

Transfer students:  
What WOU can do

March 3, 2017

WOU Faculty Retreat

Organized by Office of Academic Affairs

Facilitated by Erin McDonough

## Agenda

- |               |  |
|---------------|--|
| 10-10:30 am   | Introductions, overview & charge         |
| 10:30-noon    | Thought exercise (take breaks as needed) |
| Noon-12:45 pm | Working, mixing lunch                    |
| 12:45-1:30 pm | Reconvene with your group                |
| 1:30-2 pm     | Conversation with Rex Fuller             |

# Overview

# Our realities

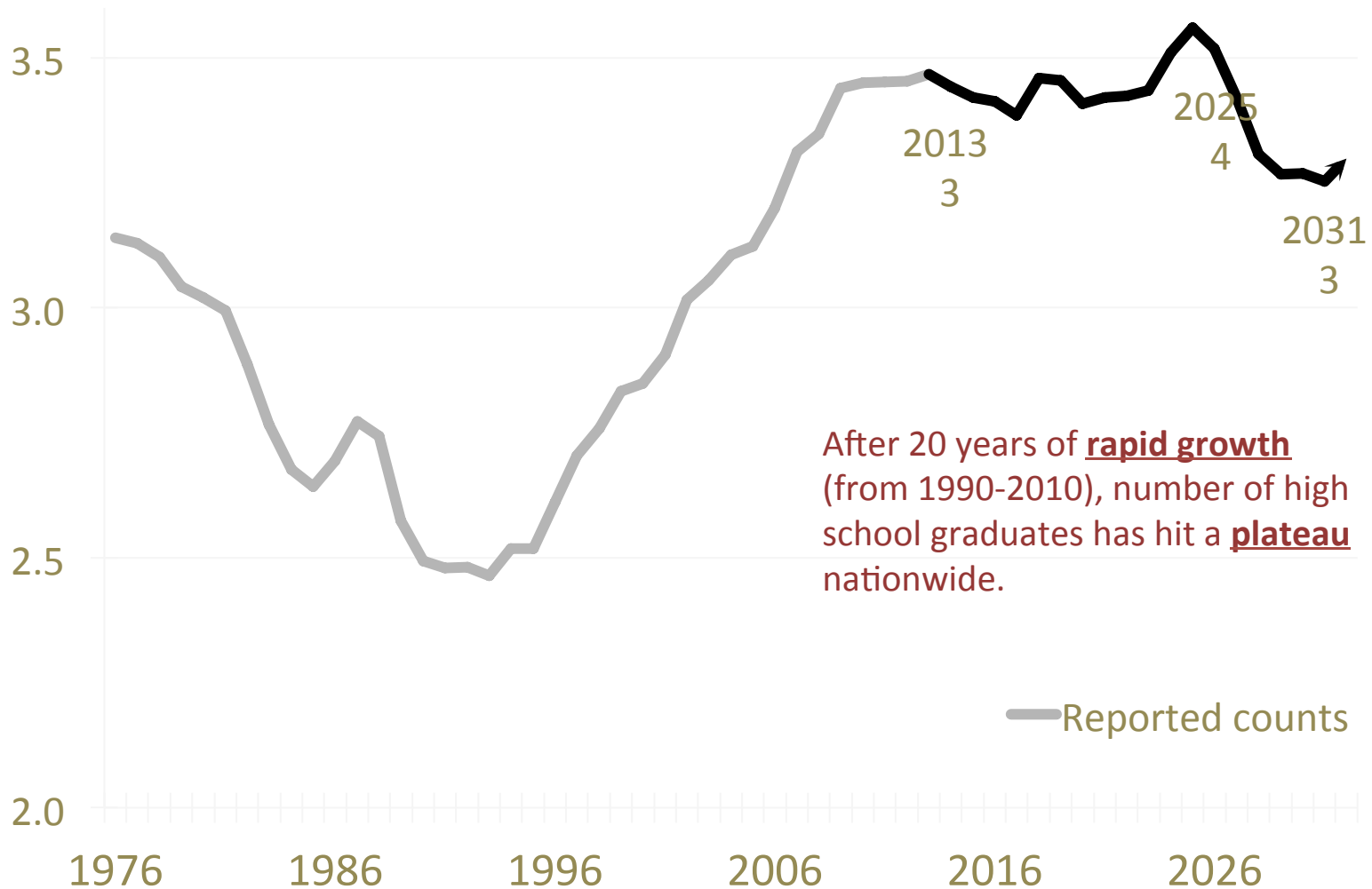
Students

Funding

Opportunities

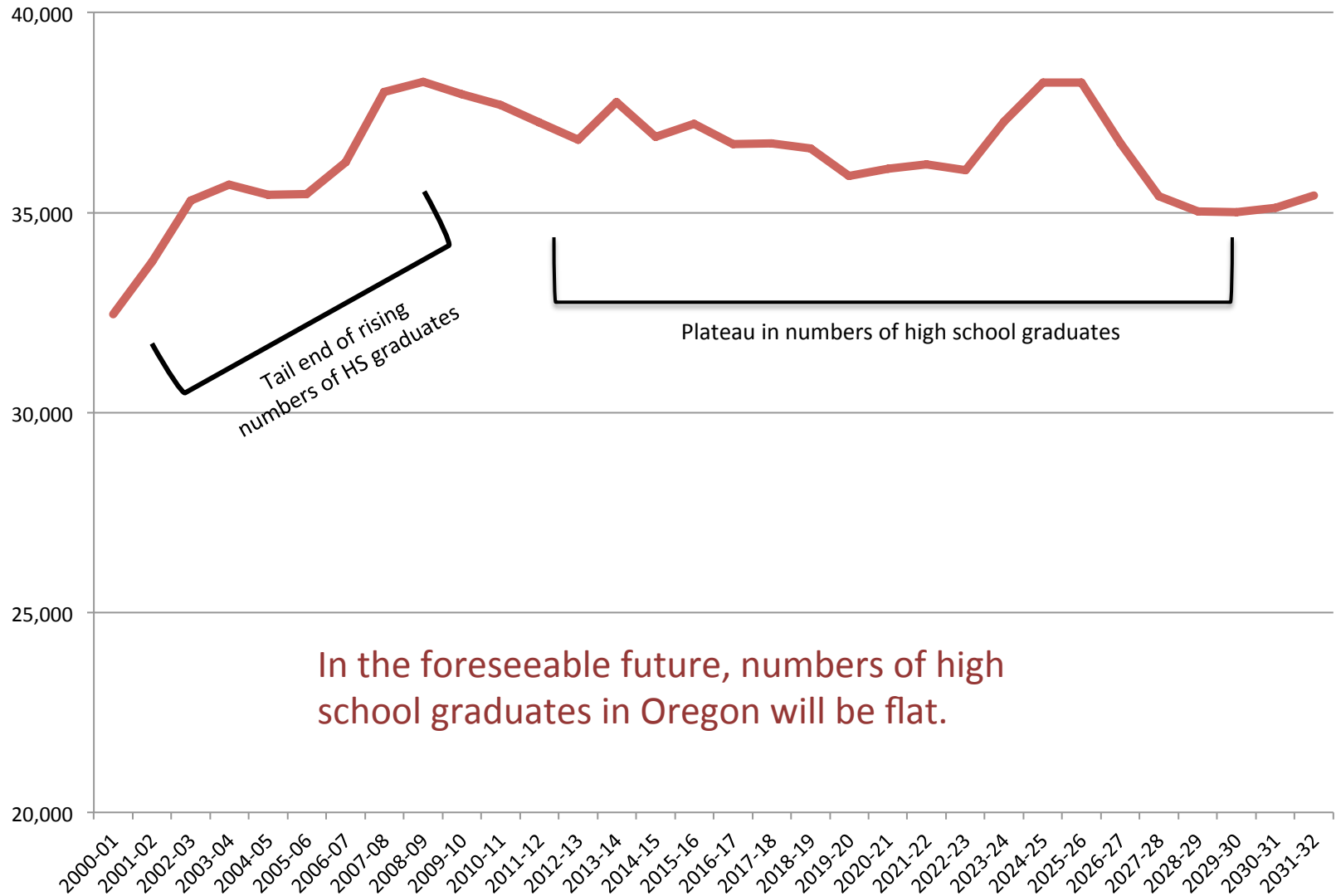
# US High School Graduates, 1976-2026

(Data aggregated by WICHE, *Knocking on the College Door*, 2016)



