Date: August 26, 2011  
To: University Advisory Council  
From: Ad-hoc Advisory Faculty Committee  
Members: Daniel Lopez-Cervallos (Community Health, COE)  
Cat McGrew (Communication Studies, LAS)  
Margaret Artman (English/Writing, LAS)  
Re: Recommendations for response to the Year One Evaluation Report  

Introduction  

In the Year One Evaluation Report, the peer evaluators concluded with the following two recommendations for action:  

**Recommendation One:** The panel recommends that WOU clarify its definition of mission fulfillment in the context of its expectations. The institutional outcomes, 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).  

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

An ad-hoc committee was convened to recommend changes that would address the peer evaluators' comments. The committee was comprised of three faculty members who were invited to participate by the Assistant to the Provost, Wanda Clifton-Faber, because of their expertise in qualitative and quantitative measurement methods. The committee reviewed the objectives, KPIs and outcomes in Chapter 1 of the Comprehensive Accreditation Report with the goal of suggesting revisions that would enhance the content's clarity and meaningfulness and reduce ambiguity, as well as ensure that outcomes were more objective, assessable or quantifiable.  

A summary of the key recommendations for revisions follows. Recommended specific changes to the text are shown in the attached text of the Chapter 1 document.  

**Explanation and Commentary**  

We are providing explanation and commentary on particular elements that were the subject of extensive discussion in our meetings and/or for which we had particularly strong concerns. Additional
recommended revisions are noted on the attached Chapter 1 document. By using the ‘track changes’ feature, the revisions are shown but with deletions noted in the side boxes.

A. Core Theme 1: Effective Learning

The objectives under this core theme demonstrate a first-order assessment with focus on student learning (O#1), student participation in challenging and high-impact learning experiences (O#2) and student satisfaction and perception of quality instruction (O#3). These objectives are primarily assessed from the students’ perspective, using NSSE, CLA or WOU-developed survey instruments. This panel suggests that future improvements might include assessing effective learning and student success from additional perspectives beyond that of the student nearing graduation (e.g., alumni, key employers, professional associations or graduate schools) as well as assessments of learning (e.g. faculty assessments of learning outcomes or knowledge tests such as Major Field Achievement Test from Educational Testing Service.)

B. Core Theme 2: Supports Diversity

Objective 1:

a. Due to the ongoing campus conversations about the broad meaning of ‘diversity’, this panel recommends that the following statement be added to the description at the beginning of this Core Theme:

WOU acknowledges diversity in its broadest sense (e.g., women (underrepresented fields/positions), non-traditional students, immigrants, people of color, racial/ethnic, LGBTQ, people with disabilities or other systemically disadvantaged groups). In this context, the WOU community had decided to initially focus its efforts on addressing racial/ethnic minority and first-generation students.

b. WOU has a flexible admissions policy that results in some applicants being admitted to WOU without ACT or SAT scores. Therefore, this panel recommends that the text below be added to the document in the three locations that define persistence and graduation rates for racial/ethnic minorities and first-generation students (1.b., 1.c., and 1.d.):

Not all students entering WOU are accepted based on SAT/ACT scores; therefore, persistence rates will also be tracked using WOU’s enterprise data warehouse [EDW]. In the first two years, these two processes will be compared and major discrepancies analyzed in order to determine the most effective tracking and measurement system.

c. This panel suggests that an additional KPI be added to measure the graduation rates of first-generation students who may enter WOU after completing an AAOT degree at a community college. (Note: Because these students are transfer students and not freshmen, they are not likely to be included in the sample when WOU measures persistence rates of first-generation students as defined as persisting from freshmen to sophomore). Fundamentally, this will help WOU to
know our results at graduating first-generation students who enter with existing college experience.

Objective 2:
This panel is interpreting the ‘Diversity Plan’ (due Sept. 2012) as having critical authority to set goals, objectives, and actions to realize the campus community’s desire for diversity. We suggest that it is imperative to move past perceiving “meeting Affirmative Action guidelines” as sufficient to increasing diversity on campus. We encourage the Diversity Committee to make bold moves in envisioning what diversity on campus might look like and to institutionalize critical actions to achieve that vision in their Plan due in September 2012.

Objective 3:
This panel suggests that the measurable outcome be the development and implementation of a tracking system for ‘partnerships with diverse communities’. In addition, we suggest that the definition of ‘diverse communities’ be aligned with the statement recommended in Objective 1. (It might be helpful if the rationale for claiming one has developed a ‘partnership with a diverse community’ be part of the documentation provided to the tracking system.)

