally, the UAC is another demonstration of shared governance in that dialogue occurs, information is shared, and input is solicited across the campus leadership roles. In addition, campus community members have access to and information from senior leadership on a regular and continuous basis, including for example, the president’s and provost’s reports at twice-monthly Faculty Senate meetings, quarterly finance information meetings, quarterly WOU Window of Opportunity meetings, campus-wide Campus Conversations, or the open-house discussions on the Capital Master Plan. WOU also engages relevant parties wherever and whenever possible; for example, the future departmental residents of the two newest projects (DeVolder Family Science Center and the upcoming College of Education building) have worked with the architectural firm on the design and definition of space for those buildings. WOU’s president has also practiced an open door policy for campus constituents; faculty, staff, and students routinely visit the president to discuss ideas or issues or raise concerns.

Fourth, the University Data Matrix (UDM) team - described for the first time in the March 2011 report to NWCCU - is continuing to work toward creating the infrastructure required for a data-driven decision-making institution. The first stage of implementation was reached; the Oregon University System Fifth Site Project and the Oregon State University Enterprise Computing Services Warehouse Integration and Training unit built and delivered an enterprise data warehouse (EDW) with a BI Query front end to WOU. This EDW accesses the Ellucian™ Banner® SIS data; therefore users have been primarily those who work with data on an intensive and ongoing basis (e.g., deans’ offices or institutional research).
Moving into the second stage of implementation was challenged by several factors, such as personnel and leadership changes at the OUS Fifth Site, and that organization’s decision to no longer support the BI Query model. Instead, the Fifth Site recommended that the OUS institutions move to the Banner ODS-EDW model, due to its adoption by Portland State University (PSU) which was perceived to offer sister institutions the benefit of PSU’s programming efforts in developing data reports. WOU however, perceived several disadvantages to this choice including financial (e.g., purchase price, annual license fee, maintenance costs), programming effort (e.g., time required to customize PSU reports to fit WOU needs), and limitations in future development (such as accessing data from non-Banner data sources). WOU was not alone in considering alternate approaches; at least one other public university is still deciding which direction to pursue.

After a consideration of alternatives, the decision was made in April 2012 for UCS at WOU to build the WOU EDW, utilizing Cognos® software as the interface between the user and the data warehouse. (Cognos is robust BI software that can also be used with the ODS-EDW.) Ultimately, users will be able to query data from Banner data systems (e.g., HIS, FIS, SIS) as well as from housing, university advancement, or other data systems. This functionality is more comprehensive, as well as more cost-effective, than the ODS-EDW approach. UCS is working with the UDM team to collaborate on design of report structures, keep them abreast of changes, and ensure that the development efforts consider the wide range of potential users across campus.

With this revised approach to building the EDW, the data infrastructure is not yet in place to fully automate the ‘dashboard’ approach to display goals and achievement on the key performance indicators as discussed in 2011. However, UCS’s goal is to introduce the first round of cross-functional query capabilities for data analysis by July 2013, and ultimately to easily enable users to be able to drill down from the top-level result seen in the KPI dashboard to the detailed data behind the performance.
NWCCU Peer-Evaluator Recommendations on Chapter One

Following are the two recommendations provided by peer evaluators relative to the submission of the Chapter One (Year 1) Report. A response summary follows; greater detail is provided in the next section, ‘Updated Chapter One: Mission, Core Themes, and Expectations’.

Recommendations:

1. The panel recommends that WOU clarify its definition of mission fulfillment in the context of its expectations. The Institutional outcomes that, collectively, will represent an acceptable threshold or extent of mission fulfillment need to be articulated in a way that lends itself to that determination (Standard 1.A.2)

2. The panel recommends that WOU revise its indicators of achievement to ensure that they are all meaningful, assessable, and verifiable. (Standard 1.B.2)

Response:

WOU accepted these recommendations and proactively engaged in multiple actions, with input from multiple stakeholders, to make meaningful improvements. First, an ad-hoc committee of three faculty members (with expertise in systems and process improvement, qualitative and quantitative measurement methods, and technical writing) was convened to review Chapter 1 with the goal of improving the document’s meaningfulness, reducing ambiguity, and ensuring outcomes were more objective, assessable or quantifiable. This included proposing a means by which these measures would ‘roll up’ to provide an overall measure of mission fulfillment. The committee’s recommendations went to the UAC in late August, 2011. Second, WOU faculty, staff and students were surveyed to ascertain how they would prioritize the multiple KPIs under each core theme; 145 faculty, 110 staff and 90 students participated (N=346). Survey results were presented to the UAC, and then at a Campus Conversation in January, 2012. Additionally, the UAC designated three committee chairs to develop a campus committee focused on each of the three core themes: effective learning, diversity, and sustainability. Committees have been meeting and working with their respective themes since that time, to identify structural or system obstacles to collecting relevant data for the outcomes that define KPI performance, to enact necessary actions or to refine reporting processes to share results campus-wide. Because of this ongoing work, as well as the WOU EDW transition, results are not yet available online for the campus community to view.
UPDATED CHAPTER ONE: MISSION, CORE THEMES, AND EXPECTATIONS

Executive Summary: Eligibility Requirements 2 and 3

ER 2. AUTHORITY

The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

Western Oregon University is authorized to offer baccalaureate and master degrees by Oregon Revised Statute 352.355.

ER 3. MISSION AND CORE THEMES

The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

Western Oregon University developed its mission and core themes collaboratively with input from and discussion among campus constituents. The full mission statement and mission core themes were approved April 28, 2011 by the Academic Strategies Committee of the Oregon State Board of Higher Education.

WOU offers eight degrees at the undergraduate and graduate level from its principal academic programs. These include Bachelor of Art, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science, Master of Arts, Master of Music, Master of Science, and Master of Science in Education.

Substantially all of WOU’s resources support its educational mission, as demonstrated by the percentage of total 2011-12 expenditures used for instruction, research and public service (48.7%) and academic or student support services, and financial aid (27%). Only 11.2% of WOU’s total expenditures are used for administration or physical plant purposes, which also support WOU’s mission and desired outcomes. In comparison, WOU’s administration and physical plant percentage is lower than its OUS counterparts which ranged from 11.7 % to 17.7% for the same 2011-12 period.
A. Mission
WOU has adopted the following preamble and mission statement, following approval by OUS:

Preamble
Western Oregon University offers exemplary undergraduate and graduate programs in a supportive and rigorous learning environment. Oregon’s oldest public university, WOU works to ensure the success of students and the advancement of knowledge as a service to Oregon and the region. The University works in partnership with PK-12 schools, community colleges, higher education institutions, government, and local and global communities.

Mission
Western Oregon University is a comprehensive public university, operating for the public good, which:
• Provides effective learning opportunities that prepare students for a fulfilling life in a global society;
• Supports an accessible and diverse campus community; and,
• Improves continuously our educational, financial, and environmental sustainability.

B. Interpretation of Mission Fulfillment
WOU is still working through the UAC to define overall mission fulfillment, although the institution continues to progress through a iterative process of improvement. For example, the ad hoc faculty panel recommendation (described in Preface: Response to Recommendations, above) takes into account that partial achievement of some KPIs may be more valuable to WOU than complete achievement of other KPIs. Thus, the campus community was surveyed to determine their perceptions of the relative importance for each KPI (high-rated 3, medium-rated 2, or low-rated 1) relative to the others. Then, the three core theme committees were tasked to determine the how achievement of an outcome (i.e., acceptable, warning, unacceptable) would be determined. Each achievement level was assigned a numerical value from low to high (1, 2, or 3). Multiplying the relative importance by the achievement level creates a weighed score for each outcome. Thus, an acceptable achievement on a KPI that has high value to WOU (3 x 3) will count more toward mission fulfillment than an acceptable score on a medium-valued KPI (3 x 2), as shown below.

Achievement Score:      Acceptable/ Green = 3      Warning / Yellow = 2      Unacceptable /Red = 1
Importance to WOU:    High = 3     Medium = 2     Low = 1

C. Articulation of an acceptable threshold, extent, or degree of mission fulfillment
WOU has determined a way in which to assign relative importance to various KPI, as well as to rate levels of performance. The overall achievement is quantified as the percentage of actual score over the potential score; the ‘cut’ levels by which to ‘grade’ the institution on overall mission performance have not yet been determined, nor has the institution community yet articulated the level perceived to be acceptable for mission fulfillment. However, the institution has been working to develop the processes for obtaining, collecting, or developing data for measuring performance across areas that previously were not prioritized in performance measurement, or on the other hand, learning how some structures
or processes need to be restructured in order to become measurable. These actions are occurring at multiple levels, including functional area (e.g., UCS); academic areas (i.e., learning outcomes assessments); committees (e.g., Effective Learning core-theme committee, UAC); academic support areas (i.e., connecting support programs to retention or persistence results); and finally, under administrative leadership (e.g., the WOU Window of Opportunity initiative). WOU fully intends to continue proceeding with these efforts and will work through the UAC to integrate a decision on acceptable threshold of mission fulfillment with campus-wide input and discussion.
## Core Theme 1: Effective Learning

**Brief Description** – Learning is the primary mission of the university; it is not only what we do, but what we do best. WOU sets and implements rigorous standards and assessment measures to evaluate the quality of teaching, learning experiences, and student success. We encourage and support distinctive and innovative programs and delivery methods, which respond to changing needs of students and society. We create an environment in which student success is paramount and a shared responsibility of everyone at the university. WOU supports learning with a coordinated system of academic and non-academic programs, processes, and resources. We ensure that student advising is consistent, accurate, timely, personalized and collaborative. We encourage greater participation in programs that facilitate understanding and the exchange of people and ideas in international, multicultural and cross-cultural arenas.

### 1. OBJECTIVE - WOU STUDENTS ACQUIRE, ANALYZE, AND APPLY KNOWLEDGE

<table>
<thead>
<tr>
<th>(a) KPI — Assess students’ growth in higher order competencies between freshmen and senior years</th>
<th>Desired Outcome: In relation to its comparator institutions, WOU will rank as “near expected” or “above expected” using the Collegiate Learning Assessment (CLA) analyses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rationale:</strong> The Council for Aid to Education’s CLA assessment service measures an institution's contribution to the development of key competencies in undergraduates, including effects of changes to curriculum and pedagogy. The CLA presents realistic problems that require students to analyze complex materials and determine their relevance to specific tasks. Students' responses to tasks are evaluated to assess their critical thinking, analytical problem solving, and communication abilities. CLA facilitates institutional benchmarking, correlating student progress across multiple colleges.</td>
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<tr>
<th>(b) KPI — Achieve and maintain a significant percentage of students engaged in challenging academic learning experiences</th>
<th>Desired Outcome: WOU’s score on the Academic Challenge benchmark will be equal to, or greater than the mean score for comparator as measured by the NSSE assessment tool.</th>
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<tr>
<td><strong>Rationale:</strong> Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote achievement by emphasizing the importance of academic effort and setting high expectations for student performance. The National Survey of Student Engagement (NSSE) provides a composite benchmark of this measure based on 11 individual questions encompassing such items as coursework emphasizing: analysis of the basic elements of an idea, experience, or theory; synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships; making judgments about the value of information, arguments, methods; application of theories or concepts to practical problems or in new situations.</td>
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| (c) KPI — Achieve and maintain a significant percentage of students involved in active and collaborative learning experiences | Desired Outcome: Will achieve and maintain a significant level of student participation success as measured by the NSSE assessment tool. ‘Significant’ is defined as a mean score equal to or above the midpoint on the response range. |
**Rationale:** Students learn more when they are intensely involved in their education and are asked to apply their knowledge in different settings. Collaborating with others in solving problems or mastering difficult material prepares students to deal with the messy, unscripted problems they will encounter during and after college. The NSSE composite includes seven indicators that measure whether the student reports contributing to classroom discussions; making class presentations; working with other students on class projects; working with classmates outside of class to prepare class assignments; tutoring other students; participating in a community-based project as part of a regular course; and, discussing ideas from readings or classes with others outside of class.

### 2. OBJECTIVE – WOU STUDENTS PARTICIPATE IN HIGH IMPACT LEARNING EXPERIENCES

| **Rationale:** High-impact learning experiences such as study abroad, service learning, internships and domestic exchanges are linked to program-specific learning outcomes. Participation in these programs facilitates international, multicultural and cross-cultural understanding and advances the exchange of ideas in diverse arenas. National Student Exchange (NSE) offers students tuition reciprocal exchanges across the U.S. and Canada at accredited, four-year colleges and universities. Assessment consists of using university-developed surveys assessing student participation success. |
|---|---|
| **KPI** – Achieve and maintain a significant percentage of student participation in credit bearing, high impact, outside the classroom learning experiences (i.e., Study Abroad and International Exchanges Program, National Student Exchange (NSE), and Internships) | **Desired Outcome:** Number of participating students will increase by 5% each year over the prior year. The Service Learning and Career Development office will initiate an online form for faculty to report credit-bearing service learning activities and internships so that campus-wide results can be collected. WOU’s score on the NSSE ‘Enriching Educational Experiences’ benchmark will be equal to or greater than the mean score for comparator institutions. |

<p>| <strong>Rationale:</strong> High-impact learning experiences such as alternative break and service learning programs, live and learn communities, and the Leadership Certificate program are linked to enhanced student learning outcomes. The Alternative Break and Service Learning programs afford students the ability to reflect critically about their experience and to work with varying organizational cultures while working in conjunction with volunteer and community agencies both domestically and internationally. Live and Learn communities at Ackerman Hall provide themed program experiences for students such as multiculturism and global citizenship, pursuit of a greener way of life with a focus on sustainability, the Arts, and leadership. The Leadership Certificate Program formally incorporates existing student leadership experiences on campus and combines them with learning outcomes and core competencies to create an experience tailored to each student’s individual leadership future. Assessment consists of using university-developed surveys assessing student participation success in these activities. |
| <strong>KPI</strong>— Achieve and maintain a significant percentage of student participation in non-credit bearing, high-impact outside classroom learning experiences (i.e., Alternative Break, Service Learning, Learning Communities, Leadership Certificate Program) | <strong>Desired Outcome:</strong> Number of participating students will increase by 5% each year over the prior year as measured by the office of the VP for Student Affairs. |</p>
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<tr>
<th><strong>(c) KPI</strong> — Achieve and maintain an effective Freshman Year Experience Seminar course</th>
<th><strong>Desired Outcomes:</strong> First-year students participating in the Freshmen Year Experience Seminar will achieve a persistence rate (from freshman to sophomore year) at least equal to that of students not enrolled in the Seminar.</th>
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<tr>
<td><strong>Rationale:</strong> The Association of American Colleges and Universities (AAC&amp;U) has identified first-year seminars (e.g. freshman experience) as a high-impact learning experience that contributes to student retention and academic achievement. Assessment consists of measuring the persistence rate of participating students.</td>
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<td><strong>(d) KPI — Increase participation in Academic Excellence Showcase</strong></td>
<td><strong>Desired Outcomes:</strong> Increase number of student submissions annually by 5% over the prior year’s submissions. Increase the total overall attendance annually by 10% over the prior year’s attendance at the AES events.</td>
</tr>
<tr>
<td><strong>Rationale:</strong> Hi-impact learning experiences such as embedded student research/creative enterprise opportunities (including, but not limited to, research and service learning projects) are linked to enhanced student learning outcomes. These types of experiences are presented annually at the annual Academic Excellence showcase.</td>
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<td><strong>3. OBJECTIVE — WOU STUDENTS ARE HIGHLY SATISFIED WITH THEIR LEARNING EXPERIENCES</strong></td>
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<tr>
<td><strong>(a) KPI - Achieve and maintain a significant level of student satisfaction with a supportive campus environment</strong></td>
<td><strong>Desired Outcomes:</strong> WOU’s score on the NSSEE ‘Supportive Campus Environment’ benchmark will be equal to or greater than the mean score for comparator institutions.</td>
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<tr>
<td><strong>Rationale:</strong> Students perform better and are more satisfied at universities that are committed to their success and cultivate positive working and social relations among groups on campus. The National Survey of Student Engagement (NSSE) provides a composite benchmark of this measure based on six campus environment indicators that include support for students to succeed academically; support for students to cope with non-academic responsibilities; support for students to thrive socially; and students’ quality of relationships with other students, faculty, and administrative offices.</td>
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<td><strong>(b) KPI — Students’ evaluations of course and instructors will reflect perceptions of quality instruction</strong></td>
<td><strong>Desired Outcomes:</strong> Evaluation results will demonstrate achievement of a minimum mean of 3.0 (moderately effective and above) on each of four subscales of Course Organization and Planning, Communication, Faculty/Student Interaction, and Assignments, Exams &amp; Grading.</td>
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<tr>
<td><strong>Rationale:</strong> Evaluating classroom instruction provides feedback to assist instructors in providing highly effective teaching that results in quality learning experiences. Evaluation will be predicated on the analysis of a valid and reliable instructional evaluation survey that quickly and objectively captures students’ perceptions of their instructors’ teaching performance. Faculty who consistently earn lower level ratings will be offered professional development assistance to improve performance to ensure that University-wide level does not fall below 3.0.</td>
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Core Theme 2 – Supports Diversity

**Brief Description** – By providing a multicultural campus community, WOU offers students the knowledge, attitudes and skills to function effectively within and beyond their cultural boundaries as required in today’s global society. To accomplish this, WOU has developed active communities of learning representing diverse populations and perspectives. We provide access to an array of diverse and inclusive populations to foster a quality workforce and well-educated citizens. WOU has developed and maintained partnerships that broaden our vision, increase our potential, and enhance our professional relationships. These include academic and non-academic programs to promote diversity and meet the needs of all constituencies, especially non-traditional and racial/ethnic minority students and staff.

<table>
<thead>
<tr>
<th>1. OBJECTIVE: WOU IS AN INSTITUTION THAT IS ACCESSIBLE TO DIVERSITY OF STUDENT POPULATIONS ACROSS THE CAMPUS COMMUNITY</th>
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<tr>
<td>(a) <strong>KPI</strong> — Achieve and maintain a percentage of all racial/ethnic minority students and students enrolled at WOU reflective of the demographics in Oregon</td>
</tr>
<tr>
<td>Rationale: Enrollment rates of all racial/ethnic minority students as defined in the OUS Student Centralized Administrative Reporting File (SCARF) report will help WOU examine and document our success in implementing strategic recruitment, admissions, and enrollment plans reflecting our regional demographics (contiguous counties: Polk, Marion, Yamhill, Benton, Linn and Lane).</td>
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<tr>
<td>(b) <strong>KPI</strong> – Increase the persistence rates of undergraduate racial/ethnic minority students enrolled at WOU compared to peer comparator data</td>
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<tr>
<td>Rationale: Use of persistence rates (fall freshmen to fall sophomore retention data) for undergraduate racial/ethnic minority students will help WOU examine and document our success in implementing strategies to support students’ success and persistence. SAT/ACT data from public institutions with similar size, admissions selectivity, and degree offered will be used for comparison.</td>
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<tr>
<td>(c) <strong>KPI</strong>— Achieve and maintain graduation rates of racial/ethnic minority students enrolled at WOU compared to peer comparator data</td>
</tr>
<tr>
<td>Rationale: Six-year graduation rates of undergraduate racial/ethnic minority students will help WOU examine and document our success in implementing strategies to support students’ success and progression towards graduation. SAT/ACT data from public institutions with similar size, admissions selectivity, and degree offered will be used for comparison.</td>
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### 1. OBJECTIVE — WOU’S UNDERGRADUATE FIRST-GENERATION STUDENTS PROSPER

**KPI** — Increase the percentage of first-generation undergraduate college students who persist from freshmen to sophomore year at WOU

<table>
<thead>
<tr>
<th>Desired Outcome:</th>
<th>The persistence rates for first-generation undergraduates will be equal to, or greater than, the non-first-generation students.</th>
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**Rationale:** Examining and documenting persistence rates for WOU’s undergraduate first-generation students is one way to assess the success of existing strategic supports (e.g. Student Enrichment Program) to support first-generation students and their families. SAT/ACT data from public institutions with similar size, admissions selectivity, and degree offered will be used for comparison.

### 2. OBJECTIVE — WOU IS AN INSTITUTION THAT PROMOTES DIVERSITY ACROSS THE CAMPUS COMMUNITY INCLUDING STUDENTS, FACULTY AND STAFF

(a) **KPI** — Develop, implement, and institutionalize a university diversity plan through the University Diversity Committee

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<tr>
<th>Desired Outcome:</th>
<th>Implementation of the plan will begin by or before September 2012. (Diversity Statement is now posted on WOU website and accessible through A-Z Index, and via president’s webpage.)</th>
</tr>
</thead>
</table>

**Rationale:** The newly created University Diversity Committee will develop an actionable Diversity Plan predicated on research, data and information collected from various sources, including an organizational diversity survey being administered during the 2010-11 academic year. Other data and information will be gathered, evaluated and used to inform the plan. The University Diversity Committee’s Action Plan will provide the goals, objectives, and actions to realize the campus community’s desire for diversity.

(b) **KPI** — Achieve greater diversity in faculty and staff applicant pools

<table>
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<tr>
<th>Desired Outcome:</th>
<th>Initially, the plan for these actions will be incorporated into the ‘Diversity Plan’ and materials available online for hiring committees by September 2012. Reporting results of increasing diversity will be expected beginning September 2013 and at least annually thereafter.</th>
</tr>
</thead>
</table>

**Rationale:** WOU will sustain its affirmative action efforts. However, additional efforts are necessary, such as hiring outreach to targeted groups, making good faith efforts to consider and advance applications from underrepresented groups, educating hiring committees on areas of unintentional bias, reviewing with faculty hiring committees the questions to ask and not ask or including diverse members on selection committees.

### 3. OBJECTIVE — WOU SUCCESSFULLY PARTNERS WITH DIVERSE COMMUNITIES OUTSIDE OF CAMPUS

(a) **KPI** — Create, sustain, and document partnerships involving WOU students, faculty, and staff that benefit diverse communities

<table>
<thead>
<tr>
<th>Desired Outcome:</th>
<th>WOU will track the number of students, faculty, and staff engaged in partnerships that benefit diverse communities as well as the beneficiaries of those partnership activities.</th>
</tr>
</thead>
</table>

**Rationale:** WOU will enhance its commitment to diversity through involvement with external partnerships in which the University’s faculty, staff and student efforts benefit individuals from diverse communities.
**Core Theme 3 – Sustainable Institution**

**Brief Description**—WOU understands that the university is a living organism that must maintain its stability and sustainability through good educational, financial and environmental practices. To accomplish this WOU has developed a systematic and inclusive approach to improving the campus infrastructure, facilities and services. We continue to create a working environment that fosters open communication and recognizes individual and collective contributions. WOU ensures the rigorous application of ongoing evaluation to improve all aspects of campus life, assure quality and make decisions predicated on reliable, valid, peer-reviewed data. We nurture connections with our alumni that engender pride, loyalty and good will and we enhance technology strategies and capacities to improve teaching, learning, communication, management and cooperation.

| 1. OBJECTIVE—WOU USES EDUCATIONAL PRACTICES THAT CONTINUOUSLY IMPROVE EDUCATIONAL SUSTAINABILITY AND ARE IN THE BEST INTERESTS OF SERVING THE COMMUNITY |
|---|---|
| (a) KPI—Maintains instructionally effective faculty to student ratio | Desired Outcome: Achieve and maintain an appropriate faculty-to-student ratio (based on model of instruction and efficient use of resources) that maintains an overall student mean rating of 3.0 or higher on the ‘Faculty/Student Interaction’ subscale by course, regardless of the assigned instructor. Thus, if the course size is increased and subsequently the student ratings consistently drop below a mean of 3.0, it is presumed that the faculty-to-student ratio is problematic. |

**Rationale:** WOU understands the ideal faculty-to-student ratio depends upon the classroom model of instruction. Effective faculty-to-student ratios are assumed to enable faculty’s ability to give individualized attention to students, respond to student requests or questions, or fully assist students during office hours. Thus, increasing class size (beyond an effective ratio) holds potential to reduce students’ evaluations of instruction.

| (b) KPI—Optimize petitions for degree audit exceptions | Desired Outcome: Conduct an analysis of exception forms filed annually. Track purposes and sources of forms in order to identify what, or if, problems exist. |

**Rationale:** Delivery of efficient and effective educational programs depends upon successful management of course offerings that enable students to expeditiously complete required coursework. A high number of course substitution/waiver filings with the Registrar’s Office or the Graduate Programs Office can reflect inefficient curricular programming and/or incomplete transfer articulations. Reducing the number of exception forms filed each year would signify improvement in these areas.

| (c) KPI—Maintain high student satisfaction rates in academic advising | Desired Outcome: Work to ensure at least 90 percent of undergraduates rate the quality of academic advising as very good or excellent on WOU’s survey (this is equivalent to 90% of ratings above the mean score). Furthermore, the outcome of WOU’s survey will be compared to item #12 on NSSE that asks students for their overall satisfaction with advising on campus. Any major discrepancy will be investigated to make improvements in how advising is assessed. |
**Rationale:** Academic advising is a highly effective academic development and degree completion activity. Working with well-informed advisors every academic term ensures that students make positive and timely progress toward degree completion. For undergraduate advising, the measure of effectiveness is survey data gathered annually.

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### 2. OBJECTIVE – WOU USES BUSINESS PRACTICES THAT CONTINUOUSLY IMPROVE THE FINANCIAL SUSTAINABILITY AND ARE IN THE BEST INTERESTS OF SERVING THE COMMUNITY

<table>
<thead>
<tr>
<th><strong>(a) KPI</strong></th>
<th>Desired Outcome: Maintain a fund balance between 10%-20% of annual operating revenue with a target of 15%, which complies with directives issued by the Oregon Board of Higher Education and Oregon University System. However, economic uncertainty may prompt the university to reevaluate appropriate levels of fund balance.</th>
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</thead>
<tbody>
<tr>
<td><strong>KPI</strong> – Maintain a sufficient fund balance pursuant to economic circumstances</td>
<td><strong>Desired Outcome:</strong> Maintain a fund balance between 10%-20% of annual operating revenue with a target of 15%, which complies with directives issued by the Oregon Board of Higher Education and Oregon University System. However, economic uncertainty may prompt the university to reevaluate appropriate levels of fund balance.</td>
</tr>
<tr>
<td><strong>Rationale:</strong> Responsible fiscal management requires adequate fund balances, or reserves, to mitigate financial risks. Adequate fund balances are essential to protect against negative impacts to the university’s mission due to cyclical variations in revenues and expenditures; catastrophic events; unexpected revenue declines and expenditure requirements; and, unexpected legal obligations.</td>
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<tr>
<th><strong>(b) KPI</strong></th>
<th>Desired Outcome: Increase the annual alumni participation rate and maintain a donation amount per alumnus equal to, or above, the mean of comparator institutions.</th>
</tr>
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<tbody>
<tr>
<td><strong>KPI</strong> – Increase the alumni participation rate and philanthropy</td>
<td><strong>Desired Outcome:</strong> Increase the annual alumni participation rate and maintain a donation amount per alumnus equal to, or above, the mean of comparator institutions.</td>
</tr>
<tr>
<td><strong>Rationale:</strong> Alumni participation helps establish a culture of philanthropy that is vital to the success and sustainability of the institution. Alumni participation is viewed as a barometer of satisfaction and parents and future students often compare rankings when making enrollment decisions. The 3-5 year average WOU alumni participation rate (APR) and average alumni donation amount is compared to the Council for Aid to Education (CAE) Voluntary Support of Education (VSE) Survey. This survey is the authoritative national source of information on private giving to higher education and private K-12, consistently capturing about 85 percent of the total voluntary support to colleges and universities in the United States.</td>
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<tr>
<th><strong>(c) KPI</strong></th>
<th>Desired Outcome: Achieve a strategic enrollment rate within +/- 10% of targeted enrollment so that enrollment can be relative to university resources, enabling sufficient student support.</th>
</tr>
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<tbody>
<tr>
<td><strong>KPI</strong> —Ensure that enrollment numbers reflect WOU’s Strategic Enrollment plan</td>
<td><strong>Desired Outcome:</strong> Achieve a strategic enrollment rate within +/- 10% of targeted enrollment so that enrollment can be relative to university resources, enabling sufficient student support.</td>
</tr>
<tr>
<td><strong>Rationale:</strong> Student enrollment is WOU’s primary revenue source. State funding for public universities will continue to decline in the near future due to the economy. Long-term support for higher education also cannot be expected to be robust. Predictable growth in enrollment enables the university to plan effectively its fiscal resources and academic needs to provide an effective education.</td>
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<tr>
<th><strong>(d) KPI</strong></th>
<th>Desired Outcome: Maintain (within 5%) or increase WOU’s indirect cost recovery from the previous fiscal year. The indirect cost recovery was $881,575 for fiscal year ending 30 June 2010.</th>
</tr>
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<tbody>
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</tr>
<tr>
<td><strong>Rationale:</strong> Indirect costs (e.g., building depreciation) cannot be easily attributable to specific sponsored projects; appropriate recovery of facilities and administrative (indirect) costs enables the university to reinvest in its infrastructure and provide the services aligned with its mission.</td>
<td></td>
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</tbody>
</table>
3. OBJECTIVE – WOU USES PRACTICES THAT CONTINUOUSLY IMPROVE ITS OPERATIONAL SUSTAINABILITY AND ARE IN THE BEST INTERESTS OF SERVING THE COMMUNITY

(a) KPI – Maintain system reliability during peak hours of operation

**Desired Outcome:** Maintain a high degree of system reliability during peak hours of usage: 0700 – 1400 hours PST. High reliability is defined as meeting a standard of 99.9% uptime for peak hour usage.

**Rationale:** University Computing Services maintains campus-computing systems 24/7 in support of academic and administrative objectives. The reliability of this service is critical to mission achievement.

(b) KPI – Reduce the metric tons of carbon dioxide equivalent per FTE emissions

**Desired Outcome:** Achieve the minimum emission of carbon dioxide equivalent produced by the campus community.

**Rationale:** American College and University Presidents’ Climate Commitment (ACUPCC) Greenhouse Gas Report will list the total Carbon Dioxide Equivalent at WOU. The sum of Scopes 1 and 2 (the OUS Goal is to reduce Scopes 1 and 2 to zero by 2020) will be divided by FTE—faculty, staff and students—to show our effect on the planet and correlate our progress to our 2020 zero-emissions goal.

(c) KPI—Minimize utility usage per square foot

**Desired Outcome:** Track and report utility usage over time, including detail by building if possible. Create and implement action plan to reduce utility usage including posting telephone number for service problems, communicating to staff and students the benefits to conservation, encouraging competition in conservation across divisions or buildings or other such engagement with the campus community.

**Rationale:** Utility usage (water, sewer, natural gas and electricity) directly affects WOU’s budget and demonstrates the campus community’s commitment to reducing our carbon footprint.

(d) KPI – Optimize refuse collection per FTE

**Desired Outcome:** Reduce collection rate of refuse and increase recycling for both large scale (e.g. construction) and small scale (e.g. paper, glass, plastic) items per FTE students and staff. Track and report garbage and recycling levels by some standardized unit (e.g. weight in pounds). Create and implement action plan to reduce garbage and increase recycling.

**Rationale:** The amount of collected is a reliable indicator of the campus’s commitment to environmental sustainability and carbon footprint reduction.

(e) KPI – Reduce environmental impact related to commuting

**Desired Outcome:** Establish online carpool match site to enable staff and faculty to find and share transportation. Establish access on campus to electric ‘Zip cars’ to be used when faculty or administrators must travel to local areas.

**Rationale:** Faculty, staff and students commute to WOU from various points in the Polk, Marion, Linn-Benton or greater Portland areas. In addition, faculty and administrators commute to meetings, seminars or other events from WOU. Thus, this effort can improve the broader community by reducing the number of vehicle trips per person.
CHAPTER TWO: RESOURCES AND CAPACITY

ELIGIBILITY REQUIREMENTS 4-21 - Executive Summary

4. OPERATIONAL FOCUS AND INDEPENDENCE
The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.

Western Oregon University (WOU) is one of seven public universities established by ORS 352.002, under the jurisdiction of the Oregon State Board of Higher Education (OSBHE) as part of the Oregon University System (OUS), which itself was established by ORS 351.011.

