



**Western Oregon University Board of Trustees:
Academic & Student Affairs Committee
Meeting No. 14 – May 22, 2019
Public Site: Hamersly Library, Room 301-A
1:30pm – 3:00pm**

AGENDA

- I. CALL-TO-MEETING AND ROLL CALL**
- II. COMMITTEE CHAIR'S WELCOME**
- III. CONSENT AGENDA**
 - 1) Approval April 1, 2019 meeting minutes
- IV. ACTION ITEMS:**
 - 1) Proposal for new graduate certificate:
 - a. Reflective Practice - Interpreting Studies
- V. REPORT & DISCUSSION ITEMS:**
 - 1) Doctoral Degree Granting Authority (ORS 352.011)
 - 2) Education Northwest – Oregon Transfer Project
 - 3) Follow up: Becoming a Hispanic Serving Institution (HSI)
 - 4) Academic Affairs Updates:
 - a. 2019 Faculty Pastega Award Recipients
 - b. New staff hires
 - c. Assessment efforts, academic excellence, accreditation (NWCCU)
 - d. Faculty advisory boards
 - 5) Student Affairs Updates:
 - a. Enrollment
- VI. ADJOURNMENT**



**Western Oregon University Board of Trustees:
Academic & Student Affairs Committee
Meeting No. 13 – April 1, 2019
Public Site: Hamersly Library 301A
9:00am – 10:30am**

DRAFT MINUTES

The meeting was called to order by Chair Lane Shetterly.

Committee members present: Zellee Allen, Malissa Larson, Lydia Muniz, Lane Shetterly. Committee member absent: Zoe Chan-Tuyub. University staff members present: Erin Baumgartner, Kathy Cassity, Gary Dukes, Mark Girod, Sue Monahan, LouAnn Vickers, Niki Weight, Rob Winningham.

CONSENT AGENDA

The December 5, 2018 minutes were approved with no corrections.

ACTION ITEMS:

Two undergraduate certificates and three minor proposals were brought to the committee for consideration.

Dean Mark Girod gave a brief overview of the four proposals that pertained to the College of Education:

- Bilingual/English for Speakers of Other Languages (ESOL) certificate
- Early Childhood Education Certificate
- Early Childhood minor
- English for Speakers of Other Languages (ESOL) and Bilingual Education minor

Dean Girod indicated that there would be no budgetary impact for these new programs because classes students are taking are repackaged to meet the certificate requirements.

Provost Rob Winningham gave a brief overview for the new minor in English Studies, noting that it reflects the new focus of the English Studies department. He confirmed that there is no budgetary impact for this proposal.

The committee chose to vote on all five proposals at one time, as included in the docket materials.

Motion: Lane Shetterly
2nd: Zellee Allen
Unanimously approved

The proposals will be brought to the full board at their April 17, 2019 meeting.

REPORT & DISCUSSION ITEMS:

Student Affairs Update

Vice President for Student Affairs Gary Dukes shared information regarding upcoming recruiting trips which includes a trip he will be talking to Guam and Saipan.

Dr. Dukes provided current enrollment data, noting we are currently down in applications and admitted students compared to previous years (at this time). Last year there were 780 in the freshman class and we are projecting between 711 and 780 for next year's entering freshman class.

Dr. Dukes noted several recruitment efforts have been implemented to help increase enrollment. Letters/emails are being sent to encourage students that have been admitted to WOU but have not completed their application, encouraging them to choose Western. In addition to these letters/emails, packets were also sent to the families of these students, in both English and Spanish, to encourage completion of the process. Admitted student receptions have begun and will be held throughout the state. SOAR will take place in Hawaii and California in May. In mid-April financial aid award letters will be sent out which will hopefully encourage students to finish their applications. The Strategic Enrollment Management plan is also being finalized.

The University Diversity and Inclusion Advisory Committee has reconvened. President Fuller has given the committee a new charge and responsibilities and has appointed Dr. Dukes to serve as the liaison to the President's Cabinet. It was suggested that consideration might be given to include the word Equity in the committee's name to better align with the work that is being done. This suggestion will be taken to the President for consideration.

