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Western Oregon University

WOU-Admitted Student Receptions-(iCap))

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>> Good afternoon, folk, I say I'm a recovering history major graduate at western Oregon. One of my bad jokes always for students think about majoring in history you could be gainfully employed. I'm a living breathing example of that. For students and families, thrilled to have you here today in person. Of course you see all of the equipment that we set up today. We're live streaming. So we have students who could not attend in person, they're joining us via live stream. So, we have students not from the local area, but even start international students joining us via live stream that registered for the live streams. Great to see, thrilled to have that opportunity. That explains it camera equipment, etc., that we can provide the live stream opportunity this afternoon.

What we have planned for you today is give you what we think are important updates, next steps, as an admitted student. So you feel like you're moving in the right direction. Often I talk to parents and say, let me make sure we're not missing anything. If we're missing anything, we can get into the questions. It's important to recognize our students who are here today and celebrate you. This is, any n my opinion, a big deal. As a father and on a more personal note, I think it's important to celebrate when it comes to students and taking important steps. At this time, I want all of our students to stand up and give you a round of applause. Not trying to embarrass you, but it's important to recognize this achievement. Like to recognize all of the students. If you would just stand for a second? Thank you so much. So, as I just shared, we are going to be taking you through some next steps, updates, and there will be time for students and their families to connect with me and my colleagues and to meet individually with representatives, whether that's from student success and advising from the financial aid office, from the university housing and dining as well as our current students will be available as well. So, we're going to start with kind of with the admissions update and overview and talking about pieces for fall term in terms of what our plans are as a university. So, I'll be starting things off. And I think one question that we're getting quite a bit from students and their families is what can we expect for course delivery. What does that look like, Rob, is it going to be in person, is it on-line, what is the plan for the university? Oh, I think what I'm pleased to share and the direction we're moving in is really get back to the in-person experience. I think as a graduate of western Oregon, I really cherished, benefitted from the in person experience and the small classrooms we have at Western. So the percentage that we're projecting is we're looking at a range of about 60 -- upwards of 70% of in-person instruction at Western. It's getting back what we had kind of prepandemic. However, we're going to have on-line options for students in terms of what their comfort level is. But I talked to students and their families. What I keep hearing is, I want in person. That's something I visited Western in the past or talked to a representative or members of my family graduated from Western, etc. They had the in-person experience. That's what we're trying to get back to. The faculty as we surveyed them feel the same way. They're looking at in-person, that's their preference or the hybrid, where they're in person as well as on-line accommodations. That's the direction we're moving in. We want to make sure we had on-line options for students in terms of what the comfort level is. On-line synchronous and on-line asynchronous. It's really you're attending a course on-line. It's certain days or days of the week and certain times you meet as a class where the instructor on-line. So you have that -- I guess that -- kind of assurance that you know the day and the time. And for some students, they need that structure, right? And there's asynchronous, where there's flexibility in terp terms of class convening, getting material, it's not a TET day and time, if that makes sense.

But what we're looking at is getting back to the in person experience but gets based on schedules or comfort levels for students, we have on-line options. That's what course delivery looks like right now. We have a fall 2021 update site to get information about our fall plan, as we continue to update information, you'll find that on the website. Students are asking when do I get to meet with a faculty advisor? Or a professional advisor. When will I register for classes, you know? I -- isn't there a program called SOAR or TSOAR, or I had another student that went to western and came to class during the summer. What does that look like at Western University. So, transfer students, you would go to the advising registration process on May 14, which is a Friday, or May 15, which is a Saturday. And there'll be designated blocks of time throughout the day. It's giving you good options, whether it's morning, afternoon, evening opportunities to meet with an advisor in a Zoom room where you're meeting with a faculty advisor, professional advisor one-on-one. And you'll be able to register for courses on the 14th or the 15th. We'll be sending an e-mail for admissions for transfer students. You get an invite to register for one of these dates. Now, if there's a scenario where you say, gosh, Rob, the 14th and the 15th just don't work out. I'm unavailable due to commitments or only gayses, whatever the case may be, you'll be able to go through the registration process on the 17th of May. So, a few days later, you'll be able to go to the advising and registration process and set up an advising appointment prior to the 17th. Register for class cans on May 17th if the 14th doesn't work for you. There's conflicts when it comes to the dates and times. You'll be able to register for the 14th and 15th. That's going to open up on Monday, May 3. You'll get an e-mail for admissions invite I don't go uh to register for one of those dates. Those open up on May 3. Nothing to do at the moment. We sent out a save the date e-mail to transfer students about the 14th and the 15th, things are opening up on the 3rd. So nothing you have to do at the moment in terms of registration for one of these dates but keep that May 3 in mind and think about the 14th and 15th and your availability for one of those dates.