5. NON-DISCRIMINATION
The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission, and its core themes.

WOU’s recently adopted Diversity Statement articulates the institution’s values of respect for the individual: “We . . . are proud of our ability to successfully serve a diverse community of students. That valued attribute is an important component of our core mission. For example, the success rates for our Latino students at WOU are notable and have received national recognition. We are determined in providing a supportive environment for students who are the first in their families to attend college. In addition, we recognize that a commitment to diversity extends beyond our student populations - to staff and faculty; and should inspire a curriculum and campus culture that values inclusiveness and recognizes our differences as an advantage.”

WOU’s human resource policies and practices are based on state and federal employment laws as well as the collective bargaining agreements with WOUFT (faculty) and SEIU (classified staff) that promote equal employment opportunities and prohibit discriminatory practices in support of a diverse faculty and staff.

6. INSTITUTIONAL INTEGRITY
The institution establishes and adheres to ethical standards in all of its operations and relationships.

As public employees, WOU faculty and staff are subject to ORS 244, and OAR 199 which govern use of public office, gifts, conflicts of interest, and related ethics matters; WOU faculty and staff are also held accountable for the OUS Code of Ethics. Additionally, the American Association of University Professor’s "Statement on Professional Ethics" (Appendix G in the Faculty Handbook) serves as a reminder of the variety of obligations assumed by all members of the academic profession. WOU employees are also subject to OAR 580.061, the OUS Code of Ethics for contracting and purchasing.
7. GOVERNING BOARD
The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution's mission and core themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution.

The institution is one of seven universities governed by OSBHE. Board membership is specified by ORS 351.015; fifteen OSBHE directors include two students and two faculty members from OUS campuses and eleven Oregon citizens who are neither OUS students nor OUS faculty members. Board members are appointed by the Governor and confirmed by the Oregon State Senate.

Duties, responsibilities, and roles are defined in OSBHE bylaws and the state regulations, rules, and statutes that authorized OSBHE (i.e., ORS 351.015-.990 and OAR 580). A list of current members, contact information, and terms are listed on OSBHE website. A member of the WOU faculty serves on the OSBHE for the current biennium.

8. CHIEF EXECUTIVE OFFICER
The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs the institution's governing board.

The president serves as the executive and governing officer of the university and its faculty and is responsible to ensure the university fulfills its institutional mission. Mark Weiss, who formerly served as WOU’s Executive Vice President for Finance and Administration, was appointed as WOU president effective 1 July 2012 through 30 June 2014, after serving as interim president during the 2011-12 academic year. President Weiss is not a member of OSBHE.

9. ADMINISTRATION
In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and achievement of its core themes.

The president serves as the executive administrative officer at WOU and reports to OUS Chancellor. The president’s executive staff includes the Provost and Vice President for Academic Affairs; Vice President for Student Affairs; Vice President for Finance and Administration; Director of Advancement and Foundation; Director of Human Resources; Director of Athletics; and Executive Assistant to the President. The organizational chart and areas of responsibility are accessible online. Similarly, the units under each position of leadership are also clearly delineated. The largest groups include those that report to the Provost, Vice President for Student Affairs, and Vice President for Finance and Administration. Additionally, the University Advisory Committee (comprised of twenty-three members representing senior university leadership) is responsible for the collection, analysis and interpretation of valid, reliable, and peer-reviewed data and information from every identified unit on campus. UAC advises the President and his staff on ongoing planning processes, in effect, to influence resource allocations.
10. FACULTY
Consistent with its mission and core themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.

The maintenance of successful academic degree programs dictates the number of faculty employed. New or revised programs receive new tenure-track faculty lines or consideration of non-tenure track faculty appointments only if substantive evidence exists that the current faculty or existing staffing level are inadequate to serve the needs of programs. To assure the continuity and integrity of its programs and to manage the impact of enrollment fluctuations over the long term, WOU has taken a conservative approach to increasing faculty positions. The fall 2012 student to faculty ratio is 20:1.

Faculty evaluation is fundamentally peer based and conducted in accordance with OAR 580.21 and the current WOUFT collective bargaining agreement (Article 8). According to the CBA provisions, faculty members are evaluated in the areas of teaching, scholarship, and service, with clearly specified criteria.

11. EDUCATIONAL PROGRAM
The institution provides one or more educational programs which include appropriate content and rigor consistent with its mission and core themes. The educational program(s) culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degree(s) with degree designation consistent with program content in recognized fields of study.

WOU offers a variety of academic programs that evolve from the institution’s mission and lead to baccalaureate degrees, master’s degrees, and certificates. All curricular proposals, ranging from minor course description changes to new degree programs, are initiated by the faculty and reviewed and acted upon at multiple levels within the institution (i.e., departments, divisions, Curriculum Committee, and Faculty Senate). OSBHE reviews new degree programs before implementation and after five years; five-year reports are on file in the Provost Office as well as in the OUS Chancellor’s Office. All programs have defined learning outcomes at the departmental level, and these are included in the course catalog.

12. GENERAL EDUCATION AND RELATED INSTRUCTION
The institution’s baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of general education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of either 30 semester or 45 quarter credits or more for which certificates are granted contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. Bachelor and graduate degree programs also require a planned program of major specialization or concentration.

Liberal Arts Core Curriculum (LACC), which is the university’s general education courses required of all undergraduate students, comprises 55 credits across eight academic areas: communication studies, creative arts, health and physical education, laboratory science, literature, philosophy or religion, social science, and writing. LACC provides student with a comprehensive introduction to a wide range of academic areas, prepares students for advanced study in their academic majors, and helps students develop a foundation of basic knowledge necessary for healthy and successful personal and professional lives. LACC is in alignment with the Oregon Transfer Module (OTM) and the Associate of Arts Transfer
Module (AAOT) transfer articulation agreements with the state’s community colleges. Program requirements for bachelor and graduate degrees are specified in the WOU course catalog.

13. LIBRARY AND INFORMATION RESOURCES
Consistent with its mission and core themes, the institution maintains and/or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services wherever offered and however delivered.

Hamersly Library provides the WOU community with extensive access to resources. Its participation in shared purchasing agreements through Orbis Cascade Alliance (OCA), a library consortium composed of 37 public and private colleges, community colleges, and universities in Oregon and Washington, allows the library to purchase electronic resources (e.g., journal packages, databases, and e-books) more cost-effectively. The library provides students and faculty with access to over 135,000 journal titles, 99% of which are provided electronically; the print collection is still used, comprising 22% of the total items circulated last academic year. Finally, a newly instituted service provides electronic copies of book chapters and journal articles to current faculty, students, and staff, upon request.

14. PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE
The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.

Physical Plant personnel are responsible for managing the planning process for new facilities and infrastructure, as well as for all aspects of maintaining the accessibility, safety, and security of existing facilities, grounds, and infrastructure. This work is guided by OUS Facilities Standards and Guidelines and accomplished through licensed professionals (e.g., architects or engineers); qualified, licensed, bonded, and OUS-approved contractors or mechanical service personnel; and WOU Physical Plant staff.

University Computing Services (UCS) is responsible for ensuring that WOU’s technology systems and infrastructure adequately support its functions, programs, and services. The data center is currently transitioning to a virtualized environment, which enhances performance, increases reliability, and establishes a nimble architecture. In this environment, application performance can be increased on demand, new servers can be implemented in a short period of time, and reliability can exceed that of previous systems.

The network infrastructure effectively and securely supports the data needs of WOU: the infrastructure takes a resilient design approach that ensures redundant paths to data structures; it is designed in a manner that allows for non-disruptive upgrades on an as-needed basis; and systems are in place to monitor and control WOU-internal network traffic on a continuous basis, as well as to ensure adequate bandwidth and redundancy for that internal network traffic. This ensures that WOU meets the industry standard for bandwidth in higher education. Additionally, UCS works with multiple groups to ensure that staff and constituents using technology on campus have input into UCS planning processes.
15. ACADEMIC FREEDOM
The institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.

Academic freedom is the intellectual and creative foundation of WOU and is protected by OAR 580-022-0005. WOU faculty and administration jointly accept responsibility for maintaining an atmosphere in which scholars may freely teach, conduct research, publish, and engage in scholarly activities. This responsibility includes maintaining the freedom to examine controversial issues throughout the university, which includes classroom discussion when such issues are germane to the subject matter of the course. However, it is acknowledged that, in the exercise of one’s freedom of public expression, all WOU members should exhibit appropriate restraint as well as respect for the opinions of others.

16. ADMISSIONS
The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.

In line with OUS policy, WOU’s undergraduate admission policy reflects the level of academic preparation required for new students to successfully begin their studies at the university. The majority of students applying for undergraduate admission meet the university’s requirements (admission code: A1), but exceptions exist which allow for the admission of students with deficiencies (admission code: A5 and A6). Students admitted under codes A5 and A6 are typically placed into support courses, such as the First Year Experience Seminar.

Admission policies are published in the catalog, accessible in print or online, and in relevant marketing publications. The admission policy for new undergraduate students is reviewed annually by the associate provost and the director of admissions. Final approval is granted by OUS Provost Council. Graduate Office processes all graduate applications, with the exception of international student applications, and consistently follows all university graduate admission requirements. International student graduate applications are solely processed by the Office of International Students and Scholars Affairs. Students who do not meet the university graduate admission requirements may qualify for conditional admission. After graduate students have been admitted to a program, they must meet minimum academic requirements each term they are enrolled; students who were admitted conditionally must meet the terms of their conditional enrollment.

17. PUBLIC INFORMATION
The institution publishes in a catalog and/or on a website current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.

The course catalog is published annually by 1 May for the next academic year to facilitate the spring and summer registration process of new students to the university. The publication is the primary guide for academic and financial matters, including courses, grading, degree requirements, deadlines, academic and student rules, the academic calendar, tuition, fees, refund policies, opportunities for financial aid.
and campus resources and services. The catalog is available online and, in limited quantities, in print. Additional formats (including braille, voice, enlarged print, and high-contrast versions) are available upon request through the Office of Disability Services.

Office of Student Conduct (OSC) is responsible for administering the Code of Student Responsibility, which defines standards of conduct for all students. Data on student conduct cases are compiled both quarterly and annually; results are reviewed by the Vice President for Student Affairs, which provides assurance that student conduct cases are administered fairly and consistently and offer opportunities to compare data longitudinally.

18. FINANCIAL RESOURCES
The institution demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.

Fiscal policies and practices are defined by the OUS Finance and Administration Division, which develops and administers the OUS budget, recommends fiscal policies to OSBHE, and maintains standards for campus and system-wide fiscal planning and reporting. The OUS Finance and Administration Division is guided by board policies, internal management directives, OAR, and ORS.

Responsible fiscal management requires adequate reserves as fund balance (FB) to mitigate current and future financial risks. OSBHE requires WOU to maintain FB as a percent of total net revenue in the range of 10-20% because of the increased financial risk associated with the WOU Tuition Promise; WOU projects FB at 16.2% for June 2013 (as of 9/30/12). WOU leadership has proactively initiated the “Window of Opportunity” continuous-improvement initiative aimed at both improving productivity and efficiency, and identifying new revenue opportunities. Annual budgets are developed in collaboration with individuals who have responsibility and authority for cost centers, revenue generation, and/or auxiliary enterprises.

19. FINANCIAL ACCOUNTABILITY
For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and governing board.

WOU’s financial records are included in the annual external audit of the Oregon University System. For fiscal year ending 2012, Clifton, Allen, Larson, LLP, audited the consolidated financial statements for OUS, and noted no significant deficiency or material weakness in the design or operation of internal control for 2012. Current and prior audit reports are available on the OUS website.

20. DISCLOSURE
The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.

Western Oregon University recognizes the critical nature of ensuring that its operations are consistent with acceptable practices in higher education. The University subscribes to the practices of continuous
improvement and institutional transparency. Further, the University views the critical need to provide
accurate information—be it positive or negative—to the Commission and does so in all reports or verbal
and written correspondence with the Commission.

21. RELATIONSHIP WITH THE ACCREDITATION COMMISSION
The institution accepts the standards and related policies of the Commission and agrees to comply
with these standards and policies as currently stated or as modified in accordance with Commission
policy. Further, the institution agrees that the Commission may, at its discretion, make known the
nature of any action, positive or negative, regarding the institution’s status with the Commission to
any agency or members of the public requesting such information.

Western Oregon University recognizes the authority of the Commission for establishing and overseeing
standards and policies to which the University must subscribe. Further, the University recognizes the
right of the Commission, at its discretion, to provide public accounting of the status of the University’s
standing with the Commission.
GOVERNANCE

2.A.1 The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

The Western Oregon University (WOU) President serves as the executive administrative officer at WOU and reports to the Oregon University System (OUS) Chancellor. The president’s executive staff includes the Provost and Vice President for Academic Affairs; Vice President for Student Affairs; Vice President for Finance and Administration; Director of Advancement and Foundation; Director of Human Resources; Director of Athletics; and Executive Assistant to the President. The organizational chart and areas of responsibility are accessible online. Similarly, the units under each position of leadership are also clearly delineated. The largest groups include the Provost, Vice President for Student Affairs, and Vice President for Finance & Administration.

Individuals in these leadership roles engage in ongoing communication with their staff via formal and informal processes. The president’s executive staff meets weekly to discuss current issues, policy or planning matters, and to keep each other abreast of current developments in their respective areas. Others possessing experience or specialized expertise in specific matters are frequently invited to participate. For example, campus constituents, the Dean of Liberal Arts & Sciences (LAS), the Dean of the College of Education (COE), or the Associate Provost have been included in meetings to share their perspectives on matters related to their responsibilities. Similarly, the Provost and Vice President for Academic Affairs meets on a monthly basis with individuals in academic leadership (Associate Provost and Deans of LAS, COE, and Library) and program directors (Graduate Programs, Division of Extended Programs, and Teaching Research Institute) on matters relative to each respective area. The Provost also meets monthly with these individuals as a group (referred to as the Provost’s Executive Council) to facilitate broader input into the academic affairs planning agenda. Furthermore, in order to facilitate communication across academic affairs, there is a larger monthly meeting that includes the Directors of units reporting to the Provost, as well as the directors reporting to the Associate Provost. Attendees have the option to add items to the agenda for discussion or decisions and provide monthly status updates. Deans also meet monthly with their division chairs, with those division chairs later meeting with faculty in their respective disciplines; the majority of faculty division meetings occur at 3:30 p.m. on the first Tuesday of every month during the academic year. These meetings, among others, are enabled by an institutional policy that abstains from scheduling classes one day a week after 3:30 p.m. Thus, a formal structure is in place that allows for regular communication between all levels of leadership as well as between leadership and faculty. Minutes for the dean’s and division meetings are typically maintained electronically within the respective administrative office.

Broader constituent input is solicited through, and facilitated by, formal organizational structures, such as Faculty Senate, Administrative Support Council, and Staff Senate, which are created by charter and governed through bylaws written and approved by each group. Shared governance is demonstrated in the regular monthly meetings between the WOU president and the chairpersons of these three groups, as well as with the president of Associated Students of WOU (ASWOU). The meetings enable the parties to engage in a roundtable dialogue, share new information with each other, and address concerns or issues.
Faculty Senate represents both tenure-track and non-tenure track faculty with the number of members determined by the number of full-time equivalent faculty in each division. Thus, all academic units have representation, with larger units having more representatives. Faculty Senate includes eight working committees which review, evaluate, and make recommendations on such items as policy, investments, or academic processes to the Faculty Senate as a whole, to directors of academic units (e.g., Honors Program, Graduate Programs, or International Education committees) or to senior executive staff (e.g., Academic Infrastructure, on major investments to serve faculty teaching needs). To facilitate communication, both the President and Provost make regular reports to the Faculty Senate and answer faculty questions, as requested. Other administrators may choose to attend as guests but do not participate, unless solicited by the Senate president with regard to specific agenda items. Agendas for upcoming meetings and minutes of past meetings are available to the campus community on the Faculty Senate website.

Administrative Support Council (ACS) represents professional unclassified administrative staff, excluding positions that directly report to the president, with three elected representatives from each of three functional areas: academic support, student support, and administrative support services. ACS facilitates communication between professional staff and WOU leadership; involves professional staff in evaluation, analysis, or recommendations on matters that concern them; and advocates for, or provides, professional development and training. In a similar manner, Staff Senate represents both classified and unclassified staff, with membership comprised of two elected representatives for each classification, across each of the three previously listed functional areas.

Advocacy for students’ interests, concerns, and rights at WOU and on a statewide level is facilitated through the Associated Students of Western Oregon University (ASWOU), with specific responsibility allocated across its three branches: executive, senate, and judicial (bylaws). The three branches provide multiple opportunities and pathways for student participation. For example, the president of ASWOU represents students’ interests via a standing ex-officio seat on Faculty Senate as well as through direct communications with senior leadership. The current ASWOU president has lobbied for students on critical internal issues, such as the allocating of student fees; additionally, the ASWOU president served as a Governor-appointed member to the Oregon Education Investment Board’s Achievement Compact sub-committee, which discussed the goals and benchmarks tied to funding for Oregon public schools.

There are also opportunities via less formal structures, such as advisory committees. The University Advisory Committee (UAC) was established with twenty-three appointed members representing senior university leadership and their direct reports who have accountability for resources. UAC serves as the accreditation steering committee and provides recommendations on resource allocation to the president and his executive staff. The Diversity Committee, with members from administration, faculty, and staff, was established to define WOU’s perspective on diversity, and, more importantly, to develop an action plan with goals and measurable standards for assessing progress toward a more diverse institutional community. In order to accomplish this goal, the committee facilitated necessary communication across functional areas, such as academics, academic support, student services, student affairs, and human resources. An example of an ad hoc committee is the Joint Committee on Faculty Evaluation that collaborates with the Provost Office and WOUAF to evaluate and make recommendations to administration and Faculty Senate regarding the university’s transition to online course evaluations. Committee members were solicited from all of the divisions within LAS and COE; currently, four of seven LAS divisions and two of three COE divisions are represented.
There are also informal but ongoing processes to enable two-way communication across campus. One is known as Campus Conversations, which are quarterly open forums to present information, discuss urgent campus issues, and solicit ideas or concerns from the WOU community. Conversation topics have been varied, and recent conversations have included the president’s report on WOU’s response to potential drops in legislative funding for education, discussions on WOU’s accreditation process, and information on faculty evaluation processes. Another such communication event is the quarterly presentations and open dialogue between the president and campus members on the WOU Window of Opportunity (WOU WOO), which is described in 2.F.1. These quarterly events serve as ongoing updates to the campus on progress in maintaining continuous improvement, managing discretionary expenses, and taking action to assure the institution’s fiscal health over the next biennium and beyond.

Overall, WOU demonstrates clearly defined authority, roles, and responsibilities and works through both formal and informal organizational structures to enable communication with all constituents.

2.A.2 In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.

Since its inception, OSBHE has maintained oversight over the seven universities that comprise OUS. Recent higher education reforms enacted in 2011 have changed OUS from a state agency to a public university system, providing additional flexibility to serve the state and students more effectively and better managing costs and revenues. Details on the changes may be found on the OUS site or in the introduction to this report.

OSBHE delegates its authority to the Chancellor, who acts as the board’s administrative officer and the chief executive officer of OUS, as outlined in ORS 351.085. The Chancellor oversees each university through the supervision of campus presidents. Each president serves as the executive and governing officer of the respective university and its faculty and is responsible to ensure the university fulfills its institutional mission.

OSBHE general policies for the seven universities are located online, as are OUS academic program policies and procedures and other OUS policies (e.g., finance, budget, and human resources). OSBHE and OUS board or committee meetings are open meetings by state law; thus, the meeting schedule, dockets for meeting materials, and minutes are available on the OUS website.

2.A.3 The institution monitors its compliance with the Commission’s Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

The President and the Provost and Vice President for Academic Affairs are charged with monitoring the Commission’s Standards for Accreditation. As described in 2.A.1, the accreditation steering committee is the University Advisory Council (UAC), with representatives from each major unit at WOU and convened by the Accreditation Liaison Officer (Provost and Vice President of Academic Affairs). UAC assists with strategy and tactical planning related to ensuring WOU’s compliance with the standards for accreditation. The Liaison Officer chairs the UAC to field requests from the Northwest Commission of Colleges and Universities (NWCCU) and coordinates WOU’s responses, including facilitating Campus Conversations (see 2.A.1) to disseminate information to campus constituents.
OSBHE is familiar with the new accreditation process implemented by NWCCU and WOU provides accreditation reports to the OSBHE when they are submitted to NWCCU.

Collective bargaining agreements are negotiated each biennium between Western Oregon University Federation of Teachers (WOUFT, Local 2278) and WOU administration, including the LAS and COE deans and provost. The provost, as the chief academic officer and accreditation liaison officer, ensures that the CBA is in compliance with the Commission's Standards for Accreditation. The director of Human Resources and the Vice President of Finance and Administration ensure that the CBA is in compliance with the appropriate Oregon Administrative Rules (OARs). The current CBA is in effect until June 30, 2013.

Classified employees are represented by the Service Employees International Union (SEIU), Local 503. Contracts are negotiated at the Oregon University System (OUS) level, with institutional representation for both sides in negotiations; the current CBA is in effect until June 30, 2013. Given that this contract is negotiated for all of the seven OUS universities, impact on accreditation is considered at a system level.

**GOVERNING BOARD**

2.A.4 The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.

OSBHE membership is specified by statute, ORS 351.015. The fifteen directors include two students and two faculty members from OUS campuses and eleven Oregon citizens who are neither OUS students or OUS faculty members. The directors are appointed by the Governor and confirmed by the Oregon State Senate.

Duties, responsibilities, and roles are defined in OSBHE’s bylaws and the state regulations, rules, and statutes that authorized OSBHE (i.e., ORS 351.015-.990 and OAR 580). A list of the current members’ names, contact information, and terms are listed on OSBHE website. A member of the WOU faculty serves on the OSBHE for the current biennium.

2.A.5 The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

OSBHE has three standing committees: Academic Strategies, Finance and Administration, and Governance and Policy. The scope of authority and mission of each standing committee are outlined in the respective charters. The duties, responsibilities, and ethical conduct for board members are established by state statute (ORS 351.015) and rule (OAR 580.001). OSBHE electronically publishes its organizational charts and operating procedures and annually adopts a meeting and committee schedule. Dockets for meetings are maintained online.

2.A.6 The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.
OSBHE oversees the organization and operation of the seven universities, including oversight of institutional policies as well as its own policies. Beginning in 2010, OUS has been engaging in a comprehensive review and revision of its policy statements, pursuant to strategic planning and governance deliberations that have been ongoing; their website reflects current policies guiding the institution’s operations.

2.A.7 The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

OSBHE’s administrative officer is the Chancellor, who serves as the chief executive officer of OUS and is responsible for the implementation of the decisions, directives, and plans of OSBHE. While the Chancellor makes recommendations to OSBHE concerning the selection, appointment, reappointment, evaluation, salaries, and terminations of institution presidents, decisions are the purview of OSBHE. Unless specifically noted by OSBHE, the Chancellor is authorized, upon consultation with the OSBHE President, to negotiate and execute employment agreements, notices of appointment, or contracts with institution presidents, including terms and conditions of employment over which authority has not been reserved by OSBHE. Mark Weiss, formerly WOU’s Executive Vice President of Finance and Administration, was appointed as president of Western Oregon University effective 1 July 2012 through 30 June 2014, after serving as interim president during the 2011-12 academic year.

2.A.8 The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

An integral part of the Oregon reform initiative, relative to achieving the 40-40-20 goal, is the desire to define and improve learning outcomes, encourage accountability for outcomes, and tie funding to performance, particularly for post-secondary institutions. The Oregon Education Investment Board (OEIB) was established through SB 909 to lead this charge; however, the reporting processes and data structures are not yet fully in place to track or report on achievement.

Currently, OUS reports statewide progress toward goals and objectives primarily via the Annual Performance Progress Report as reported to the Department of Administrative Services (DAS), the Annual Performance Report to OSBHE, or Achievement Compacts with OEIB. Achievement Compacts are established with each of the seven OUS institutions, and they specify outcome measures to be tracked according to specific metrics, which are utilized for a summative evaluation of OUS progress.

Evaluation systems are expected to change as Oregon moves through transitions related to the 40-40-20 initiative. In the 2012 Performance Report to the OSBHE, OUS states the following: “numerous conversations are underway regarding future options for governance and organizational structure with the Oregon University System, both in terms of the relationship of OUS with the State and that of the campuses with the Board, system, and each other. Performance measurement and goal-setting have been an integral part of these discussions, as issues of accountability, autonomy, and meeting the needs of the state and its citizens are addressed” (p. 6).
LEADERSHIP AND MANAGEMENT

2.A.9 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

WOU’s published organizational chart illustrates lines of authority and reporting. Position descriptions are maintained by the Office of Human Resources, and every position has a written description that outlines the requirements, responsibilities, authority, and accountabilities of the job. Upon hire, individuals are required to provide evidence of the requisite education, experience, knowledge, abilities, and skills to be effective in their roles.

Campus leadership positions are normally filled as a result of a national search and conducted with an appropriately structured search committee. After an initial screening and telephone interviews, finalists are invited to campus for an interview process and meet with various WOU constituencies. When presentations by, or discussions with, finalists are scheduled, the campus community is invited to participate.

In OUS, the seven presidents receive annual performance evaluations from the Chancellor. In turn, the president of each university evaluates executive staff with an annual evaluation that speaks to the mutually agreed upon goals and objectives from the prior year. It is through this evaluation process that the president holds the staff member accountable for their past year’s outcomes as well as identifies the coming year’s goals and objectives to be used to measure the individual’s contribution to mission attainment.

2.A.10 The institution employs an appropriately qualified chief executive officer with fulltime responsibility to the institution. The chief executive officer may serve as an ex-officio member of the governing board, but may not serve as its chair.

Mark Weiss, formerly WOU’s Executive Vice President for Finance and Administration, was appointed as president of Western Oregon University effective 1 July 2012 through 30 June 2014, after serving as interim president during the 2011-12 academic year. Prior to serving at WOU, his professional experience included seventeen years with the international electronics firm Siemens AG, and his corporate positions included Senior Vice President of Administration and Finance, Worldwide Chief Financial Officer, and Corporate Director of Siemens Power Corporation. In addition, he served as Senior Manager and Certified Public Accountant with the international accounting and tax consulting firm of KPMG Peat Marwick. President Weiss is not a member of the Oregon State Board of Higher Education.

2.A.11 The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution’s major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution’s mission and accomplishment of its core theme objectives.

In the four years between 2007-08 and 2011-12, the number of employees included under the IPEDS classification of “executive/admin/managerial” remained constant at 16, as reported in IPEDS’ ‘Employees by Assigned Position Survey’. These positions are those charged with strategic leadership and ultimate authority for WOU’s major functional areas. On the other hand, the number of employees classified under “other professional” increased 26%, from 126 to 159. This change reflects an increase in
employees who have some degree of authority or responsibility for programs, processes, or budget management, other than in technical areas. Employee job titles in this category include Director (e.g., Graduate Office, Health and Wellness Center, and Service Learning Center), Associate Director (Financial Aid, Student Housing, and Admissions), Manager (e.g., bookstore), Counselors (e.g., Student Health and Counseling Center), Coordinator (e.g., Student Housing and Disability Services) or educational advisor (e.g., SEP program, Academic Advising, Multicultural Student Services and Programs). Thus, WOU has expanded the number of positions that combine managerial oversight and ‘hands-on’ service to improve or maintain services within the operational and support functions without increasing senior leadership positions.

WOU benefits from a culture that encourages collaboration across functions and units. For example, depending on function and purpose, advisory or working committees frequently have membership comprised of staff and faculty; faculty and administrators; staff, faculty, and administrators; or executive administrators and mid-level professionals. This expectation of collaboration increases WOU’s capacity to fulfill its mission.

**POLICIES AND PROCEDURES**

**ACADEMICS**

2.A.12 Academic policies—including those related to teaching, service, scholarship, research and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

Academic policies are communicated within several documents and across several media channels, depending on the particular set of policies and its intended audience. Academic policies that serve students (e.g., student registration, grades, satisfactory progress, requirements for degrees, or class standing) are included in the university course catalog (pp. 12-15). While the catalog is printed, an electronic version is also available on the WOU website. The catalog is updated each year; faculty and staff review and respond to a draft to ensure the accuracy of the document prior to printing. In addition, academic policies are also included as a component in the Code of Student Responsibility, which complies with OAR 574.031,032 and is posted on the website for the Office of Student Conduct, which is part of Student Affairs.

Academic policies that serve faculty and address issues related to teaching, service, scholarship, research, and artistic creation are found in the Faculty Handbook (pp. 6-20). While the CBA is a contractual agreement between the union and institutional managers, the Faculty Handbook provides policies and details regarding how faculty operate within the institution. There are multiple sources that inform the Faculty Handbook which include, but are not limited to, OAR, Faculty Governance Charter (FGC), policies established by the Faculty Senate and its committees, CBA, as well as policies and practices enunciated in memos and directives from WOU administrative offices. The handbook is a document that is posted on the Provost website; the most current edition was produced for 2009-2010. The Provost’s staff is intending to transform the document into a dynamic web-based format so that sections may be reviewed and updated cyclically.

2.A.13 Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.
The library has policies regarding the use and acquisition of resources as well as the facility and equipment used to access information resources. These policies are designed to facilitate access in a manner that meets the needs of the WOU community and is consistent with WOU, OUS, license agreements with content providers, and state and federal laws. Many policies are now integrated into the process of using those online information resources or services. For example, when accessing databases from off campus, utilizing electronic reserves, or requesting resources via Interlibrary loan or Articles OnDemand, patrons must first electronically agree to abide by the policy provided on-screen at that time. The online presentation of policies at points of access is a more effective and efficient way to inform users. The library's web page usage is captured using Google analytics, and licensed or otherwise access-restricted resources are managed through the EZProxy access system. The systems effectively capture data on whether patrons agree to usage policies and block access when they do not. Additionally, the systems capture the time spent on the pages, number of accesses allowed or denied, and the reason for denial of access. Thus, the library can determine whether policies have been read and consistently enforce policies for online resources.

Other policies are also integrated into the process of using library resources or services. For example, patrons must read and sign the relevant policy when checking out high-value equipment, such as laptop computers. Similarly, copiers and scanners have notice of copyright policies posted on or near them, and policies regarding the physical environment are posted throughout the building. The library has also made many resource, service, or facility policies available on the library website. All policies are evaluated based on general campus policy changes as well as at the request of the WOU community. Additionally, the legal ambiguity surrounding certain common library policies (e.g., copyright, licensing and access, and FERPA) continues as these policies are debated in various courts; therefore, adopting or revising policies appropriately relative to court decisions will continue as a challenge.

2.A.14 The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

WOU’s policies related to transfer of credit are included in the annually updated catalog (pp. 8-10). Policies are presented for (1) articulations for standardized national assessments (e.g., Advanced Placement®, CLEP®, and International Baccalaureate®); (2) acceptance of credit from both accredited and unaccredited institutions; (3) credits from two-year institutions; (4) transfer agreements for Oregon, California, Hawaii, and Washington; and (5) dual-enrollment partnerships. The catalog is available online on WOU website and in a printed format in the Office of Admissions; general information containing links to specific transfer sources is also provided online.

STUDENTS

2.A.15 Policies and procedures regarding students’ rights and responsibilities— including academic honesty, appeals, grievances, and accommodations for persons with disabilities— are clearly stated, readily available, and administered in a fair and consistent manner.

Code of Student Responsibility
Office of Student Conduct (OSC) is responsible for administering the Code of Student Responsibility, which defines standards of conduct for all students. Data on student conduct cases are compiled both quarterly and annually, and results are reviewed by the Vice President for Student Affairs. The regular
reviews provide assurance that student conduct cases are administered fairly and consistently and offer opportunities to compare data longitudinally.

A major revision of the Code of Student Responsibility occurred during the 2011-12 academic year. Input and suggestions from students, faculty, and staff were collected and reviewed by a committee of students, faculty, and staff who utilized the feedback to direct revisions. The new draft included policy updates, reorganization, and changes to a number of the standards of conduct, including sexual and academic misconduct. The most substantial change in the document is the academic misconduct standard; resources were developed to assist faculty in addressing academic misconduct issues, including guidelines under student affairs and a flow chart to explain steps in the academic misconduct process. After review by OUS legal counsel, the document was submitted for review under OAR process, approved, and took effect on September 1, 2012. The next revision is scheduled for June 2017.