C. Core Theme 3: Sustainable Institution

Objective 1:
a. This panel notes that there is an opportunity to broaden the KPIs that are intended to serve the extensive description of ‘sustainable institution’. For example, although the description mentions the WOU working environment, there are no KPIs to ‘foster open communication’, ‘recognize contributions’; nor is there a KPI to ‘nurture connections with alumni’.

b. This panel notes that there is an absence of meaningful KPIs/outcomes that relate to the educational elements of the description of a sustainable institution. For example, the description mentions “good educational...practices” and “enhance technology strategies...to improve teaching [and] learning”. We suggest a KPI be added for professional development resources for faculty that consider the “meta-profession” role in addition to discipline expertise (e.g., administrative/leadership or instructional design/delivery including technology use) because of benefits to students and the institution.

c. Finally, the premise underlying KPI C.1.c. on ‘degree audit exceptions’ should be investigated. This panel notes that in our experience, faculty frequently use course substitution or waiver forms in order to customize an academic program to a particular student’s needs. It seems that an analysis of the forms, rather than just a count of them, could help to uncover the scope of the problem, if one exists, and the particular departments involved.

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1 See for example “College Teaching as a Meta-Profession: Reconceptualizing the Scholarship of Teaching and Learning”, (2001) Arreola, Aleamoni and Theall.
Objective 3:
a. KPIs b., c., and d.

These three KPIs suffer from unrealistic outcomes with no measurable or quantifiable standards. For example, success at achieving “minimum emission of carbon dioxide” and “reducing utility usage to lowest possible level” cannot be determined given the current systems in place at WOU. This panel suggests that the Outcomes be revised so that the physical plant can instead measure their actions to engage the WOU community in reducing these environmental effects. For example, specific actions in such areas as changes in metering, changes in building systems (e.g. plumbing or lighting), addition of cutting-edge buildings (e.g. Live/Learn), communication to building occupants about their usage, promoting and marketing conservation efforts, or improving building users’ reporting of wasteful issues would all be valuable contributions to improving the WOU community’s efforts toward environmental sustainability. We suggest that this be directed back to Tom Neal and the Physical Plant to revise due to their expertise and knowledge of the WOU systems.

b. Finally, this panel strongly recommends the new KPI shown in the document related to commuting. We believe that it is an action that has great potential impact particularly because of the limited public transportation to WOU from surrounding communities, can be implemented relatively easily, and will be a highly visible symbol of WOU’s commitment to sustainability.

**Measuring Mission Fulfillment**

This panel recommends a process that allows WOU to measure mission fulfillment. The process takes into account that partial achievement of some KPIs may be more valuable to WOU than complete achievement of other KPIs.

First, the campus community must determine the relative weight for each KPI (high, medium, low) relative to the others. Then, the score for achievement of an outcome (acceptable, warning, unacceptable) is determined. Each of these levels is assigned a numerical value from low to high (1, 2, or 3) and the values are multiplied to achieve a weighted score for each outcome. Thus, an acceptable achievement on a KPI that has high value to WOU will count more toward mission fulfillment than an acceptable score on a lower-valued KPI. The overall achievement is quantified as the percentage of actual score over the potential score. Below is an illustration of a sample calculation and spreadsheet.
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<th>Actual Weighted Score</th>
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**Core Theme 1: Effective Learning**

**Objective 1:** WOU students acquire, analyze, and apply knowledge

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Total Objective 1: 10

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67% achievement

**Objective 2:** WOU students participate in high impact learning experiences

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Total Objective 2: 6

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42% achievement

**Objective 3:** WOU students are highly satisfied with their learning experiences

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**Total Core Theme 1**

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<td>60% overall achievement</td>
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Response to NWCCU Recommendations Committee
Score:

Acceptable/ Green = 3
Warning / Yellow = 2
Unacceptable / Red = 1

Weight:

High = 3
Medium = 2
Low = 1
WOU 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 and other institutions of higher education, government, and local and global communities.

WOU 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 its educational, financial, and environmental sustainability.

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. To accomplish this, 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 the 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 in a global society.

   a. KPI: Assess students' growth in higher order competencies between freshmen and senior years using the Collegiate-Learning-Assessment (CLA) analyses.

      **Rationale:** The Council for Aid to Education's CLA assessment service measures an institution's contribution to the development of key competencies in undergraduates, including the 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 the tasks are evaluated to assess their critical thinking, analytical, problem solving, and communication abilities. CLA therefore facilitates institutional benchmarking, correlating student progress across multiple colleges.