The Incidental Fee Committee (IFC) has completed its work. The IFC fee for 2019-2020 academic year was increased by 16 dollars per student, which is roughly a 4.41% increase. Dr. Dukes noted that President Fuller had suggested that he wouldn't approve anything over 5%, which would have been the increase needed to maintain funding across the board. Because the increase was 4.41%, funding cuts were made but not to the budgets that are already incredibly small. (i.e., Abby's House)

Dr. Dukes recognized Associate Vice President of Student Affairs and Dean of Students Tina Fuchs received the Northwest Association of College and University Housing Officer's top award, the Kay Rich Lifetime Achievement award.

In conclusion to the enrollment discussion led by Dr. Dukes, it was suggested that perhaps WOU might consider creating "trade" certificates rather than new degree programs in an effort to reach another student population and as a way to increase revenue. Dr. Dukes noted that because the number of students graduating high school has declined, and the consequential lower number of students entering community college, this results in a smaller number of students coming through the pipeline. It was also noted we are focusing efforts on two populations to counter the concern: the working adults in Salem (through efforts of WOU:Salem) and students interested in pursuing health services (continuing to move towards the DPT program).

Academic Affairs Update

Provost Rob Winningham gave an update on the Doctorate of Physical Therapy (DPT). The program was unanimously approved by the Statewide Provost Council but has now reached a roadblock due to a statute which names Oregon's three technical and regional universities as "comprehensive" universities. ORS 352.011 states that these universities can grant degrees through master degrees. The Higher Education Coordinating Commission (HECC) brought this to our attention on February 22nd. There will be public hearing regarding the statute and efforts are being made to amend it.

The Educational Doctorate in Interpreting Studies is in external review, which was not needed for the DPT since it has an accrediting body.

Associate Provost Sue Monahan provided an update regarding WOU:Salem. Four classes were offered winter term, with an average of 12 students per class. This surpassed the goal of having five students per class. She noted that only one student dropped from the program.

WOU:Salem has officially been approved by NWCCU to offer degree programs and approved to move forward with the Applied Baccalaureate in Liberal Studies. Dr. Monahan noted that while 30-50% of associate college degrees are in applied science (AS degree), these students don't have a clear path to complete a four-year degree. The Applied Baccalaureate in Liberal Studies will be the pathway for these students. Business, Criminal Justice, and Psychology will each offer two classes each term at the Salem campus each term. Potentially students could earn their WOU degree without having to come to the Monmouth campus.

We are waiting on the final approval from our accrediting agency (NWCCU) for the Masters in Organizational leadership but there are no foreseeable problems.

Associate Provost Sue Monahan gave a brief overview and update regarding the Willamette Promise. In the last year, WOU has given out 16,000 credits for general education courses. The state reimburses the university at about \$50 a credit. Through the partnership with WESD, underrepresented students are given a chance to earn college credit.

Student Success Director Niki Weight provided information regarding a new program implemented by her department to remind and “nudge” students to complete registration for courses. With this new program, students receive personalized emails from their advisors urging them to register for classes. Between fall and winter terms, the number of students who were not registered for classes before the term started decreased from 14% to 8%. From winter term to spring term, it decreased from 20% to 6%. (These numbers excluded students who were slated to graduate.) New emails also included problem shooting guides such as how to change majors and advisors, as well as information about course offerings at the Salem campus.

Interim Associate Provost of Academic Programs Erin Baumgartner gave an update on the General Education (Gen Ed) revision. The Gen Ed committee is voting on the draft criteria and finalizing advising materials for faculty advisors. The Gen Ed petition process has been an established and has now served over 50 students. There is also work being done by Kyler Dryer, from the registrar’s office, to review joint service transcripts so that military veterans can receive credit for time served in the armed forces.