Now for freshmen, we have a series of dates we established as well for advising registration. Most of those dates are in June. We have a July date. July 16. Similar to the transfer students, you'll select one of the dates, you go through the advising process, as a hypothetical, maybe you're a science major. Maybe meeting with the appropriate faculty member that day to develop your fall term schedule, get questions answered, be able to register for classes. That's the first-time freshman. Monitor your e-mail in terms of when registration for the dates will be available. So, registration is not available at this time, and we'll give you a heads up, we can do a save save-the-date e-mail, etc. We want to share these dates with you. We also have the WOU network. The WOU network is a virtual platform to where our new freshmen and transfer students can access information, learn more about campus resources, meet other new students as well as current students that are part of our orientation plus team. And then they could have your guidance to the process. Think of the hub to access that information. So, you'll get an invite to join the WOU network. The new student week. Information will be available. Not only a summer/spring experience, it will get you through and ready for the fall. The WOU network. If you see an E mail about the WOU network, it's not any type of spam, it's legitimate. Join the WOU network. We use the last spring, summer, fall, it worked out well. It's on-line. Go to the WOU network to access the information. We're updating the information. Putting out events, etc.s, all of that is available through the WOU network. So, we'd love to be able to get back, like today, we have an in person opportunity. What we hope to do this summer, this could start in July, is having in-person orientation activities at Western. And give you tentative dates set aside, established, and follow appropriate guidelines and protocols in terms of COVID and what that number would be for in person orientation activities throughout the summer. Looking at July we'll be starting. Having dates in August as well. Focus ugh on that orientation, to help students and families in that transition to WOU. So, we'll keep you updated as we make progress on these dates but once again it can prepare you for that. In person orientation activities here on campus this summer. Then our next steps and reminders. So, for students that completed that process to say, yes, coming to Western, that's fantastic. Thrilled to hear that. And we encourage you to complete that process is to visit our WOU said yes page. Than's the landing page for admitted students. So, I encourage you to Keck that out. If you have not shared your at the session by the fall but hear your decision once you're prepared to do that, there's a lot of pieces that need to come together before you're ready to make a decision. But you find that intent to enroll link on that WOU said yes page and we'll send e-mails about it, etc. We do have some required documents that we ask students to complete, essentially by September 1. Somebody asked me, Rob, what dates should I complete my revolving charge account contract. September 1 if you want to do it earlier, that's great, the WOU said yes page has the links so you can download and print out a version, a pdf version of the revolving charge account contract health history form and immunization. So let's say the revolving charge account contract is a business office document that every student needs to have on file. It allows students to pay tuition, fees, other expenses -- the best way to describe it is payment processor plan. If you're in that position where you're not able to pay your entire bill at the beginning of the term. That's the revolving charge account contract. Every student must have it on file with the business office. So, just reminded by that one. And the health history immunization form, you may have had this experience or families know this for parents in terms of the K through 12 setting where you had to provide records in terms of immunizations. If the student or your student has any type of allergies, etc., you can share that with the district with the school. I know I had do that as a parent with my children. That's an expectation we have here at Western, the student health and counseling center will need record immunizations and it's the health history form. If you have any questions about that or you are uncertain about the immunization is it still valid, contact the student health office, and you feel more comfortable in terms of everything is up to date or you have questions about the form -- questions are being asked, they're happy to address those for you. So, it's the health history form and the immunization form. Transcripts, it wasn't necessarily a western Oregon policy. You see this really across the country, institutions for accreditation purposes. We need whether you're a high school senior, your final high school transcripts. So I want to make sure you got your final grades. We have your graduation date posted. Very important just to think you did graduate. You had your diploma. You finished your senior year. For freshmen, college coursework. You earned credit with the local community college or four-year institution. We want to make sure we get the college transcript. You worked hard to earn those credits, maybe it's been a financial investment, etc., and you want to make sure that admissions, if we get that transcript so we can review that coursework and articulate it to see how it transfers to Western and apply that degree to Western Oregon. For the transfer students, you need your final college or university transcripts. Use the hypothetical that you're currently enrolled from the community college transfer student, the current term, the spring term is when you'll finish, we do want the final transcript. So, you have all of your coursework so you can make sure you continue your studies in a successful way, etc. So, we need those transcripts. And if you question -- reach out to you, usually it's the registrar's office in the college and university that's responsible for issuing transcripts. With can accept the electronic lead to the service or get the good old fashioned snail mail every day in terms of transcripts being sent through the mail. But just add that to your to-do list as you move further through the process with the final high school transcript with the graduating high school seniors and college coursework whether it's freshmen or the official transcripts. When it comes to advanced placements or AP credits or international baccalaureate credits, we should get those scores late June, early July. They specifically go to our registrar's office. So we will evaluate the scores and tell you what credit you're earning from western based on your AP-IB scores. If you're curious, can I look at your AP or IB policy? Is there a way to kind of see what the scoring table looks like. If you were to access our catalog on-line, the western Oregon catalog does have the AP or IB policies and how we award credit at Western Oregon. That's something you can access on-line through the catalog to take a look at that. You're here on campus today for students and families attending in person. And you may have received communication. But you do have in person tours that are taking place weekdays and designated Saturdays. So, if you wanted to return to campus or if you're joining us via live stream today, we plan to visit campus. You can see the top -- you can see the tours taking place on campus. But the great thing about the in person tours, it's one family with an ambassador. So, you're not with other families an it this time. We think about health and safety, you feel comfortable taking a tour. One family and one of our student ambassadors that are touring campus. So we'll continue not only through the spring but throughout the summer as well. We'll be offering campus tours. So, that is the conclusion of my slides. What I'm going to do is hand off the keyboard and the mouse to my colleague, Ron Mercer, from student success and advising going to be giving an J update, an overview of student success and advising, belated areas as well. Some items in the folder that Ron will be referencing, general education curriculum, there's a document that has the current version of our general education requirements as well as course placement. That is in your folder as well. So Ron will be referencing those documents, so I want to point that out to you. I want to follow on. With that, I want to turn it over to Ron. Thank you. .

>> Good afternoon. Give me a second here. I am Ron Mercer with the office of student success and advising. Academic success adviser here at Western. I'll go over your advising session for your TSOAR or your SOAR. We'll talk about placement testing. We'll go over the general degree environments. We'll talk about how advising works here for all students and talk about what our office does for students and briefly talk about some of the western sources that are available to you as a student at Western. Preparing for TSOAR or SOAR, go to your portal, set up your password. It's your user name and your e-mail address as well. In case, know your social security, have that already when you sign up for SOAR. So, when the placement test is the Alex math placement test, it's needed to, if you're going to a major like computer science, science, biology, chemistry, or math, or education, it's highly recommended you take the Alex placement test. Once you have it placed and you know your score, you know what math class you can start on when you register for the full term. If needed. Most majors, you need the one math requirement. And that -- you know, there are some math classes that you can take without doing the math placement test. Sometimes we run in the past where students haven't been sent in to western yet. If you have a copy of them on hand, have that ready. The reason is we don't want you registering for classes that you have gotten credit through AP or IB. Any prior college credit as well. Send that to Western or have an unofficial copy with you so that's something that you can talk to your advisor about. If you register for a class, once you have the transcript processed, you can get to something different. We talked about ALEKS placement tests as needed. If you have experience in French, Spanish, or German, all of the testing is on-line. That's through -- you sign up through the respected websites. If you want to go through ASL or interpreting, you have to contact, Lyra Behnke because that's something that you do one-on-one with them.