The Code of Student Responsibility is available online and in print at the following locations: Hamersly Library, ASWOU, Office of Vice President for Student Affairs, Office of University Housing, and OSC.

Policies for Students with Disabilities
Office of Disability Services (ODS) provides reasonable accommodations, academic adjustments, and auxiliary aids to ensure that persons with disabilities have access to WOU and its programs. ODS primarily provides services to students but also offers services for community members who attend WOU-sponsored events. Policies and procedures and resources and FAQs for faculty are available online. To make information easily accessible to WOU and the public, the link ‘accommodation of disabilities’ is displayed on the main page of the WOU website. Policies are reviewed and revised in accordance with changes in federal and state laws, such as Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act.

2.A.16 The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution’s expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.

Undergraduate Policies
OUS considers the admission requirements of the seven universities annually. WOU’s undergraduate admission policy reflects the level of academic preparation required for new students to successfully begin their studies at the university. The majority of students applying for undergraduate admission meet the university’s requirements (admission code: A1), but exceptions exist to allow students with deficiencies access to an education at WOU. For example, applicants who do not meet requirements are referred to the director of admissions, who has the authority to admit a deficient applicant (admission code: A6); however, conditions are typically assigned to their admission, including placement into support courses, such as the First Year Experience Seminar (FYE), which provides a comprehensive introduction to student success strategies and university services.

A limited number of applicants who do not meet admission requirements, but can demonstrate a level of college preparation that will enable successful transition to college, may be admitted through action of the Comprehensive Admission Review Committee (CARC). The committee is chaired by the director of admissions, with members that include faculty, staff, and administrators. To be considered by CARC,
applicants must provide personal statements and letters of recommendation from school personnel. Applicants admitted by CARC (admission code: A5) are required to register for a specific set of courses for their first term. The set of courses include FYE. Any changes to a Special Admit Block Schedule must be approved by the associate provost. Applicants admitted by CARC are also referred to the Student Enrichment Program (SEP) and the On-Track Program, which is coordinated by Multicultural Student Services and Programs; both programs provide academic and personal support services for students from historically underserved and diverse backgrounds.

Admission policies are available in the catalog (p. 6-10), accessible in print or online and in relevant marketing publications. The admission policy for new undergraduate students is reviewed annually by the associate provost and the director of admissions. Final approval is granted by OUS Provost Council.

Policies specific to students’ standing and continuing in academic programs are available in the catalog (p. 14). When a GPA drops below 2.0, the student is given an academic warning; the student is notified via email and the warning is placed on the degree evaluation in Wolf Web. (Wolf Web is a secure online system which provides 24/7 access to many resources for students, faculty, and staff; users need a login name and password to use the system.) When a GPA drops below 2.0, the student is placed on academic probation; the student is notified via email and the warning is placed on the degree evaluation in Wolf Web. Finally, when a GPA continues below 2.0 for a third term, the student is suspended; the student is notified via email and hard-copy letter.

The warnings initiate action steps, which include meeting with an advisor from the Academic Advising and Learning Center (AALC). Suspended students who wish to reenroll must meet with an AALC advisor to review their academic history, identify strategies for improvement, and complete a plan of action. The AALC notifies the Registrar to admit the student for a designated, credit-based, learning seminar. If the student does not pass the seminar, the student cannot be readmitted unless an appeal to a cross-departmental appeals committee called by the AALC is successful based on the merit of the appeal.

Graduate Policies
The Graduate Office processes all graduate applications, with the exception of international student applications, and consistently follows all university graduate admission requirements (Graduate Student Handbook, pp. 6-7). International student graduate applications are solely processed by the Office of International Students and Scholars Affairs (ISSA). Students who do not meet the university graduate admission requirements may qualify for conditional admission. Graduate office personnel adhere to the following conditional admission policies:

- for students completing their undergraduate degree (implemented spring 2009);
- for graduate language requirement (implemented February 2009);
- and for applicants with a GPA below 3.0 for the last 90 quarter credits.

After graduate students have been admitted to a program, they must meet minimum academic requirements (Graduate Student Handbook, p. 6) each term they are enrolled; students who were admitted conditionally must meet the terms of their conditional enrollment (Graduate Student Handbook, pp. 6-7). Transfer credit receives three levels of approval: graduate student advisor, graduate office staff member, and Graduate Programs Director (WOU catalog, p. 79).

During the past four years, the Graduate Office has implemented several changes in order to make the application process more efficient for applicants and staff members. In addition to university admission
requirements, most graduate programs have additional admission criteria. For example, applicants for the MA in History program must submit a writing sample (a research paper or thesis) a statement of purpose, three letters of reference, and their score on the general GRE. Refer to websites of each program for additional admission details. Applications that have met university requirements are forwarded to programs for program-level review, and policies for program-level screening are reviewed by the Graduate Studies Committee. The WOU course catalog describes additional admission details for each program. After program review is completed, the information is sent to the Graduate Office. Prior to fall 2008, applicants received two separate letters of admission to the graduate program: one from the university and one from the program. Sending two letters, however, resulted in confusion for many applicants; therefore, the Graduate Office changed the process in fall 2008: the Graduate Office now notifies all applicants of their final application status in a single letter. This change has resulted in less confusion for students and has improved the accuracy of graduate student records in Banner. Additionally, as a first step toward a paperless office and to provide applicants with a streamlined application process, the Graduate Office collaborated with the technology team and developed an online application that was available for the first time in fall 2010. Applicants have the option of submitting an online or paper application. Since two WOU graduate programs are available fully online, the online application streamlines the admission process for individuals who do not meet on campus for classes.

In fall 2012, approximately 50% of the applications received by the Graduate Office were submitted online providing evidence that many potential students prefer electronic submission processes. The number of applicants selecting the electronic option has steadily increased during the 24 months that it has been available.

Another change, implemented in the spring of 2010, was a new admission policy that allows WOU to accept three-year baccalaureate degrees from countries that are signatories of the European Bologna Declaration. This change will allow the university to recruit and enroll international students from those countries. Although currently none of WOU’s graduate students are from countries that are signatories of the Bologna Declaration, the policy for accepting a 3-year degree will make recruitment in those countries a viable option when the university decides to expand to new international recruitment markets. The Graduate Office and Graduate Studies Committee will continue to review current policies and, when appropriate, implement new graduate admission and retention policies that align with best practices (e.g., Council of Graduate Schools, peer institutions, OUS).

As a way to ensure that graduate students move through their program in a timely and efficient manner, the Graduate Office runs enrollment reports each term to confirm that all graduate students who have completed more than 9 credits have a program plan on file in the Graduate Office. Each term, graduate program coordinators receive a list of students enrolled in their program. For students who have completed 9 or more graduate credits and do not have program plans on file, the Graduate Office implements a registration hold, which was instituted in winter 2009. This process ensures that graduate students have met with advisors early in their programs and know the courses and other degree requirements that are necessary to graduate.

2.A.17 The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.
WOU encourages students to engage in co-curricular activities as these activities facilitate a sense of belonging, encourage students to apply knowledge gained from the classroom, and develop career and life-skill sets. WOU has established multiple policies to define the relationship between the university and co-curricular activities and between the university and student media, as well as to articulate students’ roles and responsibilities in co-curricular activities; student responsibilities are included within the Code of Student Responsibility. Most policies are available on the Vice President for Student Affairs website; however, policies relevant to particular activities or student organizations may also be found on their respective pages on the WOU website. Policies are reviewed regularly, but established, revised, or changed, when circumstances dictate the need.

WOU student media (including newspaper, internet radio, and a literary/arts magazine), the student media board, and student employees are managed by a full-time advisor who reports to the Vice President for Student Affairs. Policies and codes for ethical behavior, and student media guidelines (last revised and ratified May 2011) are also posted on the student media webpage.

HUMAN RESOURCES

2.A.18 The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

Office of Human Resources (HR) is the center of employee relations at WOU. In addition to recruitment and employment, HR assists current employees with training and development, benefits, affirmative action, workers compensation, employee and labor relations, employee performance reviews, Title IX compliance, and resident/alien work status visas. Policies are based on state (e.g., OAR and ORS) and federal (e.g., equal opportunity employment and affirmative action) employment laws, as well as the collective bargaining agreements with WOUFT (for faculty) and SEIU (for classified staff). WOU relies on OUS legal counsel to advise the HR director on legislative events or court challenges that may require review and revisions of specific policies; however, policies are also reviewed upon the conclusion of collective bargaining agreements each biennium, or on an as-needed basis. Policies and procedures are maintained and made available to employees primarily through the HR website (e.g., Handbook for Classified Employees, employee benefits, or conditions of employment) but also through other means such as the provost website (e.g., Faculty Handbook) or via communiqués from the president.

To ensure that evaluations for classified and unclassified staff are conducted equitably and consistently, HR provides evaluation forms for use by supervisors. HR reviews and retains staff evaluation forms. Faculty evaluation is conducted according to the procedures described in the CBA with WOUFT, and documentation from the Personnel Review Committee is reviewed and retained by the appropriate dean and the provost.

2.A.19 Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

WOU has four employee groups: faculty, represented by WOUFT; classified employees, represented by SEIU; unclassified employees; and students. Accordingly, employment-related information and means of conveying information varies among the groups. The collective bargaining agreements are the primary source documents for faculty and classified employees and are vetted during bargaining by OUS legal counsel to ensure they do not conflict with applicable state or federal laws. Unclassified employees
receive a “letter of hire,” which highlights their position title, job classification, and employment status; senior staff receives a similar letter that highlights responsibilities. Detailed information on conditions of employment and links to relevant OAR information are maintained on the HR website. Student worker employment information is provided to undergraduate students through the Service Learning and Career Development Office and to graduate students on the Graduate Programs website.

Positions descriptions exist for all employee positions and specify details such as job assignment, responsibilities, and required qualifications.

2.A.20 The institution ensures the security and appropriate confidentiality of human resources records.

The security of human resources records are maintained through several practices. First, access to the Banner HIS human resources data system is restricted to those with relevant responsibilities. Second, security is enhanced through functional separation of current hardcopy files. For example, the HR benefits manager maintains files relevant to administering benefits, and would not have access to files with grievance information. Third, keys are managed according to a security hierarchy; keys to the HR director’s office are restricted to the HR director and the WOU president. HR personnel carry keys that open the main office door and their own office doors. Personnel files are maintained in locked cabinets that are housed in a locked inner office; keys to the inner office are maintained in a secure location in the main office and do not leave the premises. (The physical plant keeps unassigned keys under coded lock and key in the lock shop; in order to control access to sensitive areas, keys are not assigned without approval of the director of business services.) Finally, historical HR personnel files are maintained in a secured basement location in the same building as the HR, and access is restricted.

HR maintains files that include critical information, such as social security numbers, but there may also be human resource-related files that are maintained by supervisors across campus that should be kept confidential. Furthermore, documents on faculty performance or evaluations often contain sensitive information; the duplication of such documents at the departmental and division chairs levels in addition to the dean and provost levels makes it more challenging to ensure confidentiality and appropriate file management. This challenge is complicated by the fact that faculty rotate through department and division chair roles and, thus, may lack an understanding of the managerial standards required in that role. Therefore, professional development opportunities for faculty chairs will continue and a new ‘Chairs’ section with guidelines will be included in the next revision of the Faculty Handbook.

INSTITUTIONAL INTEGRITY

2.A.21 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 assure integrity in all representations about its mission, programs, and services.

The course catalog is a comprehensive presentation of academic programs and services, student services and activities, academic resources, and general WOU student information. Academic programs, degree types, majors, and minors are articulated, in terms of mission, program objectives, learning outcomes, and requirements. The associate provost oversees the annual revision process and production of the publication to ensure its integrity.
External communication materials are managed by the Office of Public Relations (PR), which ascribes to, and is guided by, the Code of Ethics of the Public Relations Society of America. PR is responsible for managing the development and delivery of messages across a wide range of media, including traditional print media (e.g., newspapers and collateral materials such as marketing or informational brochures) and social media sites (e.g., Facebook, LinkedIn, Flicker, RSS Feed, Wordpress, YouTube, and Twitter). In addition to external communication, PR reviews materials that are generated by departments for clarity, accuracy, and consistency; maintains PR/media relations policies to guide the campus community; and provides primary support for the graphic design of communication materials. PR reports to the director for the office of university advancement, who provides oversight to ensure that communication to all audiences is consistent, appropriately aligned with WOU’s mission and programs, and accurate.

2.A.22 The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.

As public employees, WOU faculty and staff are subject to ORS 244 and OAR 199, which govern use of public office, gifts, conflicts of interest, as well as related matters. As part of OUS, WOU faculty and staff are also held accountable for the OUS Code of Ethics. There is regular communication from the chancellor to OUS employees emphasizing expected ethical standards; additionally, regular communication is sent from the WOU president to faculty and staff and posted on the president’s webpage. Although no set of rules or professional code can either guarantee or take the place of a scholar’s personal integrity, WOU believes that the American Association of University Professor’s "Statement on Professional Ethics" serves as a reminder of the variety of obligations assumed by all members of the academic profession and is included as Appendix G in the Faculty Handbook.

In order to maintain the highest ethical standards relative to financial management, WOU maintains information and links on its business office webpage to assist employees who may have concerns about financial practices or potential irregularities. Employees who report concerns are protected by state whistle-blower laws.

Complaints or grievances may be addressed informally between supervisors and subordinates; however, both faculty and staff have the choice to initiate a grievance process as described in their respective collective bargaining agreement (CBA. CBAs specify the obligations of the individual and institution, as well as the sequence and timing of steps to be taken, the manner by which the issue will be addressed, and possible remedies. Additionally, the HR Director, as Affirmative Action Officer for WOU, may assist employees with other types of grievances (e.g., sexual harassment or discrimination).

Students seeking to file a complaint, academic grievance, or non-academic grievance have recourse through the Student Grievance Procedure, which is intended to settle disputes through mediation and reasoned discussion, rather than a judicial or quasi-judicial process. Conversely, student behavior relative to academic dishonesty may be adjudicated by the Office of Student Conduct, as specified in the Code of Student Responsibility.

2.A.23 The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its
primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituents to conform to specific codes of conduct or seeks to instill specific beliefs or worldviews, it gives clear prior notice of such codes and/or policies in its publications.

As public employees, WOU faculty and staff are subject to ORS 244 and OAR 199, which govern the topic of conflicts of interest, among other related matters. As part of OUS, WOU faculty and staff are also held accountable for the OUS Code of Ethics. OSBHE policy on conflict of interest states, “Any employee of the Department in a position to influence or make recommendations concerning the award of any contract who is an officer, agent, or member of or directly or indirectly interested in the pecuniary profits or contracts or any corporation, association, or partnership which is doing business or seeking to do business with the Department of Higher Education, shall be considered to have a potential conflict of interest” (p. 37). Furthermore, WOU’s Purchasing Policy attempts to avoid conflict of interest, stating, “WOU does not purchase goods or services from its employees as a matter of policy. Exceptions must be approved by the Director of Business Services. Additionally, to avoid actual or perceived personal gain related to employment, WOU employees should not purchase goods or services from their family members or their family member’s businesses with institutional funds.”

As a state institution of higher education, there are no affiliations with social, political, corporate, or religious organizations, and no such organizations are responsible for financially supporting WOU (see 2.A.22).

2.A.24 The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

As part of the Oregon University System (OUS), WOU is bound by the policies for intellectual property described in Internal Management Directive (IMD) sections IMD 6.205-.255, entitled “Licensing, Patent, Educational, and Professional Materials Development, and Copyright Policies and Procedures.” Any contracts or agreements relative to intellectual property are established according to the IMD. The policies are available online via the OUS website.

2.A.25 The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms “Accreditation” and “Candidacy” (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

WOU accurately represents the accreditation status awarded to it by NWCCU, National Council for Accreditation of Teacher Education (NCATE), State of Oregon’s Teacher Standards and Practices Commission (TSPC), Commission on Collegiate Interpreter Education, Council on Rehabilitation Education (CORE), and National Association of Schools of Music (NASM) in the course catalog (page 4) as well as on WOU’s website on the relevant program pages. All statements related to accreditation are reviewed by the Provost and Vice President for Academic Affairs for consistency with the accrediting agency’s status for WOU.

2.A.26 If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope
of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission's Standards for Accreditation.

As a state institution, WOU follows OUS purchasing and contract policies detailed in the OUS Fiscal Policy Manual, the purchasing code of ethics (OAR 580-061-0000), as well as WOU purchasing policy. All institutional contracts for products or services are reviewed and signed in the Business Office, which houses, manages, and monitors approximately 1,500 current contracts.

In 2012, the OUS Internal Audit Division reviewed several contractual agreements as part of its regular audit of WOU financial controls and processes. As usual, there were minimal recommendations for improvement; however, WOU has historically agreed with auditors’ recommendations and proactively addressed or mitigated issues as needed to improve controls or processes. (Refer to 2.F.7 for detail on external and internal audits.)

ACADEMIC FREEDOM

2.A.27 The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protects its constituencies from inappropriate internal and external influences, pressures, and harassment.

As noted among the values listed on the President’s webpage, academic freedom is the intellectual and creative foundation of WOU and is protected by OAR 580-22-005. WOU faculty and administration jointly accept responsibility for maintaining an atmosphere in which scholars may freely teach, conduct research, publish, and engage in other scholarly activities. This responsibility includes maintaining the freedom to examine controversial issues throughout the university, including classroom discussion when such issues are germane to the subject matter of the course. WOU does not attempt to control the personal opinion, or the public expression of that opinion, by any member of the faculty or staff of the institution. Indeed, the faculty and administration of WOU feel a responsibility to protect the right of each employee to express opinions publicly. However, it is acknowledged that, in the exercise of one’s freedom of public expression, faculty and staff in roles as community members should show appropriate restraint as well as respect for the opinions of others and make every effort to indicate that they do not speak for the institution, unless they have obtained appropriate prior approval.

2.A.28 Within the context of its mission, core themes, 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 examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

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; this is institutionalized within the WOUFT/WOU CBA (Section 8).

Academic freedom is defined under OAR 580-022-0005 which specifies, (1) “All teachers . . . are entitled to freedom in the classroom in discussing subjects, but they should be careful not to introduce into their teaching controversial matter that has no relation to the subject,” and (2) “as a matter of policy the
Board neither attempts to control, sway nor limit the personal opinion or expression of that opinion of any person on the faculty . . . [however] faculty members should manifest appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they do not speak on behalf of the Department or institution.”

2.A.29 Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

To ensure the fair, accurate, and objective presentation of scholarship, individuals with teaching responsibilities are observed by division peers, according to the schedule of performance evaluations described in CBA 8.1. Observations are on a three-year schedule for faculty at the associate professor level or higher, and annually for all non-tenure track or tenure track faculty with five or fewer years of employment. Furthermore, teaching materials, including syllabi, course assignments, or assessment tools, are included in the material provided to the Personnel Review Committee (PRC) (see 2.B.6). If the PRC reports a negative evaluation regarding teaching in their review of the faculty, then the faculty person may be referred to a senior faculty member for assistance, as well as provided with specific benchmarks or plans of action to address the problems. Additionally, the division chair or dean may meet with the faculty member for counsel in serious instances and to stipulate needed changes. The PRC also reviews faculty materials for scholarship activity; these are expected to be peer-reviewed venues appropriate to the discipline. Manuscripts submitted to peer-reviewed scholarly publications or professional conferences are bound by their respective guidelines (e.g., AAA, AMA, APA, Chicago/Turabian, MLA) for acknowledging and citing others’ intellectual property.

WOU provides standards for both students and faculty to meet in acknowledging others’ intellectual property; for students, these are stipulated under “academic standards” in the Code of Student Responsibility; for faculty, the American Association of University Professors’ "Statement on Professional Ethics" is provided as Appendix G in the Faculty Handbook.

FINANCE

2.A.30 The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.

WOU’S fiscal policies and practices are dictated primarily by OUS Finance and Administration Division, which recommends fiscal policies to OSBHE and maintains standards for campus and system-wide fiscal planning, management, and reporting as outlined in the OUS Fiscal Policy Manual. The Finance and Administration Division is guided by OUS Board policies and internal management directives, OAR, and ORS. WOU’s business office website includes links to the Oregon Accounting Manual, relevant OAR and ORS, and WOU financial policies and forms.
2.B.1 The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of position.

Support and operations personnel are managed within appropriate functional areas, with ultimate responsibility held by the respective vice-president or academic leader (e.g. deans, provost). However, the Human Resources (HR) director and staff provide the necessary infrastructure (e.g., processes, procedures, or forms), training and guidance to enable institutional compliance with federal and state employment laws as well as with the classified employee (SEIU) collective bargaining agreement. For example, the HR department provides oversight and assistance to administrators who are advocating for additional staffing, ensures that personnel are evaluated consistently relative to their functional area and position, and collects and maintains annual personnel evaluations completed by supervisors. Furthermore, the HR office has centralized all search processes (except for the president position) including the process of creating or revising job descriptions, posting employment opportunities, and providing hiring committees access to qualified applicants’ files. This ensures compliance with employment laws (e.g., Affirmative Action), consistency across the institution, and consistency with OUS position classifications. Job postings are maintained on the WOU Human Resources webpage; each posting specifies the department, salary range, classification, and recruitment number as well as the required qualifications duties and responsibilities, and working conditions.

In Fall 2011, there were 414 full- and part-time staff with 5187 FTE students for a ratio of 12.5 students/per staff person. At a comparable institution (Southern Oregon University), the same ratio for that period was 11.6 students/per staff person (based on 4,429 FTE students and 382 staff). Thus, WOU’s staffing level for support or operations appears to be appropriate relative to a peer institution.

2.B.2 Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

Classified staff members at WOU are represented by SEIU (Local 503), which represents all such workers throughout the state as part of its collective bargaining agreement (CBA) with OUS. Thus, WOU must maintain appropriate human resource processes, procedures, and training so that supervisors in various functional areas comply not only with state and federal laws but also with the CBA when evaluating employees. Forms for supervisors’ evaluations are available on the HR website, under Performance Appraisal Forms.

Unclassified staff serve on a year-to-year appointment, renewable annually on July 1. Individuals with supervisory authority over unclassified staff are expected to complete an annual evaluation by June 30th of each year; this evaluation is submitted to HR to track and maintain. Since the managers of unclassified employees generally have more latitude in areas such as assigning duties or evaluating performance, the HR department’s role must balance supporting employees’ needs (e.g., employee relations) with supporting managers’ personnel skills through consultations, workshops/training, or information.

2.B.3 The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in
fulfilling their roles, duties, and responsibilities.

Faculty
Professional development for faculty is funded through the Faculty Development Committee, described within the collective bargaining agreement (CBA) between WOUFT and Western Oregon University (Article 22 in the 2011-13 CBA). Through the CBA, the committee was allocated a $400,000 budget for faculty development over the two years and eighteen course releases each year of the 2011-13 biennium.

The committee consists of faculty representatives from all divisions, with two ex-officio members (the Provost and the Director for University Advancement or their designees) who do not vote on award decisions. The committee provides a peer review process for the allocation of those funds during each year of the biennium. The committee defines guidelines for the process (as stipulated in the CBA), including the eligibility standards, deadlines, priorities for funding, rubric for evaluating research proposals, and requirements for post-award reports.

The committee allocates faculty development funds under four categories: professional travel to a conference in an official capacity (category I), or similarly, as a participant or attendee (category II), for research or major projects (category III), and for course reassignment in order to purse scholarly activity (category IV). Faculty may apply for category I and II awards in the fall and spring, category III awards in the winter, and category IV awards in the spring to use in the following year. The committee’s funding level varies based on the category type; funding limits were $1200 (category I), $900 (category II) and $3500 (category III) during the 2011-2013 biennium. All tenure-track faculty are eligible to apply; non-tenure track faculty with a teaching appointment of .5 FTE and above are eligible for category I and II; those with a 1.0 FTE appointment are eligible to apply to all four categories.

During the 2011-12 academic year, the committee awarded just over $115,000 to 90 individuals under category I, nearly $16,000 to 28 individuals under category II, and approximately $61,600 to 21 individuals under category III. The value of the allocated eighteen course releases varies by year depending on the rank of the faculty who submit requests, and the way in which the department accommodates the release in offering courses.

Staff
The leadership of each operational area is responsible for determining the right balance of skill sets for their organization and working with the Human Resources office to ensure the job descriptions match the employees’ roles. Opportunities for professional growth are provided differently depending on the employee’s role at WOU. Professional development for classified employees typically takes the form of training events, initiated by the employee or the supervisor. The annual performance evaluation form includes a category for the manager to evaluate the results of employee development experiences for increasing effectiveness or for future professional development.

Managers for unclassified or professional staff develop goals for professional development during the employee’s annual review as well as rates the employee’s efforts over the last year and comments on her/his achievement or suggested areas of improvement. Employees’ managers may apply for staff development funds to cover registration fees for seminars or workshops; a maximum of $250 is available per employee per year.
WOU also provides administrators with professional development opportunities appropriate to their position level. For example, academic officers attend such events at organizations such as the American Association of State Colleges and Universities (AAC&U), National Council of University Research Administrators (NCURA), National Academic Advising Association (NACADA), National Association of College and University Business Officers (NACUBO), or College and University Professional Association for Human Resources (CUPA-HR).

2.B.4 Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

The number of faculty is based on what is required to maintain successful academic degree programs. New or revised programs receive new tenure-track faculty lines or consideration of non-tenure track faculty appointments only if substantive evidence exists that the current faculty or existing staffing level are inadequate to serve the needs of programs. Similarly, when faculty leave or retire from WOU, the relevant department’s programs are evaluated in terms of class offerings, course enrollments, the complement of faculty expertise, distribution of teaching assignments, and the types of teaching appointment necessary to maintain the program (e.g., tenure track or non-tenure track), before a search is commenced. To assure the continuity and integrity of its programs, and to manage the impact of enrollment fluctuations over the long term, WOU has taken a conservative approach to increasing faculty positions, and conversely, has historically adjusted staff and programs through attrition or not renewing appointments in specific programs, units, or divisions. Layoffs are considered an option of last resort; prerequisite conditions for that option are explained in the WOUFT CBA and in OAR 580-021-0315.

When a new faculty appointment is necessary for an academic program, the program’s department develops the appropriate job description in collaboration with HR. For tenure track appointments, candidates must have or be completing a terminal degree in their discipline. For non-tenure track appointments, the prerequisite degree is determined by the courses to be assigned. In programs where faculty recruitment is difficult due to a competitive employment market (e.g., Computer Science or Business/Economics), non-tenure track appointments may be considered without advanced degrees if they possess the appropriate professional expertise from prior, non-academic positions.

In order to assist non-tenure track faculty, WOU provides those who have worked continuously for five academic years at .5 FTE or above a “letter of intent” for reappointment for up to three years, subject to the division chair and dean’s approval. Although these letters are not binding on the institution (as noted in Article 11.4 and Article 12 of the WOUFT/WOU collective bargaining agreement), they provide invaluable assistance to non-tenure track faculty needing to document employment for financing reasons such as a home purchase.

2.B.5 Faculty responsibilities and workloads are commensurate with the institution’s expectations for teaching, service, scholarship, research, and/or artistic creation.

WOU faculty responsibilities and workloads are defined by the current 2011-13 WOUFT CBA (Article 7) and OAR 580.021. WOUFT and WOU engage in collective bargaining every other year at which time work conditions and load are re-examined. At present, faculty responsibilities include 36 course credit hours of scheduled teaching (12 credit hours per academic quarter), office hours (minimum of five
hours/ per week in a regular 12-credit quarter), and engagement with scholarship, advising, and institutional service. For non-tenure track faculty, full-time responsibilities include 15 course credit hours of scheduled teaching per academic quarter and five office hours, or a pro-rated number of hours if teaching less than 15 course credit hours.

2.B.6 All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member’s roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

The process for faculty evaluation is specified in Article 8 (CBA), which is in accordance with OAR 580-21, and is also subject to the provisions of Articles 11, 12, and 16. Faculty evaluation is peer-based, conducted by each division's Personnel Review Committee (DPRC), which consists of faculty elected from each department in the division and the division chair, who serves as an ex-officio member.

The general procedure for tenure and/or promotion begins with faculty members being notified by the division chair of their eligibility for tenure and/or promotion and must prepare files for review following appropriate university and division procedures. DPRC reviews the file and the evidence provided in the areas of teaching, scholarship, and service; develops an evaluation letter, which includes its recommendation to the dean; and meets to conference with the faculty member. If the dean, after reviewing the faculty's file and the DPRC's recommendation, concurs with the DPRC, the dean develops a letter outlining the candidate's strengths and areas in need of improvement and forwards the file to the provost, who then forwards the file to the president. If there is a mixed recommendation from the DPRC, the dean, or the provost, the faculty member can request (by the third week in March) a review from the University Personnel Review Committee (UPRC) with faculty elected from each division in both Colleges and the Library; the UPRC reviews the file and forwards its recommendation to the president.

The general procedure for post-tenure review is as follows: tenured faculty, in three-year intervals, must submit to the DPRC a file consisting of a statement outlining the faculty's accomplishments in the areas of teaching, scholarship, and services; reports of annual service from the three previous years; comparative student course evaluation data; and peer observations of classroom teaching. The DPRC, after reviewing the file, forwards its recommendation to the dean, who, in turn, reviews the file, prepares written feedback for the candidate, and a summary statement which is forwarded to the provost.

The evaluation process is presented in more detail in the section below. The timeline for tenure and tenure-track faculty evaluation is clearly specified in the CBA: non-tenure track and tenure-track faculty with five or fewer years at WOU are evaluated annually; after tenure and promotion to associate professor, all faculty are evaluated every three years. Similarly specified is the eligibility timeline for tenure and promotion: unless stipulated different in the initial hiring contract, (Article 8.5), review for granting of tenure and promotion to associate professor occurs no later than the fifth year of service; review for promotion to full professor may occur no later than fifth year of service as an associate professor.
Tenured and tenure-track faculty are evaluated in the areas of teaching, scholarship and service (Article 8.2). In each area, multiple indices of effectiveness are considered: for teaching, indices include among other items peer and supervisor evaluations, course syllabi, assessment methods, student course, and evaluation comparative data. For scholarship, which is broadly defined (Boyer’s scholarship of discovery, of integration, of application, and of teaching) and may look quite different across candidates, must be peer reviewed, sustained and measurable, indices include published books, scholarly monographs, co-authoring peer reviewed publications, interdisciplinary grant awards, recognition as a master practitioner, case studies related to teaching-learning; for service indices include service to the institution (membership and/or leadership in the department, division, college, and institution) and to the profession (service and leadership in the community, government, or professional organization). It is expected that faculty will receive a cumulative rating of "Meets Expectations"; as specified in the CBA (Article 8.2), a faculty member "meets expectations" when the individual gives the overall impression of an active, engaged academic as evidenced by achievement in all three areas.

Non-tenure track faculty employed at .5 FTE or more is evaluated annually by the division chair on the basis of classroom observation, student course evaluation data, and a summary of accomplishments provided by the faculty member (Article 8.3). The results of the division chair’s annual evaluation are then considered in decisions about continued employment.

Should a tenured or tenure-track faculty receive an evaluation which indicates a need for improvement in any area, then “the employer shall provide the employee a written report containing explicit suggestions and guidelines for improvement” (Article 8.4F) and reasonable time (up to one academic year) for improvement.

An area of some concern among faculty has been the 2011 change from a paper, in-class student evaluation instrument to an online system: although the current online system is functional in terms of student access, it is not fully developed in terms of providing simplified reporting for faculty use. Furthermore, difficulties with various aspects of the overall process (e.g., communication to faculty and students before the online system opens and information to students about the value of their participation) have resulted in a low student response rate. Addressing this issue is one of the priorities for the provost and his staff in 2013.