Provost Rob Winningham provided information on Open Education Resources. He noted that faculty librarian Sue Kunda has been very instrumental in working with this cost saving opportunity. The Open Education Resources is designed to provide low cost/no cost education textbook resources to our students, which would be a great savings for them. Because these resources are usually in electronic format. These resources are beneficial to students who need an accessible format.

Provost Winningham confirmed that the university is ready and looking forward to the April 4-5 site visit by the Northwest Commission of Colleges and Universities (NWCCU).

Dr. Winningham noted that several higher education institutions in the Portland area have closed their doors. One of those is the Oregon College of Art and Craft (OCAC). WOU was able to participate in a recruitment fair that was designed to assist the OCAC students with transfer options.

FINAL ANNOUNCEMENTS

Ayad Ahktar will be on campus April 9th as the guest speaker for the 2019 Jensen Lecture series.

Oregon Community Foundation is sponsoring a learning community on April 12th to convene Oregon Universities and help them find ways to recruit and retain Hispanic students.

Next ASAC meeting will be May 22nd at 1:30pm in Hamersly Library, room 301-A.

Meeting was adjourned at 10:12am.

Academic and Student Affairs Committee (ASAC), Proposal for a new graduate certificate: Reflective Practice – Interpreting Studies

The Division of Deaf Studies and Professional Studies proposes a graduate certificate in Interpreting Studies: Reflective Practice. A needs assessment conducted in 2017 revealed demand for advanced interpreting studies programs. Working signed language interpreters across the country are largely training in AAS degree programs. This does not sufficiently prepare them for the realities of interpreting work. In addition, interpreting professionals are required to maintain credentials by earning continuing education units. This certificate provides structured, intentional training to increase the capacity, professionalism, and competence of interpreters working in the community with Deaf/Hard of Hearing children and adults navigating their lives. By adding this certificate program to existing graduate certificates in Interpreting Studies, the division seeks to address the need that interpreters and interpreter educators nationwide have for professional development.

The certificate may be applied to the MA in Interpreting Studies, if students wish to pursue a degree. The certificate, which is delivered online, is designed to include courses that already exist and are taught as a part of existing degree programs (MAIS), thus increasing enrollment in those courses and not costing additional faculty FTE.

The proposed certificate received Faculty Senate Approval on March 12, 2019 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees the NWCCU will be notified of this change.

STAFF RECOMMENDATION:

It is recommended that the Western Oregon University Board of Trustees Academic and Student Affairs Committee approve the introduction of a new graduate certificate in Reflective Practice – Interpreting Studies as included in the docket material.



Proposal for a New Academic Program

Institution: Western Oregon University

College/School: College of Education

Department/Program Name: Interpreting Studies

Degree and Program Title: Graduate Certificate in Reflective Practice

1. Program Description

- a. Proposed Classification of Instructional Programs (CIP) number.
 - a. 16.1603 Sign Language Interpretation and Translation
 - b. **“16.1603 Sign Language Interpretation and Translation.** A program that prepares individuals to function as simultaneous interpreters of American Sign Language (ASL) and other sign language systems employed to assist the hearing impaired, both one-way and two-way. Includes instruction in American Sign Language (ASL), alternative sign languages, finger spelling, vocabulary and expressive nuances, oral and physical translation skills, cross-cultural communications, slang and colloquialisms, and technical interpretation.”
 - c. From: <http://nces.ed.gov/pubs2002/cip2000/cip2000.asp?CIP2=16.1603>
 - d. **“----- Sign Language Interpretation and Translation (Report under 16. 1603)”**
 - e. From: <http://nces.ed.gov/pubs2002/cip2000/ciplist.asp?CIP2=13>
- b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.
 - a. Based on the needs assessment conducted in 2017, there is a demonstrated demand for advanced interpreting studies programs. Interpreting professionals are required to maintain credentials by earning continuing education units. WOU's DSPS will offer several graduate certificate packages for interpreters and interpreter educators. By offering a certificate program in Interpreting Studies: Reflective Practice, the division seeks to address the need that interpreters and interpreter educators nationwide have for professional development. Each certificate package may be applied to the MA in Interpreting Studies, if students wish to pursue a degree.
- c. Course of study – proposed curriculum, including course numbers, titles, and credit hours.