# WICHE Projections of Oregon High School Graduates

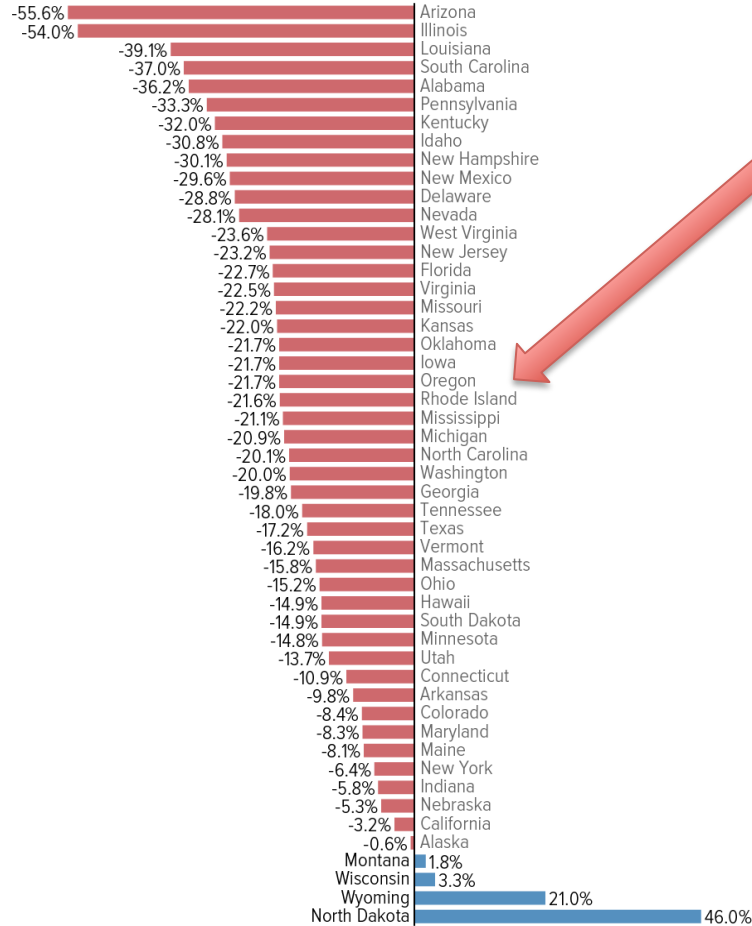
from WICHE (2016). Knocking at the College Door. [www.wiche.edu/knocking](http://www.wiche.edu/knocking)



In the foreseeable future, numbers of high school graduates in Oregon will be flat.