Furthermore, there is no formal provision to address concerns that may come up between regularly scheduled evaluations. However, the open door policy advocated by the deans and provost allow faculty to raise issues informally whenever they wish. Additionally, the relevant division chair and college dean or the HR director may intervene directly with specific faculty members should serious problems in teaching, collegiality, or general performance be identified between evaluations.
EDUCATION RESOURCES

2.C.1 The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

Western Oregon University (WOU) offers a variety of academic programs leading to baccalaureate or masters degrees, and certificates; these programs evolve from the institution’s mission. All curricular proposals ranging from minor course description changes to new degree programs are initiated by the faculty and reviewed and acted upon at multiple levels within the institution (i.e., departments, divisions, Curriculum Committee, and Faculty Senate). Oregon State Board of Higher Education (OSBHE) reviews all new degree programs before implementation and after five years (OSBHE policy). In the first review, OSBHE applies criteria such as the congruity of the proposed program with the institution’s mission, the availability of resources, and the intended or potentially unintended effects on existing programs. For the five-year review, departments draft a summative report, which is reviewed by the dean and provost and then submitted to the Oregon University System (OUS) Chancellor. These reports include detailed information, such as enrollment trends, faculty engagement, and modifications to the program since originally approved; programs that are faltering are subject to discontinuance by OUS. All WOU programs that have gone through the five-year review process (i.e., German studies, masters in contemporary music, earth science, masters in management and information systems, and BFA in art) have received successful review. Five-year reports are on file in the Provost Office as well as in the OUS Chancellor’s Office.

New graduate programs undergo an internal review by the Graduate Studies Committee, Curriculum Committee, and Faculty Senate and an external review process that includes a site visit by a team of experts identified by the sponsoring department and the Chancellor’s Office. The sponsoring department may comment on the external review before submission to OUS Provosts’ Council for review and action-recommendation to OSBHE. Thus, any new graduate programs are substantively reviewed for content and rigor before being implemented.

Furthermore, undergraduate and graduate programs are reviewed on an ongoing basis. In the College of Liberal Arts and Sciences (LAS), departments annually review their undergraduate programs and report to the respective division chair. In the College of Education (COE), faculty members who serve as program directors annually review their undergraduate programs and report to the respective division chairperson. The division chairpersons report on all departments or degree programs under their purview in an annual report to the appropriate dean, who then forwards a summary report to the provost. The deans and provost review the annual reports (hardcopy available on request) and integrate the relevant information into university strategic planning.

WOU is also subject to external accreditation reviews in addition to the NWCCU accreditation process (as described in 2.A.25), including four accrediting agencies that evaluate programs in COE and one in LAS. In addition to external, discipline-specific, accreditation reviews, programs that are experiencing difficulties (e.g., Spanish) or that seek guidance (e.g., Math) may also undergo external review. Specifically, experts in the field are chosen by the departments in consultation with the dean to conduct site visits; the visiting evaluators’ reports are used to direct potential program changes.
WOU deans and division chairpersons have been working with department chairpersons to refine mission statements and learning outcomes for departments and courses. Currently, all departments have defined learning outcomes at a departmental level, and these are included in the course catalog. Learning outcomes are also expected to be included on course syllabi; however, there exists minor inconsistencies across courses in the presence, clarity, and/or measurability of specified learning outcomes. This issue will be addressed as WOU continues to refine assessments of student performance the achievement of program learning outcomes.

Finally, WOU has initiated an extended evaluation of its degree offerings through an OUS grant with the Lumina Foundation. WOU is in year one of a three-year grant for the Foundation’s Degree Profile Qualifications (DQP) initiative. The process will ensure that WOU degrees align with a nationwide standard of college proficiencies at every degree level.

2.C.2 The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

Program objectives and program missions are provided under academic division descriptions in the course catalog (COE, pp. 24-25; LAS, pp. 25-26). Degree missions and learning outcomes are included in the course catalog in the descriptions of undergraduate majors and minors (pp. 39-76) and graduate degrees (pp. 80-90). Course descriptions are also included in the catalog; however, course syllabi are the source for specific detail on the expected learning outcomes, performance obligations, and grading standards. Electronic files of syllabi are due to division offices by end of the first week of classes (CBA 7.5) and division staff ensures complete electronic repositories for each academic term.

2.C.3 Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

Degrees are awarded based on completion of degree, program, and other graduation requirements in effect at time of their first enrollment after admission and detailed in that academic year’s catalog. Students may elect to graduate under the requirements in any subsequent year’s catalog, up to seven years. Degree requirements are approved when degree program proposals are approved through the curriculum review process. Academic credit is assigned according to rules and regulations outlined in the catalog and Faculty Handbook. Handbook policies encourage faculty to include grading criteria on syllabi and to apply specific and consistent criteria to the evaluation of student achievement. WOU indicates the academic performance of students by using an A-F plus/minus grading system; certain grades, such as P or S, cannot be assigned if the course was not previously established in Banner as a Pass/Fail, or if the student did not elect S as the preferred option when registering. Additionally, the X designation refers to “no basis for grade”; however, interpretation is at the discretion of faculty.

Each term, the registrar reviews the OUS End-of-Term Student Centralized Administrative Reporting File (SCARF), which includes total numbers and types of grades awarded. The review allows the registrar to track percentages of grades awarded and numbers of academic warnings and suspensions and to make comparisons to previous years; the comparison has noted relative consistency across years relative to enrollment levels. Additionally, the review ensures that no discrepancies exist between the SCARF report and Banner SIS data.
Throughout a student’s time at the institution, their progress to their degree is tracked through an online degree evaluation system available through the Wolf Web portal to faculty, relevant staff, and the student. The evaluation system is used by faculty to advise students as well as to determine courses needed for degree completion, and by the Registrar’s Office to ensure all requirements are met prior to awarding degrees. The system is heavily utilized by faculty and students, with an average of 160 evaluation requests processed daily. However, the system is being upgraded to Degree Works® with the goal of full implementation by fall 2013. Degree Works® will improve communication between faculty advisors and students; reduce the time required by the Registrar’s Office to build programs; and more easily capture requirements that have not been possible with the current system, particularly with graduate programs. Hardcopy documentation relevant to the degree (e.g., degree program substitutions) is maintained in students’ files by the registrar; the deans’ offices maintain signed forms for by-arrangement courses.

2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

WOU offers Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, and Bachelor of Science degrees at the undergraduate level. At the graduate level, WOU offers the Master of Arts, Master of Music, and Master of Science. Admission and graduation requirements for both undergraduate and graduate programs are clearly defined and published in the catalog.

Fundamentally, the integrity of major and general education curricula is the responsibility of faculty. Curricular proposals, which range from minor course description changes to new or revised degree programs, are submitted through the faculty curriculum review process managed through Faculty Senate (see 2.C.5 for detailed description). Faculty Senate committees (e.g., Academic Requirements Committee; Graduate Studies Committee; and Curriculum, Honors, Writing Intensive, and International Education and Services Committees) assist to critically evaluate proposed curricular changes and initiate revisions. This extended review provides a check against curriculum overlap, such as new course proposals that duplicate existing courses offered in other departments. Records of curriculum proposals and approval tracking data are maintained on the Curriculum Committee archive page.

Faculty also maintain oversight of the degree programs through annual program reviews aimed at ensuring that the programs serve the educational and career preparation needs of the students while maintaining budgetary efficiency. All programs are reviewed by their departments; these reviews consider national discipline-specific trends, enrollment trends, student success with learning outcomes, and faculty availability. The results of the reviews are reported in annual departmental reports submitted to division chairpersons and deans.

Departments have been directed to be more intentional in balancing their annual class schedules. Effort has been underway to have departments take more proactive stances in using enrollment trends and most recent term enrollment numbers to determine the number of sections to be offered or how frequently to offer an advanced course. Historical enrollment data is available from Banner SIS data to help predict scheduling needs in upcoming terms. Departments who have used such data have built more efficient schedules. Additionally, departments are expected to maximize the use of tenured and tenure-track faculty FTE and to ensure that courses are offered at appropriate times during the school week and at appropriate frequencies during the academic year. Departments vary in their effectiveness
in matching schedule offerings to student demand and prioritizing student needs over faculty preferences.

Improving delivery of degree programs is addressed through multiple avenues. For example, forms for adding courses after registration has closed, course substitutions forms, or waivers (with nearly 6,000 approved by faculty in 2011) have been evaluated to give insight into necessary changes. First, WOU has implemented a waitlist process by which a student can sign up to be notified when an opening occurs. Second, registration access was extended from Friday before classes start to Sunday midnight; thus, students can enroll in a class without faculty signature up until the night before the term starts. Third, WOU identified that there were some instances when students, particularly international students, were not evaluated by the registrar as meeting the prerequisite course yet possessed the proficiency to do the work in the class and were appropriately added to a course by the professor. Finally, “green sheet” change-to-schedule requests submitted to the dean help balance an upcoming term schedule. For example, the number of sections in part II or part III of a foreign language sequence will be reduced due to normal student attrition from part I.

2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

Curriculum
Faculty play critical roles in the creation and oversight of the academic curricula, are actively engaged in faculty recruitment, and are the primary agents in establishing and assessing student achievement learning outcomes. Faculty members are the principal drivers of design, approval, implementation, and revision of the curricula. Faculty and administration are supportive of the current curriculum proposal and review process, which is a very public process with numerous opportunities for faculty engagement at the department, division, and university levels. Curriculum design and oversight, including justifications and reviewer recommendations, are documented via the Senate curriculum portal archive and Faculty Senate minutes. In addition, departmental discussions of catalog revisions and academic program initiatives are noted in department meeting minutes and department/division annual reports, which are housed in division offices.

Specifically, WOU employs a formal curriculum oversight process that begins at the departmental/program level. Proposals for new or modified courses, degree program requirements, or proposals for new majors, minors, certificates, or licensure endorsements are submitted by an academic unit to the appropriate division curriculum review committee for vetting. Once approved at the division level, the proposal is submitted to Faculty Senate curriculum, academic requirements, and/or graduate studies committees for further review and revision. Proposals that receive committee approvals are forwarded to the Senate Executive Committee to endorse, reject, or forward to full Faculty Senate for public vetting. Once Faculty Senate has approved a curricular proposal, the proposal is forwarded to the appropriate dean for consideration (approve/reject) with final authority for either approval or rejection resting with the Provost.

All curricular proposals are submitted via a web-based portal system; the status of any proposal can be seen at the Curriculum Committee webpage. The introduction of the Faculty Senate curriculum
submission portal system (now in its third year) has reduced the flow of paper documents and simplified access to materials associated with curriculum review.

**Selection of New Faculty**
Selection of new tenure-track faculty is handled by search committees chosen from faculty within each department and, if necessary, members from other academic units, who develop explicit criteria by which to evaluate candidates. These committees are assisted by the Human Resources office that provides the job description document, ensures that the description meets all federal and state employment laws, and posts the job in ways that help improve diversity hiring. The HR office also collates applicant submissions and makes the applicant’s packet available to the committee only after all materials are received. Committees review candidate portfolios and conduct telephone, video conference, and on-campus interviews. Search committees submit names of candidates they wish to interview on campus to the appropriate dean for approval. After campus interviews, the search committee makes recommendations to the dean who then discusses the recommendations with the provost. The provost confirms approval with the president and makes a formal offer to the finalist. All tenure track faculty search committees file a report with the HR office on the search process; it includes descriptions of the interview processes employed and numbers of candidates reviewed. Human Resources is responsible to maintain records of all tenure-track faculty searches.

Non tenure-track instructors are identified and recruited by the department head and division chair. The chair recommends candidates to the dean for approval. The dean makes a formal offer of appointment. Divisions post adjunct pool recruitment announcements with HR for staffing instructor positions. Curriculum vitae of all faculty employed at the university are maintained in division, college, provost, and HR files.

**Assessment of Student Achievement**
Faculty members are responsible for assessing student learning outcomes in individual courses and in major programs. Student learning outcomes are defined in program descriptions in the catalog and within course syllabi. Faculty of academic units review and assess student achievement in the curriculum; in this way, issues of concern in student performance in the major curricula are addressed, which may result in course adjustments and/or curricular changes. Assessment data is maintained in departmental and divisional records.

Individual academic units employ a variety of assessment methods (e.g., area field tests, embedded assessments, surveys, student portfolio reviews, capstone courses, and student teacher work samples) to ensure that academic unit student learning outcomes are attained. Definition and assessment of student learning outcomes is an on-going process. Academic units continue to modify learning outcomes to reflect current developments in the respective discipline. Further, departments are being encouraged to create outcomes that are measurable as well as to replace passive outcome descriptions, such as “student will gain appreciation of” with active outcomes, such as “student will demonstrate.”

At the OUS level, the university is represented by the LAS dean on OUS’s Learning Outcomes and Assessment Committee, which provides guidance to the system’s campuses on assessment practices. The collective responsibility for assessing and documenting student achievement of learning outcomes presents a challenge for all departments since units need to have formal data collection and recording processes in place. In LAS, departments are creating student learning outcomes assessment plans. Some programs in LAS are well advanced in engaging in a formal assessment process; for example, the biology program engages in nationally-normed area field tests for content competency while also engaging in
embedded assessments, pre- and post- course metrics of student learning in sequence courses, and placement rates in graduate or professional schools or employment in science-related professions. The psychology program employs comprehensive exit surveys of graduates and maps them to student exit surveys of prior years. The modern languages program employs national language exams to affirm departmental assessment of student proficiency in language acquisition. Assessment activities are reported via an assessment log.

COE, on the other hand, employs a College of Education Assessment Council, which includes the three division chairs, the director of field services, the college assessment office, and an ad hoc faculty member from each division. The group is charged with aligning student learning/performance outcomes and program/division goals with the university mission, as well as with applicable Oregon state and national standards. A Licensure and Clinical Experiences Council manages assessment and evaluation specific to licensure and teacher preparation; the council includes the directors of teacher preparation programs, director of field services, assessment office, and an LAS faculty representative. A relational database management system, EDSMART, was developed, mirroring the assessment forms and rubrics used in programs, thus enabling the data on student learning outcomes to be aggregated and analyzed by program faculty. In the case of programs using an online delivery mode, attention is given to maintain the same standards met in face-to-face programs.

The university is continuing to strengthen the assessment of learning outcomes by incorporating embedded assessment methods into routine faculty teaching activities, with standardized rubrics and reporting mechanisms that serve the faculty for curricular decision making. A peer-mentoring program between departments that are more advanced in their assessment reporting and those that are just adopting assessment approaches is intended.

WOU’s Center for Teaching and Learning (CTL) has not fully realized its intended purpose for serving faculty and institutional needs. The provost’s office intends to conduct a significant review and analysis of functions and reorganize CTL to better serve faculty and institutional needs. Assisting faculty in the implementation of assessment of learning outcomes is considered one of the potentially critical roles for CTL.

2.C.6 Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process at point of need.

Librarians serve as liaisons to the divisions in both colleges, by offering library instruction (lower-division sessions account for 61.3% of all sessions), creating online research guides and learning objects, providing research assistance to both faculty and students, and purchasing materials to support programs and classes. Librarians also work with individual faculty members to provide resources and instructional material that is relevant to course and class assignments, and they conduct workshops for faculty and students, such as using reference managing software, adding accessibility to online instruction, and demonstrating e-reader devices.

The library implemented the use of LibGuides, which is a content management system, to produce research guides, distribute online learning objects, and track usage statistics for all guides. Additionally, the library provides a physical and online reserve space where faculty can submit materials (e.g., books, articles, videos, lecture notes, sample tests, audio recordings, learning kits, and other instructional items) that are relevant for classroom instruction.
2.C.7 Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution’s regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students’ transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution’s review process.

OUS has been directed by Oregon Legislature House Bill 4059 to “increase the number of students who receive academic credit for prior learning and the number of students who receive academic credit for prior learning that counts toward their major or toward earning their degree, certificate or credential, while ensuring that credit is awarded only for high quality course-level competencies.” Implementation, however, will likely vary over time. In contrast, existing policies are uniform across OUS for determining how credit can be granted through Advanced Placement (AP), International Baccalaureate (IB), and College Level Equivalency Program (CLEP), with faculty approval of examinations and scores. Through Credit By Examination, WOU awards credit for prior learning to enrolled students only at the undergraduate level, based on review and approval by qualified teaching faculty. WOU follows the American Council on Education (ACE) recommendations for the awarding and accepting of credit for military service. Military credit that applies directly to a program is reviewed by faculty to ensure its applicability. All credit is clearly identified on the student’s transcript.

WOU participates in regional and national experiential learning conversations while also reviewing practices at other Oregon institutions. For example, Corban University and Linfield College evaluate credit for prior learning for their Adult Degree programs; on the other hand, Marylhurst University evaluates prior learning through their Center for Experiential Learning. The challenge at WOU is for faculty and staff to develop knowledge and expertise in evaluating and awarding academic credit for different types of prior experiential learning. WOU will await further direction from OUS to expand the types of credit granted for prior experiential learning.

2.C.8 The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures that provide adequate safeguards to ensure high academic quality, relevance to the students’ programs, and integrity of the receiving institution’s degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

WOU has clear transfer policies, which are listed in the catalog. To help institutions or individuals determine how a non-WOU course will transfer to WOU or to see which courses at other institutions are equivalent, WOU has developed an online tool that is an accurate and current reflection of approved transfer articulation tables. Developing the articulation tables in the Banner SIS for institutions with which WOU has articulation agreements has resulted in a more efficient, consistent, and accurate articulation of transfer credit.
At WOU, faculty members in the appropriate academic department are responsible for reviewing transfer credit in order to determine applicability and to establish permanent equivalencies for courses in the discipline. Transfer courses that are not exact equivalents may be substituted and allowed in the degree program with approval from the appropriate academic advisor, department head, and division chair (substitution form). Faculty advisors review accuracy of transfer credit through access to individual student transfer transcripts and online degree evaluations.

One particular transfer agreement, the Associates of Art Oregon Transfer Degree (AAOT), is a long-established academic pathway for Oregon community college students who plan to matriculate to a four-year university in Oregon to complete their bachelor’s degree. AAOT was examined by a committee of community college and university representatives to review the degree’s guidelines regarding approved course substitutions for students with documented disabilities. Recommendations were reviewed and approved by OSBHE Academic Strategies Committee on January 10, 2013 meeting (OSBHE docket, p. 8).

In recent years, emphasis has been placed on creating transfer articulation agreements when recruiting out of state and internationally. WOU Faculty Senate approved the motion to accept the newly developed California State University Transfer Degree for students from any of the 112 California community colleges. The approval allows WOU to support the successful transition of these community college students to the university; students who earn the transfer degree will have met the WOU LACC requirements. WOU also accepts the University of California’s IGETC Transfer degree and the Washington Transfer Degree. Similarly, the number of international articulation agreements has increased dramatically, with fifteen agreements currently in place with international universities. Transfer tables have been developed in the Banner SIS to reflect the international agreements and to ensure credit is awarded consistently.

2.C.9 The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

Liberal Arts Core Curriculum (LACC) is the term used for the university’s general education courses required of all undergraduate students. Students acquire a breadth of knowledge that transcends specific academic majors and professions while also gaining a deeper knowledge of various academic fields. The exposure to these academic fields supports the selection or the changing of majors.

The LACC comprises 55 credits across eight academic areas: communication studies, creative arts, health and physical education, laboratory science, literature, philosophy or religion, social science, and writing. LACC provides a comprehensive introduction to a wide range of academic areas, prepares students for
advanced study in their academic majors, and helps them develop a foundation of basic knowledge necessary for a more healthy and successful personal and professional life (catalog, p. 32).

A senate ad hoc working group examined the LACC and presented its findings in a final report to the Faculty Senate on May 10, 2011. The report affirmed the goals of the LACC but also noted that a more thorough assessment of the effectiveness of the courses in meeting the overall LACC learning objectives needs to be conducted. Such a review necessitates a large-scale, campus-wide assessment of student learning. This level of investigation, assessment, and review, however, presents a significant challenge, as it reaches beyond WOU’s current staffing capacity. It is hoped that once state support for WOU increases sufficiently, the university will be able to provide funding to support a meaningful and comprehensive review of learning relative to the General Education Learning Outcomes.

2.C.10 The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution’s mission and learning outcomes for those programs.

The general education curriculum is designed by the faculty and consists of three components: the Liberal Arts Core Curriculum (LACC) which is the general education curriculum, writing intensive and cultural diversity requirements, and specific quantitative reasoning or foreign language requirements associated with the BA/BS degrees. The general education curriculum is in alignment with the Oregon Transfer Module (OTM) and the Associate of Arts Transfer Module (AAOT) articulation agreements with the state’s community colleges. New courses to be added to the general education curriculum are subject to approval by the Faculty Senate (see 2.C.5).

Goals of the general education curriculum (catalog, p. 32) were endorsed by the Faculty Senate in 2010 after a multi-year review conducted by an ad hoc LACC review committee. In tandem with the major curricula, the general education curriculum supports the university mission’s core theme to provide effective learning opportunities that prepare students for a fulfilling life in a global society.

As part of OUS, WOU, is a partner university in the Association of American Colleges and Universities (AAC&U) Liberal Education and America’s Promise (LEAP) initiative which embraces liberal education that “promotes essential learning outcomes, high-impact educational practices, authentic assessments and inclusive excellence.” As part of this initiative, WOU’s general education learning outcomes are in alignment with LEAP outcomes. OUS supports these partnerships through the work of its Learning Outcomes and Assessment Committee, which is comprised of representatives from the Chancellor’s Office and from each of the seven OUS campuses. Currently, the LAS dean represents WOU on this committee.

Finally, as part of the OUS’s partnership with the Department of Community Colleges and Workforce Development, WOU is in the planning stage of aligning its general education learning outcomes with the Lumina Foundation’s Degree Qualifications Profile (DQP) areas of learning. As part of this systemic alignment, which is projected to be a multi-year effort, WOU will be establishing assessment processes to ensure that graduates of WOU have demonstrated minimal achievement of DQP areas of learning.

The primary challenge is to ensure that assessment of student achievement of general education learning outcomes is conducted in a systematic way that adequately reaches all students in all programs; currently, the Academic Requirements Committee, which approves the general education
curriculum, does not oversee assessment the student achievement of learning outcomes in the approved curriculum. Additionally, departmental assessment approaches currently used are not equally effective in assessing general education learning outcomes. To address these gaps, processes will be developed to ensure consistency in achievement outcomes across academic programs.

2.C.11 The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

Both the College of Education (COE) and College of Liberal Arts and Sciences (LAS) offer certificate programs, which present a defined body of coursework to ensure that graduates have attained specific career-enhancing skill sets.

COE offers an 18-credit Autism Spectrum Disorders Certificate Program delivered through the Division of Extended Programs (DEP). The program has specific assessable outcomes and supports experienced professionals in the field of special education with skills and knowledge for working with this highly specialized population. Since winter 2007, when the program was established, 35 students have earned the certificate. Courses especially designed for the certificate are taught by a mix of tenure-track and special education faculty, as well as experts from the field that provide leadership for services that support students with autism.

The Autism Spectrum Disorders Certificate program did not exist at the time of the last NCATE site visit; thus, the program will be reviewed during the next review cycle, scheduled for fall 2014. In preparation for this visit, program assessments are being aligned with learning outcomes; data gathering, monitoring, and reporting procedures will be implemented.

The Teachers Standards and Practices Commission (TSPC), the independent educator licensure agency in Oregon, recently approved an Autism Specialist designation, and WOU has been approved to begin a program in this area. The intent is to begin the program in summer 2013, drawing from the experiences and capacity already existing from the certificate program. Shifting this program from an independent certificate program to an approved licensure program will require the development and refinement of program outcome measures and the regular monitoring of program data, both of which will allow for more systematic evaluation of program efficacy for both state and national accreditation.

The Teachers Standards and Practices Commission (TSPC), the independent educator licensure agency in Oregon, recently approved an Autism Specialist designation, and WOU has been approved to begin a program in this area. The intent is to begin the program in summer 2013, drawing from the experiences and capacity already existing from the certificate program. Shifting this program from an independent certificate program to an approved licensure program will require the development and refinement of program outcome measures and the regular monitoring of program data, both of which will allow for more systematic evaluation of program efficacy for both state and national accreditation.

The primary challenge for this program has been the meaningful assessment of candidates, given that they are experienced educators working in a highly specialized field. Specifically, during the program proposal for review in the November 2012 TSPC meeting, it became evident that WOU’s program struggled to develop higher quality assessments and mechanisms for feedback. As a result of this challenge, a performance evaluation system was developed and adapted in partnership with Salem-Keizer school district and the New Teacher Center for use in observing Autism Specialists.

LAS offers three certificates, all created from faculty initiatives: a certificate in Crime Analysis, a certificate in Homeland Security and Community Preparedness, and a certificate in Teaching English as a Foreign Language (TEFL). These certificate programs have arisen from existing major/minor programming in the Criminal Justice and English departments respectively and are available to undergraduate and post-baccalaureate students. The Homeland Security and Community Preparedness
certificate has been available since 2007 as an option to students in the Criminal Justice program with minors in homeland security and community preparedness. The Crime Analysis and TEFL certificates were launched in 2012.

All curricular and operational aspects of the certificate programs (i.e., learning outcomes, qualified faculty, and course sequences) are overseen by the Criminal Justice and English departments. Specifically, the Homeland Security and Community Preparedness certificate program is nested within the criminal justice department’s homeland security minor; the department currently has 44 declared homeland security minors in their program. To date, the program has not awarded any certificates to post-baccalaureate students. The Crime Analysis and TEFL certificate programs are new and only have informal reports of student job placements. As these programs mature, and students migrate through the curriculum, the departments will be able to establish more definitive tracking data.

All three certificate programs are integrated into the major program offerings of the host departments and are staffed by the core departmental faculty and assessed as part of on-going departmental student learning outcomes assessments. Additionally, the Crime Analysis certificate has the endorsement of the International Association of Crime Analysts. The TEFL certificate was designed following best practices in comparison with similar programs in other states; currently, WOU offers the only undergraduate TEFL certificate program in Oregon.

The primary challenge to LAS certificate programs is matching course offerings to enrollment demands. Crime analysis enrollment is still small, so the program has capacity to meet student needs. Homeland security has sufficient capacity to meet student enrollment needs. For specialized courses, the Criminal Justice department has invested resources (e.g., specialized software and computer lab space) and recruited part-time adjunct specialists.

Enrollment in the TEFL certificate has exceeded expectations, with classes in fall 2012 term enrolled to capacity. Because some upper-division students wished to complete the certificate before graduating, some by-arrangement enrollments for independent courses have been necessary to support the TEFL program. Faculty in the linguistics program will determine staffing needs to support this expansion.

2.C.12 Graduate programs are consistent with the institution’s mission; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. They differ from undergraduate programs by requiring greater depth of study and increased demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or appropriate high-level professional practice.

WOU has eight graduate degree programs, several of which offer two or more tracks. All graduate programs have individually defined educational objectives published in the WOU catalog and website. Graduate students are expected to meet four objectives that are appropriate for graduate-level work and pertinent to their specific programs:

- advanced competence and skill mastery of concepts, principles, systems, and practices in the student’s specialty;
● advanced competence and skill in reading, interpreting, and applying the research and literature within the student’s graduate program;

● awareness and understanding of the ethical, philosophical, and cultural issues that apply to the professional program;

● and ability to synthesize and apply program skills and knowledge of the program through exit requirements.

To obtain a degree, graduate students must complete rigorous exit requirements. Depending on the program, students may select one of the following options: thesis, professional project, portfolio, comprehensive examinations, or compact disc and recital (the advanced proficiency documentation was placed on moratorium fall 2012 due to low student enrollment). For most graduate programs, the exit requirement is designed to assess each of the main objectives for the program. For example, most students in the MS in Education: Information Technology program select the portfolio as their exit option. The portfolio provides students with the opportunity to demonstrate that they have met the objectives for the program which are aligned with the International Society for Technology in Education (ISTE) National Educational Technology Standards (examples of portfolios).

The primary challenge is that, currently, there is no systematic way to assess graduate programs; in fact, assessment quality varies widely among programs. Specifically, the Graduate Office administers comprehensive exams for most programs and provides a scoring guide with a range of four scores from “with distinction” to “failure.” The percent of students who fail comprehensive exams is small, ranging from 0.7% to 4.5% during the past six years. Some programs, however, have a fail rate much higher than average. For example, nearly one-third of students in the MS in Education with a content area of math fail the math portion of the exam on the first attempt.

To eliminate variation in assessment, some programs (e.g., MS in Education and MS in Education in Information Technology) have taken steps to standardize scoring of comprehensive exams, and faculty in a few programs have developed rubrics. The Graduate Office will continue to encourage faculty in other programs to adopt rubrics or other types of systems to standardize comprehensive exam scoring. In addition, in the next two to three years, the Graduate Office will develop a five or seven-year cycle to review each graduate program and craft more consistent assessment tools.

2.C.13 Graduate admission and retention policies ensure that student qualifications and expectations are compatible with the institution’s mission and the program’s requirements. Transfer of credit is evaluated according to clearly defined policies by faculty with a major commitment to graduate education or by a representative body of faculty responsible for the degree program at the receiving institution.

Admission requirements for graduate students are described in detail in 2.A.16. After admission to the program, graduate students must meet minimum academic requirements (Graduate Student Handbook, p. 6). Each term they are enrolled; students admitted conditionally must meet the terms of their conditional enrollment (Graduate Student Handbook, pp. 6-7). Graduate transfer credit must receive three levels of approval: graduate student advisor, graduate office staff member, and Graduate Programs Director (catalog, p. 79).

The Graduate Studies Committee serves an extended role for the graduate program at WOU. First, the committee ensures that standards for graduate education (e.g., admissions, selection of faculty,
operating policies, or final examinations) are consistent campus-wide; second, the committee oversees curriculum within graduate programs, including reviewing curriculum proposals such as new or revised courses or programs; third, the committee plays a key role in ensuring that policies for graduate studies are aligned with WOU’s mission and the specific graduate program requirements; fourth, the committee assists departments communicate clearly about their graduate programs. Finally, committee members play a pivotal role in envisioning refinements in graduate programs and advocating for graduate students or programs. The Graduate Studies Committee is supplemented by professional staffing in the Graduate Studies Office, including a director and administrative support.

International Students

Encouraging diversity has been an important challenge for WOU, and international students add diversity to WOU and Monmouth. International applicants who apply to a graduate program at WOU must meet a minimum English language requirement. In winter 2009, a conditional admission policy for International Graduate Students was approved. The purpose of this policy was to create an educational environment that emphasized English language development and provided international students with the necessary foundation for graduate level coursework. However, when the English language program at WOU was eliminated in 2011, by default, the conditional admission policy for international applicants was eliminated. Currently, international students do not have a dedicated site on campus for improving their language skills. In fact, when an international applicant has an IELTS or TOEFL score slightly below the minimum requirement, the student cannot enroll at WOU. Unfortunately, the conditional admission policy for International Graduate Students policy was not in place long enough to determine its effectiveness regarding the development of English language skills necessary for graduate-level coursework.

To identify issues with the academic English preparation of international students, the president convened a committee with members who either had expertise in applied linguistics and the teaching of English to international students or who taught in departments with high populations of international students, (e.g., Business/Economics and Computer Science). The committee concluded and submitted its report and recommendations to the president; subsequently, WOU created the Office of International Student Academic Support in late 2012. The Director—a tenure-track faculty with joint appointment in the Department of English, Writing, and Linguistics—will develop appropriate Academic English courses, provide the necessary academic support for faculty who have international students, develop an assessment plan to track the effectiveness of the various international student academic support initiatives, and collaborate with the office of International Students and Scholars Affairs.

2.C.14 Graduate credit may be granted for internships, field experiences, and clinical practices that are an integral part of the graduate degree program. Credit toward graduate degrees may not be granted for experiential learning that occurred prior to matriculation into the graduate degree program. Unless the institution structures the graduate learning experience, monitors that learning, and assesses learning achievements, graduate credit is not granted for learning experiences external to the students’ formal graduate programs.

Experiential learning, such as internships, field experiences, or clinical practice, is a required element in several graduate programs, including education, special education, criminal justice, rehabilitation counseling, and interpreting studies. According to university policy (catalog, p. 79), graduate courses cannot be challenged and a student’s previous experience cannot be counted for graduate credit. In fact, two course substitutions submitted during the 2011-12 academic year and seeking credit for previous fieldwork experience in an educational setting were both rejected. The graduate office
carefully reviews (catalog, p. 79) all course substitution requests and rejects any request seeking to grant credit for experiential learning that occurred prior to matriculation.

Enforcing a set of policies established by an agency outside the university creates challenges for the Graduate Office, faculty, and students. Specifically, WOU has several graduate programs in education that have requirements related to an Oregon teaching license embedded within them. In these cases, the program must follow both university and Teacher Standards and Practice Committee (TSPC) policies regarding experiential learning and field experience requirements, with the Graduate Office in charge of enforcing both sets of policies. To accomplish this, the Graduate Office and faculty must remain current in TSPC policy changes that impact graduate programs. In order to ensure that all graduate faculty are current with policy changes, the Graduate Office has a meeting during the week before classes start each fall to provide updates to graduate faculty.