- Interpreting Studies: Reflective Practice (15 credits)
 - INT 677 Intrapersonal Aspects of Interpreting (3)
 - INT 617 Introduction to Reflective Practice (3)
 - INT 627 Reflective Practice Techniques (3)
 - INT 637 Rhythms of Reflective Practice (3)
 - Interpreting Studies Electives (3)
- d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).
 - a. Online.
- e. Adequacy and quality of faculty delivering the program.
 - a. Certificate is designed to include courses that already exist and are taught as a part of existing degree programs (MAIS), thus increasing enrollment in those courses and not costing additional faculty FTE.
 - b. **Dr. Elisa Maroney**, Ph.D., NIC, CI, CT, Ed: k-12, ASLTA Qualified, is a tenured professor. She teaches a 9 to 12-credit load each term, and shares curricular and advising responsibilities. Dr. Maroney holds a Ph.D. in Linguistics from the University of New Mexico. She served as a member of the Oregon Educational Interpreter Working Group from 1993 when she arrived in Oregon to coordinate the Summer Interpreter Education Program, to 2011. She was also a member of the RID-EIPA task force that made the historic and profession-changing recommendation to the RID Board of Directors that an EIPA Level 4.0 or higher and a passing score on the EIPA written test should be granted certified membership status. She was selected to act as a Meta-Facilitator at the RID 2017 LEAD Together Conference, one of 5 across the country. Dr. Maroney was selected to be one of thirteen Commissioners on the Commission on Collegiate Interpreter Education, joining the first accrediting body for interpreter education programs and the first group of Commissioners in 2006. She served the Commission as President from June 2011 to December 2013 followed by a 2-year term as Immediate Past President. She spent the 2015-2016 year on sabbatical leave teaching at the University of Education, Winneba, Ghana. She was the Project Director for the ASL/English Interpreting Program grant (H325K110246) from 2011 to 2015 when she left for Ghana. She is again serving in that role as the grant comes to a close. She has served on the Friends of Oregon School for the Deaf Council since 2015.
 - c. **Ms. Amanda R. Smith**, MA, NIC-Master, CI/CT, Ed: k-12, SC:L, holds an Associate of Applied Science in Sign Language Interpreting from Johnson Community College, a Bachelor of Science in Organizational Management and Leadership from Friends University, and a Masters in Interpreter Pedagogy from

Northeastern University. She has served as a faculty member in the Division of Deaf Studies and Professional Studies since 2007. She currently chairs the Division and teaches in the undergraduate ASL/English Interpreting and Master of Arts in Interpreting Studies programs. In addition to her work at WOU, Ms. Smith continues to engage in the community with interpreters and other professionals, facilitating reflective art practices for professional development. She was also selected to act as a Meta-Facilitator at the RID 2017 LEAD Together Conference, one of 5 across the country.

f. Adequacy of faculty resources – full-time, part-time, adjunct.

g.

Dr. Elisa Maroney	full-time, tenured professor
Amanda R. Smith	full-time, tenured professor

h. Other staff.

a. N/A

i. Adequacy of facilities, library, and other resources.

- a. Online resources such as Moodle for curriculum delivery are currently used and supported at WOU.
- b. WOU’s Hamersly Library is representative of a respected, accredited university library. It holds over 900 items in the area of deafness/hearing loss, subscribes to 15 related journals, and participates in the Summit system which allows students access to an additional 8,000 items.

j. Anticipated start date.

a. Winter 2020

2. Relationship to Mission and Goals

a. Manner in which the proposed program supports the institution’s mission, signature areas of focus, and strategic priorities.