All right, so the general degree requirements. For a student to receive a degree here at western, they need to complete 180 credits total. This is a state requirement. This is not just something we say. Like all students have to do. Typically, the general education requirements will make up to about 60 credits, majors, most majors are about 70 but there are majors that can go up to 90. And that leaves about a minor or any electives will be about 30. So that's 180 credits total. If you break 180 credits down to 45 credits a year, like 15 credits a term, so, if you're doing 15, fall, winter, and spring, that's 45, types that by four, that's 180. Sometimes another 180 does look a little daunting to new students. But when we say on average, 45 a year. You can take a summer class, you can take a couple of summer classes, as long as you have 45, you can finish 180 credits in four years. This is the general education requirement. We have listed first-year seminars for all new incoming freshmen, first year seminars are a required class, just take two, as the name implies. Complete that your first year. Foundation classes, untilly, you should start taking those classes, they would be like writing and math your first year, complete that. The exploring knowledge section of our Gen Eds is an area students are not too sure about the major they selected or the exploratory, they have a chance to test out different majors that western offers while still completing the general education requirement. That will happen freshman to soft more year. Integrating knowledge is a new year. These are upper division. But you -- as you're coming in as a freshman, don't take them yet. Typically, that's the end of your sophomore year, definitely your junior year. And the major course requirement, there are kind of misconception that students need to complete their gen-Eds first before they start their major. That's false. I recommend you start taking your major classes and mixing them with your geneds while you're here because some have hidden prerequisites that you have to complete before you move on to most of the other classes. Advising is mandatory. There's a hold placed on your account in the fifth week of the term, which is actually tomorrow for us. It's a reminder to meet with your advisor. Registration starts the eighth week of the term. So you have two to three weeks to meet with your advisor, talk about the next term, what goals you would like to have, when you graduate, and then the advisor will clear your hold and then you'll be ready to go when the registration time starts. Ideally, you should meet with your advisor more than once. But you have to meet with your advisor before you can register for classes. This helps you to stay on track, if you want to finish in four years and your advisor is the resource for the university. They can connect you to all of the resources on campus, once you're planning on finishing, you don't know if you want to start your starting masters' program or get into an internship, your advisor is a great resource for you to get you to the next stop. There are different types of advisors, for students who want to start their major, typically, they could be their professor too, they're the experts in the field and they're a great resource for you when you move on from Western. We do have a few programs here that help students, the student enrichment program, that's an additional resource for students who apply for the program and are accepted. They can connect you to other resources that are available to other students. Multicultural student services that is another advisor that students when they apply to the program they can have as well. It's an additional advisor. And advisors, me, in my office, we advise students in the nursing program or the exploratory students or students that haven't declared their major. We can meet with all students on campus. If you have a general question, you don't know who to go to, start with us and we can get you set one the resources that is available to you. Success and advising, we help with learning strategies. If there's something going on that you're being challenged with, you don't know what to do, you can contact us. We also have circle wind, a program that we've been working with last year. It's a virtual study group. We have a YouTube channel. We're moving as much as we can with us on-line that's accelerated. We're going to launch a discourse service soon. It's just to connect students with each other. The prenursing program, if they're taking human anatomy, the on-line course, they don't know the students, of course, they would like to connect. The idea would be circle in. Academic success advising. That's the other part. That will help you with things that's challenging you. For example, we offer tutoring. We have tutoring for most of our Gen-Ed classes and they're fellow students. Typically, they've taken that class before. They're majors in that course as well. We do study skills tutoring, so it's time management, study strategies, note taking, and test taking. Sometimes a student can be prepared as much as they can. Once they see test in front of them, they lock up. They help with that. The ESL tutoring is English speaking for students who English isn't their first language, they help them speaking, writing, and grammar. This isn't an exhaustive list of resources but they're available to you at Western. Math center, writing center, computer science, they have their own tutoring. If you need tutoring in those areas, you have to go to them. You can go to wou.edu/tutoring. They also have their services remote as well. For office of disability services, another resource for you as well there on campus, if you need help, you contact them. For students receiving the veteran benefits, veteran students or students receiving benefits, the veteran's support services is a great resource. They can help you to resources even the state office for veteran's. SLCD is a service to help you develop your resume skills.s. If you are -- if you're stuck and you don't know what to do, they can help you with kind of finding that path for you, for example, they offer the Myers Briggs test. And after you graduate from western, they're a great connection for you. They can help you with getting to the next step, helping you with job placement and interview skills. Multicultural student services, they get the information and the student enrichment program right here. And then for students who are interested in becoming educator themselves or teachers, we have the teacher student support services. We are available throughout the summer. If there's any questions that you have and you -- or like I said, if you don't know who to start with, contact our office. We've seen advising that's our main office phone number right there. It will be available Monday through Friday 8:00 to 5:00. And our main e-mail is student success@WOU.EDU. If you would like to send something to me, MercerR@WOU.edu.

>> Thank you so much. We'll give Ron a chance to transition. Kella from the financial aid office will be the next presenter. For many families have received the award letter. That will be covered by Kella and sort of next steps. So with that, turning it over to Kella.

>> Thank you, rob, appreciate that. Glad to see you here. Exciting time, we have lots of information for you. So, if you have questions afterward, I will be in the office next to the lobby. So feel free to step on by. So we'll go ahead and step in here. Some of the things we'll be talking about is your myfinaid account.N'T items that you might need to take, review the award letter, and then next step else. Where do I find my financial aid information? That would be your myfinaid icon in the portal. So you want to make sure you're going to WOU.edu/portal and looking for the myfinaid in the top marker. That's the dollar sign with the green background. Once you're locked in, what you're going to see is the home screen. We have a new self-service mobile financial aid process. If you haven't done it already, make sure you're setting up the one-time account process. Want to click on the word "here" and it will take you to the screen that you need access to do that. That's what that looks like.