2.C.15 Graduate programs intended to prepare students for research, professional practice, scholarship, or artistic creation are characterized by a high level of expertise, originality, and critical analysis. Programs intended to prepare students for artistic creation are directed toward developing personal expressions of original concepts, interpretations, imagination, thoughts, or feelings. Graduate programs intended to prepare students for research or scholarship are directed toward advancing the frontiers of knowledge by constructing and/or revising theories and creating or applying knowledge. Graduate programs intended to prepare students for professional practice are directed toward developing high levels of knowledge and performance skills directly related to effective practice within the profession.

Graduate faculty are selected on the basis of a review process that assures the selected faculty possess high levels of professional expertise in their field. Following university policy (catalog, p. 78), graduate faculty are nominated by their divisions and approved by the Director of Graduate Studies. Criteria for graduate faculty selection include having a graduate degree, being active in the profession, and being well qualified to mentor graduate students. Graduate faculty are given a reduced course load to compensate for the extra demands of teaching graduate course; specifically, graduate faculty who teach six or more credits of 600-level graduate courses during a term have a 9-credit teaching load for that term (Collective Bargaining Agreement). This reduced teaching load allows faculty to mentor graduate students and provide guidance on portfolios, professional projects, theses, practica supervision, and other activities that prepare students for research, professional practice, scholarship, and artistic creation.

Each graduate program requires the completion of an exit requirement designed to provide evidence that students have developed skills aligned with entry-level standards of their profession. For example, during the final term of teaching, students in the Master of Arts in Teaching (MAT) program must complete a work sample, which is a comprehensive document that provides, among other assessments, evidence of student learning gains for students in their middle or high school classrooms. A team of two graduate faculty members and a classroom teacher provide, throughout the term, formative and summative assessment of the work sample. In addition, over the course of four terms, students must develop and implement an action research project, analyze the results, and present their results at a public forum. Through this process, MAT students learn how to design research projects that will help them make effective decisions about their teaching. Two graduate faculty members guide students through the action research project, providing formative and summative assessment during the four-term process. Similarly, students in the Master of Music in Contemporary Music degree must
demonstrate their ability to extrapolate concepts from several music disciplines, including performance-practice, music theory, improvisation, composition, and audio-production techniques. The transmission of knowledge, skill acquisition, and musical authenticity are demonstrated through the formal exit requirements comprised of a public recital presentation and a studio recording.

The major challenge facing graduate programs involves staffing because of the low faculty/graduate student ratio in both graduate classes and experiential learning courses. For example, for winter term 2013, the maximum enrollment for the 500- and 600-level Rehabilitation Counseling (RC) classes is 20, except for practica that have a maximum enrollment of four, and internship classes that have a maximum enrollment of five. Non-tenure track faculty supervise five out of six RC practica/internship classes scheduled during winter term 2013. The RC program is searching for a tenure-track faculty member to join their program next fall. With the addition of a third faculty member, the RC program will be able to cover most of their practica/internship classes with tenure-track faculty. However, other programs will continue to rely on non-tenure track faculty for supervising experiential learning courses, until additional resources become available for them to hire new tenure-track faculty. In addition, for the 400/500 courses, the NWCCU evaluation team recommended, in 2007, that WOU should consider providing release time for faculty who teach these classes since graduate students enroll at the 500-level; however, WOU has not yet made this change.

A further challenge involves the lack of an assessment instruments to measure student perception of their programs. During the 2012-13 academic year, the Graduate Office will be developing an exit survey to assess, among other items, students’ perception of how their graduate programs have prepared them for their professions. The Graduate Office anticipates that results will enable the identification of areas that students perceive as weak and modification of programs as needed.

2.C.16 Credit and non-credit continuing education programs and other special programs are compatible with the institution’s mission and goals.

The Division of Extended Programs (DEP) accomplishes its DEP Mission (DEP Mission 2C16#1) through innovative and creative programming, as well as through providing unique teaching and learning opportunities, such as credit-bearing classes for both undergraduate and graduate students off campus, online, and on campus, which support COE and LAS. A range of non-credit programming is offered to provide an important link with external and community organizations, including K-12 schools, community colleges, business and industry, and government agencies (Non credit Mission and Policy). DEP programs comply with WOU’s mission and core themes as shown below:

1. “Effective Learning”: DEP programs are held to rigorous standards and approved through the respective academic department. DEP focuses specifically on offering innovative programs that respond to the changing needs of students and the community. Additionally, all proposals for new programs must show alignment to WOU’s mission and core themes as part of initial planning.

2. “Supports Diversity”: DEP maintains active partnerships with a number of community organizations that support minority populations, such as Empowerment for Latino Youth, Latino Business Alliance, and Migrant Health Promotion. Through these partnerships, DEP provides programming that is focused on serving those populations.

3. “Sustainable Institution”: DEP has always focused on internal sustainability, operating on a “self-sustaining” budget model. Programs are expected to provide adequate income to maintain
2. C. 17 The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution’s continuing education and special learning activities.

Administratively, all continuing education and special learning activities are located within Academic Affairs and report to the Provost. DEP serves as facilitator to the academic departments, by partnering with those units to deliver classes and programs in a variety of formats that meet the needs of students. Faculty members in university departments are responsible for the curriculum. Specifically, all academic programs are developed, established, and approved by faculty; are housed in the colleges; have clearly defined purposes; and are consistent with the university's institutional mission.

DEP communicates effectively with academic divisions and community partners to determine off-site and distance delivery of classes and programs. One example illustrating the benefits of collaboration and flexibility is the development and delivery of an Autism Spectrum Disorders Alternative Pathway Pilot Program through DEP’s partnership with the College of Education, the Oregon Commission on Autism Spectrum Disorder, Portland State University, University of Oregon, Southern Oregon University, and Concordia University.

Faculty and administration continue to rely on DEP to assist in the development and delivery of off-campus and online programs that meet the changing needs of students, especially programs for distance and non-traditional students. However, it is challenging for DEP to successfully advocate for the development of new programming geared toward distance and non-traditional students: since DEP does not hire faculty outside of WOU to develop and offer academic programs, development of programs is limited by the time and resources that the Colleges and faculty are willing and able to provide. For example, DEP has seen a great need for an off-site program for Special Education teachers in Eastern Oregon, but COE does not have adequate capacity to develop this program and send WOU faculty to teach those courses. On the other hand, DEP, in collaboration with the math faculty, has been able to accommodate the needs of distance students by helping develop several 100-level classes in an online format to deliver to Alaskan High School students for credit. Beginning with the identifiable need, DEP outlined resources and finances and agreed on the qualifications necessary for the adjunct instructor who is developing the course, as well as on the selection process for adjuncts to teach these courses. The first class will be offered fall 2013.
2.C.18 The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.

The granting of credit and CEU’s is centralized in DEP. Credit-bearing course proposals, which can be submitted by faculty in academic departments or any person who meets the standards for Credit Overlay, must include a syllabus, instructor resume, and cover application; proposals are evaluated using the Continuing Education (CE) Rubric, which includes standards addressing generally accepted norms, mission alignment, course objectives, and student learning outcomes.

The initial review of each new proposal is conducted by the DEP program manager, using the CE Rubric. One of the following actions is then taken: (1) the proposal is rejected based on misalignment with the DEP mission; (2) the proposal is returned to the instructor for content revisions or additions; or (3) the proposal is approved and routed through the approval system for signatures by the appropriate division chair, dean, and provost.

Proposals must meet all standards for the type of credit being requested. During the period between fall 2011 and summer 2012, seventy-five percent of submitted course proposals met the standard and were routed for approval. Twenty percent of submitted proposals required a revised submission before approval, typically targeting further development in the syllabus. The DEP Program Manager typically provides suggestions and support for revising and editing the proposed syllabi to be re-evaluated. Five percent of the submitted proposals did not meet standard and were not routed for approval.

To assist individuals with the development of new course proposals, DEP improved the quality of web materials available since fall 2010. For example, new materials for syllabi development (Credit Overlay Syllabus Guidelines and Credit Overlay Learning Outcomes Guidelines) were created in collaboration with WOU faculty. This change in web materials has been beneficial, as the number of new course proposals meeting the standard without revisions increased by ten percent. DEP will continue to upgrade the resources available on the web to assist in the development of course approvals that meet the standards.

The DEP Program Manager and Director regularly review the resources and the CE Rubric used to evaluate continuing education course proposals. As a result of recent revisions to the CE Rubric and web-support materials, DEP is preparing to solicit feedback from the deans and faculty.

2.C.19 The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

DEP maintains records of all non-credit classes being offered; DEP also keeps records of course syllabi and course outlines. Student success and learning outcomes are tracked via graded assignments and assessments. DEP uses FileMaker and Excel spreadsheets to maintain records of non-credit instruction.

DEP maintains non-credit program records within a student-tracking system which records all courses offered as well as the students registered. Eighty-seven percent of the non-credit courses offered are part of the Traffic Safety Education program. WOU prepares an annual report on this program for Oregon Department of Traffic Safety, which details course offerings, enrollment numbers, and
additional aspects of the program. For each course in the program, there is a syllabus listing course objectives, assignments, and assessments based on learning objectives, requirements, and a grading rubric (pass/no pass). Participants who pass each course are awarded a certificate of completion.

One of the challenges is that the non-credit student-tracking system does not make information readily available regarding students who drop, earn an incomplete in, or fail the classes. Consequently, DEP has maintained a separate database for Traffic Safety Education participants that records whether or not students complete each class. In order to increase accessibility of course and student information for coordination and management purposes, University Computing Services is developing a Banner SIS-based database to replace the Excel spreadsheet currently used by DEP. Testing of this system is occurring at this time.

STUDENT SUPPORT RESOURCES

2.D.1 Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

Western Oregon University has developed comprehensive and proactive academic and learning support programs and services that begin before matriculation. The focus and organizational alignment of these programs intentionally reflect the students that WOU serves. The primary academic support programs are located in the same building to foster a collaborative and student-centered approach to support students and their learning needs.

Academic Advising and Learning Center

Academic Advising and Learning Center (AALC) serves two functions: academic advising and subject-specific tutoring. Academic Advising advises pre-education, pre-nursing, and exploratory students and offers programs for academically at-risk students; the Learning Center offers a computer lab, study skills assistance, and tutoring services. Students do not pay for tutoring and may utilize two hours per subject each term, from the second to tenth week. In addition, AALC collaborated with the mathematics department to institute drop-in math tutoring in the library, allowing one tutor to work with multiple students from a variety of mathematic courses.

First-Year Experience Program

First-Year Experience Program is designed to help students transition into Western Oregon University. FYE is managed by a committee, with a member from faculty, student affairs, and academic affairs. The program has grown from ten sections to twenty-two sections between fall 2011 and fall 2012. Based on 2011 surveys, 9 out of 10 students said they would recommend the course to other incoming students. AALC has also developed an International First-Year Experience course for international students. An International Learning Specialist has been hired to work with international students and co-teach the International FYE course. The International FYE course is taught each term, with two sections offered in fall 2012 and one section in winter and in spring.

In September 2012, AALC hired a Student Success Specialist to implement an early-alert software that will allow faculty and staff to identify students that are at risk, academically and personally. The Student Success Specialist, who most recently worked as the Veteran’s Affairs Service Officer in the Registrar’s Office, works with identified students to address barriers that may keep them from persisting towards graduation. The program is being piloted during winter 2013 within the Health and Physical Education Division, Mathematics and Biology Departments, AALC, Multicultural Student Services Program, Student
Enrichment Program, and Student Health and Counseling Program, with the goal of full-university participation at the start of fall 2013.

AALC has increased the number of courses per term for the Learning Seminar, which is designed for students who are academically suspended. Tracking data suggested that when the class enrolls over 40 students, the academic success of the class declines; therefore, when class enrollment reaches 40, another section is opened. AALC continually self-assesses elements of the program, which includes gathering data to determine results from textbook changes, course frequency, and distribution across the term. For example, during winter 2013, the Learning Seminar will move from meeting once a week for ten weeks, to meeting twice a week for five weeks to give students a more focused and urgent delivery of skill improvement lessons and an opportunity to apply the skills in their academic courses for the remainder of the term.

Writing Center provides tutoring days and evenings, both in person and in an online synchronous environment, with approximately 6500 tutoring sessions annually. Staff consists of one half-time director, two full-time professional staff, and sixteen student-employees. The two professional positions specialize in the writing challenges of international students and bilingual Spanish-English speakers, respectively; however, the high demand for writing-support services limits the time that specialists work one-on-one with their targeted populations to only an average of 10% of the total work week. The remainder of their time is spent managing operational tasks, providing classroom services, and offering discipline-specific instruction. This year, a new tracking system has been implemented that will enable a more accurate measure of professional staff resource use outside of directly serving their respective student populations.

The staff of student-employees is strengthened by the Writing Center’s tutor hiring process; candidates selected for employment receive special enrollment in a credit-bearing, 10-week upper-division theory and practice class. The typical employee remains employed as a tutor for an average of 2.76 years. A Lead Tutor position enables an exemplary, established student-tutor to take on tasks that free professional staff to serve clients, and a student office assistant position handles many of the daily operational tasks.

Over the last five years, the Writing Center has seen an increase in the sessions of bilingual clients, by approximately 180%. The Writing Center has considered and undertaken research to improve its services, specifically conducting research on the writing challenges of WOU’s bilingual Spanish-English speakers. The research identified linguistic sources for those challenges and offers pedagogical solutions for immediate implementation in one-to-one tutorials for students. These bilingual instructional strategies have been presented to academic peers at international and national conferences, and a manuscript has been accepted for a peer-reviewed TESOL publication.

Student Enrichment Program (SEP) provides academic support to 400 students through a split funding model (i.e., 250 students through a TRiO U.S. Department of Education grant; 150 students with university funds). SEP’s primary objective is to increase persistence and graduation rates among first generation, low-income students, or individuals with disabilities. To meet this objective, SEP assigns each student an educational advisor who reviews the participant’s application, conducts an initial intake meeting, administers educational assessments to identify areas of academic need, and then collaboratively creates an Academic Success Plan with the student. SEP provides a variety of services and
offerings; however, the SEP educational advisor also coordinates referrals to other services on campus. Academic advising and personal support provided by SEP educational advisors are consistently cited as among the most prized and highest ranked services received by SEP participants, based on surveys when students exit SEP or at the end of the academic year. Annually, the entire SEP staff review the survey’s findings and adjust services or program offerings, as needed, for the next academic year.

Many of the students admitted into the university and accepted into SEP have poor mathematics skills and, therefore, can only initially enroll into developmental math courses which do not meet university degree requirements. Furthermore, some of these students place into courses lower than those that the university offers as its remedial math course (i.e., Math 70 and 95). SEP data on the percentage of students passing these remedial courses over a two-year period demonstrate that SEP participants trail those of the general student population. SEP has been working to close this performance gap, with limited success. The most recent tactic to address the gap has been a collaborative effort across SEP staff, faculty of the mathematics departments, and professional staff in AALC to create additional individual and group tutoring opportunities for remedial and college-level math courses, which is situated in the library.

Multicultural Student Services & Programs
The Office of Multicultural Student Services & Programs (MSSP) coordinates both the Diversity Scholars Program as well as the On-Track Program. Both programs are designed to provide personal and academic support to culturally underrepresented students. Freshman participants are assigned an upperclassmen mentor; once they are upper-class students, they have the opportunity to serve as mentors themselves. Participants in each program are academically monitored on a quarterly basis and are required to meet with their MSSP advisor on an annual basis. Students who are struggling academically or experiencing other challenges meet with their advisors more often.

MSSP currently serves 302 students through the two programs, each of which has its own criteria for participation. The Diversity Scholars Program is for recipients of the Diversity Commitment Scholarship, which is competitive and awarded each year to 60 freshmen and 6 transfer students. Diversity Scholars are required to meet specific criteria in order to maintain their scholarship and work with the MSSP Director who serves as the Diversity Scholars Program Coordinator. The On-Track Program targets low-income, first-generation, and/or culturally underrepresented students who must apply and be admitted in order to participate. Once admitted, they work directly with the MSSP Advisor who serves as the On-Track Program Coordinator.

Performance data indicate that Diversity Scholars Program participation significantly correlates with increased retention rates for its participants. For the past eight years, students participating in Diversity Scholars have been retained at a rate 10-22% greater than overall campus retention. Additionally, MSSP is implementing a Satisfaction/Exit Survey for participants of each program and plans to have initial results by summer of 2015 to be used for continued program improvement.

The number of participants in the Diversity Scholars Program is determined by the number of scholarships awarded and accepted as well as the number of continuing participants. MSSP offers 66 scholarships each year, and, for the past three years, an average of 45 students have accepted the award. MSSP is reviewing its application process for the On-Track Program and prioritizing the criteria for selection; the number of students accepted to the program for the upcoming year will have to be limited because the program is at its capacity presently.
Office of Disability Services
Office of Disability Services (ODS) provides reasonable accommodations to ensure that students with disabilities have access to WOU and its programs through intentional interventions, programs, and services. Additionally, ODS serves the institution by monitoring state and federal disability-related legislation and issues at other institutions of higher education and by keeping WOU leadership current on needed responses.

ODS works proactively to identify and eliminate barriers that might prevent students with documented disabilities from receiving effective accommodations and services. For example, information collected by ODS over several years identified the service request system (i.e., using paper and pencil) as inefficient and inaccessible. In spring 2010, ODS transitioned to an online system for the submission of requests for services; additionally, faculty members are electronically notified regarding approved accommodations for students. Benefits include increases in time efficiency, accessibility for requesting accommodations, and communication between faculty and students. Another barrier ODS identified was the lack of sufficient testing rooms for students to use as part of their approved accommodations. Funding in 2011 enabled ODS to increase its accommodations from six testing cubicles and three testing rooms to fifteen testing rooms equipped with white noise machines, allowing for simultaneous use by up to fifteen students.

ODS is the primary resource for faculty on campus who work with students who are approved for services; however, ODS only has informal or anecdotal information on challenges and barriers that faculty face in serving students with documented disabilities. Thus, ODS intends to implement a faculty survey in early 2014 to identify concerns faculty may have when working with students with accommodation needs.

Service Learning & Career Development
Service Learning & Career Development (SLCD) provides comprehensive professional and personal development services to students and alumni through career counseling; career assessments; career research resources; job search skill building; experiential learning activities, such as service learning, internships, and volunteering; and connections to employers through hiring/recruiting events and Wolf Link, which is an online employment database for students.

SLCD regularly offers class presentations on career-related topics to the campus community, and requests for presentations have increased 30% annually over a three-year period. Students using SLCD services have also continued to increase: 1,100 students in 2009-10; 1,366 students in 2010-11, and 1,884 in 2011-12.

SLCD serves the student population by providing career counseling for underrepresented students, including first generation, ethnic minorities, and students with disabilities. SLCD follows the National Career Development Association’s professional guidelines, and, in many areas, exceeds their minimum competency for multicultural counseling. SLCD staff participate in continuing education in order to better serve underrepresented students and accommodate the frequent referrals from ODS, Student Health and Counseling, and Multicultural Student Services. SLCD demonstrates active outreach to underrepresented students as well as the capacity to serve that target audience.

An additional SLCD function is to promote and facilitate student participation in internships. The National Survey of Student Engagement identified internships as a high impact experience that contributes positively to student retention. However, most academic programs at WOU do not require
internships, and there is a lack of university standards and guidelines for those programs that do require internships. Informal surveys of students revealed a deficiency in knowledge about internships and their impact on career development. SLCD intends to work collaboratively with administrators, faculty, staff, and students to determine how to improve access to internships for students, increase participation, and collect data that can inform continuous improvement.

In October 2012, OUS Achievement Measures were distributed by OUS that may necessitate gathering data on employment of graduates, satisfaction of students with the career preparation they received at WOU, and employer satisfaction with the preparedness of graduates. Interviews with college deans and the Alumni Association revealed that no mechanism is in place to capture this data, and WOU does not currently track graduates’ future plans, alumni employment status, or perceptions of WOU graduates’ employers. As the state’s 40-40-20 plan progresses, SLCD will continue to monitor information needs and propose mechanisms for collecting required data.

Study Abroad and International Exchanges
Office of Study Abroad and International Exchanges (SABIE) provides diverse international programs and opportunities to students and supports the university’s goal of advancing and increasing participation in programs that facilitate the understanding and exchange of people and ideas in international, multicultural, and cross-cultural arenas. Over a seven-year period, SABIE has engaged in an ongoing-assessment and research effort aimed at increasing its effectiveness in enhancing the education abroad experience for its students. As a result of systematic data collection, analysis, and interpretation, the required study abroad capstone project, student orientation, and re-entry interventions have been improved. This integration of assessment and research and program components has led to a richer, more effective, evidence-based program for students.

Although SABIE has streamlined its processes and procedures, SABIE engages in a minimum of seven time-intensive contacts with each study abroad participant and each incoming exchange student. Additionally, students who are exploring study abroad options commonly seek advising for one or more years prior to making commitments. This results in an average of 325 student-visits per month during the academic year. While students participating in education abroad comprise 1.5% of institutional enrollment, SABIE seeks to increase participation to 5% over the next five years; however, reaching that goal may be a challenge due to inadequate staffing levels, which force students to wait approximately 10-14 days for an appointment.

International Students and Scholars Affairs
International Students and Scholars Affairs (ISSA) serve F-1 and J-1 international students and scholars attending WOU. To accommodate the linguistic diversity of current and prospective international scholars and students, the ISSA webpage offers information in five languages: Chinese, Japanese, Korean, Portuguese, and Spanish.

The ISSA has created several programs that foster campus internationalization, promote cultural awareness and diversity on campus, and provide a global perspective to the WOU community. The first program is the university residential hall International House, which pairs domestic and international students, ensuring that residents learn about each other’s cultures and ways of life in a safe environment. Within International House, Residential Assistants who are experienced international and domestic students facilitate conversations across cultures within campus housing for increased interactions and learning opportunities. The second program is the International Cultural Service Program (ICSP). A select number of international students participate in the program as cultural
ambassadors and receive tuition scholarships in exchange for 80 hours of cultural and educational service to the state of Oregon.

The third program is Conversation Partners (CP), which is co-sponsored by the Communication Studies student club. CP pairs domestic and international students as conversation partners with the purpose of sharing cultural information, discovering and reflecting on similarities and differences, and fostering cross-cultural communication. Additionally, international students are given the opportunity to practice conversational English, and domestic students are given the opportunity to adapt to non-native pronunciations.

A fourth program, organized through ASWOU, is the International Club, which is led and facilitated by current international and domestic students. The club has been extremely active over the past three years and has participated or created a number of different events, such as WOU Homecoming, Tree Lighting Ceremony and Parade, International Night, International Ski Trip, International Education Week, and International Talk Time.

To encourage international cooperation among faculty, the ISSA has created the Visiting Scholars Program. International faculty members research, observe, and participate in WOU academic and cross-cultural activities, for extended periods of time (i.e., stays range from one term to one year). Additionally, the International Development Faculty Grant Program has allowed faculty from various WOU departments to visit WOU’s international partners, meet prospective students, and offer lectures, workshops and presentations abroad in their areas of expertise.

Office of International Student Academic Support
The Office of International Student Academic Support was created in February 2013 in response to a recommendation that an English for Academic Purposes program be created specifically to support WOU international students. This recommendation was submitted in November 2012 by an ad-hoc committee of faculty members whose departments have high populations of international students (Business/Economics and Computer Science) and faculty members with expertise in applied linguistics and teaching English to international students. The director, a tenure-track faculty person with joint appointment in the Department of English, Writing, and Linguistics, will develop appropriate academic English courses, provide the necessary academic support for faculty who have international students, develop an assessment plan to track the effectiveness of the various international student academic support initiatives, and collaborate with ISSA.

2.D.2 The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.

Campus Public Safety Department (CPSD) conducts daily patrol activities and provides access to public safety personnel on campus 24 hours a day. CPSD responds to calls for service and assistance, medical response, and criminal activity and offers various crime prevention and safety classes as well as demonstrations. CPSD updates Emergency Operations Plans and oversees the Emergency Management for Higher Education and Natural Hazard Mitigation Grants that provide for the planning and handling of emergency events that may occur on or near campus. In addition, CPSD maintains close working partnerships with external law enforcement agencies (e.g., Polk County Interdiction Narcotics Team, Polk County Threat Assessment Team (PTAT), and Monmouth Police Department) to ensure a safe
environment for the campus community through interagency cooperation and assistance.

CPSD monitors state and federal legislation and policy change (e.g., Clery Act and Higher Education Opportunity Act and complies with all informational) and presents relevant information to staff at new employee orientation sessions. CPSD participates in all campus outreach and orientation events to distribute the Campus Community Safety Guide and other materials on safety and security to prospective and pre-enrolled students and their families.

CPSD has fully implemented the WOUAlert crisis emergency notification system to ensure the campus community receives timely notification of events that may impact safety. Emergency alerts are sent via email, text, or phone, according to ranked preferences set by the user. WOUAlert is tested twice each year, and effectiveness is measured by the percentage of users that acknowledge receipt of the alert; the system is presently working at optimum levels.

CPSD offers various training programs for faculty, staff, and students, including Women’s Self Defense, First Aid/CPR, Street Safe, Alcohol Awareness, and Personal Safety. CPSD also designs special programs in response to requests made; for example, CPSD created a program on American law enforcement rules and expectations for visiting international scholars.

2.D.3 Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

As stated in the university mission statement, WOU actively seeks to “support an accessible and diverse campus community.” Student enrollment strategies begin with initial outreach efforts, which emphasize serving Oregon students as well as students and families from diverse ethnic and cultural backgrounds. Because 50% of WOU students are the first in their families to attend college, WOU has developed a comprehensive and proactive orientation process, which includes spring term receptions, summer academic planning and orientation activities for students and parents, and an eight-day New Student Week for incoming freshmen and transfer students. Included in all orientation activities is a focus on graduation requirements, academic advising and planning, and steps for a successful transition to WOU.

Summer Orientation, Advising, and Registration

Summer Orientation, Advising, and Registration (SOAR) event is one in a series of events hosted by the university to familiarize students and their families with the university’s academic requirements and support services. SOAR is a critical and effective part of the orientation and transition-to-college process for WOU students. While the event occurs on campus four times during the summer and provides students with academic advising, guidance from trained student leaders, official university identification cards, and individual course schedules for the upcoming fall term, there is an additional early-bird offering for admitted transfer students (i.e., T-SOAR).

At the end of the SOAR experience, students and families complete a survey rating the effectiveness of the program. The evaluation forms provide the opportunity for comments and suggestions, and the university reviews results to improve the program. For the past three summers, with an over 90% response rate, average scores on items have ranged between 4.5 to 4.7 on a 5-point scale; therefore, the experience is perceived as highly effective by students and family members.
WOU is intentionally expanding its efforts to recruit students from outside Oregon, which also contributes to WOU’s goal of increasing diversity. However, out-of-state students have added expense and logistical challenges in the area of orientation activities, like the campus-based SOAR event; therefore, WOU offers out-of-state orientation sessions in Hawaii and California.

**New Student Week**

New Student Week (NSW) is an eight-day event for incoming and transfer students, held the week prior to the start of fall term classes. In addition to social programming, NSW is comprised of small-group educational sessions that orient participants to a variety of student life areas at WOU that include campus activities, resources, requirements, and policies. Students are not required to attend most sessions; however, mandatory sessions include important transitional topics, such as alcohol use and diversity. Each evening, students are encouraged to attend the central social activity to help facilitate their entry and raise comfort levels regarding WOU on-campus life and culture. Additionally, students are encouraged to have lunch with faculty on designated days.

Attendance is tracked through session evaluations. The mandatory speakers, educational sessions, and social activities have been well received by participants, and attendance numbers are strong at nearly all NSW events. Additionally, NSW has student participants evaluate the optional educational sessions to assess effectiveness, and results have been positive.

**Summer Bridge Program**

Student Enrichment Program (SEP) offers a Summer Bridge Program to help transition incoming first-year students to the demands and expectations of college life. All incoming WOU students accepted into SEP are invited to apply for the SEP Summer Bridge program, which is a week-long residential orientation program; about one-third of the incoming cohort of SEP first-year students participated in summer 2012. Summer Bridge participants receive two elective college credits for fulfilling the program requirements, which include educational and social programming and a community service component. In fall 2012, forty-two incoming students participated.

At the conclusion of the Summer Bridge program and before receiving course grades, participants must complete an evaluation of their Summer Bridge experience. They assess the quality of the educational and social programming, their understanding of university and SEP policies and procedures, their preparedness to begin their collegiate studies, and their satisfaction with the Summer Bridge staff and overall experience. Results from these surveys indicate that SEP Summer Bridge participants have a stronger connection to the SEP program and a more thorough understanding of university policies and procedures and SEP program requirements than does the general SEP student population.

**2.D.4** In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

WOU catalog lists degree and graduation requirements and is updated annually to ensure accuracy. When an existing degree program is either eliminated or undergoes significant curricular changes, students retain the capacity to graduate under original requirements. Students admitted as freshmen may choose to apply to graduate under the catalog in effect on their first enrollment after admission or under the requirements of a later catalog that is no more than seven years old (p. 12).
The process for the elimination or alteration of a degree program is inclusive, incorporating the perspectives of faculty, administration, Faculty Senate Curriculum Committee, Academic Requirements Committee, Faculty Senate, the college dean, provost, and president. Students are notified by the department offering the eliminated or altered degree program and instructed to meet with their academic advisors. If students select to graduate under original requirements, there are multiple methods to meet these requirements. A student is able to graduate under the original requirements when the unit continues to offer some of the original curriculum and/or the student can substitute other offered courses that are deemed equivalent to eliminated courses.

WOU has not eliminated a degree program in recent history. However, the Teacher Preparation: Deaf Education degree program was placed on moratorium in the fall of 2006. Enrollment of new students was suspended. Students who were enrolled in the program received notification about the moratorium and were provided a listing of the courses required for program completion along with a description of offerings over the next two years. Additionally, students were notified that, if they missed a course, they could petition the department for a substitute course to satisfy that specific requirement.

In all cases, decreasing unnecessary obstacles to graduation for students is the priority for department chairpersons, division chairpersons, deans, and the provost.

2.D.5 The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes: a) Institutional mission and core themes; b) Entrance requirements and procedures; c) Grading policy; d) 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; e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty; f) Rules, regulations for conduct, rights, and responsibilities; g) Tuition, fees, and other program costs; h) Refund policies and procedures for students who withdraw from enrollment; i) Opportunities and requirements for financial aid; and j) Academic calendar.

The annual catalog is published by 1 May for the following academic year to facilitate the spring and summer registration process of new students to the university. The publication is the primary guide for students and the university in academic and financial matters, including courses, grading, degree requirements, deadlines, academic and student rules, the academic calendar, and campus resources and services. The catalog is available online and in limited quantities in print. Additional formats (i.e., braille, voice, enlarged print, and high-contrast versions) are available on request through ODS.

The catalog is produced in a collaborative manner that involves the faculty, staff, and administration, with primary project management residing in the Provost Office. The collective review and revision process has resulted in an academic catalog that is representative and respectful of the diverse voices that comprise WOU’s workforce and student body. Ongoing discussions with Faculty Senate help to ensure that curriculum revisions through the Curriculum Committee are approved and communicated in a timely manner to enable a current and accurate catalog each year.

Production and distribution is designed with WOU mission and core themes in mind. For example, all Oregon high schools and community colleges receive at least one printed catalog to support the university’s student recruitment efforts, and flash drives with an electronic file of the catalog were given to all new freshmen in fall 2012. To limit the fiscal and environmental impact of this document, the
number of printed versions has been reduced from 10,000 to 1,000 over the course of four years. WOU has reduced the printing costs and carbon footprint of this document by as much as 90%, while also increasing its availability; however, the increased reliance on the web version has necessitated the future creation of a searchable catalog that will be easier to navigate than the current 200-page PDF. Additional work is required to make the PDF version more useful and user friendly.

2.D.6 Publications describing educational programs include accurate information on: a) National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered; b) Descriptions of unique requirements for employment and advancement in the occupation or profession.