- a. “Western Oregon University creates lasting opportunities for student success through transformative education and personalized support.” This is the mission of WOU. This program aligns by engaging with pre-interpreting students much earlier in their educational journey, optimizing advising, growth, and appropriate career path choices. The institutional missions include the following that this program aligns with:

- i. 1.1.3 Strengthen programs that support graduates' career, professional, and graduate school preparedness
 - ii. 1.3.2 Improve curriculum based on effective assessment of student learning outcomes.
 - iii. 1.3.3 Support curricular innovation and accountability.
 - iv. 4.3 Promote high-quality, diverse and innovative models of program delivery that enhance both undergraduate and graduate student access and achievement.
 - v. 3.2.4 Create and enhance educational partnerships with local communities, particularly for underrepresented student groups.
 - vi. 3.4.1 Enhance diversity of university community as a matter of institutional priority and an integral component of academic success.
- b. Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.

HECC identifies the following initiatives for the state of Oregon higher education industry:

1. Goal-setting: sharpening state higher education goals in specific areas, including for working-age adults, and better reporting our progress towards meeting them.
2. Public College and University Funding: supporting sustainable state funding linked to student success.
3. Pathways: simplifying and aligning student pathways from cradle to career.
4. Student Support: enhancing student success, safety, and completion.
5. College Affordability: limiting student costs for attending college in Oregon.
6. Economic and Community Impact: contributing to prosperous workforce, economy, and communities.

Working signed language interpreters across the country are largely training in AAS degree programs. This does not sufficiently prepare them for the realities of interpreting work. This certificate provides additional, structured, intentional training to increase the capacity, professionalism, and competence of interpreters working in the community with Deaf/Hard of Hearing kids and adults navigating their lives.

- c. Manner in which the program meets regional or statewide needs and enhances the state's capacity to:
- i. improve educational attainment in the region and state;
 - a. Interpreter education and continuing professional development is sorely lacking in the pacific northwest, and the nation. This certificate will open doors for interpreters to advance their careers and perhaps entice them to seek the full master's degree after taking a few of our courses.

- ii. respond effectively to social, economic, and environmental challenges and opportunities; and
 - a. In 2016, Dr. Denise Thew Hackett (Western Oregon University) undertook a research project funded by the State of Oregon to complete a Community Needs Assessment to identify the social, health, and educational disparities experienced by the Deaf and Hard of Hearing Communities. Her findings indicate that the quantity and quality of interpreters in the state is significantly lacking. This lack of quantity and quality means that many interpreting jobs go unfilled resulting in Deaf/HH Oregonians unable to see doctors, visit with social security offices, receive vocational rehabilitation services, connect with co-workers, and participate fully in job interviews, to name a few of the impacts.
- iii. address civic and cultural demands of citizenship.

3. Accreditation

- a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.
 - a. N/A. The Commission on Collegiate Interpreter Education (CCIE), the professional accrediting body for signed language interpreter education in the U.S., does not currently accredit advanced degrees, nor are there existing standards for this area. However, the design of this certificate and the degree program it is housed in, is based upon the values and standards that do exist for pre-service interpreting programs.
- b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.
 - a. The new program developed is mindful of not only CCIE standards but also current research done by faculty, graduate students and the field at large.
- c. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.
 - a. N/A
- d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.

- a. The degree in which this certificate is housed is not eligible for discipline specific accreditation because it is an advanced interpreting degree, they do not currently accredit at that level.

4. Need

- a. Anticipated fall term headcount and FTE enrollment over each of the next five years.