So, on this screen, where you'll register, it will fill in your first name, your last name, your e-mail, and your student ID based on logging in to the portal. So that system already knows who you are. You just need to fill in your date of birth and social security which should match your FASFA application. If you have problems registering an account, there are maybe something different between what you put in this screen and what's on your FASFA application. Make sure to double check that. In the bottom, you can -- little screen up here to the left-hand side, you can add your phone number which will allow you to receive text messages and reminders about processes you have to do which we recommend you do that if you have an option for that. It's great way to stay up to date with what you need to know. And back to the main log-in screen under the menu option, you can see a drop down of different oppositions there. A couple of them are authorizations to pay charges. Conditions to award award screen, documents, messages, and some additional resources. So, from here, you want to make sure that we're clicking on -- we'll review the authorization and pay charges first. So, on this screen, what this is telling you that you need to select an option, yes or no, to authorize to use your federal financial aid to pay all of the current academic year charges and $200 of charges that might add up on your student account. Things like a parking pass, if you're planning on having a parking pass, you uh might want to have that put on your account and have financial aid cover that or different library charges that might be on there. Different class fees, that kind of thing. So if you can say, no, you have to come up with that money separately rather than have your financial aid cover that. So we recommend you say yes on that. And if you avoidancing that question, then it will automatically default to no. So, back to the main screen. From here, you'd want to click on documents and messages. And them in here, you can see a couple of different things. So, it's a list of the documents off to the left-hand side for things that might be on your account and for this student, actually for all students, they're going to have a low counseling and a master promissory note that's going to be added to your account. If you decide you want to take out loans as a student, you need to make sure that you're completing both of those items. You can see in this student's case, under the status column, it says not received. Which means the student has not yet completed their loan entrance counseling or completed a master promissory note. Under the message column, we can click on the hyperlink there, it will give you some information about what you need to do to complete those requirements. Also, the authorization to pay charges is in a receive status, so that means they completed that requirement. This student, because they have a student verification document, that means that their account was selected for verification by the department of education. Around 24% of all of our students are selected for verification, which just means that they have to submit some additional documents to approve the information on their FASFA. With the new mobile financial aid process, it ease easy and it's a really quick process for students, so we're really excited to be launching that program. You can see in the student's case, under the status column. It's an approved status, which means the student has completed the documentation and the counselor has processed the documentation and they're ready to go. They're ready for an award letter at this point. If they decide they want loans, they need to complete the loan counseling or promissory note, otherwise, the loans won't process for this student. Okay, to do a quick review of the award letter, I want to show you that for this student, they are a dependent Oregon resident student. So that dictates the kind of information that might be on the award offer. So, this student received some Oregon funding, which is because of the fact they're an Oregon resident. So, in the top part, where it says your financial aid package, you can see the total for the year is 16,8 95 on the far right column. You can also see that we divide that across the terms of attendance over fall, winter, and spring terms. So, the regulations required to disburse funds each term the student is enrolled. Then the bottom half, you can see the cost of attendance budget and the expected family contribution or the EFC member. So, the cost of attendance is a budget. That's exactly what it is. It's a budget number that we think that every student here at western in this category is able to attend and go to school for the year. So, this student's budget is 24,822. That was based on the '20-'21 year prior to us finishing our budgets which happened recently. So, in this case, this student has an on campus housing budget, and the only cost of attendance item that changes by student other than enrolling in a different number of credits. Based on a budget of 15 credits per term to get students through in four years. So we'll base the budget on a student being in attendance for 15 credits. However, 12 credits is full time. So, as long as the student is full time, the minimum aid based on a full time award. If they drop below fulltime, we're required to reduce the aid to match their enrollment level. As long as students are enrolled in half time or more, six credits, then they remain eligible for loans. If they drop below six credits, then they become ineligible. So, the other part of this is the expected family contribution. So this student has total resources of 0. They're expected to contribute 0 dollars toward their education. It also -- their aid based on the financial aid package listed there is based on them having a zero EFC. You can also see that the top portion shows 16,895 in financial aid and the cost of attendance is 24822. So, the bottom number in the bracket below says 7,927, which is the difference between the financial aid package and the cost of attendance, which means this student has eligibility for some additional funding if they have access to some. If the parents are interested, they might take out a gap loan or perhaps they have a scholarship that's not in this package and they'll apply that to the total. Perhaps grandma and grandpa are helping. There's a lot of options the student might have. All of that can go to the education up to the total cost of attendance. Here's a listing of the funds. The programs for the 20-21 award, the students can receive EFC. Some students with zero EFC could have an FSEOG or the federal supplemental educational opportunity grant, work study, and federal direct loans of 5500. Something you might want to know about is that as a first year freshman student, this is a federal loan oh chart here is based on need, students may receive subsidized loans. Subsidized loans are a mid based loan where the interest is paid while the student is in school until they go to repayment. The difference between the 3500 and the 5500 or $2,000 is the amount that the student would have for eligibility for an unsubsidized loans. The unsubsidized loans, the interest starts accruing from day one. We recommend if we're going to take out loans, start with the subsidized, of course, that's what we have to do is award that one first. And then the difference of 2,000 would be added on if the student wants that. We have what's called an active confirmation process in our awarding which says that students have to go out to their my finaid account on the awards screen and select if they select accept or decline the aid we put out there for them. So we package the full amount of loans that the students have availability for and it's up to them to decide if they want them or not. As a second-year student, they have eligibility for a total of 6500 and juniors and senior, 7500. So, again, if students are interested in doing loans, they would go out to studentaid.gov and complete the paperwork for the master promissory note and the loan interest counseling. The parents are interested in doing the parent plus loan and go to complete that loan and the parents' master promissory note. So that's your agreement to repay the loan. Okay. Steps between now and when school starts. So, if you have not received your official award offer, watch for that in the mail. So they've gone out for new freshmen and transfer students. And we continue to do more and more of those. So if you went in the first round, you should be in the second round here shortly. You will also receive an e-mail notification letting you know you can go on-line. So you don't have to wait for the one that's coming in the mail. If you complete that counseling, okay. So this information is for students. If you want to have your parents call and talk to us about the student account, sign the release of confidential information form. It's your account and we can't release your information to anybody even if the parents are paying the bill without your consent. So, when you log into the portal, there will be a section for financial aid forms. And you can look for that form in that section on line. Our form allows you to release information for both financial aid and for the business office. So, you can submit the one form for both offices. If you're interested in having an appointment, log in to the portal, click on the WCS icon shown here, and click on get support. Under there, you select financial aid, and you can pick whether you want to do a phone appointment or a virtual appointment with one of our counselors. You need to pay attention to enrollment level. We will be advising your aid and you need to make sure you're aware of that. For each term, we lock your enrollment and revise your aid. So, we disbursed funds before the term begins so you have access to your money to pay rent, to buy books, to pay for fuel if you need to for driving so you have the ability to then the begin school when school begins. But, if you change your enrollment once we disbursed your aid, we have to revise your aid. We do that on the second Friday of each term. So, by the third week, if you for some reason maybe dropped a class because you decided I'm not ready for this class, I want to take something different, you have for the first week to change 100% refund and add something else. But if you don't get the classes added back in, the second Friday, then you have to revise your aid. So be aware of them. Satisfactory academic progress. You need to make sure that you're completing the term at the end of each year when we do the staff evaluation, we're competing with a 20GPA and completing 2/3 of the classes. So, we learn the satisfactory academic progress at the end of spring term each year. And also make sure that you check your e-mail year round. We never send spam. So anything out of our office is important information and it's stuff that you need to know about. Any questions for us. Contact us at finaid@wou.edu. Go to our website. A lot of information out there on-line. You can call us at 503-838-8475. It will be available after this session in the office of disability so come see me if you have questions. Thank you.