College of Education (COE) administers various educational programs that include preparation of general education teachers at all authorization levels and 29 endorsement areas as well as special educators and early childhood/early intervention specialists. Each of these programs is governed by Division 18 of the Oregon Licensure Standards and Related Rules for Teacher Licensure Programs. COE maintains current and accurate information on its websites and paper materials describing required tests for Oregon educators, requirements for completion of practica, and coursework. Regular monitoring of the quality and accuracy of program materials is conducted, and necessary updates are made by the director of field services.

COE regularly shares information through student forums, information nights, and advising sessions regarding various means of increasing employment opportunities and advancement. Though hiring rates are difficult to track within the state, reports from graduates indicate that hiring rates for Bilingual/ESOL, ESOL, and Special Educator graduates are higher than for candidates who lack those credentials. COE will continue to refine and disseminate materials highlighting educator licensure requirements for all WOU students and major community college partners in addition to promoting marketability components of educator preparation (i.e., additional endorsements and authorization levels). COE will also encourage students to develop profession-related skills, such as technological expertise, and gather advantageous experience through programs, like study abroad, and leadership opportunities within the profession.

Advising the range of education majors and other professional preparation program majors on campus is an ongoing challenge as WOU continues to encounter students who have been misinformed or labor under false assumptions about licensure requirements. COE plans to continue to implement high quality advising; to develop materials that clearly and succinctly communicate licensure requirements, strategies for increasing marketability, and professional development opportunities; and to disseminate these materials broadly. COE has begun to explore the costs and feasibility of advising materials in other formats for diverse audiences (i.e., Spanish language and visually impaired formats).

2.D.7 The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

WOU’s policies regarding the retention of student records is defined by OUS’s General Records Retention Schedule. The institution’s Acceptable Use of Computing Resource Policy provides standards and procedures for protecting WOU information systems, while WOU’s Student Records Policy ensures the confidentiality of records and files as required by the Family Educational Rights and Privacy Act.
(FERPA). University Computing Services (UCS) is responsible for ensuring the security and reliable retrieval of records and adheres to the information security policy; procedures for the backup of records are audited on a yearly basis.

Official university transcripts generated prior to fall 1987 and other original documents, such as major designation/change or name change, are housed in fire-resistant cabinets in a locked, fire-resistant vault in the Registrar’s Office. These transcripts have been microfilmed, with a copy kept in a locked cabinet in the registrar’s vault and a second copy (i.e., a safety copy) kept in the Security Copy Depository at the Oregon State Archives. All stored paper records, including those on microfilm, should be digitized and stored securely on the network; however, until funds become available, the existing storage of documents generated prior to 1987 is adequate.

Since 1987, student records that have been generated electronically are maintained electronically. UCS is actively engaged in maintaining the firewall that provides protection from both outside threats and internal network threats and actively modifies the firewall rules, as needed.

WOU’s Student Records Policy respects the right of individual privacy and ensures the confidentiality of records and files as required by FERPA. Students, faculty, staff, and the public are informed of policies related to privacy and security of records in the catalog and online on the Registrar’s webpage. WOU staff members are granted access to the Banner SIS, where student records are stored, when necessary to perform job-related duties; requests for such access are approved by the registrar and the director of business services after the staff member has read and agreed to the terms of the WOU “Code of Responsibility for Security and Confidentiality of Records and Files”.

2.D.8 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.

Financial Aid Office administers student financial aid programs according to federal, state, and institutional regulations. The office is also a student resource regarding financial aid and scholarships, financial aid counseling, and financial aid consumer information, which is provided to students and families in person, by telephone, on the website, or emailed to students annually. In addition to the outreach provided by the office, over 28,000 contacts are made annually to the office either by telephone or in person.

The financial aid staff ensures that correct financial aid is awarded to eligible students and that disbursements are made as early as possible. Frequent emails are sent to students regarding general financial aid information, disbursement, and FAFSA revision information. In 2011-12, approximately $62 million in financial aid was awarded to 77% of WOU undergraduates and 49% of graduate students, compared to $38.7 million awarded to 74% of undergraduates and 41% of graduates four years earlier. From 2007-08 to 2011-12, the number of students receiving financial aid has increased by 28% (UG) and 62% (G), while the total financial aid dollars awarded has increased nearly 61%. During that same period, PELL-eligible students enrolled at WOU increased from 1,308 students to 2,360 students, an 80% increase.

OUS requirements to increase spending for underrepresented populations of students align with WOU’s aim to promote diversity on campus with attention to financially underprivileged and historically
underserved populations; however, this has contributed to student financial need being at its highest point in recent history.

Accountability of the financial aid program is ensured through monthly and annual reports to the U.S. Department of Education and to the Oregon Student Access Commission, as required. Monthly submission of the federal student aid reconciliations and annual Fiscal Operations Report and Application to Participate (FISAP) to the U.S. Department of Education, as well as timely term-by-term submissions of state grant aid reconciliations the Oregon Student Access Commission result in continued federal and state student aid program eligibility at WOU and in successful external financial aid audits (e.g., A-133) conducted by CliftonLarsonAllen, as contracted by the OUS.

The Financial Aid Office receives frequent notification from the U.S. Department of Education of regulatory changes, which necessitates significant staff training to remain in compliance of financial aid regulations. Financial aid regulations change during reauthorization of financial aid (approximately every 6-8 years) as well as each year when new laws are passed. A summary of the regulations is provided on the U.S. Department of Education’s Financial Aid Professional website. Failure to comply with the regulations could result in findings, financial sanctions or institutional loss of financial aid. The Financial Aid Office policies and procedures (link) are reviewed annually and as needed, so that processes are changed to ensure compliance. The frequent regulatory changes and the additional training required to remain in compliance are constant challenges for the office, yet standards for an effective and accountable program have been consistently maintained.

2.D.9 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution’s loan default rate.

Approximately 65% of all WOU undergraduate students receive Federal Loans, resulting in nearly $31 million borrowed annually in Federal Perkins and Federal Direct Stafford Loans (subsidized and unsubsidized). The most recent average federal student loan debt for a WOU undergraduate is $25,808, which is up from $21,669 in 2008-09. Borrowers are informed of repayment obligations and financial planning through loan entrance and exit counseling which is provided from the U.S. Department of Education website at www.studentloans.gov and www.mappingyourfuture.org (for Federal Perkins Loans).

WOU has consistently maintained a low default rate relative to state and national averages; the WOU 2010 two-year default rate is 4.3% compared to the national average of 9.1%, the national four-year public universities average of 6.0%, and the Oregon average of 8.3%.

The National Student Loan Data System website (NSLDS) is an essential link between borrowers and loan servicers, yet the site is often difficult for users to navigate. NSLDS is the only government site that is updated to contain current loan servicer contact information, and, as student debt is often traded between servicers multiple times over the life of the loan, this site becomes a necessary resource for sustained, timely repayments. WOU Financial Aid Office plans to provide additional guidance for navigating the NSLDS website.

2.D.10 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 requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising
requirements and responsibilities are defined, published, and made available to students.

The mission of Academic Advising and Learning Center (AALC) is to support student success. Staff members (trained in academic advising, student development theory, and WOU graduation requirements), help students identify their educational degree paths relative to their personal and career goals and navigate the requirements of the university for timely degree completion. In addition to the course catalog which is available online and in print, the AALC website allows advisors and students to discuss curriculum, progress, and requirements for graduation.

Academic advising at WOU is a joint process, with both faculty and professional advisors responding to the needs of students. Over the last several years, the advising processes have been streamlined to help students succeed; students are required to attend a mandatory advising session with their advisors each term until they have a degree plan on file, which is typically three terms prior to graduation. The general education requirements are listed on the advising home page to ensure that students and faculty have easy access to materials. In addition, the AALC utilizes the online degree evaluation system to quickly transmit information about graduation requirements to students and advisors.

WOU is one of nine institutions in Oregon participating in an Academic Advising Research Consortium, with principal investigators situated at Portland State University. In spring 2010, a survey on student satisfaction with advising was administered to WOU students, professional advisors, and faculty. The investigators have been analyzing the data and will shortly release WOU’s statistical data for the AALC to review and act upon.

Recognizing the outstanding work of the academic advising community at WOU, the National Academic Advising Association (NACADA), has awarded international recognition to five faculty members and four staff or administrators, for their contributions as advisors, since 2008.

2.D.11 Co-curricular activities are consistent with the institution’s mission, core themes, programs, and services and are governed appropriately.

An engaged student body outside the classroom is essential in order for students to apply academic learning to local and global issues. WOU has a wide array of co-curricular activities, which support the institution’s mission and core themes and aid in student development. Professional staff members oversee the operation of these activities and maintain appropriate procedures for each.

Campus Recreation Department
The Campus Recreation Department (CRD) oversees the Health and Wellness Center, Aquatic Center, Climbing Wall, and lit-turf field complex, all of which are designed to maximize the fitness and recreational opportunities of the WOU Community and its diverse interests. Programs and services offered include intramural sports, sport clubs, open recreation, outdoor programs, fitness classes and equipment, aquatics, special events, equipment checkout, outdoor rental equipment, reservation of facilities, credit PE classes, and non-credit instructional programs for all WOU students, faculty, staff and their families. Over the past two years, CRD has expanded significantly; the new Health and Wellness Center has an annual average of 80% user participation from the student body; conversely, only 9% of eligible faculty, staff, and administrators have taken advantage of its facilities, which might result from the fact that employees must pay for access. Similarly, the addition of the Climbing Wall complex has resulted in 2,300 climbing/bouldering certifications, and participation in fitness classes has risen to over 4,100 participants within one year of implementation.
**Student Leadership and Activities**

Students have the opportunity to participate in multiple activities through three different organizations: Associated Students of Western Oregon University (ASWOU), Student Leadership and Activities (SLA), and Student Activities Board (SAB). ASWOU is the student government organization, which not only provides opportunities for students to participate in governance but also facilitates the chartering process of student organizations. Student Leadership and Activities (SLA) provides programs, leadership development, and involvement opportunities, such as fraternity and sorority life, to students on behalf of the university. Finally, the Student Activities Board (SAB) is a student-run programming board that provides involvement opportunities for students and sponsors many major campus events, including Homecoming and Holiday Tree Lighting. All three organizations create inclusive environments and encourage the involvement of students from diverse backgrounds.

ASWOU has partnered with SLA to ensure that student organizations are being given accurate and up-to-date information on university policies and procedures and to provide training for student organizations: for example, day-long workshops provide students with pragmatic knowledge regarding budget management, room reservations, and campus policies. Additionally, invited speakers provide information on effective leadership, such as creating a vision or promoting teamwork. To ensure that student organizations attend mandatory training on purchasing and travel policies, ASWOU limits the abilities of clubs to reserve space or use financial accounts when members fail to attend mandatory training.

**Multicultural Student Union**

The Multicultural Student Union (MSU), advised by the director of MSSP and focused on culturally underrepresented populations, promotes diversity, social justice, and cultural awareness throughout the WOU campus and the surrounding community. MSU provides students, faculty, and staff an opportunity to share their cultural background while learning about others. Since its establishment in 1992, when minority students accounted for 5% of enrollment, MSU has had an 83% increase in programming, which is reflecting the increased enrollment of minority students (i.e., 20.5% of current headcount). To assist with the increase in programming, MSU has secured approximately $20,000 a year in Incidental Fee Committee (IFC) funding.

MSU club meetings and events are well attended, with an average of 60 members attending weekly club meetings and a range of 75-600 people attending MSU-sponsored events. In order to continue the development of current programs as well as the implementation of new programming, MSU will continue to collaborate with other organizations on campus, such as the Black Student Union, the Polynesian Club, Green Dot, Safe Zone, Abby’s House, Triangle Alliance, and MEChA.

The increase in minority students in the last twenty years, from 5% to 20%, has resulted in the development of organizations for specific minority groups, such as the Black Student Union, MEChA, and the Native Student Union.

**2.D.12** If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution’s mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.

The Auxiliary Service areas at WOU contribute directly and meaningfully to the mission and intellectual
climate of the university. Auxiliary services on campus are financially self-supporting operations; working with advisory boards which consist of students, staff, and faculty, they assist with developing the budget, establishing rates, and collaborating on policies and procedures.

University Housing

University Housing is dedicated to fostering a healthy, supportive, and sustainable living-learning experience. This is achieved through educating and encouraging students and staff to adapt to an evolving society, to grow personally and academically, and to recognize their impact as inclusive and responsible citizens. The Housing and Dining departments work with a Housing and Dining Advisory Committee, consisting of both students and staff, whose sole purpose is to provide guidance on budget and policy development as well as departmental improvements and initiatives.

University Housing offers students enriched living environments that support the academic mission of the university as well as the personal and academic goals of the students. First-year students are required to live on campus, which allows them to receive a multi-faceted educational experience that supports their intellectual and personal development. Programming is guided by the Core Values Programming Model instituted for 2011-12 and highlighting University Housing’s seven core values: Communication, Community, Inclusion, Learning, Sustainability, Support, and Wellness.

University Housing conducts an annual assessment on the overall satisfaction of residence hall students in terms of their on-campus living experience. The data indicates that 79.1% of residence hall students are either “slightly satisfied,” “satisfied,” or “very satisfied” with their on-campus living experience. Additionally, in the last two years, more emphasis has been placed on creating academic initiatives, partnerships with academic support services (e.g., AALC and Writing Center), and academic-related programming. In 2011, University Housing changed its organizational structure to create an assistant director of academic initiatives and assessment position, which oversees the organization of departmental academic initiatives and annual assessments.

Upgrading and building new facilities has been prioritized to support the effort to meet the combined living and learning demands of students. In 2010, University Housing opened the new residence hall, Ackerman Hall), that features living-learning communities around academic and social themes, and, in 2011, new study lounges were created in residential communities where study spaces were limited or otherwise did not exist.

University Housing revenue is heavily dependent on first-year students’ required occupancy; with the exception of the 2010-11 academic year, the year Ackerman Hall was opened, occupancy in the residence halls has been below capacity over the last five years, resulting in program reductions implemented after consultation with the Housing and Dining Advisory Committee.

Bookstore

WOU’s bookstore provides consolidated course material information and rental material information, which allows students access to required textbooks and other course materials. The course materials list is published online on the first day of registration and is updated in real time to enable students to consider material requirements before registering. The rental materials list is published online and updated each term. Access to course materials is provided in several delivery formats: new and used condition, eBook format, and rental arrangements. For students who are unable to pay for course materials, the bookstore provides a small study area where students may use materials without purchasing. The bookstore also provides access to other necessary materials, including art supplies,
reference materials, study aids, and assorted supplies. The bookstore introduced eBook formats as well as a textbook rental program to improve service and reduce student expense. The number of texts included in the rental program has continued to increase each term, from 17 titles (with 236 copies rented) in Spring 2011 to 84 titles (with 2,511 copies rented) in Fall 2012.

Campus Dining
Campus Dining operates university catering, four restaurants in the Werner University Center, and the Valsetz Food Court, which is the main dining location for 1,080 resident students. Dining Rooms have wireless internet available to both diners and non-diners. Re-usable china, compostable paper, and bioplastic dishes are utilized. All restaurants accept the Residential meal plan, Wolf Bonus Account, Credit/Debit Cards and cash for payment. Since fall 2010, Valsetz has composted 70% of all waste, and WUC restaurants compost all organic waste generated by production. Staff weighs the amount composted in WUC every day, which is recorded in a weekly financial report.

Student Health and Counseling Center
Student Health and Counseling Center (SHCC) provides open access to quality medical care, sexual health services, mental health assessment and treatment, wellness education/prevention, referral services, and opportunities for students to engage in campus-wide wellness activities, including policy suggestions. SHCC also facilitates the Campus Wellness Challenge, an interactive wellness site that monitors student nutrition and health activity. Additionally, SHCC co-publishes Student Health 101, a digital magazine about medical health, mental health, and wellness education. Over 13,000 appointments were scheduled during the 2011-12 academic year, and SHCC is on track to facilitate over 16,000 appointments during 2012-13. Productivity reports (weekly, monthly, quarterly, and annual) provide specific details about number of appointments, time spent with each student, appointment reason, and provider. During the 2012-13 academic year, the SHCC will transition to electronic medical records, which provides the opportunity to collect more specific data, such as appointment reasons, improvement in condition or diagnosis, or provision of educational materials.

Similar to a national trend in higher education, SHCC has experienced an increase in medical and mental health acuity, which has correspondingly increased the demand for both the number and complexity of services provided. An increase in emergency slot, same-day appointments and crisis evaluations indicate a higher rate of chronically or persistently mentally or medically ill patients or patients with acute medical needs.

2.D.13 Intercollegiate athletic and other co-curricular programs (if offered) and related to financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

WOU offers thirteen intercollegiate sports, all of which compete within the NCAA Division II and the Great Northwest Athletic Conference (GNAC). The Intercollegiate Athletics Program provides unique learning opportunities for student-athletes who participate. The Director of Athletics reports directly to the WOU president, to ensure clear and consistent communication. Although budget authority resides with the Director of Athletics, all transactions are managed and monitored by the Business Office. This system fosters educational and financial sustainability.

WOU’s programs are designed to foster a student’s growth in multiple areas, including discipline, time
management, teamwork, focus, persistence, and leadership. Additionally, the diversity of WOU’s student-athletes creates an environment where students learn about cultural, racial, social, and sexual orientation differences in a competitive and collaborative environment. Thus, WOU’s intercollegiate athletics program supports the university’s mission of Effective Learning opportunities that prepare students for a fulfilling life in a global society. Student-athletes are fully integrated into the student body: they are subject to the same admission requirements, standards, and deadlines as non-athlete students. Academic requirements for initial eligibility (i.e., first-year eligibility) and continuing eligibility for practice and competition are established by the NCAA and monitored by WOU’s Director of Athletic Compliance. Continuing eligibility requires that student-athletes maintain good academic standing and are progressing toward a degree. When students enter their junior year, they are required to file a formal degree plan against which future academic work is tracked; this process guides student-athletes toward the degree that they have chosen.

While WOU’s student-athletes graduate at a significantly higher rate than the WOU general student population (a difference of 15% according to the Federal Graduation Rates) NCAA report, there are areas that need attention: first, male student-athletes graduate at a lower rate than female student athletes. Second, both male and female student athletes graduate at a rate slightly lower than the national average for Division II student athletes as established by the Academic Success Rate (ASR) calculation, which is more inclusive than the Federal Graduation Rate since it includes all student-athletes, including transfer students and those not receiving athletic financial aid.

The Great Northwest Athletic Conference, in which WOU participates, tabulates revenues and expenditures for all conference members. While WOU is comparable with other GNAC members in terms of overall expenditures, it is in the bottom one third of the conference in the area of financial aid availability and has fewer FTE scholarships available to teams and student-athletes. As a result of the limited financial aid available, many of WOU’s student-athletes rely on part-time employment and student loans to pay for school. This financial burden causes some to quit teams to work or to withdraw from the institution altogether.

The Intercollegiate Athletics Program is increasing its fundraising activity as a way to increase financial aid to WOU’s teams and student-athletes. It recognizes that it cannot expect a significant increase in institutional funding for this purpose, so it is increasing its donor outreach, broadening its donor base and establishing revenue-generating activities such as sports camps and coaching clinics.

2.D.14 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures 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.

WOU maintains an effective identity verification process for all students, including distance students. A secure and unique login identification and password are required for a student to access Portal, WolfWeb, and Moodle. The challenge for distance classes is designing instruction to include a balance and variety of assessments that recognize the unique abilities of each student. Instructors are encouraged to assess students in a variety of ways that involve demonstrable skill and the practical application of knowledge. These methods significantly raise the potential for recognizing discrepancies in student work should cheating occur.
Designing distance courses to include various teaching and learning modalities is a relatively new field that requires additional skills for instructors. To educate faculty and support best practices in teaching online classes, the Center for Teaching and Learning (CTL) provides an instructional designer and technical support.

**LIBRARY AND INFORMATION RESOURCES**

2.E.1 **Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution’s mission, core themes, programs, and services, wherever offered and however delivered.**

Hamersly Library provides the WOU community with extensive access to resources. It participates in shared purchasing agreements through the Orbis Cascade Alliance (OCA), a library consortium composed of 37 public and private colleges, community colleges, and universities in Oregon and Washington. This participation allows the library to purchase more electronic resources (e.g., journal packages, databases, and e-books) with reduced cost; for example, the library paid $14,000 for access to 13,463 e-books, at a cost of $1.04 per e-book. Summit, the shared union catalog of books, periodicals, other formats, allows users to request over 8.8 million titles not owned by the library with an average delivery time of two days or less.

The library provides students and faculty with access to over 135,000 journal titles, 99% of which are provided electronically; it subscribes to a number of full-text and streaming databases, including EBSCO (which acts as the primary database access point), JSTOR, Films On Demand, and Ebrary. While the library has shifted toward more electronic purchases and access, the print collection is still used: the physical collection made up 22% of the total items circulated last academic year. A new service, Scan and Deliver, was instituted in 2011 to provide electronic copies of book chapters and journal articles to current faculty, students, and staff, upon request. Library staff scans requested material from the physical collection and delivers via email attachment within two business days.

The majority of the library’s collections are accessible to faculty, staff, and students 24/7 through the use of a proxy server, which allows users to login and access library and information resources from any location and at any time. The library has leveraged its purchasing power by embracing the patron-driven acquisition model (PDA): materials are purchased upon user request rather than purchased without consultation. PDA is demonstrated through the new services of Articles on Demand (also known as pay-per-view), which allows users to purchase journal articles immediately and as needed and by prioritizing faculty purchases. Statistics generated from the proxy server, database vendors, and Google Analytics will continue to assist library administration and faculty in library acquisition decisions. In addition, librarians also solicit faculty input informally and through surveys regarding their perceptions of library resources and academic needs.

Although both the number of materials on eReserves and the number of circulation times decreased, materials being linked to and accessed via Moodle increased. With the library having more materials immediately accessible, faculty are able to link to electronic information through Moodle, which is the university’s course management system, further increasing student access to library resources.

Furthermore, because WOU is the state’s leading education program, the library serves the state’s depository for state adopted textbooks. The library makes these textbooks and supplemental materials available to both WOU and the outside community.
In 2010, the library took on the role of administering and managing Digital Commons@WOU, which provides open access to published and unpublished scholarly and creative works, research, and reports contributed by faculty, staff, and students. Currently, the repository, comprising 151 documents in 46 disciplines and collections unique to WOU, includes the following: five student scholarship and event collections, including electronic theses; the university’s first peer-reviewed undergraduate journal, PURE Insights; and two archival collections of yearbooks and documents related to the history of Oregon’s public beaches.

In 2011, the library hired a librarian faculty position to manage both university Digital Commons@WOU and University archives which provide access to local manuscripts and collections of historical value, some dating back to WOU’s founding as Monmouth University in 1856. Access to archival collections has increased through descriptive records being added to the local catalog and 16 “finding aids” added to the Northwest Digital Archives (NWDA) database, which provides access to descriptions of primary sources in the Northwestern United States, including correspondence, diaries, or photographs. Its audience is diverse (e.g., academic researchers, historians, students, and genealogists). This addition has elevated the university’s archival programs by uniting it with major research institutions in the Pacific Northwest and has resulted in increased accessibility: within a seven-month period, WOU’s archival materials have been accessed 585 times.

Finally, WOU is a partner library in Answerland, a cooperative virtual reference service available to individuals who live, works, or attend school in Oregon and to anyone with Oregon-related questions, such as local history and genealogy. Answerland coordinators retain data on questions, question date and time, protocol used by patron, and webpage sources, if appropriate.

2.E.2 Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.

Planning for library and information resources is informed by a variety of quantitative data collected and analyzed throughout the year. Examples include the following: web and online resources usage data provided by the resource vendors and Google analytics, circulation statistics for WOU and the Summit catalog, and transaction statistics for interlibrary loan, purchase OnDemand, and digitization requests. More effective planning in this area is demonstrated by the decrease in the number of requests received for materials or resources not accessible by WOU and by the decreased costs-per use for the WOU-accessible resources. For example, in the period between 2008 and 2011, interlibrary loan requests for articles decreased from 2,808 to 1,358, and the average cost per use for databases decreased from an average of $9.98 to $1.47 per session. Other quantitative data is collected through gate counts, electronic room reservation requests via Astra, and periodic manual counts of patrons utilizing space and equipment.

Planning also includes use of qualitative data and user feedback across a variety of users. User feedback, gained through of surveys, online comment forms, formal and informal requests from faculty and students, and observation of patron behaviors, is also tracked. For example, in 2011, the library surveyed faculty regarding the databases most often used in their research as well as the database to which they most often referred students for class work. Feedback from faculty also influences the purchase of individual library materials (e.g., books or videos). Librarians also conducted a small-scale usability study to gather data on students’ ability to perform tasks and find information through the library’s website and made site revisions in response to findings.
The use of data, combined with user feedback, has also driven decisions about the use of space. For example, the library provides space for math tutoring and writing tutoring and has converted the student lounge to a 24-hour study space, which includes computer workstations and a printer. The 24-hour study space was of particular interest to WOU international students, who typically live on campus and are often seeking study spaces outside of their dorm rooms.

Anecdotal information suggests that ease and immediacy of access are important to users; this is supported by the 50% decrease in articles delivered via Interlibrary Loan, a service which takes several days, and the increase in requests for OnDemand article delivery, a service which delivers articles immediately. In addition, ebook usage has increased more than fivefold since 2008, nearly doubling in the last year alone. While some of this increase can be attributed to more books being available in ebook format, the increase in use is proportionately higher than the increase in content.

Overall the library operates without any systematic feedback process from an advisory or representative group of students or faculty. Requests for information resources or for space resources, for example, are generally received from individuals or from campus departments, and the librarians typically make either individual or joint decisions on these requests. While this allows the library to be more immediately responsive, a representative advisory group could contribute to strategic, long-term planning and ensure that resources were equitably distributed to meet more campus needs.

2.E.3 Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

The library provides instruction and support to students, faculty, and staff in person, via phone, online, and in class. The majority of instruction takes place in class or in one-on-one sessions either at the information desk or by appointment. Before in-class sessions, librarians work with faculty to tailor instruction to students’ course-specific research needs.

In-class statistics reflect an increase in instruction sessions over the last several years. In particular, librarians have made a concerted effort to ensure library instruction is provided to core freshman courses, which includes college writing (WR 135), public speaking (COM 111), and first-year experience courses (ICS 101). In addition to responding to instruction requests initiated by faculty in all disciplines, librarians often proactively reach out to faculty to offer instruction for courses that include research elements, especially core courses.

Archives-related instruction, which is included in history and political science undergraduate and graduate courses, has expanded since the addition of an archivist position in the library faculty have also team-taught graduate and undergraduate courses on archives management.

Feedback regarding in-class instruction is collected through surveys administered to participating students and faculty. The surveys track perception and satisfaction, rather than knowledge and skills acquisition; thus, adjustments are more easily made to instructional techniques as opposed to content. Setting learning objectives and assessing student achievement on those objectives are the instructional librarians’ ultimate goals.
In 2012, the library began a systematic effort to identify all courses within each discipline that include research components. This on-going project is an effort to be proactive in providing research or information resources instruction, as well as to track the comprehensiveness of the library’s instruction program. The library intends to examine how the research instruction needs of the courses are currently being met (e.g., in-class instruction, online resources, by the professor, and via reference services).

2.E.4 The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.

Twice each year, the librarians systematically review the usage and expenses of databases that are under licensing contract; the review is facilitated by examining data on numbers of searches, licensing costs, calculated costs per search, and per full-text downloads. The purpose of the review is to assess whether each database is meeting the curricular and research needs of the faculty and students.

The librarians participate in the programs and governing committees of OCA. The committees continually assess their relevant programs through data collected via the consortium and use the assessments to collectively improve the availability, accessibility, affordability, quality, and usability of information resources and services for the students and faculty of member libraries. For example, OCA’s Electronic Resources Committee participates in resource selection, initial and renewal license, and price negotiation. Potential resources are assessed on quality compared to competitor resources, potential benefit to patrons of member libraries, diversity of resources across subjects and formats, and utilization of existing licenses.

Licensed electronic resources require limiting off-campus access to current WOU students, faculty, and staff. The access and security of computing resources are administered by University Computing Services (UCS). The library does extend non-WOU guest access to desktop computers in the library (see policy and procedure).

Library staff follows established processes and procedures for ensuring the security of physical collections. These include the following: processing incoming materials by inserting magnetic security strips, or alternately, housing materials to restrict access when a magnetic strip would affect use; processing and handling physical archival artifacts according to archival standards; maintaining security of the library, including onsite staff persons until the library closes at midnight; and monitoring by Campus Public Safety and the Office of Information Technology. Security for archival collections has also been improved. In fall 2012, areas and rooms of the library that currently store and preserve archival collections were rekeyed so that only specific authorized staff members have access. The change protects the historically valuable materials while providing public access via appointments with university archivists.

FINANCIAL RESOURCES

2.F.1 The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.
Western Oregon University’s fiscal policies and practices are defined primarily by the Oregon University System [OUS] Finance and Administration Division, which develops and administers the OUS budget, recommends fiscal policies to the Oregon State Board of Higher Education [OSBHE], and maintains standards for campus and system-wide fiscal planning and reporting. The OUS Finance and Administration Division is guided by OUS Board policies and internal management directives, Oregon Administrative Rules, and Oregon Revised Statues.

Responsible fiscal management requires adequate reserves, as fund balance [FB], to mitigate current and future financial risks. Adequate fund balances enable the institution to manage cyclical variations in revenues and expenditures and to protect against catastrophic events, revenue declines, expenditure gaps, or unexpected legal obligations. (The fund balance is not a measure of cash on hand, but rather, the difference between assets and liabilities.) One measure of financial stability tracked by OSBHE is the percentage of FB to total net revenue. OSBHE requires the state institutions to make quarterly projections to the Board; should the percentage of FB to total net revenues fall below 5 percent or rise above 15 percent, the president is expected to explain the variance and provide a plan to bring the percentage closer to 10 percent (OUS Fund Balance Policy). WOU, however, is required to maintain a higher target because of the increased financial risk associated with the WOU Tuition Promise, which guarantees newly enrolled undergraduate freshmen the same tuition rate for four years. (Students who enrolled in the fall of 2008 on this plan now enjoy the lowest tuition in the OUS.) Thus, OSBHE has directed WOU to maintain a fund balance between 10%-20% of annual operating revenue with a target of 15%; as of September 30, 2012, WOU projected a 16.2% ending fund balance for June, 30 2013. Furthermore, based on OSBHE’s target ranges, WOU demonstrated one of the strongest fiscal positions within the OUS system as seen in the chart below:

<table>
<thead>
<tr>
<th></th>
<th>Fund Balance as % of Operating Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>June 30, 2012 Actual</td>
</tr>
<tr>
<td>WOU</td>
<td>19.3%</td>
</tr>
<tr>
<td>PSU</td>
<td>18.9%</td>
</tr>
<tr>
<td>UO</td>
<td>15.6%</td>
</tr>
<tr>
<td>OIT</td>
<td>16.2%</td>
</tr>
<tr>
<td>OSU</td>
<td>11.2%</td>
</tr>
<tr>
<td>EOU</td>
<td>7.8%</td>
</tr>
<tr>
<td>SOU</td>
<td>8.1%</td>
</tr>
</tbody>
</table>

Over the last three years, WOU’s percentage of FB to total net revenue has been within the range and above the target set by the OSBHE, although it has been steadily dropping: 21.2% (FY10-11), to 19.3% (FY11-12) and to 16.2% (as of 9/30/12). This is related to ongoing economic challenges, higher personnel costs (particularly benefits), and no increases in state appropriations for education in addition to lower increases in tuition. Between 2010 and 2012, state funding decreased from 31.5% of WOU’s total revenue to 26.4% and is budgeted to be only 25.1% in this current year (WOU 2012-13 Fiscal Year Budget, pg. 6). State funding has decreased from approximately $19 million for 2006-07 to $13.5 million for 2012-13, yet FTE enrollment has increased 26.6% from 2006-07 to 2011-12, similar to the 23.3% increase for OUS overall (OUS Enrollment).
WOU leadership has taken a proactive approach in response to a trend of decreasing fund balance. First, it has initiated an interactive, multi-year financial modeling tool that allows users to input data from various assumptions (e.g., decreased tuition revenue, increased personnel costs, or decreased state funding) and see the impact of those changes on fund balance levels. Second, WOU leadership initiated the “Window of Opportunity” continuous-improvement initiative; the purpose of the initiative is to inform the campus community about fiscal challenges and to engage key departments in finding opportunities to improve efficiency or identify resource opportunities. WOU leadership anticipates that this initiative will have a positive fiscal impact and help stabilize or slow the rate of decline in WOU’s fund balance.