      **Desired Outcome:** In relation to its comparator institutions, WOU will rank as "near expected" or "above expected" using the Collegiate Learning Assessment (CLA) analyses.

   b. KPI: Achieve and maintain a significant percentage of students engaged in challenging academic learning experiences.

Comment (1): "Global society" was added to Objective B; where it appears to be a better match to the KPIs.

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5 [http://www.cael.org/studentlearningassessment/index.cfm](http://www.cael.org/studentlearningassessment/index.cfm)
6 [http://www.cael.org/studentlearningassessment/index.cfm](http://www.cael.org/studentlearningassessment/index.cfm)
Rationale: 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, among others.

 Desired Outcome: WOU's score on the Academic Challenge benchmark will be equal to or greater than the mean score for comparator institutions using the Collegiate Learning Assessment (CLA) analyses.

A. KPI: Achieve and maintain a significant percentage of students involved in high-impact learning experiences. (VP Student Affairs, Provost and Dean)

B. Rationale: Learning opportunities that are complementary to classroom experiences enhance academic programs. High-impact learning experiences such as internships, capstone courses, community service, study abroad and international exchanges, service learning programs, Live and Learn Communities, domestic exchanges and the Leadership Certificate, provide students with opportunities to synthesize, integrate, and apply their knowledge. Experiencing diversity teaches students valuable things about themselves and other cultures. Such experiences also make learning more meaningful and more useful because students see firsthand the relationship between what they know and who they are. The NSSE composite benchmark of Enriching Educational Experiences includes multiple indicators measuring these activities.

C. Desired Outcome: Using the NSSE assessment tool, WOU's Enriching Educational Experiences benchmark will be equal to or greater than the mean score for comparator institutions.

D. KPI: Achieve and maintain a significant percentage of students involved in active and collaborative learning experiences. (Provost, VP Student Affairs and Dean)

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.

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.

2. Objective: WOU students participate in high impact learning experiences.

1 http://www.collegegoals/alineasuredon/index.html
(a) 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). (Reported Data by VP of Student Affairs, Assistant to VP Student Affairs and Director, Study Abroad and International Exchanges Program)

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 full-reciprocated 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.

Desired Outcome: Student participation. Number of participating students will increase by 5% each year over the prior year appropriately in credit-bearing, high-impact activities outside the classroom-learning experiences. 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. Furthermore, WOU's score on the NSSE "Enriching Educational Experiences" benchmark will be equal to or greater than the mean score for comparator institutions.

Comment [3]: Assessment surveys should be evaluated for reliability & validity.

(b) KPI: 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.) (VP Student Affairs and Assistant to VP Student Affairs)

Rationale: 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 experiences 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 Achelman Hall provide themed program experiences for students such as multicultural 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.

Desired Outcome: Student participation will increase to a reasonable rate in non-credit-bearing, high-impact activities outside the classroom-learning experiences. Number of participating students will increase by 5% each year over the prior year as measured by the office of the VP, Student Affairs. (Faculty report credit-bearing activities under Objective 2a.)

Comment [4]: Assessment surveys should be evaluated for reliability & validity.

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1 http://www.wou.edu/accreditation.php
2 http://www.wou.edu/about/purpose/
3 http://www.wou.edu/about/purpose/
4 http://www.wou.edu/student/leadership/certificate.php
5 http://www.wou.edu/student/community/service.php
6 http://www.wou.edu/student/community/alternative.php

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(c) KPI: Achieve and maintain a significant percentage of student participation in the Freshman Year Experience Seminar course as measured by the persistence rate of participating students. (VP Student Affairs and Associate Provost)

Rationale: The Association of American Colleges and Universities (AAC&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.

Desired Outcome: Achieve and maintain a significant percentage of enrolled students participating from freshman to sophomore year. First-year students participating in the Freshman 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.

(d) KPI: Increase participation in Academic Excellence Showcase (Provost and Dean)

Rationale: High-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.

Desired Outcome: Will continue growing until a majority of students and faculty participate annually.

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.

3. Objective: WOU students are highly satisfied with their learning experiences.

(a) KPI: Achieve and maintain a significant level of student satisfaction with a supportive campus environment. (Dean of Students, Director, WUCSLA and Assistant to VP Student Affairs)

Rationale: Students perform better and are more satisfied at universities that are committed to their success and cultivate positive working and social relations among different 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.

Desired Outcome: WOU’s score on the NSSE “Supportive Campus Environment” benchmark will be equal to or greater than the mean score for comparator institutions.