>> Thank you, Kella. Now, I'll invite you to join me at the front is Tina Fuchs will be giving an overview of university housing and dining. And my experience, I live in university housing the entire time I was a student. I loved it. So I can thank Tina and housing for a phenomenal experience. With that, I can thank Tina for the next steps for those of you living in housing, the phenomenal experience like I had. Take it away.

>> Welcome to western. I know you've been welcomed by several other folks. It's good to see people here in the room and the people on live stream, thank you for being here today. As Rob said, I'm Tina Fuchs, serve as the associate Vice President and Dean of Students. Most importantly, for today's session, the director of housing. And I'll be covering information about university housing, some little nuggets of information. When we first started to talk about the first-year living requirement, here at western Oregon university, we required first-year students to live on campus. For those in the room, you likely didn't travel very far. So, you might be considering living at home and commuting. We do allow and offer a waiver for students living less than 30 miles from campus to request a waiver and live at home. We have a number of people who live on campus who are from the local community. More importantly, let me explain why we require first-year students to live on campus. So, first of all, first-year students, as defined by university housing, are students who enroll within one year of their high school graduation. So, that's what a first-year student is. Some of you may be coming in with college credits already. Might already be a sophomore level status. But in our minds, you are still a first-year student. There's been a lot of research done on first-year students and living on campus versus living off campus. The research has been very clear. That our first-year students who live on campus tend to carry a higher class load than their peers who live off campus. That translates into graduating earlier. So, think about that. Graduating sooner, early, or on time. First-year students who live on campus get involved in more activities. And that just makes sense. There are activities happening right ow side of your residence hall door on a regular basis. Very easy for students on campus to be involve in activities. It's found that students who live on campus their first year maintain higher GPAs throughout the course of their time at the university. They graduate with a higher frequency. They don't tend to stop out. They tend to continue their academics through the time that they graduate from high school. And they make friends. That's just pretty obvious. Because students who are on campus are living in communities and developing relationships and meeting in uh friends and people, and those friends become lifelong friends and I shared with the group previously that some of my closest friends were friends that I met in college and I still talk with them today and spend time with them today. Before I get into a lot of details of what to expect for housing, it's really important for us to share with you what our core values are in housing. And they're all centered around community. If we have developed a community for students living on campus, then all of these are their values are happening. They're taking place. We're communicating with our students and helping our students learn how to communicate with each other. We are an inclusive community. If our community is what it's supposed to be, then everyone feels as though they're a member of the community, feels a sense of belonging to that community. We have opportunities for students to be learning within that community. You don't just live in the residence halls, you also learn. And we see the residence halls as an extension of the classroom where your academic work can still work. We have staff in the residence halls to provide support to our students. And we offer that peer support that is necessary for students who are coming to school. Sustainability is a very important core value for us. We do a lot of work around making sure that our buildings are sustainable, that our programs and activities are sustainable. And then, of course, wellness. That's an important component of just being a human and feeling a sense of wellness for yourself emotionally, physically, spiritually, all of the wellness tie into that. So these are the core values. If they're happening, then if our community development has happened, then all of these come into play. So, space configurations for fall, a year ago at this time, we were trying to figure out how we're going to house students in a middle of a pandemic. It seemed like a huge challenge in what we were going to co-. And, so, for the most part, in the residence halls, we have offered I would say mostly singles. We have very, very, very few double rooms or roommate situations because we didn't know what the space needs were going to be for our students. We've learn add lot this year. And, so, we're anticipating more roommates than single rooms. We're anticipating more double rooms than single rooms based on, one, our experience, but, two, the demand from our students about what they want to see in our residence halls. So, know that up front. We're creating more doubles than we had this year, but we're not in the situation where we're going to have a more traditional layout in our residence hams because we still know that we need to provide those space options for our students. So, this might come as a surprise to some folks here and on my stream who have been studying the residence halls and wondering where am I going to live in the fall. To start, as we look at our numbers and we look at occupancy, we're going to make Heritage Hall and Ackerman Hall our buildings that are available to students. Based on demand, based on space configurations, we're starting with heritage and Ackerman Hall. If you go in to select your room space this summer, unless our numbers drastically change, you'll have options for housing in heritage hall and Ackerman hall.