	Graduate projections, first 6 years of the program				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Headcount	5	10	10	10	10
SCH generation	60	150	150	150	150
Certificate Completers		5	5	5	5
Once course per term F, W, Sp, Su; Five terms to complete;					

- b. Expected degrees/certificates produced over the next five years.
 - a. See above = 25 certificate completers over the next 5 years.
- c. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time, etc.).
 - a. Part-time, working adults from across the country. Likely non-traditionally aged. Could have international participation as well.
- d. Evidence of market demand.
 - a. In 2015, a needs assessment survey was administered among certified and non-certified interpreters nationwide inquiring as to the interest in graduate education in interpreter. We had 59 respondents. Of those interested in graduate, 78% were interested in a doctoral degree and graduate certificate work.
 - b. Certified signed language interpreters are required to obtain continuing education units (CEUs). Academic, credit-bearing coursework is one of the most direct ways to get those CEUs as the national organization (Registry of Interpreters for the Deaf) recognizes credits from an accredited institution without need for much other justification.
- e. If the program’s location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).
 - a. N/A

- f. Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?
 - a. Successful candidates will continue their pursuits as signed language interpreters, serving as mentors and leaders in their communities.

5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.
 - a. Students completing the Reflective Practice Certificate will:
 - i. Exemplify reflective practice in interpreting and teaching through observation, application, analysis and supervision.
- b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.
 - a. Course final projects regarding philosophy statements and development of practices within their communities.
- c. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.
 - a. Tenured and tenure-track faculty in the Interpreting Studies program have appointments in the division of Deaf Studies & Professional Studies, and are expected to meet the scholarly standards of the division. Per the WOU-WOUFT collective bargaining agreement, scholarly expectations of faculty at WOU are expressed through the Boyer model of scholarship, where faculty can demonstrate scholarly achievement in the scholarship of discovery, application, integration and teaching & learning. All tenure-track WOU faculty are expected to maintain engagement in at least one of these modes of scholarship.

6. Program Integration and Collaboration

- a. Closely related programs in this or other Oregon colleges and universities.
 - a. This certificate program is closely related to the Master of Arts in Interpreting Studies, both the Interpreting Studies: Theory & Practice track and the advanced/teaching track. Faculty will continue to work together for effective and efficient instruction.
- b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.
 - a. There are no similar program in other Oregon institutions, nor anywhere west of Washington, D.C. and Florida.

- c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.
 - a. No existing similar programs.
- d. Potential impacts on other programs.
 - a. Potential for students enrolling in the certificate to continue and pursue Master's degree.

7. External Review

If the proposed program is a graduate level program, follow the guidelines provided in *External Review of New Graduate Level Academic Programs* in addition to completing all of the above information.

N/A

Revised May 2016

Instructions on Budget Outline form

1. Whose viewpoint?

The Budget Outline is intended to show the budgetary impact resulting from offering the new program. This table should be completed from the viewpoint of the budgetary unit that will be responsible for the program. Determine what the budgetary unit will be doing (in terms of new or additional activities) that it is not now doing and show what these activities will cost — whether financed and staffed by shifting of assignments within the budgetary unit; reallocation of resources within the institution; special appropriation of the legislature; or gift, grant, or other funds.

2. No additional resources needed?

If the program is simply a rearrangement of courses already being offered, relying on access to library resources available for other programs, with no requirements for new or additional specialized facilities, equipment, or technology, and with no increase or decrease in students served by the budgetary unit responsible for the program, the budgetary impact would be near zero and should be so reported in the table.

3. Additional resources needed?

If FTE faculty or support staff assigned to the budgetary unit must be increased to handle an increased workload as a result of the new program (or to provide added competencies), indicate the total resources required to handle the new activities and workload (e.g., additional sections of existing courses) by specifying: (1) how much of this total figure is from reassignment within the budgetary unit (Column A), and (2) how much is from resources new to the budgetary unit (Columns B-E). Please provide line item totals in Column F.

Budget Outline Form: Year 1

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

Institution: Western Oregon University

Academic Year: 2016-2017

Program:

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						

Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL						

Budget Outline Form: Year 2

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal						
Other Resources						

Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL						

Budget Outline Form: Year 3

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						

Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL						

Budget Outline Form: Year 4

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						

Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL						

Oregon Transfer Project

Project Description

The Ford Family Foundation has commissioned a collaborative research project to examine the positive role Oregon's higher education institutions play in the state's transfer landscape. This effort will produce policy recommendations to improve Oregon students' transfer experiences and outcomes.