(b) KPI: Instructor evaluations will reflect a high degree of student satisfaction with the quality of instruction provided and the learning. (Provost and Dean)

Rationale: 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

Comment [5]: Should Division Chairs be noted here? Or is professional development more at the Dean level?
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.

**Desired Outcome:** WOU instructors will use the evaluation data to improve their teaching performance as reflected in subsequent ratings. 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 & Grading.

**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.

1. Objective: WOU is an institution that is accessible to diversity of student populations across the campus community. (Chair, University Diversity Committee and Associate Provost)

   (a) **KPI:** Achieve and maintain a percentage of all racial/ethnic minority students and students enrolled at WOU reflective of the demographics in Oregon (Chair, University Diversity Committee, Associate Provost and Director, Graduate Programs)

   **Rationale:** Enrollment rates of all racial/ethnic minority students as defined in the OUS Student Centralized Administrative Reporting Firms (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).

   **Desired Outcome:** The percentage of racial/ethnic minority students will mirror the regional demographics of the college-age population in our region (based on Census data for ages 16-24). Persistence rates will also be tracked using WOU’s enterprise data warehouse (EDW). In the first two years, these two processes will be compared and major discrepancies analyzed in order to determine the most effective tracking and measurement system.

   (b) **KPI:** Increase the persistence rates of undergraduate racial/ethnic minority students enrolled at WOU compared to peer comparator data (Chair, University Diversity Committee and Associate Provost)
(c) KPI: Achieve and maintain graduation rates of racial/ethnic minority students enrolled at WOU compared to peer comparator data (Chair, University Diversity Committee and Associate Provost)

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 progress towards graduation. SAT/ACT data from public institutions with similar size, admissions selectivity, and degree offered will be used for comparison.

Desired Outcome: The graduation rates of racial/ethnic minority students at WOU will be equivalent to or exceed the graduation rates of non-minority students.

(d) KPI: Increase the percentage of first-generation undergraduate college students who persist from freshman to sophomore year at WOU (Chair, University Diversity Committee and Associate Provost)

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.

Desired Outcome: The persistence rates for first-generation undergraduates will be equal to or greater than the non-first-generation students. Persistence rates will also be tracked using WOU's enterprise data warehouse (EDW). In the first two years, these two processes will be compared and major discrepancies analyzed in order to determine the most effective tracking and measurement system.

2. Objective: WOU is an institution that is accessible to minorities—promotes diversity across the campus community and across including students, faculty and staff. (Chair, University Diversity Committee and Associate Provost)

(e) KPI: Develop, implement, and institutionalize a university diversity plan through the University Diversity Committee no later than fall 2012. (Chair, University Diversity Committee, Director, Human Resources, and EVP Finance and Administration)

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.

Desired Outcome: Implementation of the plan will begin by or before September 2012. 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 that meet affirmative action guidelines for diversity. (Chair, University Diversity Committee, EVP Finance and Administration, and Director, Human Resources)

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, and ensure diverse applicant pools for all positions to be filled.

Desired Outcome: Maintain diverse faculty and staff applicant pools. Initially, the plan for these actions will be incorporated into the ‘Diversity Plan’ and all 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.
3. Objective: WOU successfully partners with diverse communities outside of campus.

(Chair, University Diversity Committee and Director, Human Resources and Associate Provost)

(a) KPI: Create, sustain, and document partnerships involving WOU students, faculty, and staff that benefit underserved populations - diverse communities. (Chair, University Diversity Committee, and Associate Provost)

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. Before setting a directional KPI in this area, WOU needs to define what types of partnerships qualify as serving underserved populations. We will also develop a system to accurately track the number of students, faculty, and staff engaged in partnerships that benefit underserved populations as well as the beneficiaries of those underserved populations.

Desired Outcome: A system will be in place by fall 2012 to accurately track the number of students, faculty, and staff engaged in partnerships that benefit underserved populations diverse communities as well as the beneficiaries of those partnership activities. To be determined after evaluating baseline data.

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 (Provost and Dean)

Rationale: WOU understands that 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 and that ratio adjustments can be made, as necessary.

Desired Outcome: Achieve and maintain an appropriate faculty-to-student ratio (based on model of instruction and efficient use of resources) to ensure quality teaching, effective learning, and efficient use of resources, that maintains an overall student mean ratio of 3.0 or higher on the
"Faculty/Student Interaction" subcate 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.
(b) KPI: Optimize petitions for degree audit exceptions (Provost and Deans)

**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.

**Desired Outcome:** Reduce the number of conduct an analysis of exception forms filed annually. Exact numbers will be tabulated for the current year and become our baseline for future numerical goals. Track purposes and sources of forms in order to Identify what or if problems exist.