If our numbers change, and we see more demand, then we'll look at opening Barnum Hall and Landers Hall. For those of you counting on, I wanted to be in Barnum or Landers, if you go to select your space, if those buildings aren't available at the time, we ask that you choose a space in Ackerman or Heritage Hall. And then you'll send an e-mail to the housing office requesting to be put on a waiting list for Barnum Hall and Landers Hall. That's how we're going to manage it. If we need to open up space this summer, we'll contact you if we open one of these buildings, if it's actually your first choice, and let you know we've moved you to a different building. But, we're going to start with that. And see how it goes. For students listening in that are transfer students, students who are here that are transfer students, we'll housing them in either the Arbor Park or Ackerman Hall. And again, choosing a space in one of those buildings. Again, if space allows, if numbers allow, we'll open Barnum Hall for the transfer students which we want to highlight in in Ackerman Hall, we have a transfer floor that's specific to transfer students. So, if that is an interest to you to live with other transfer students your first year on campus, By all means, make that request. Those students who may come with a family. You have a spouse or a partner or a child, a dependent, we do have a few family housing options on campus. They're in high demand. We have limited availability, but it doesn't mean that you can't apply for family housing. And get on the list ( to potentially access one of our apartments in our family housing. Amenities, we have lots of amenities on campus. One that isn't on the screen, but I referred to a couple of times is our residence hall staff. Parents, you're going to be dropping off your child and thinking, who am I leading them with? Every community has a resident assistant. And upper division student that helps to guyed the community and provide support to the community. They're not alone. But, in addition to that, we have high-speed internet on campus. You can hard wire in or use our wireless access points in our residence halls. We have laundry facilities. When I was in in college, the best gift I would get from people was a role of quarters. Because the quarters helped me to do my laundry. You're going to need quarters, you're going to need a card. Laundry is built into your room and board rates. And, so, you have access to washers and driers at no money out of pocket except for the money you use the soap to do your laundry. I highly encourage soap. The larger facilities are available to you at no cost. We have our own version of Netflix on campus called res life cinema. And there's a -- there's about 600 movie titles that are available to students and they're disbursed throughout the year. So we start with a little over 200 and it builds from there. And some new releases that are released before they get out on Netflix and other media. So, that's for students to live on campus, you can watch movies on campus, you don't have access to it off campus. We have an awesome residential computing program on campus where we provide support to our students for whatever reason. Hardware or software issue, you can't print that final paper, these folks can help you with that. It's a service that our off campus students really wish they had and had access to, but they don't pay for it as part of their room and board. So it's only available to residence hall students that live on campus. Then, this is good news. You do not take the refrigerator and microwave off of your graduation list of gifts you might want, because every room has a refrigerator and microwaive. You don't b have to bring that. Again, it's part of your room and board payment. You don't have to pay anything out of pocket. Campus dining. Under normal circumstances, students can order from multiple places on the dining hall. Stir fry station, bakery, Sushi, we offer freshly made Sushi every day. Grill, pizza, a sensible food station that's really a -- about cost effective well-rounded meal that's served at that location. And in our dining hall, we have a variety of dietary options available to students. If you have dietary restrictions andoff ear not sure how the menu is going to work for you, you can always contact our dining staff and they'll help you plan a menu that works for you. Our meal plans are set up like a debit card. It's the best way to describe it. You will have your meal dollars loaded at the beginning of each term on to your card. And your balance will decline as you spend your money. In dining hall. So, the one thing we ask that you do pay attention to the balance, treat it like you would a checking account like your debit card. And know how much money you have. Your balances will carry over, term-to-term, they do not carry over in the end of the year. No sense in hoarding your meal dollars toward the end. It's not like we're giving you a check for the left of dollars for your plan. Students who live on campus receive a 30% discount on food prepared in the dining hall. Packaged items are not discounted. But any food prepared in the dining hall you get a discount. If you start to run out of dollars as the term goes on, you can add money to your card. And here's what I would ask you to do is pay attention to that balance. And I've often times used the week around Thanksgiving monitor your balance. Where's my balance at? Have I already been depositing money on my plan, do I have a lot of money on my plan? It's a good time to evaluate that and maybe make an adjustment to the meal plan for the next term. You'll choose the meal plan when you go to sign your contract in August. That's when you get to select the meal plan that's right for you. So, you have time to do some research and figure out what's going to work best for your situation. So, reserving your space. We started accepting housing reservations October 1. We're still accepting housing reservations. So, if you haven't turned your housing reservation in, there's no time like the present to take care of that task. If you're on our list, you will receive an e-mail in June, explaining the housing selection process. And other important information that you would want to know for the summer. July 5, we activate what is called my college roomie; which is like a match.com situation but for roommates. So you'll fill out your profile. Then once you submit it, you'll have access to others' profiles. You'll be able to swipe through and look at other profiles and see if there's somebody compatible with you that you might want to room with if you don't already know who you might want to room with. We want you to complete your housing reservation by July 22 so you can be part of a room selection. And then my college roomie program will be -- will be available from July 5 through to July 25 for you to try to connect with a roommate. Then July 25, that's when room selection begins. That's where you get to select your own room. When I went to college, I was lucky I knew just where I was going. I didn't know what building I was living in, I didn't know anything about what was going to happen for me. ( Things have come a long way. To where if you're selecting a space, you're choosing a room. If you want to be in heritage hall 238 and that room is available, there you go, heritage hall 238. You uh we'll know your exact room before you come to campus. This is a slide, you might want to take a screen shot or take a picture of. But this is a link to our selection timeline. It's worth what you're looking at and studying what to expect over the course of the summer. And like I said, we'll send you an e-mail letting you know what's coming and if you wanted to go and look at that at some point later on, take a screen shot of this and you have access to it at some point, KIE? -- okay? Finally, where to find us. You'll come to campus and take tours. You're really excited. I heard rob say earlier the plan is to give residence hall tours after graduation in June. So we'll have our halls available to you for you to walk through and take a look at after our students move out. Our office is located -- the university office is located at Ackerman Hall, the first level. The dining office is locate in the dining hall. The residential computing center, which is also where our mailboxes are for students to access their mail is on the other side of the building in the Valsetz dining hall. That's where you can find us. We look forward for you to visit us and take a tour and take a look at what's going on here on campus. And that is it for my slide show. And as others have mentioned. I'll be available for questions. I'm in a room on the other side of this wall. So if you have questions about housing or dining, feel free to stop by my room and ask.

>> Thank you so much, Tina.

>> You're welcome.

>> We've had our presentations. Now moving in to our current student panel. So we actually have three current students here to answer questions, share their perspectives, I know that Cheyenne will be moderating that conversation. She'll be stationed behind a microphone so for students and families participating via live stream, you'll hear Cheyenne's voice but won't necessarily see her. And we'll have Priscilla a will be here at these stations. I'm going to turn it over to our student experience. Our current students, come up front, or to Cheyenne, your station directly behind the cameras. Thank you so much.

>> All right, good afternoon, everyone. My name is Cheyenne. My pronouns are she/her/hers. I'm one of the student coordinators for the student ambassadors and new student orientation teams. I'm studying sign language/interpreting studies with a minor in psychology and I'm from Grant's Pass, Oregon. We're in a panel with two of our lovely student leaders and I'll go ahead and let them introduce themselves.

>> I'm Martinez. I'm a second year here at western. I'm a computer science major and a Spanish minor. I'm part of the campus ambassador team here at the university and a plus team orientation team. You might see me around here on campus and I'm from independence, Oregon so I'm close. I live about ten minutes away. Yeah, I'm excited to be here today and talk and answer any questions.

>> I'm Priscilla, I'm doubling in policy and administration and Spanish. I'm part of the Plus team on campus, the orientation leaders and excited to answer any questions you might have about campus life.

>> Thank you for introductions. We'll hop into questions, the first question is why did you choose Western?

>> I'll answer first. The reason I chose Western is primarily because of the community here the way I like to explain that is when you come here, you feel like you know people and you feel like you can really get connected. On campus. The size of the campus is in the middle, not too big or too small. You can find different students here from different backgrounds, from different locations and that's something I found really important. So, I wanted to make sure that I had a diverse experience here at the university. To kind of meet new people and learn, you know, not only in the classroom, but outsidement. Coming so close to -- living so close to the university, I knew about Western growing up. I always saw that they were really involve in the community. And also just kind of -- the students there, they would show themselves, not just on campus, but everywhere else. To me, I thought that was super important the way that western students portrayed themselves. That's why I came here. I knew that's where I could grow. And I could continue to study what I wanted to study, computer science.