An essential component of this research project is case studies of community colleges and universities in Oregon to document best practices and effective strategies for supporting transfer. After an examination of community college student transfer and bachelor's completion rates across the state, we identified three community colleges and three universities in Oregon with strong transfer outcomes. *During the site visit to your college, we will provide you with a fact sheet outlining the data we examined on the outcomes of your college's transfer students.*

The case studies of community colleges and universities focus on the following topics. How postsecondary institutions with strong transfer outcomes:

- Address transfer in their missions and policies
- Develop and sustain major-specific transfer pathways
- Provide transfer-specific advising, financial aid, and other programming and support to students

The case studies include interviews with key stakeholders (administrators, advisors, financial aid staff, and faculty), focus groups with community college transfer students at the universities, and a document analysis of each institution's website and transfer resources.

As you know, each year thousands of students begin postsecondary study in Oregon's community colleges with dreams of earning a bachelor's degree. Improving transfer rates and bachelor's degree completion among community college students is critical to ensuring that Oregon students have equitable opportunities to attain their postsecondary and career goals. We are excited about the opportunity to highlight what your college is doing to support students through their transfer journey.

For questions about the case studies or the project, please contact Michelle Hodara Michelle.Hodara@educationnorthwest.org and Mary Martinez-Wenzl Mary.Martinez-Wenzl@educationnorthwest.org.

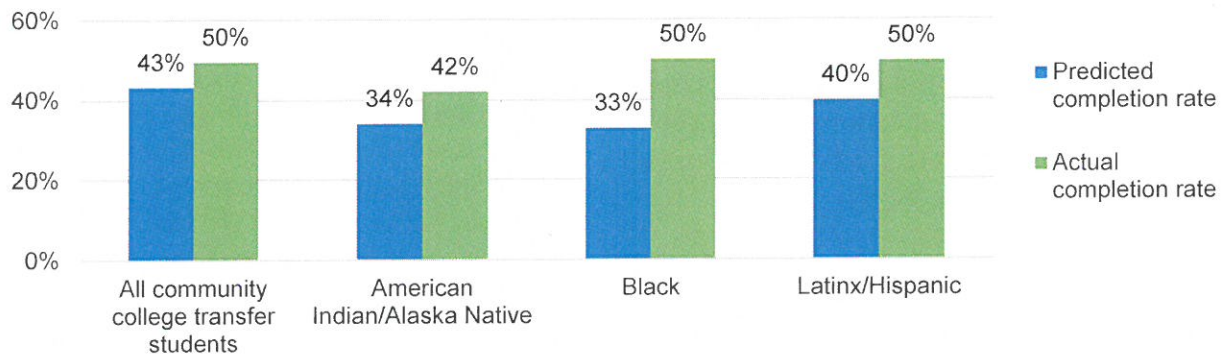
Oregon Transfer Project

Western Oregon University (WOU) Data

Why was WOU selected as a case study institution?

At WOU, the bachelor's degree (BA) completion rate for community college transfer students (who were recent public high school graduates) is **6.3 percentage points higher than expected** based on statistical analyses (see figure 1 note). The actual and predicted BA completion rates for all community college transfer students and American Indian/Alaska Native, Black, and Latinx/Hispanic community college transfer students is displayed in figure 1.

Figure 1. The BA completion rate for community college transfer students (who were recent public high school graduates) at WOU is higher than expected



Notes: The predicted bachelor's completion rates are based on a regression model that predicts the probability that a transfer student earns a bachelor's degree within six academic years from their first enrollment at community college. The models predict BA completion based on community college and student characteristics and the student's high school. Data are from the Oregon Department of Education and include students who graduated from high school between 2004/05 and 2010/11 and entered community college between 2005/06 and 2011/12.

Source: ECONorthwest analysis of Oregon Department of Education and National Student Clearinghouse data

What are overall community college transfer student outcomes at WOU?