Comment [6]: See comment in the cover.

(c) KPI: Maintain high student satisfaction rates in academic advising. (Associate Provost)

**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 best measure of effectiveness is survey data gathered annually.

**Desired Outcome:** Work to ensure at least 90 percent of undergraduates will rate the quality of academic advising as very good or excellent on WOU’s survey. (This is equivalent to 30% 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.

Comment [7]: Survey method should be evaluated for reliability and validity.

2. Objective: WOU uses business practices that continuously improve financial sustainability and are in the best interests of serving the community.

(a) KPI: Maintain a sufficient fund balance pursuant to economic circumstances (Director, Budget and Payroll and EVP Finance and Administration)

**Rationale:** 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 or expenditure requirements; and unexpected legal obligations.

**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.

(b) KPI: Increase the alumni participation rate and philanthropy (University Advancement and Operations Coordinator)

**Rationale:** 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 (AFR) 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.

**Desired Outcome:** Increase the annual alumni participation rate and maintain a donation amount per alumna equal to, or above, the mean of comparable comparator institutions.

(c) **KPI:** Ensure that enrollment numbers reflect WOU's Strategic Enrollment plan (Associate Provost and Director, Graduate Programs)

**Rationale:** 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.

**Desired Outcome:** Achieve a predictable strategic enrollment rate within +/- 10% of targeted enrollment so that enrollment can be relatively constant to university resources, enabling sufficient student support.

(d) **KPI:** Maintain sufficient Indirect cost recovery [Director, Sponsored Research]

**Rationale:** Indirect costs cannot be easily attributable to specific sponsored projects such as building depreciation, janitorial services, accounting, purchasing, library expenses, etc. The appropriate recovery of facilities and administrative (indirect) costs enables the university to reinvest in its infrastructure and provide services aligned with its mission.

**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 the fiscal year ending 30 June 2010.

3. **Objective:** WOU uses practices that continuously improve its operational sustainability andAgire in the best interests of serving the community.

(a) **KPI:** Maintain system reliability during peak hours of operation (Director, University Computing Services)

**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.

**Desired Outcome:** Maintain a high degree of system reliability during peak hours of usage: 0700 - 0000 hours PST. High reliability is defined as meeting a standard of 99.9% uptime for peak hour usage.
(b) **KPI**: Reduce the metric tons of carbon dioxide equivalent per FTE emissions  

*Director, Physical Plant*

**Rationale**: American College and University Presidents’ Climate Commitment (ACUPCC) Greenhouse Gas Report will list the total Carbon Dioxide Equivalent produced 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 affect on the planet and correlate our progress to our 2020 zero emissions goal.

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

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(c) **KPI**: Minimize utility usage per square foot  

*Director, Physical Plant*

**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.

**Desired Outcome**: Reduce our utility usage per square foot to the lowest possible level, minimizing our carbon footprint. 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.

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(d) **KPI**: Optimize refuse collection per FTE  

*Director, Physical Plant*

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

**Desired Outcome**: Achieve and maintain a significant reduction in 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 such as communication value to staff and students, encouraging competition across divisions or buildings or other such engagement with the campus community.

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(e) **Recommended KPI**: Reduce environmental impact related to commuting  

*Director, Physical Plant*

**Rationale**: Faculty, staff and students commute to WOU from various points in the Polk, Marion, Linn, Benton or greater Portland area. 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.
**Desired Outcome:** Establish a dynamic online carpool match site that will enable staff and faculty to find and share transportation to and from campus. Investigate and establish a parking site on campus that will provide access to electric 'Zip cars' to be used when faculty or administrators must travel to local areas.

**Section III: Concluding Comments on Core Themes, Objectives, and Expectations**

Western Oregon University's campus community has identified three Core Themes, nine Objectives, and twenty-eight Key Performance Indicators that capture what we are and to what we aspire.

We believe the Core Themes reflect our institutional priorities, the Objectives our goals and the Key Performance Indicators specific measurements and will inform our decisions, drive our strategic plan and guide us through mission attainment. We are confident that the accumulated evidence of achievements will demonstrate our commitment to continuous improvement in quality student learning through effective teaching, providing a supportive environment that fosters a diverse campus community, and maintaining a sustainable institution in all aspects of what we provide and how we provide it to all of our stakeholders.

We are confident that this new accreditation model will assist us in improving our planning, service, management and academic processes. It provides us a process of clearly demonstrating our accountability and responsiveness to our constituencies: past, present and future.