>> I'm four hours from here. I wanted to attend a school that I feel independent and be close from home. I had visited Western a few times. And when I applied, I applied to the honors program. And I spent time deciding what college to attend. The honors program honors a lot of great resources, so one that you got a scholarship on this program, which is something that I was prioritizing was financial aid. And I knew they were the best financial option for me. Compared to the academic, it was a perfect fit. I've gotten a lot of awesome opportunities and your senior year, you get to write a thesis. I'm excited about that.

>> Thank you for your detailed answers. That was awesome. You mention add minute earlier some of the things that you were involved with. But I would love to hear some of the activities and leadership positions that you've been involved with on campus and your experience with those?

>> As I mentioned before, I'm on the Plus team. We worked in the first few weeks of the fall term. And during the summer. I'm a campus ambassador. I helped students learn more about the university and give tours. I'm beyond -- like this one. And aside from those leadership positions, I am a coordinator for the multicultural representatives program. And that's a program designed for students who received the diversity scholarship bilingual teachers scholarship, and to apply to be on the on track program. So as a coordinator for that position, I work with pairing students with that program. I'm with mentors. So, we have a team of upper class mentors who we trained throughout the summer to really help students feel comfortable on campus and, you know, to kind of give them someone to be able to talk to, to ask, you know, quick questions. To be like hanging out for a cup of coffee or just asking a question about where this resource is. That's what the mentors are there for. I am also a part of the men's soccer club. So that's something that when I came here, I wanted to stay involved in sports. And we have a wide variety of different club sports and intramural sports. But I like to focus my time on playing on the men's soccer club team. I'm a tutor for the upper bound program. So I help students studying at the high school nearby.

>> I've been able to get involved with quite a few things. I started my freshman year. So I got to play a lot of residence Halak TIFities, a great experience of introduction and leadership. Another great thing is discovering leadership. It's a like a six-week seminar. So it's really you go back and develop a lot of leadership skills and meet people with similar interests as you. And it's the classes and at the end of it, you want to retreat, which is really fun. So, that's what introduced me first to campus leadership. Because of that, I was able to do things like -- to develop orientation to the leaders team. And it's something I look forward to doing every summer now. And then my main job, I work as a student tutoring coordinator and we work with local high schoolers in -- and independence. And a lot of programs and events for the high schoolers. That's been really fun and I'm lucky in what I get to do.

>> Working in these positions, you are so great. Okay. So I want to ask a few questions about living on campus. What has been been your favorite part of living on campus.

>> I was able to live in Ackerman Hallment. The thing I enjoyed about living on campus was to be able to go to class, to events, and be age to walk just five minutes to get to where I need to. It was so nice to not -- for me personally, I'm someone who struggles trying to be on time to things, and, you know, whether it be like walking or driving to places, I'm always tend to be on the late side. So having it so I could go right before an event starts and making it on time was super helpful. And it also allowed me to do events on campus. I could hear about an event 15 minutes before it started and be able to be there. And you know as we'll talk about later, I really kind of met people and had experiences that I enjoyed through those events. To have people living in the residence halls with me and being able to make friends that way, those are some of the things that I really enjoyed about living on campus.

>> My favorite memories was getting to meet my roommate. So you heard a little bit about my college roommate. That's how I met my roommate. From California so just a ton of fun having -- like having her talk to her over the summer and coming to campus, not knowing anyone, but knowing I had her. Awesome, we got to tend a lot of new student week events together. And just having my roommate and being able to make other connections in the residence halls. So I also lived in Ackerman. So this year, I live in -- a great option if you're an upper classman. Recommend living through if you're interested. Being able to hook up five minutes before class and be there on time.

>> Tagging along with that, what is your top residence hall room essential that you would recommend students bring?

>> I'd say for me, what I think I really liked to bring was my own computer and have my own lap top there. So, there are different places on campus. Like the library has computers there. And there are computers all across the campus. Having my own computer and being able to work in my room or study lounges in the residence hall, that's something I found very helpingful to have. Of course, if that's not a possibility, there are resources that are there to help students there with a Chromebook or a computer. For me, that's the most important piece of equipment I had in my room, besides, you know, having stuff like food and water, that's nice to have to snack on while you're studying.

>> One of the things about residence halls is you can heighten your bed to give you more storage space. I had mine to the highest level. But it was too tall for me. So having a step stool was great for me so I could get up on my bed and off my bed easily. An essential, recommend a step stool. One that folds is great, you can slide it under your bed and take it out. Yeah, that's my for sure essential.

>> Those are fantastic recommendations. Transition to a little bit of a different topic. So, how do classroom and homework in college in comparison to high school.

>> Well, when it comes to the differences between the high school and the college classwork, it's a lot more of self-reliance and self-dependency when it comes to college work. And what I mean by that is you will likely be doing your own kind of homework and your own studying skills. So in high school, it's more like you're doing an assignment, you know how to do it, how to exactly study, do this and that. In college you have to do the homework and look at other resources. Find the resources. And that's a skill that you develop because in the real world, you often have to make those kind of choices, you know? What do I study? How do I study? And that's a really good skill to develop. So professors like to, you know, make it so that students can have the resources that I need to do, but also need to make sure that you -- you know, you can work past just the instruction given. And the other thing I think is you'll spend more time doing homework outside than inside the classroom. So classroom is the time where you can go and ask questions, talk to the professors. You can do a lot of learning outside of the classroom as well. That's one of the biggest differences between high school and college. You'll be doing a lot more learning outside of the classroom than in high school where there's periods from, you know, from 8:00 a.m. to 3K p.m., however it is. It applies to that, you spend less time in classes and then with that time, you have to allocate it for homework.

>> More relaxed in high school I used to have a seven or eight-period day. In college, you'd have one class every day, usually Fridays you don't have any classes at all, which is pretty nice. And another great thing is you get to choose when you go to classes. You can choose not to have -- and have your class end at 10:00 a.m. you just get more liberty. One thing to note too is there's a lot of -- at least in -- (indiscernible) and it was in high school usually like those groups, you get to pick your friends. You (indiscernible) in college with assigned groups. So there has to be a lot of self-drive to find times to work with your group members and stuff like that. So someone challenged me to be the first one to step up and -- something like that. That's what sets apart high school classes and college classes.

>> Tagging on that, what's tips to interact with professors in comparison to high schoolteachers?