Among WOU transfer students who began their studies at community college between 2007/08 and 2010/11, **308 (44.8%)** received a BA within six years from WOU.

Who is included in this sample?

- Entered an Oregon community college in the fall between 2007/08 to 2010/11
- Earned at least 12 credits of any kind in their first year

Table 1: Almost half of WOU community college transfer students earned a BA within six years of entering an Oregon community college

Origin Community College	Number of transfer students	Percentage of transfer students who earned a BA from WOU
Chemeketa Community College	347	43.5
Linn Benton Community College	85	48.2
Portland Community College	85	40.0
Lane Community College	38	23.7
Clackamas Community College	32	65.6
Mt. Hood Community College	26	57.7
Umpqua Community College	24	37.5
Central Oregon Community College	20	60.0
Southwestern Oregon Community College	16	62.5
Blue Mountain Community College	11	54.5
Western Oregon University Total	687	44.8

Source: ECONorthwest analysis of Higher Education Coordinating Commission data

Among Oregon's recent public high school graduates who began their studies at community college between 2005/06 and 2011/12, **638 (48%)** received a BA within six years from WOU.

Who is included in this sample?

- Graduated from an Oregon public high school between 2004/05-2010/11
- Entered an Oregon community college in the fall between 2005/06-2011/12

Table 2: Almost half of WOU community college transfer students (who were recent public high school graduates) earned a BA within six years of entering an Oregon community college

Origin Community College	Number of transfer students	Percentage of transfer students who earned a BA from WOU
Chemeketa Community College	626	49.2
Linn Benton Community College	146	50.7
Portland Community College	133	45.1
Clackamas Community College	114	45.6
Mt. Hood Community College	65	47.7
Southwestern Oregon Community College	51	52.9
Umpqua Community College	49	55.1
Lane Community College	42	28.6
Central Oregon Community College	25	40.0
Clatsop Community College	21	33.3
Rogue Community College	21	47.6
Blue Mountain Community College	21	47.6
Treasure Valley Community College	15	66.7
Western Oregon University Total	1,329	48.0

Source: ECONorthwest analysis of Oregon Department of Education and National Student Clearinghouse data

The role of assessment at Western Oregon University:

- Guiding ongoing academic excellence of our programs
- Supporting student success
- Documenting mission fulfillment

Assessment practice:

- Our institution has learning outcomes that are shared (Undergraduate and Graduate)
- Each program identifies its own learning outcomes, aligning to the undergraduate or graduate outcomes, as appropriate.
- Programs are responsible for engaging in the gathering of evidence to determine student achievement of outcomes
- Professional Learning Communities bring together faculty and staff to explore assessment evidence and make recommendations to guide program based on that evidence

Assessment in action at WOU:

- In-depth examination of educational practice related to the Undergraduate Learning Outcome: Quantitative Literacy led to development of MTH 110 course, creating a non-algebraic pathway and removing a barrier to graduation for students in majors like Psychology, Business, Criminal Justice (Student Success).
- The work of the Integrative Learning Professional Learning community this year has identified a specific course of action incorporating student reflection more intentionally in assignments that will improve practice related to this outcome across programs (Academic Excellence).
- The formation of a Graduate Studies Professional Learning Community this year has used NWCCU Standard 2.C.12-15 (Graduate Programs) and 4.A.1-6 (Assessment) to guide their formation of Graduate Learning Outcomes in context of WOU's mission (Core Knowledge, Applied Skills, Values and Attitudes). This group will explore the first of these outcomes in 2019-20 by asking all graduate programs to provide assessment evidence to the Learning Community (Mission Fulfillment).

Continuous Improvement:

- Dedicated day during contractual period for assessment activities both within programs and across the university, coupled with University-wide emphasis on specific outcomes each academic year
- Guidance for programs to intentionally engage in assessment activities through context of Program and Institutional Learning Outcomes
- Program review process is taking shape, relying on assessment evidence as a major component

Challenges:

- Gaps in shared understanding of Learning Outcomes
- Missing information
- Misused resources