Thus, WOU leadership demonstrates attentiveness to ensuring financial stability, appropriate financial planning and necessary risk management. These are documented via quarterly fiscal status reports to the campus and OUS, as well as an annual budget and year-end financial statements accessible via the WOU Budget Office website. For example, the first Quarterly Management Report for FY2012-13 displays fiscal information by operational categories, identifies variances from budget, and explains any line item that is above or below the expected tolerance level range. In addition, OUS publishes an annual, audited financial report that provides institution-specific statements; the Management Analysis and Discussion section (pp. 10-15) provides a comprehensive overview of OUS’s fiscal status.

2.F.2 Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

WOU’s performance relative to that of peer institutions on key financial ratios demonstrates the effectiveness of the institution’s resource planning and expense management (Fin Admin Board Mtg 10-19-12, p. A36-A40). OUS uses the following institutions as comparison schools for WOU: California State University- Stanislaus, Fort Hayes, Southeast Missouri State, Southern Utah, University of Mary Washington and Eastern Washington University.

<table>
<thead>
<tr>
<th>Source: 10-19-12-Meeting of the Board Committee on Finance &amp; Administration</th>
<th>For FY 2011-12</th>
<th>WOU</th>
<th>Peer Group Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Total Expenditures for:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction, Research, and Public Service</td>
<td>48.7%</td>
<td>48.4%</td>
<td></td>
</tr>
<tr>
<td>Academic/Student Support Services and Financial Aid</td>
<td>27.0%</td>
<td>26.5%</td>
<td></td>
</tr>
<tr>
<td>Administration and Physical Plant</td>
<td>11.2%</td>
<td>11.9%</td>
<td></td>
</tr>
<tr>
<td>Current Ratio</td>
<td>2.8</td>
<td>2.6</td>
<td></td>
</tr>
<tr>
<td>This is a measure of liquidity; the higher the ratio the better, but conventional wisdom is that the ratio should be at least 2:1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary Reserve Ratio</td>
<td>28.8%</td>
<td>29.4%</td>
<td></td>
</tr>
<tr>
<td>This ratio measures financial strength by comparing expendable assets to annual operating expenses; essentially, this demonstrates an ability to safeguard against unforeseen events.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debt Burden Ratio</td>
<td>4.7%</td>
<td>3.1%</td>
<td></td>
</tr>
<tr>
<td>This ratio measures the institution’s dependence on borrowed funds; the lower the ratio, the more resources that are available for operational needs. Levels above 7% may indicate a burden on financial resources to pay debt.</td>
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</tbody>
</table>
WOU develops its annual budgets based on collaborative participation by individuals who have responsibility and authority for cost centers or revenue generation. (Auxiliary enterprises’ directors participate so that revenue/expense forecasts will be based on their operational plans for the coming year.) Then, every monthly period, the actual budget status is reviewed against the prior year’s actual amounts for that period as well as the full budgeted amount for the current year. Variances are analyzed by the appropriate manager within the operational areas; explanations are routed back to the Vice President for Finance and Administration. Budget reports are produced quarterly and provided to OUS, as well as posted online on the WOU budget office site.

One non-tuition revenue source is that which is generated as administration overhead (‘indirect cost recovery’) for grants managed by the Teaching Research Institute. In this case, WOU budgets anticipated indirect cost recovery for extramural funded grants and contracts based on a three-year average of prior amounts. Each year this calculation is reviewed based upon changes in grants and contracts to determine whether there is any significant impact upon the next year’s projection.

WOU enrollment management practices have evolved to reflect best practices and meet the university and Oregon University System fiscal and enrollment planning needs. Developing the WOU enrollment projection is led by the Associate Provost in consultation with the directors of four units that focus on new students (Extended Studies, Graduate Studies, International Student Services and Affairs, and Undergraduate Admissions). These units collaborate to maximize efficiency and effectiveness with the goal of predictable and measurable annual growth in new students. The university develops both one-year and five year enrollment projections; these are reviewed on annual basis in meetings with the Oregon University System.

The university also has an active Retention Committee, chaired by the Associate Provost, which meets on a quarterly basis to review and analyze retention data and identify areas of need and next steps. Recent efforts to increase student retention include a 33% increase in the number of First Year Experience sections offered fall 2012, implementation of new retention software (Early IQ), and the creation of a new position (Student Success Specialist). OUS institutional research staff provides critical data relative to enrollment trends across the system, such as trend reports. Although WOU has seen a significant increase from five years ago, in fall 2012 total students dropped slightly from 6,127 to 6,187 (-.5%) and the FTE dropped from 5,127 to 5,106 (-.4%). System wide, OUS saw a small increase of 1.1% and .8% respectively. Thus, oversight for projections of enrollment and retention is integrated through the Associate Provost’s role who works closely with the Vice President for Finance and Administration to ensure that the most accurate projections are placed into the university’s budget projection model. Finally, WOU’s resource planning and development is well-served by the multi-year financial modeling tool and the WOO initiative (both described in 2.F.1) which provides a proactive, long-term, more fiscally-conservative planning process.

2.F.3 The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.

As described above (2.F.1), financial planning and budget management policies at WOU are defined by OUS policies, OSBHE internal management directives, Oregon Administrative Rules and Oregon Revised Statute. WOU’s financial and budgeting processes are reviewed through quarterly and annual financial reports submitted to and reviewed by OUS and the OSBHE; audits by OUS Internal Audit Division ensures WOU complies with accounting standards and practices mandated by OUS and maintains
adequate control processes and systems. In addition, the state provides a fraud, waste and abuse hotline through which employees may report concerns they have about particular financial practices; this is accessible through OUS and WOU.

At WOU, the development of the annual budget, WOU is a collaborative process that involves multiple stakeholders who have budget authority. Each spring, the VP for Finance and Administration issues a timetable for the budget process and provides stakeholders with budget worksheets relevant to their area of responsibility. Stakeholders then present their proposed budgets to the VP for Finance and Administration, President (and other decision-making parties if relevant), during budget hearings. After discussion and debate, tentative approval for a budget allocation is provided; allocations are finalized once legislative and collective bargaining agreement parameters are known.

Faculty have the opportunity to influence allocation of budgeted funds through the Faculty Senate Academic Infrastructure Committee which provides faculty with a venue through which to request specific funding for equipment purchases and infrastructure or remodeling improvements for academic needs. The committee is comprised of faculty from the academic divisions who evaluate, vet, and rank faculty proposals for funding relative to their potential impact on classroom instruction, research or creative activity. The committee also considers the impact and depth of the request (such as benefits to other disciplines or necessity to a particular program) as well as the timeliness (such as a critical or cost-saving reason to prioritize the request). The ranked requests are then passed to the Provost for his consideration in the institutional funding process. In recent years, approximately $200,000 annually has been allocated to AIC-approved projects.

Students have input via an annual information session on tuition-setting processes presented by the president. At this session, the president contextualizes tuition within the larger WOU and OUS budget setting process and gathers feedback from them about the process as well as specific tuition levels.

Finally, the wider campus community is invited to a quarterly presentation of the Finance Information Committee, which is an open-forum for dialogue and exchange of information and perspectives relative to the University’s financial position. After the meeting, the presentation slides are posted online on the president’s webpage in order to be accessible to constituents who could not attend.

2.F.4 The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.

Accuracy in financial information is ensured through appropriate accounting policies and systems. WOU follows accounting policies established by OUS and in compliance with Generally Accepted Accounting Principles (GAAP) and the Governmental Accounting Standards Board (GASB). WOU uses Banner® by Ellucian, specifically FIS (Financial Information System), SIS (Student Information System) and HIS (Human Resources Information System), as the data management processing infrastructure. Access to Banner is restricted so that only employees with need are given access after managerial approval, and only after reading and signing they agree to conform to WOU’s Policy of Information System Access, and Code of Responsibility for Security and Confidentiality of Records and Files. Training is provided predominately by internal experts, but advanced training is also available from other OUS institution staff on request.
Accuracy is also ensured by WOU’s system of internal controls which are regularly audited by the OUS Internal Audit Division; this division also maintains an online Financial Irregularities policy site that gives clear direction about unacceptable practices for OUS institutions. An example of compliance is the WOU internal control self-assessment, which was presented and accepted by the OSBHE Finance Committee in January 2012 (see pp. 35-60). Finally, OUS contracts with Clifton Allen Larson LLP to conduct the external audit of the annual financial statement; the most recent auditor’s letter and report are publicly available through the OUS Board meeting dockets.

Finally, WOU ensures that financial information is communicated in a timely manner since OUS policies require that the institution must provide financial reports on a quarterly basis; these reports are also posted on the WOU Budget Office website.

**2.F.5 Capital budgets reflect the institution’s mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution’s mission and goals and reflect projections of total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.**

Western Oregon University’s capital budget is a major resource used toward mission achievement. Every biennium, WOU submits a list of proposed capital projects for funding to OUS, OSBHE, the Governor, and the Legislature, drawn from WOU’s Master Plan. This list includes WOU’s priority projects, total project costs, and annual increases in operating costs.

Capital projects are funded by a variety of sources, including the following: State G Bonds, which are debt services paid by the state; State XI Bonds, which are debt services paid by the revenue generation from the project funded (e.g., residence halls); Supplemental Energy Loan Program, which is a debt service paid by energy savings; State of Oregon Lottery Bonds, which are paid by lottery proceeds; and institutional funds, including donations to the WOU foundation and short-to-mid-term borrowings from the OUS Central Bank. Self-funded projects and debt-service limitations are reviewed by the OSBHE for prudence (pp. 19–64 of docket for OUS and pp. 58–62 for WOU analysis). The target for total debt service is to remain below 7% of total revenue per OUS Board policy; WOU is currently below 5% of total revenue (see Section 2.F.2).

**2.F.6 The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.**

Auxiliary enterprises (which include Housing and Dining Auxiliary, WOU Bookstore, Student Health and Counseling Center, Health and Wellness Center, and Athletics) are budgeted and tracked as separate funds and accounts from general operations. They are expected to cover their costs with revenues generated in their operations and have sufficient reserves for future needs, such as expansion. Auxiliary enterprises provide an administrative-cost recovery of approximately 7% to cover centrally provided services (administration overhead). All auxiliary operations maintain positive fund balances and are included in the management reporting and analysis included in the Quarterly Management Reports.

As directed by the most recent OUS accounting policies, starting in fiscal year 2013, salaries and benefits for athletic coaches and administrative personnel that were previously budgeted for and spent from the
General Fund are now accounted for in Athletic auxiliary operating funds. An annual transfer is made from the general fund to the Athletic auxiliary to fund these salaries and benefits.

2.F.7 For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.

As one of the seven institutions under the Oregon University System (OUS), WOU’s financial statements are included in the annual external audit contracted for by OUS. For fiscal year ending 2012, CliftonAllenLarson, LLP, audited the consolidated financial statements for OUS, including WOU; the most recent annual report is located on the Oregon University System site, and the Independent Auditor’s Report is found on page 8-9 of that report. According to the meeting docket for the January 18, 2013 OUS Finance and Administration Committee:

The audit opinion issued by CliftonLarsonAllen, LLP, is an unqualified opinion, which means that their opinion as to the fair presentation of the financial statements was issued without qualification. In conjunction with the audit, CliftonLarsonAllen, LLP, has issued a letter to OUS Management communicating observations and recommendations relating to OUS internal controls. OUS Management has issued a letter in response to these observations and recommendations that includes general agreement with the observations and planned actions in response. None of the observations made by CliftonLarsonAllen, LLP, represented a significant deficiency or a material weakness in the design or operation of internal control for 2012.

Current and prior audit reports may be found on the OUS website. Management letters to the OSBHE from the prior auditors (Moss Adams, LLP) include “Communication of Other Matters and Best Practices” and “Communication with Those Charged with Governance” for fiscal years ending June 30, 2010 and 2011, respectively.

Similarly, WOU is also subject to the audits of the OUS Internal Audit Division (IAD). The most recent IAD Quarterly Progress Report is included in the meeting docket of the IAD October 19, 2012. IAD has made minimal recommendations for improving WOU financial processes and controls; WOU has proactively addressed those recommendations. Overall, copies of reports and recommendations issued by auditors, along with WOU management’s written responses and action plans, are maintained by the Vice President for Finance and Administration. Recommendations are addressed in a timely manner, and action plan procedures are evaluated by the OUS Internal Audit Department to ensure compliance.

2.F.8 All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

University Advancement manages the daily operations of the WOU Foundation and partners with WOU in public outreach and philanthropy. WOU Foundation was founded as a non-profit 501(c)3 organization December, 1964 and serves as the sole legal entity for the receipt of donations. WOU Foundation operates with university support under the auspices of a 1990 agreement between the foundation, the university, and the Oregon University System. As such, the Foundation executive director and other staff are employees of OUS. In accordance with its bylaws, the WOU Foundation is managed by a board of
trustees of no more than 40 members, which include volunteer members-at-large and representatives from ancillary fundraising and campus groups.

To maintain best practices and standards, staff members are encouraged to attend regional and national conferences for professional and educational opportunities. In addition, Foundation board and staff understand and comply with financial management standards set by the Financial Accounting Standards Board and to ethical standards of the Association of Fundraising Professionals (AFP), the Council for Advancement and Support of Education (CASE), and the National Committee on Planned Giving (NCPG). An accredited accounting firm annually audits the foundation, and the results of that audit are forwarded to WOU’s president and the Vice-President of Finance and Administration as well as the Oregon University System.

Current publications directly relating to fundraising and not-for-profit accounting standards are kept on hand and available for reference. These include, but are not limited to, the CASE Reporting Standards and Management Guidelines for Educational Fundraising, Wiley Financial and Accounting Guide for Not-For-Profit Organizations, Wiley Not-for-Profit GAAP Interpretation and Application, and IRS Publications pertinent to charitable contributions (526, 561, 1771, 4302, 4303). The office also produces an annual Honor Roll of Donors reporting the previous year’s philanthropy; this is available online to all members of the WOU community but password protected to protect donor information and prevent “data mining” from outside organizations.

The alumni participation rate (APR) is viewed as a barometer of satisfaction by outside publications such as US News and World Report when ranking colleges and universities. WOU’s APR is 6% and growing, compared to the steady decline in the APR of peer institutions. (This comparison data was compiled by industry leading Council for Aid to Education in their yearly report.) Additionally, WOU’s total donations are also increasing; 2012 fund raising reached $2.9 million (the highest in foundation history) surpassing the previous mark of $2.1 million in 2001.

**PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE**

2.G.1 Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution’s mission, programs, and services.

WOU’s Physical Plant personnel are responsible for managing the planning process for new facilities and infrastructure, as well as for all aspects of maintaining the accessibility, safety, and security of existing facilities, grounds, and infrastructure. This work is guided by OUS Facilities Standards and Guidelines and accomplished through licensed professionals (e.g., architects or engineers); qualified, licensed, bonded, and OUS-approved contractors or mechanical service personnel; and WOU Physical Plant staff.

While Physical Plant is responsible for ensuring the quality of facilities, the quantity or availability of physical facilities is a continuous and evaluative process involving constituents across campus. Additions of instructional facilities, like lecture classrooms, laboratories, or art studios, are guided by criteria such as functional purpose, improved utilization of space, or mission-critical updates. Thus, one building renovation project enabled the specialized medical training facility needed for the Oregon Health and Science University’s (WOU-branch campus) nursing program. A classroom renovation enabled a 40-student mathematics laboratory in a room previously used as lecture space for 25 students. Additionally,
the DeVolder Family Science Center, which is currently under construction, will include at least six new 1,200 square foot laboratories, built to exceed today’s technological and scientific standards. Future additions to the campus are detailed in WOU’s ten-year Master Plan for campus improvements (see 2.G.2).

In terms of maximizing existing resources, WOU’s Smart classrooms with instructor console and full multimedia, internet, and computing access are at near-capacity: 82-98% in use Monday-Thursday 10am-3pm and 42-84% on Friday 10am-3pm. In comparison, regular classrooms show less usage, with 44-75% in use Monday-Thursday and up to 38% in use on Friday during those same hours. Thus, Smart rooms are available predominately at 8 or 9am, for one-hour courses, at 4pm or later start times, or throughout the day on Friday. Even though more openings exist for regular classrooms throughout the week, the pattern of opportunity mirrors that of Smart rooms; early morning, late afternoon, and Friday classrooms have the greatest openings.

Data collected through the Banner scheduling system suggests that greater classroom capacity exists; this is likely due to the various ways in which Banner and Astra define room types. Smart rooms are not designated specifically in the Banner system. In this case, only 62.1% of WOU’s classrooms are scheduled per week in the window between 8am and 4pm. Furthermore, Banner suggests that there is still significant capacity for students within courses; only 39.6% of student seats, or “stations,” are scheduled per week between 8am and 4pm. In both of these cases, the greatest use is between 9am and 3pm, and Friday has the greatest availability.

Accessible, safe, and secure facilities on campus are achieved through a combination of practices and systems. 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. Quarterly fire, life, and safety inspections are conducted in each facility on a quarterly basis by CPS, and any identified issues are resolved by the Physical Plant. 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 conversation, safety, and health at WOU.

Safety and security at WOU are also enhanced with use of electronic key systems. For example, access to all student residence halls can be restricted by individual, hours, or by residence hall; changes in access (e.g., to restrict or grant access) are immediate and have minimal cost to the institution. Similarly, access to academic or administration buildings (without computer labs) is also restricted electronically to limit after-hours access to individuals with relevant responsibilities.

Physical Plant is particularly attentive to WOU community members with physical disabilities and strives to serve individuals’ needs in addition to meeting federal laws. Accordingly, campus facilities (e.g., doorways, restrooms, and ramps) are continually updated to meet or exceed guidelines of the Americans with Disabilities Act; maintenance is ongoing (e.g., sidewalks, ramps); and Physical Plant quickly responds to concerns initiated by the ODS. In the most recent major construction projects, Ackerman Hall and the Health and Wellness Center, significant attention was devoted to accessibility in function and design.

One noteworthy achievement is the completion of Ackerman Hall in September 2010. The residence hall was the first large-scale, new construction residence hall in the country to achieve the highest LEED certification available: Platinum. The LEED rating system offers four certification levels for new construction (i.e., Certified, Silver, Gold and Platinum) that correspond to the number of credits accrued
in five green design categories: sustainable sites, water efficiency, energy and atmosphere, materials and resources and indoor environmental quality. Ackerman Hall houses nine live-learn communities, academic classrooms, study spaces, and offices for dining and campus housing. In its first year of operation, the hall saved 75% more water and 35% more energy than a non-sustainable building of comparable size. Furthermore, interior wood trim, seating benches, and table tops were designed and made from trees that had been removed to make space for the building. Thus, WOU completed a new facility that serves students, faculty, and staff well and contributes to WOU’s goal of a more sustainable environment.

A decrease in Capital Repair Budget allocated to WOU from the state legislature and the timing of the receipt of monies, however, are problematic for planning future repairs. For example, WOU’s funding has dropped from $2.02 M (2007-09) to $1.08 M (2009-11) and is projected to be $1.33 M (2011-13). However, appropriations for the 2011-13 period may not actually be received until May 2013, when bonds are sold at the end of the legislative session, yet monies must be spent by May 2016. Since most major repair/maintenance projects are undertaken during the summer when the campus is less populated, there are three summers available during the 2013-16 timeframe. The challenge rests in how to prioritize projects, without knowing what will happen in subsequent legislature appropriations; however, in the last eight years, WOU has been successful in investing all our allotted capital repair budgets. Thus, the institution is continually challenged to meet its mission and goals in an ever-competitive state-funding environment.

2.G.2 The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

The office charged with managing WOU’s hazardous waste issues is the Occupational /Environmental Safety department (O/E Safety), which is a division of Campus Public Safety (CPS). O/E Safety 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 classified through the Department of Environmental Quality (DEQ) as a Conditionally Exempt Generator (CEG) of hazardous waste, which means that WOU does not produce more than 220 pounds of hazardous waste per month; 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, bio-waste, and universal waste.

WOU has multiple policies in place related to hazardous or toxic materials that include, for example, hazardous chemical management, spill exposure response, or blood-borne pathogens. 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 insuring 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 Occupational Safety and Health Administration (OSHA) and DEQ requirements. O/E Safety completes both quarterly and annual DEQ Asbestos Abatement reports along with the annual State Fire Marshall’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 are inspected annually, and buildings are inspected quarterly, with deficiencies sent to building managers and Physical Plant 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 CPS department. Fire drills are conducted monthly at Todd Hall for Child Development Center, but only at the beginning of fall term in student housing.

Training is given to all new classified and unclassified employees through Human Resources (HR) during the monthly New Employee Orientation. However, the O/E Safety staff is interested in using online programs for all mandated training to make it more easily accessible for all employees.

2.G.3 The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.

The WOU Master Plan for capital projects is developed and reviewed by the Master Plan Committee and managed and implemented by the Physical Plant. The Master Plan Committee includes the provost, deans of COE and LAS, mayor of Monmouth, and constituents from various faculty and administration departments across campus. Thus, the committee membership is a key element in ensuring that campus development is planned in ways that is consistent with the institution’s mission, core themes, and long-range plans. OUS requirements stipulate plans for capital projects span five biennium; accordingly, the committee minimally reviews the plan every two years with a more comprehensive review at five years with the need for meetings determined by biannual review and submittal of Capital Projects (see 2.F.5). In recent years, there has been the 2000 Master Plan (full plan), a 2006 Master Plan Update, and now the 2011 Master Plan (full plan).

The purpose of the 2011 Master Plan is “to provide a flexible planning framework rather than a prescriptive physical plan . . . to direct the University’s internal planning regarding the physical facilities
of the campus, including buildings, grounds, and infrastructure” (p. 1). Six goals were developed during the planning process (p. 10):

1. provide for a campus population of 7,800 FTE by 2020 by envisioning a high quality living and learning environment;
2. increase residential and academic density on campus while preserving the existing intimacy and character of WOU;
3. improve the quality of life on campus in order to provide social opportunities for residential students on evenings and weekends;
4. maintain vehicular use of Monmouth Avenue for local and campus-related traffic while investigating alternatives for general traffic;
5. create a framework for the development of the west side of campus to better accommodate current and projected athletic needs, while maintaining capacity for other development needs, such as family housing;
6. and design for walkability throughout campus by improving pedestrian connectivity and locating vehicular parking along the campus perimeter.

Of the six capital projects specified in the 2006 Master Plan Update, four have been completed: the Math and Nursing building remodel to create the specialized learning classrooms for the OHSU nursing program at WOU; renovations to Bellamy Hall (seismic upgrade, asbestos removal, bathroom upgrades, classroom and office remodels); construction of the LEED-certified Ackerman Residence Hall; and construction of the Health and Wellness Center. The fifth project, the DeVolder Science Center, is currently underway, and the sixth project, the Performing Arts Center, was carried forward into the 2011 Master Plan.

The greatest challenge to a master plan for physical development is balancing compliance with OUS with the challenges of the legislative biennium funding cycle and the inherent extended planning process for any major construction. For example, OUS requires more specific information for Capital Project submittals (e.g., footage, costing, and purposing); thus, WOU must incur expense from architectural services in order to submit the required information, and building timelines are not synchronized with funding timelines. In the case of the College of Education building planned by WOU, any funds approved by the Legislature in this current session would not be released to WOU until the end of the biennium in 2015. Thus, WOU would be required to secure funds from OUS to finalize the design plan so that groundbreaking could begin by spring 2015.

2.G.4 Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution’s mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

Computer Lab Facilities
University Computing Services (UCS) maintains 17 open-access, student computer labs located across eight buildings on the WOU campus; in addition, there are computers available in mixed-use areas. In the five largest labs, there are 181 computers available to students. These labs include one 24-hour facility, although most are generally morning-to-midnight facilities. Access is available seven days per week, although labs typically close early evening on Saturday nights. WOU currently has a mix of 408 PC units, 205 Apple units, and 160 virtual desktop interface (VDI) units, for a total of 773 computing stations available to students. The addition of VDI units allows WOU to increase student computing access in a more cost-efficient manner. Therefore, based on the number of labs and workstations,
across multiple buildings over the majority of the day, students have a significant and appropriate level of access to technology equipment appropriate to WOU’s mission.

**Wireless Access**
WOU has also been increasing its investment in the infrastructure necessary to provide wireless internet access on campus, in response to the growing number of wireless devices on campus. UCS estimates a four-fold increase over the last five years. The infrastructure is secure and diversified, allowing different types of users for different types of needs (e.g., guests and students; temporary and ongoing). Additionally, the “wireless backbone” is flexible to support any type of wireless device and enabled for fast data speeds even in crowded classrooms. Currently, there is nearly complete indoor coverage inside and approximately 80% outdoor coverage around academic or administrative buildings; residence hall buildings have approximately 50% indoor coverage.

**Smart Classrooms**
Smart classrooms are distinguished by a teaching console that enables choice in both the source of material as well as the destination for it. Therefore, a computer with internet access, video/blue-ray player, doc-cam, or external equipment may be used to project video material to one or more screens, or to play audio files. Over the last decade, WOU has initiated a substantial deployment of various forms of Smart rooms across existing buildings on campus. Out of 149 total classrooms, 95 (63%) are currently Smart rooms. These rooms have a high rate of usage across campus: 82-98% are in use between 1000 hours and 1500 hours, Monday through Thursday (see 2.G.1. for utilization details). Classroom facilities in new building construction (e.g., DeVolder Science Center) or the Campus Master Plan (e.g., new education building) include Smart classrooms; however, in existing facilities, WOU has shifted from an emphasis on creating Smart rooms to updating them. Only two new Smart rooms were added in 2012-2013; 12 of the rooms had technology updates in 2011-12, and nine more are scheduled for updating in 2012-2013. Some of these rooms are oriented toward unique purposes, such as being equipped to teach GIS-mapping, 3-D graphic design, advanced mathematics, or writing in a workshop format. Thus, the equipment in the general Smart rooms, as well as discipline-specific Smart rooms, enables WOU’s academic goals.

These rooms with their particular equipment must be updated on a regular and continual basis in order to minimize equipment failure or avoid software obsolescence. Thus 10-12 rooms (approximately 10%) are updated each year with an average cost of $10-15K, meaning that the oldest rooms may be nearly a decade old before being updated.

**Classroom Equipment Delivery**
UCS also maintains a variety of equipment that can be delivered to classrooms across campus, including digital video equipment, projectors, laptop computers, or television/VCR/CD combinations. Faculty may schedule the items and their delivery via the [online site](#).

**Discipline-specific Instructional Equipment/Facilities**
WOU provides the necessary specialty equipment for instruction in disciplines that require more than a lecture format. Several examples illustrate some of these specialty instructional spaces.

Students in the Visual Communication Design major have access to a newly completed, dedicated computer lab that provides twenty, 27” iMac computers, a 24” laser printer that etches source material, and a 3D scanner and printer.
The Music Department relies on the Edgar H. Smith Music Hall, which includes rehearsal spaces, practice rooms, and a 200-seat recital hall in addition to classrooms. Music majors also have access to the Musical Instrument Digital Interface (MIDI) digital lab for music composition, which includes keyboards and Apple computers, as well as a piano lab with eight electronic pianos. The most recent addition is a sound-proof recording studio on campus. In addition to being available for WOU-related recording activities (e.g., online course content), it is also available for courses in audio production (e.g., mixing or mastering audio tracks) or in managing the studio environment for performance majors.

Students in the sciences will benefit from at least six new 1,200 square foot laboratories with state-of-the-art equipment in the DeVolder Family Science Center, which is currently under construction. Students in natural sciences have access to a Geographic Information Systems (GIS) lab with the hardware and software required to link digital maps to spatial data.

Through a cooperative venture with Oregon Health Sciences University (OHSU), students may jointly enroll at WOU and OHSU to pursue a BS in nursing awarded from OHSU. Once admitted to the program, students have classes in a specially-designed and dedicated facility that offers the same state-of-the-art nursing and medical simulation learning labs and resources found at the main OHSU Nursing Program campus in Portland, Oregon.

2.G.5 Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

Infrastructure
UCS is tasked with ensuring that WOU's technology systems and infrastructure adequately support its many functions, programs, and services. The data center is currently transitioning to a virtualized environment, which enhances performance, increases reliability, and establishes a nimble architecture. In this environment, application performance can be increased on demand, new servers can be implemented in a short period of time, and reliability can exceed that of previous systems. To date, forty-five servers have been moved into this virtualized environment and are operating successfully. Essentially, WOU is able to move computing demand across a collection of physical equipment seamlessly, depending on which units are operational or available, without user awareness. For example, this approach has enabled the main WOU website to remain accessible to users for the past year with no down time.

There are significant advantages to a virtualized environment. First, there are lower maintenance costs; WOU saves approximately $10,000 per year in maintenance since changing to the virtualized environment. Second, the virtualized servers can be rebuilt and restored to service in approximately 30 minutes, compared to at least four hours under the other configuration. Finally, this approach means less physical equipment but better utilization of those physical assets. Thus, UCS intends to continue this transition.

The network infrastructure effectively and securely supports the data needs of WOU: the infrastructure takes a resilient design approach that ensures redundant paths to data structures; it is designed in a manner that allows for non-disruptive upgrades on an as-needed basis; and systems are in place to monitor and control WOU-internal network traffic on a continuous basis, as well as to ensure adequate bandwidth and redundancy for that internal network traffic. This ensures that WOU meets the industry
standard for bandwidth in higher education. Currently, UCS estimates WOU only uses approximately one-third of its bandwidth capacity.

Security
System security is a constant concern. UCS draws upon significant resources to maintain an operational network environment, blocking 350,000–400,000 spam/malware viruses every day. From WOU’s log files, UCS is aware of mischievous attempts at network penetration from the outside on a daily basis; these are managed and restricted through multiple tactics. WOU also has added additional security infrastructure to prevent digital content copyright infringement from WOU users. Complaints from the Digital Media Association (DMA) have now dropped from a weekly basis to only one or two per year. This one improvement reduced organizational liability for WOU and personal liability for WOU students.

Cloud Computing
Where appropriate, UCS has also initiated cloud computing to provide technology resources for faculty, staff, and students. For example, Google Apps was implemented for mail, calendar, and document sharing which offered meaningful benefits to users but also reduced WOU expenses by approximately $18,000 dollars by cutting licensing fees. In this particular example, WOU was also able to benefit from a contract between OUS and Google which ensures that the Google App security was appropriate for compliance with federal Family Educational Rights and Policy Act (FERPA) requirements.

Cloud computing, however, also brings challenges to maintaining appropriate technology systems. Members of the campus community are eager to use cloud-based solutions but often fail to realize that there are associated security risks or increased costs. For example, various faculty and staff members have requested the university make certain file-sharing freeware available on the WOU system, without realizing that files shared using freeware may be accessed by third parties. Thus, UCS continues to balance opportunities against the required security and financially prudent practices that enable WOU mission accomplishment.

Data Warehouse
One major initiative at WOU is the development of an Enterprise Data Warehouse system and infrastructure that would be a single repository of all data generated by all of the systems at the university (e.g., Banner HIS, SIS, and FIS). This project is in its early stages of design and development of data structures and reports. Ultimately, the goal is to enable a user to synthesize data from across databases in a way that enables access to actionable information.

Employee Workstations
UCS purchases and maintains computing equipment for faculty and staff. Similar to computers in labs across campus, employee machines have a three- to five-year replacement cycle to ensure a supply of functional and contemporary equipment. A focus on quality when purchasing enables WOU to minimize long-term expenditures while maximizing work efficiency. WOU invests in premium hardware (approximately $1040 for PC and $1310 for Apple when purchased in bulk with educational pricing) and purchases warranties for the equipment. This tactic has ensured longer machine lifespan, resulting in overall cost savings for replacements, minimized disruption to campus users, and higher-performing machines. Specifically, 99.2% of the machines replaced last year on the expected replacement cycle functioned properly during their expected lifespan and less than ten machines were replaced before coming due on the replacement cycle.
UCS faces staffing challenges in implementing the replacement cycle because the number of replacements in any year is dependent on the number installed at the beginning of the cycle. Thus, the number installed went from 260 (2010-11) to 394 (2011-12) and then down to 350 (2012-13). Furthermore, updating any unit is a multi-step process and involves determining the user’s current hardware and software needs, addressing needed software updates, purchasing, installing, as well as tasks that establish that unit’s functioning. Thus, both the complexity of the process and the variability in it require attention to either push up or back the timeline in order to best maximize staffing availability.