>> I'd say, you know, tips for interacting, number one is to actually interact. Because, in high school, teachers often reach out you and let you know when it's missing, when it's due. How can I better help you? In college, those things are still there for you, but you have to be the one to ask. So you have to be the one to reach out to your professor and say, you know, can I meet with you in your office hours? Can help me with this problem. The professors will be able to help you. But they won't know you need help unless you let them know. I think it's best to establish a good relationship at the meeting of the term with the professor. Try to pay attention on the syllabus, read the syllabus, what did they say? What's the class about. You can gain some of their style of teaching and now you know how they like to communicate. Some may be super laid back and you can send them perhaps text message could be something for some professors. Others want you to send an e-mail or message them through Canvas, which is how we conduct the courses here at Western. Making sure you understand the information they're trying to give to you. They're more than happy to help you. That's how I would go about it.

>> Number one tip of interacting with your professor is read the syllabus, different professors have different ways to communicate with you and read the syllabus and know if you should be sending an e-mail or a text, that kind of thing. They usually have the office hours on there. The office hours are an opportunity to visit a professor in the office, to discuss things and chat. So recommend reading the syllabus, the office hours, if you're stuck on the escalator, have a question about the homework assignment I mentioned, go to the office hours. Let them know that you're invested in your course and with your student. That's just a great way to make connections and let them know who you are as well.

>> Awesome, thank you so much. Okay. So, what do I do if I don't know what I want to major in or if I want to change my major?

>> First thing I like to tell students when they come and ask that question is first off, it's okay to change your major to not exactly know what you want to do. It happens more than you think. If you're deciding if you want -- if you're not sure what you want to do, there are resources that can help you. With student success and advising center, that helps with the general advising for students who might be under the category exploratory, which means you don't have the assigned -- assigned major yet. So they will ask you what kinds of questions interest you. So, that's what you would do if you don't know what to do. Oh let's say you ear starting with biology. You uh say biology is not exactly for me. You can go to your major advisor, the person, the faculty that's assigned toed you when you enter to the major program. You can talk to them about it. This is why I'm not necessarily interested in that. They can tell you, you know, if it's a good idea or maybe you just had a tough class and it ice not always going to be like that. But the important thing to know is it's okay to not know exactly what to do. You have to reach out and find those people.

>> Being a part of Western, you can pick a major. You're not confined to that major when you come to Western, you can always change. So I put on my application, I took a class knowing this was different from what I wanted to do. The first week, I went and visited the advisor and they helped me to look at majors and I changed my major in the first week of classes. So, don't feel like the major that you register with at Western is the one that you have to stick with for the next four years. You can find what you want to do.

>> Great tips, advice, and wonderful resources you're sharing with your students today. Two more questions for you. The first one is how do you balance your academics work and extracurricular activities.

>> I use Google calendar, it doesn't have to be Google calendar. I like it, it's on-line. I can carry it with me on different devices. So I can see what I have to do. I can also prioritize that. I can go to my classes, study times, and activities in there as well. I can get a broad look at maybe the whole week to have time to go to the activity or should I focus on study? The other really helpful tip that I have is to make sure you write down all of the things you have to do somewhere. For me, I use a ruled note pad. I write my assignments down there. I label them, prioritize them. That's been helpful for me just for school work. The calendar -- the calendar is really helpful for balancing all of the other positions and things that I do with the time that I allocate for school. So that's how I do it.

>> I also use Google calendar. That's what I recommend. I didn't use it in high school, and now I seriously can imagine how I would be able to work if I didn't have Google calendar. So, that's my mission. And the innovation -- as well. So might want to become familiar with it. If you aren't already, it will be a helpful thing in college. I'm a public policy major. I'm constantly writing papers. It helps me to stay accountable and making appointments with the writing center. You can check my work. But I'd have to have something to show them. So, that would be one of my tips. If you're an STEM major, we have a science tutoring center and a master in there as well. Making those appointments or having those -- I would be dropping hours so you have something enough to show -- or to show them and help them to keep yourself accountable. Another great way to keep yourself accountable is study groups or sessions with people. A great way to work in a little bit of social life as well.

>> Absolutely. So, this last question is a kind of a combination of the two that I think you can handle together. So what is something that you wish you would have known as an incoming student? And/or, what advice would you give to upcoming students?

>> One of the pieces of advice, be an intimidating and stressful experience. If you're far away, you might never have lived far away from home before. Or maybe if you're stressed about the workload or the things you've heard about college. So, the things I like to tell new students is that college is really a very different experience for everyone and it's kind of what you make it that really makes it unique. You might hear things about college. I hear things like college is super hard. Or I would hear, college is easy. I would hear things like, you'll be super busy in college and I'd hear things like, oh, no, you'll have a lot of free time. So, it was kind of intimidating and hard to read, you know, people, when they're telling you different things. And, so, when I finally came here and realized what it was, it was kind of -- it was bits and pieces of what people had told me, but it was also really not what people had told me. The reason is it really is unique to everyone who comes here and it's kind of how you approach it, you know? It can be a lot of work. If you're passionate about what you do and you just really focus and prioritize, it's not that bad. Prepare yourself but don't stress yourself.

>> I was going to have a ton of resources and wouldn't be alone. One thing that I prepared for in college in high school, a lot of stuff that I didn't know. So, it was kind of alarming. But over the summer, I was awarded the diversity scholarship, one of the scholarships here on campus. I didn't always have how many resources were coming from that scholarship. A mentor, an upper classman, I had an academic advisor. So, having those people and those resources there if I had any questions or I didn't know something, I could always go to them. And that's really helpful because I didn't realize I would have so many resources for myself and this -- and knowing there's a ton of resources here to help you. Going to help you out. That's all of the questions that I had for you. Thank you for being there. Answering those so completely. We appreciate it. With that, that will be our panel portion and we'll give an update on what's coming next. This is about the conclusion of our program today. So, sit tight. We'll get you an update about how we're going to wrap up.

>> Thank you.

>> Thank you.

>> All right, colleagues, we're ready for you in the respected meeting spaces. So, first of all, for the students and families joining us via live stream, thank you so much for joining us today. If we can help you in your path to Western, let us know. For your families and students that are here in person, once again, we do have financial aid available. Student success and advising, housing, dining, and myself, the admissions office is open. Our current students will be available if you want to chat with them, if you have questions or things you want to follow up with, I want to acknowledge my colleagues that have made this a reality today in terms of the live stream as well as my colleagues that have done the interpreting today. Thank you so much, we appreciate your contributions to this event. So, folks, we'll let you get up and move, stretch your leg, use the restroom, connect -- we have yard signs available. Some other goodies on the tables if you haven't visited those yet. Refreshments are still Rabel. You want to grab those. Soda for the road, water, cookie, we want you to take those. But once again, oh congratulations on your admission. With that, we'll conclude our reception, thank you so much.