**Technology Equipment Policies**

In order to protect WOU’s investment, all computing technology equipment (e.g., computers, monitors, printers, or specialty printers) are tagged with an inventory control number which identifies the unit and its date put in service. Academic and administration departments are responsible for appropriately tracking and securing equipment provided to them and ensuring that equipment is used for its intended purpose. An “Acceptable Use of Computing Technology” policy is online to guide users in appropriate practices.

2.G.6 The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Instruction and support in technology use and systems are provided through several channels. First, the Technology Resource Center (TRC) supports the mission of the university by providing technology training and services to faculty, staff, and students in a specialized computer lab staffed by one full-time Instructional Technologist and a complement of student workers. The major role of the Instructional Technologist is to support the implementation of Moodle software, as well as to serve as the help desk for faculty and students using Moodle software. Moodle is the open source medium that WOU has adopted for online/hybrid instruction and online class management functions. Other services offered through the TRC include training faculty, staff, and students on software applications (e.g., Microsoft Office, Excel, and PowerPoint), assisting with technical services (e.g., working with digital video), and maintaining a lending library for technology equipment. Purchase and maintenance of this equipment are funded through student fees, with funding levels decided by student committee; during the 2011-12 academic year, 3,912 pieces of equipment were checked out from the lab.

Additionally, the Division of Extended Programs (DEP) coordinates services related to the online delivery of existing or new courses. A full-time Instructional Designer is available to help guide faculty in address their pedagogical concerns using media relevant to online courses. One-to-one support from these instructional specialists is augmented by information, resources, and tutorials available on their respective web pages.

The demand for training, professional development, and responsive technology support is expected to increase as instructors consider an online or hybrid format for courses or wish to take greater advantage of WOU’s Smart classrooms (see 2.G.4). WOU has seen a substantial increase in the number of online/hybrid classes; for example, in fall 2012, 485 courses had a presence on Moodle, and more than 230 instructors have used Moodle in the past six months. The ways in which faculty use Moodle range from minimal use (e.g., as a document repository to make syllabi or homework available to students online) to intensive use (e.g., for online interaction between students and faculty).
TRC is currently situated within the organizational structure of the Center for Teaching and Learning (CTL), which reports to the Provost office. However, the current CTL director vacancy presents an opportunity to reconsider the role and functions of such a center, and discussions are underway about alternative organizational structures (as noted in earlier sections). Similarly, the historical differentiation between the online/hybrid support offered by TRC and that offered by DEP is becoming blurred as faculty become more interested in online/hybrid course content. Thus, a broader discussion of what services are needed and how to support faculty use of technology in developing or delivering course content is anticipated.

General technical support for equipment or services is available through the UCS Service Desk, which is available by phone or email (8am -5pm, Monday through Friday) to document and respond to information technology service needs. A work-order tracking system directs problems to appropriate and available technicians to resolve problems.

2.G.7 Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

UCS works with multiple groups to ensure that staff and constituents using technology on campus also have input into UCS planning processes.

Faculty
The Academic Infrastructure Committee (AIC), which is a standing Faculty Senate committee, has created a formalized request for proposal (RFP) process to consider infrastructure needs of faculty. Academic infrastructure includes the following: academic space (e.g., faculty offices, lecture rooms, labs, studios, activity rooms); academic information (e.g., traditional media and digital media); academic hardware (e.g., computer-based and non-computer based-lab equipment, instrumentation, curriculum tools, studio equipment); and academic software (e.g., multimedia tools and specialty software). UCS collaborates with AIC members and faculty who have technology-related proposals to provide feedback and necessary information as part of the project submittal and implementation process.

After the AIC evaluates and ranks proposals, AIC forwards recommendations to the administration for approval. The administrative team consists of the Provost, Vice President of Finance and Administration, Deans, Physical Plant Director, and the Chief Information Officer (CIO). Approved projects and equipment/software requests are passed on to the Physical Plant Director, if relevant, and CIO who guide the implementation. One or both of these positions works closely with the Vice President of Finance and Administration to track the ten to fifteen approved AIC projects each year to keep them in line with the approved budget. The ongoing dialogue between UCS, CIO, and faculty also enables creative and collaborative opportunities, some of which present funding opportunities to WOU.

Students
The Student Technology Committee and CIO develop a budget each year that supports technology in the computer labs, smart classrooms, and other specialty projects (i.e., the new recording studio). The committee reviews past goals, discusses the current state of technology at WOU, and prioritizes technology needs. A subset of students from the committee meets with the CIO to develop a budget for the following year; the budget is later presented to the complete committee for approval.
In 2012-13, Student Technology Committee and CIO intend to produce a video to inform students about the wide range of technology on campus supported by students’ technology fees. Informing students about the extent of impact they have, and might have, is intended to encourage greater participation because students play a major role in funding projects. For example, the bid on the recent recording studio was $250,000 while the Student Technology Committee had voted a $205,000 budget for the project. This shortfall meant that some items had to be dropped from the design, and the project was planned to allow for future enhancements should funds became available. Thus, the lack of funding relative to the level of technology requests means that all requests must be closely scrutinized for their priority value; the ongoing drop in state appropriations for education suggests this will become even more critical.

2.G.8 The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

In summary, the technology update/replacement plan includes virtualizing all possible servers into the Cisco UCS/VMWare infrastructure, frequently reviewing the network design in order to implement changes to the infrastructure, and regularly reviewing and upgrading the security infrastructure. Following this plan will ensure the highest possible uptime for systems that support campus operations.

Over the last two to three years, UCS has analyzed, designed, and implemented a new high-availability server architecture utilizing virtual machines on the Cisco UCS blade-server technology. UCS continues to review Cisco’s performance, which consistently outperforms WOU’s previous server infrastructures. Servers that are converted to virtual machines perform faster, are more manageable, are easier to upgrade, and can be moved so that they experience little to no downtime, which is particularly effective when servers need to be upgraded to newer equipment. In the future, nearly all of the servers (excluding those not requiring specialty hardware) will be virtualized.

The campus network is in a constant state of change. UCS frequently meets with vendors and utilizes the OUS Director of Network Operations (NERO) to implement the best possible upgrades to WOU’s core, backbone, distribution design, and endpoints. Optimal upgrades are fully designed and scheduled for implementation. During the last year, upgrades have been performed on the core (preparation for redundant core), backbone (10G network in data center), distribution design (MDF/IDF rollout to new construction and critical buildings), and endpoints (Cisco edge-switches for ISE upgrade). These upgrades ensure that the campus network is secure, stable, and up-to-date. In addition, a design for a fully redundant core is in progress; this ensures that data has more than one digital pathway across campus.

Each year, end-user applications and tools require more bandwidth than the previous year, requiring UCS to maintain an appropriate amount of bandwidth and to ensure all users have access to equal amounts. NERO, WOU’s wide-area network provider, maintains bandwidth utilization graphs that are viewable at all times. WOU currently has a 400M limit of transit traffic (traffic that goes from WOU to an outside location not in NERO) and 1G limit of NERO traffic (anything from WOU going to another institution on NERO). WOU utilizes a large percentage of this bandwidth but does not exceed the limits; thus, these limits adequately support current traffic needs. However, UCS will continue to track and monitor usage to ensure that the residence halls do not consume the majority of the bandwidth purchased each year. Ongoing plans include researching ways to ensure quality of service while decreasing or minimizing total bandwidth consumption.
In a recent online webinar, the startling exponential growth rate of storage use was depicted. UCS has done well to stay above the demand curve while also providing stable and backed-up storage and making changes to the technology transparent to the end-user. Storage systems were recently transitioned from Sun Storage to NetApp Storage which offers a much more stable solution; the changeover was non-disruptive to the end-users.

The NetApp environment has become very complex, and UCS is exploring new designs to deliver even better performance to users while simplifying the infrastructure and the total cost to manage it. New tools have been implemented recently to monitor the NetApp Storage and will continue to be analyzed to see if additional changes need to be implemented. As storage needs grow at a very fast pace, UCS must be very vigilant to ensure that WOU does not run out of space in any one area (e.g., in servers, home directories, or backups).

WOU’s need for highly-available (HA) storage that performs quickly is also increasing. The data center has to be able to accommodate the physical disks, the controllers for the disks, and the power, cooling and cabling/wiring for all the pieces. UCS regularly analyzes the storage design and implements changes, if needed. As part of ongoing improvements, UCS plans to consolidate the NetApp Storage controllers, simplifying storage management and access.

Several years ago, WOU made a large investment in security for WOU network and infrastructure. UCS continues to maintain and upgrade this infrastructure, which has done well protecting the university from hacking, malware, and other malicious attacks. Every few months, the design of the security infrastructure is analyzed and available upgrade options are scrutinized. Campus needs for firewall changes are processed quickly and are confirmed with end-users to ensure that users’ operations are both secured and functional. Future security projects include an ASA botnet filter which automatically denies traffic from known infection zones, full implementation of a security correlation engine which tracks failed logins due to possible hacking attempts, and an ISE implementation which increases security for wireless or residence halls’ computers.

Managing the security infrastructure at an optimal level would require 1-2 staff positions fully dedicated to the task. The current UCS security efforts are spread across 3-4 people with many responsibilities, which leaves no one dedicated solely to security. Most universities have at least one staff member fully dedicated to security, regardless of size. Security projects are frequently the lowest priority, and little progress has been made on these projects in the last six to twelve months. To better accommodate security needs, the assistant director (AD) will begin dedicating Friday mornings for the next 8 months to security projects. As research is completed, the AD can pull in additional resources from the security team to implement specific projects such as working on the ASA Botnet Filter and tuning the security correlation engine, enabling it to send emails about specific alerts.

Finally, UCS’s ongoing plans have included making a sizable investment in home-grown programming projects that include Portal, WOUTV, and numerous departmental tools. Such projects are integrated into the workload on a weekly basis. UCS has much more flexibility and control on tools they build, so they can more efficiently meet the needs of campus. Feedback from users on these UCS-built projects has been more positive than on similar programs purchased. Thus, whenever appropriate, UCS will continue to build tools for campus and integrate them into the Portal system.
CONCLUSION

Since the passage of Oregon’s ‘40-40-20’ initiative (in Senate Bill 253) in 2011, there have been dynamic, ongoing changes in oversight for Oregon K-20 education, intended to (1) create a coordinated and seamless public education system, (2) focus state investment on achieving student outcomes, and (3) build statewide support systems (2011, Oregon Education Investment Board. The emergent nature of this initiative in terms of institutional structures, funding, or reporting has created some uncertainty for educational institutions; however, it has also helped to focus the state universities on performance measures deemed important for improving access to and outcomes from education for the state’s citizenry. Accordingly, Oregon higher education institutions now have ‘Achievement Compacts’ through which the Oregon Education Investment Board (OEIB) tracks institutional performance on a number of critical indicators. These compacts themselves are a starting point and will improve as the process matures. Therefore, this initiative is an integral element, entwined with WOU’s efforts to strengthen its ability at fulfilling its mission.

Western Oregon University’s culture is not unusual for a small-to-medium, liberal arts institution in this region in that the academic culture is not one that has uniformly linked operational decisions to substantive, data analyses. Instead, data collection and analysis has been primarily located in typically quantitative operations (e.g., business office, payroll) or in functions which have state or federal reporting requirements (e.g., IPEDS reports) rather than across all functions, including academics or academic support. Thus, through the combined external influence of the 40-40-20 initiative and the internal influence of the accreditation review process, WOU has, in essence, embarked on a significant change in its institutional culture which leads faculty, staff and administrators to experience and reconcile dissonance as we experience institutional transformation.

One way to understand the challenges of such a change is through the lens of Argyris & Schon’s (1978) conceptualization of single-loop and double-loop learning:

The former involves following routines and some sort of preset plan – and is both less risky for the individual and the organization, and affords greater control. The latter... is more fundamental: the basic assumptions behind ideas or policies are confronted... hypotheses are publicly tested... processes are disconfirmable not self-seeking (Argyris 1982: 103-4). (http://www.infed.org/thinkers argyris.htm).

Through this lens, individuals first might accommodate directions to collect data for a particular activity, program, event, or course because a higher authority dictates it, but there is unlikely to be a deeper sense of ownership. On the other hand, double loop learning occurs when individuals and organizations are more fully engaged in questioning both individual and organizational assumptions; for example, in what ways does WOU demonstrate that it is meeting its mission, how might WOU ensure that students learn what faculty believe is most critical within courses or programs or what is needed to support decisions that help WOU recruit, retain, and graduate students?

Through the past two years, WOU has made great strides in strengthening its ability at fulfilling its mission. There is evidence of single-loop learning, through both individual and organizational actions. Furthermore, there is evidence of double-loop learning, in that there are individuals now reaching across departmental lines to tackle evidence-building initiatives. A concerted effort to increase evidence building initiatives, and the resulting sense of individual ownership for institutional performance, is intended in the coming year.
Since WOU began working on Chapter 1 in 2010, the institution has been deeply and meaningfully engaged with the NWCCU accreditation standards and their outcomes-based criteria. This has been a continuous, collaborative effort across campus that is particularly timely because it is aligned with Oregon University System and OEIB goals to have a more performance-based educational system spanning K-20.

This effort is multi-dimensional, involving diverse activities such as a continuous improvement effort in academic affairs and academic support, and the WOU Window of Opportunity effort which involves the campus-wide community in improving efficiency or identifying resource opportunities. In essence, WOU is holistically improving its ability to deliver on its mission while proactively addressing fiscal sustainability to ensure WOU continues successfully. This dual approach is especially critical in today’s economic environment.

At this point in the iterative accreditation process, WOU has made substantive progress. The campus developed and adopted its mission with three core themes and developed nine objectives with twenty-eight, quantifiable or measurable performance indicators. Work is ongoing to define the data structures or processes necessary to measure performance as well as to make that information available campus wide. Through the development of Chapter 2, WOU has achieved a cross-functional and cross-departmental awareness of potential synergies in measuring or reporting results. Furthermore, WOU leadership recognizes that the whole of these efforts is more than their sum, because as a whole, they reflect a transformational stage in WOU’s organizational culture. Therefore, as WOU moves forward through the iterative process of accreditation as structured by the NWCCU, an increasingly deeper understanding of, and commitment to, necessary change is expected.
NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: Western Oregon University

Address: 345 N. Monmouth Avenue

City, State, ZIP: Monmouth, OR 97631

Degree Levels Offered: ☑ Doctorate ☑ Masters ☑ Baccalaureate ☑ Associate ☑ Other

If part of a multi-institution system, name of system: Oregon University System

Type of Institution: ☑ Comprehensive ☑ Specialized ☑ Health-centered ☑ Religious-based ☑ Native/Tribal ☑ Other (specify) ☑

Institutional control: ☑ Public ☑ City ☑ County ☑ State ☑ Federal ☑ Tribal ☑ Private/Independent ( ☑ Non-profit ☑ For Profit)

Institutional calendar: ☑ Quarter ☑ Semester ☑ Trimester ☑ 4-1-4 ☑ Continuous Term ☑ Other (specify) ☑

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

<table>
<thead>
<tr>
<th>Program or School</th>
<th>Degree Level(s)</th>
<th>Recognized Agency</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Education (COE) – Elementary and secondary teacher education</td>
<td>UG and G</td>
<td>Northwest Council for Accreditation of Teacher Education (NCATE)</td>
<td>1954</td>
</tr>
<tr>
<td>COE – Special education</td>
<td>G</td>
<td>Northwest Council for Accreditation of Teacher Education (NCATE)</td>
<td>1954</td>
</tr>
<tr>
<td>COE – Teacher education, special education, early intervention</td>
<td>UG and G</td>
<td>Teacher Standards and Practices Commission (State of Oregon)</td>
<td>1954</td>
</tr>
<tr>
<td>COE – Rehabilitation counselor education</td>
<td>G</td>
<td>Council on Rehabilitation Education (CORE)</td>
<td>2008</td>
</tr>
<tr>
<td>COE – American Sign Language/English Interpreting</td>
<td>UG</td>
<td>Commission on Collegiate Interpreter Education</td>
<td>2010</td>
</tr>
<tr>
<td>WOU Dept of Music</td>
<td>UG and G</td>
<td>National Association of Schools of Music (NASM)</td>
<td>1968</td>
</tr>
</tbody>
</table>

Revised February 2011
Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: UG Hours/15 = 1 UG FTE; GR Hours/12 = 1 GR FTE)

Official Fall 2012 (most recent year) FTE Student Enrollments

<table>
<thead>
<tr>
<th>Classification</th>
<th>Current Year Dates: 10/2012</th>
<th>One Year Prior Dates: 10/2011</th>
<th>Two Years Prior Dates: 10/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>4780.5</td>
<td>4784.9</td>
<td>4673.0</td>
</tr>
<tr>
<td>Graduate</td>
<td>387.3</td>
<td>402.4</td>
<td>431.2</td>
</tr>
<tr>
<td>Professional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unclassified</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total all levels</strong></td>
<td><strong>5167.8</strong></td>
<td><strong>5187.3</strong></td>
<td><strong>5104.2</strong></td>
</tr>
</tbody>
</table>

Full-Time Unduplicated Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall 2012 (most recent year) Student Headcount Enrollments

<table>
<thead>
<tr>
<th>Classification</th>
<th>Current Year Dates: 10/2012</th>
<th>One Year Prior Dates: 10/2011</th>
<th>Two Years Prior Dates: 10/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>5387</td>
<td>5428</td>
<td>5318</td>
</tr>
<tr>
<td>Graduate</td>
<td>800</td>
<td>789</td>
<td>915</td>
</tr>
<tr>
<td>Professional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unclassified</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total all levels</strong></td>
<td><strong>6187</strong></td>
<td><strong>6217</strong></td>
<td><strong>6233</strong></td>
</tr>
</tbody>
</table>

Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned. Include only professional personnel who are primarily assigned to instruction or research.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Full Time</th>
<th>Part Time</th>
<th>Less than Associate</th>
<th>Associate</th>
<th>Bachelor</th>
<th>Masters</th>
<th>Specialist</th>
<th>Doctorate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>71</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>71</td>
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<tr>
<td>Associate Professor</td>
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<td></td>
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<td>45</td>
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<tr>
<td>Assistant Professor</td>
<td>54</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>54</td>
</tr>
<tr>
<td>Instructor</td>
<td>34</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecturer and Teaching Assistant</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Research Staff and Research Assistant</td>
<td>22</td>
<td>15</td>
<td>Teaching Research Institute positions: Project Assistant (6), Program Assistant (8), Assistant Research Fellow (18), Associate Research Fellow (13), and Senior Research Fellow (3);</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undesignated Rank</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Mean Salary</th>
<th>Mean Years of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>70,456</td>
<td>19</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>55,965</td>
<td>13</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>44,222</td>
<td>2.5</td>
</tr>
<tr>
<td>Instructor*</td>
<td>37,210</td>
<td>1</td>
</tr>
<tr>
<td>Lecturer* and Teaching Assistant</td>
<td>32,299</td>
<td></td>
</tr>
<tr>
<td>Research Staff and Research Assistant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undesignated Rank</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Currently, WOU categorizes Instructor and Lecturer ranks with Lecturer reflecting higher education; this is being revised (reversed) in the 2013-15 biennium to align with Oregon University System definitions. Herein, data has been displayed in the appropriate OUS-defined rank.
**Financial Information.** Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution’s audit materials should be an excellent reference for completing the report.

Fiscal year of the institution: July 1 - June 30

<table>
<thead>
<tr>
<th>Reporting of income:</th>
<th>Accrual Basis</th>
<th>Accrual Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting of expenses:</td>
<td>Accrual Basis</td>
<td>Accrual Basis</td>
</tr>
</tbody>
</table>

**BALANCE SHEET DATA**

<table>
<thead>
<tr>
<th>ASSETS</th>
<th>Last Completed FY Dates:</th>
<th>One Year Prior to Last Completed FY Dates:</th>
<th>Two Years Prior to Last Completed FY Dates:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRENT FUNDS</td>
<td>Unrestricted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts receivable gross</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less allowance for bad debts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inventories</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepaid expenses and deferred charges</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (identify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Due from</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Unrestricted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restricted</td>
<td>Cash</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (identify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Due from</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Restricted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL CURRENT FUNDS</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| ENDOWMENT AND SIMILAR FUNDS | Cash | | |
| Investments | | | |
| Other (identify) | | | |
| Due from | | | |
| TOTAL ENDOWMENT AND SIMILAR FUNDS | | | |

| PLANT FUND | Unexpended | | |
| Cash | | | |
| Investments | | | |
| Other (identify) | | | |
| Total unexpended | | | |
| Investment in Plant | Land | | |
| Land improvements | | | |
| Buildings | | | |
| Equipment | | | |
| Library resources | | | |
| Other (identify) | | | |
| Total investments in plant | | | |
| Due from | | | |
| Other plant funds (identify) | | | |
| TOTAL PLANT FUNDS | | | |
| OTHER ASSETS (IDENTIFY) | | | |
| TOTAL OTHER ASSETS | | | |
| TOTAL ASSETS | | | |

Financial statements (in format reported by Oregon University System) are attached or linked, as per approval by Dr. Steele 1/28/13 email to WOU.

## BALANCE SHEET DATA (continued)

<table>
<thead>
<tr>
<th>LIABILITIES</th>
<th>Last Completed FY Dates:</th>
<th>One Year Prior to Last Completed FY Dates:</th>
<th>Two Years Prior to Last Completed FY Dates:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CURRENT FUNDS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrestricted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts payable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accrued liabilities</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Students’ deposits</td>
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</tr>
<tr>
<td>Deferred credits</td>
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<td></td>
<td></td>
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<tr>
<td>Other liabilities (identify)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Due to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fund balance</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Unrestricted</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restricted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts payable</td>
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</tr>
<tr>
<td>Other (identify)</td>
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<td></td>
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<tr>
<td>Due to</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Fund balance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Restricted</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL CURRENT FUNDS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ENDOWMENT AND SIMILAR FUNDS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restricted</td>
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</tr>
<tr>
<td>Quasi-endowed</td>
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<tr>
<td>Due to</td>
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<tr>
<td><strong>TOTAL ENDOWMENT AND SIMILAR FUNDS</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>PLANT FUND</strong></td>
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<tr>
<td>Unexpended</td>
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<td>Notes payable</td>
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<td>Bonds payable</td>
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<td></td>
<td></td>
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<tr>
<td>Other liabilities (identify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Due to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fund balance</td>
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<td></td>
</tr>
<tr>
<td><strong>Total unexpended</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investment in Plant</td>
<td></td>
<td></td>
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<tr>
<td>Notes payable</td>
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<td>Other liabilities (identify)</td>
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<tr>
<td>Due to</td>
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<tr>
<td>Other plant fund liabilities (identify)</td>
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<td><strong>TOTAL INVESTMENTS IN PLANT FUND</strong></td>
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<tr>
<td><strong>OTHER LIABILITIES (IDENTIFY)</strong></td>
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<tr>
<td><strong>TOTAL OTHER LIABILITIES</strong></td>
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<td><strong>TOTAL LIABILITIES</strong></td>
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</tr>
<tr>
<td><strong>FUND BALANCE</strong></td>
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<td></td>
</tr>
</tbody>
</table>

Financial statements (in format reported by Oregon University System) are attached or linked, as per approval by Dr. Steele 1/28/13 email to WOU.
## Current Funds, Revenues, Expenditures, and Other Changes

### Revenues

<table>
<thead>
<tr>
<th>Revenues</th>
<th>Last Completed FY Dates:</th>
<th>One Year Prior to Last Completed FY Dates:</th>
<th>Two Years Prior to Last Completed FY Dates:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and fees</td>
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</tr>
<tr>
<td>Federal appropriations</td>
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<tr>
<td>State appropriations</td>
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</tr>
<tr>
<td>Local appropriations</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Grants and contracts</td>
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<tr>
<td>Endowment income</td>
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<tr>
<td>Auxiliary enterprises</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Other (identify)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Expenditure & Mandatory Transfers

| Educational and General                 |                          |                                          |                                            |
| Instruction                             |                          |                                          |                                            |
| Research                                |                          |                                          |                                            |
| Public services                         |                          |                                          |                                            |
| Academic support                        |                          |                                          |                                            |
| Student services                        |                          |                                          |                                            |
| Institutional support                   |                          |                                          |                                            |
| Operation and maintenance of plant      |                          |                                          |                                            |
| Scholarships and fellowships            |                          |                                          |                                            |
| Other (identify)                        |                          |                                          |                                            |
| Mandatory transfers for:                |                          |                                          |                                            |
| Principal and interest                  |                          |                                          |                                            |
| Renewal and replacements                |                          |                                          |                                            |
| Loan fund matching grants               |                          |                                          |                                            |
| Other (identify)                        |                          |                                          |                                            |

**Total Educational and General**

### Auxiliary Enterprises

| Expenditures                            |                          |                                          |                                            |
| Mandatory transfers for:                |                          |                                          |                                            |
| Principal and interest                  |                          |                                          |                                            |
| Renewals and replacements               |                          |                                          |                                            |

**Total Auxiliary Enterprises**

### Total Expenditure & Mandatory Transfers

### Other Transfers and Additions/Deletions (identify)

**Excess** [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]

---

### Institutional Indebtedness

<table>
<thead>
<tr>
<th>Total Debt to Outside Parties</th>
<th>Last Completed FY Dates:</th>
<th>One Year Prior to Last Completed FY Dates:</th>
<th>Two Years Prior to Last Completed FY Dates:</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Capital Outlay</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For Operations</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Financial statements (in format reported by Oregon University System) are attached or linked, as per approval by Dr. Steele 1/28/13 email to WOU.
Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

**Degree Programs** – list the names of degree programs that can be completed at the site.

**Academic Credit Courses** – report the total number of academic credit courses offered at the site.

**Student Headcount** – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

**Faculty Headcount** – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

### Programs and Academic Credit Offered at Off-Campus Sites Within the United States

<table>
<thead>
<tr>
<th>Location of Site Name</th>
<th>Degree Programs</th>
<th>Academic Credit Courses</th>
<th>Student Headcount</th>
<th>Faculty Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salem/Keizer District Office</td>
<td>ESOL: Graduate Endorsement</td>
<td>7 courses at 3 credits each</td>
<td>20</td>
<td>7</td>
</tr>
<tr>
<td>Woodburn District Office</td>
<td>ESOL: Graduate Endorsement</td>
<td>6 courses at 3 credits each</td>
<td>17</td>
<td>6</td>
</tr>
<tr>
<td>Salem (locations vary)</td>
<td>Autism Certificate: UG/G</td>
<td>5 courses at 3 credits each; 3 courses at 1 credit each</td>
<td>15</td>
<td>6</td>
</tr>
</tbody>
</table>
**Programs and Academic Courses Offered at Sites Outside the United States.** Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

**Degree Programs** – list the names of degree programs that can be completed at the site.
**Academic Credit Courses** – report the total number of academic credit courses offered at the site.
**Student Headcount** – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.
**Faculty Headcount** – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

### Programs and Academic Credit Courses Offered at Sites Outside the United States

<table>
<thead>
<tr>
<th>Location of Site Name</th>
<th>Degree Programs</th>
<th>Academic Credit Courses</th>
<th>Student Headcount</th>
<th>Faculty Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>None offered outside of the U.S.</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>
CHAPTER TWO: LEAD WRITERS

2.A.1  Provost & McGrew
2.A.2  Provost & McGrew
2.A.3  Provost & McGrew
2.A.4  Provost & McGrew
2.A.5  Provost & McGrew
2.A.6  Provost & McGrew
2.A.7  Provost & McGrew
2.A.8  Provost & McGrew
2.A.9  Provost & McGrew
2.A.10 Provost & McGrew
2.A.11 Provost & McGrew
2.A.12 Provost & McGrew
2.A.13 McKiel (Library) & McGrew
2.A.14 McDonald (Associate Provost) & France (Registrar)
2.A.15 Fuchs (Dean of Students) & Larsen (ODS)
2.A.16 McDonald (Associate Provost) & Findter (Admissions)
2.A.17 Dukes (Student Affairs)
2.A.18 Vanderburg (HR) & McGrew
2.A.19 Vanderburg (HR) & McGrew
2.A.20 Vanderburg (HR) & McGrew
2.A.21 Provost & McGrew
2.A.22 Provost & McGrew
2.A.23 Provost & McGrew
2.A.24 Silbernagel (Business)
2.A.25 Silbernagel (Business)
2.A.26 Provost & McGrew
2.A.27 Provost & McGrew
2.A.28 Provost & McGrew
2.A.29 Provost & McGrew
2.A.30 Groshong (Foundation) & McGrew

2.B.1  Vanderburg (HR) & McGrew
2.B.2  Vanderburg (HR) & McGrew
2.B.3  Vanderburg (HR) & McGrew
2.B.4  Vanderburg (HR) & McGrew
2.B.5  Vanderburg (HR) & McGrew
2.B.6  Provost & McGrew

2.C.1  Provost, Scheck (LAS Dean), & McGrew
2.C.2  Provost, Scheck (LAS Dean), & McGrew
2.C.3  France (Registrar)
2.C.4  France (Registrar) & Scheck (LAS Dean)
2.C.5  Scheck (LAS Dean)
2.C.6  McKiel (Library)
2.C.7  France (Registrar)
2.C.8  France (Registrar)
2.C.9  Scheck (LAS Dean)
2.C.10 Scheck (LAS Dean) & Girod (COE Dean)
2.C.11 Scheck (LAS Dean) & Girod (COE Dean)
2.C.12 Stonecipher (Graduate)
2.C.13 Stonecipher (Graduate)
2.C.14 Stonecipher (Graduate)
2.C.15 Stonecipher (Graduate)
2.C.16 LeRoy (DEP)
2.C.17 LeRoy (DEP)
2.C.18 LeRoy (DEP)
2.C.19 LeRoy (DEP)

APPENDIX B

2.D.1  McDonald (Associate Provost), Sullivan-Vance (AALC), Schmidt (Writing Center), Larsen (ODS), Boderman (SEP), Price (SABIE), Hernandez (MSS), Clark (SLCD), Yang (ISSA)
2.D.2  Carey, Jay (Campus Security)
2.D.3  McDonald (Associate Provost) & Hernandez (MSS)
2.D.4  Provost & McGrew
2.D.5  McDonald (Associate Provost)
2.D.6  Scheck (LAS Dean) & Girod (COE Dean)
2.D.7  France (Registrar) & Kernan (UCS)
2.D.8  Fossum (Financial Aid)
2.D.9  Fossum (Financial Aid)
2.D.10 Sullivan-Vance (AALC)
2.D.11 Horsey (Recreation Center), Haberman (Student Affairs), Hernandez (MSS)
2.D.12 Fuchs (Dean of Students), Cox (Health and Counseling), Lane (Bookstore), Nelles (Dining)
2.D.13 Carey, Jon (Athletics)
2.D.14 LeRoy (DEP)

2.E.1  McKiel (Library)
2.E.2  McKiel (Library)
2.E.3  McKiel (Library)
2.E.4  McKiel (Library)

2.F.1  Weiss & Yahnke (Finance & Administration)
2.F.2  Weiss & Yahnke (Finance & Administration)
2.F.3  Weiss & Yahnke (Finance & Administration)
2.F.4  Weiss & Yahnke (Finance & Administration)
2.F.5  Neal (Physical Plant)
2.F.6  Weiss & Yahnke (Finance & Administration)
2.F.7  Weiss & Yahnke (Finance & Administration)
2.F.8  Love & Groshong (University Advancement)

2.G.1  Neal (Physical Plant)
2.G.2  Risen (Physical Plant)
2.G.3  Neal (Physical Plant)
2.G.4  Kernan (UCS)
2.G.5  Kernan (UCS)
2.G.6  LeRoy (DEP)
2.G.7  Kernan (UCS)
2.G.8  Kernan (UCS)

Rubric Designers and Writing Consultants

Cornelia Paraskevas (Linguistics)
Katherine Schmidt (Writing Center and English)
Dennis Butler (Writing Center)