# State Funding for Higher Education Remains Far Below Pre-Recession Levels in Most States

Percent change in state spending per student, inflation adjusted, 2008-2016



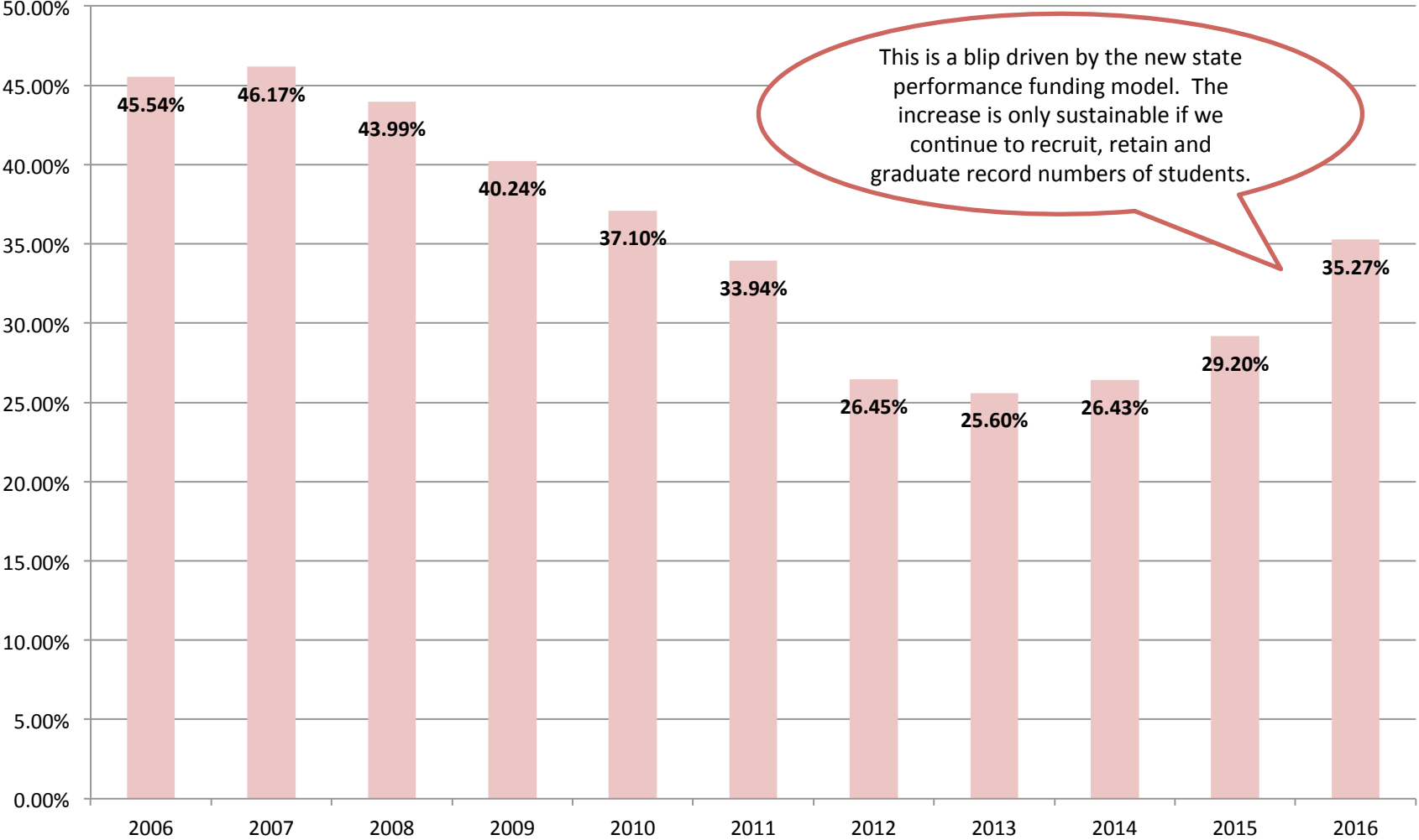
State funding of higher education in Oregon is **down by 21.7%** compared to pre-recession levels

Note: Since enrollment data is only available through the 2014-15 school year, we have estimated enrollment for the 2015-16 school year using data from past years. In the 2013-15 biennial budget, Wisconsin state lawmakers changed the funding model for Wisconsin's Technical College System, shifting support from the local property tax to state General Purpose Revenue. This change reflects a shift of roughly \$406 million in annual support from the local to state levels in Wisconsin but did not result in an overall increase in support for Wisconsin's higher education institutions. Excluding this shift, per-student funding fell by 25.2 percent over 2008-2016.

Source: CBPP calculations using the "Grapevine" higher education appropriations data from Illinois State University, enrollment and combined state and local funding data from the State Higher Education Executive Officers Association, and the Consumer Price Index, published by the Bureau of Labor Statistics. Illinois funding data is provided by the Fiscal Policy Center at Voices for Illinois Children. Kentucky funding data is provided by the Kentucky Center for Economic Policy. Pennsylvania funding data is provided by the Pennsylvania Budget and Policy Center.

Center for Budget and Policy Priorities, 2016. <http://www.cbpp.org/research/state-budget-and-tax/funding-down-tuition-up>

# State support of WOU, 2006-16: Percent of total revenues from the state of Oregon





**All Oregon public universities** are increasingly tuition-driven.

Every public university in Oregon is built for the recent high school graduate who will attend college full-time.

WOU has to directly compete with all other Oregon publics to recruit and retain these students.

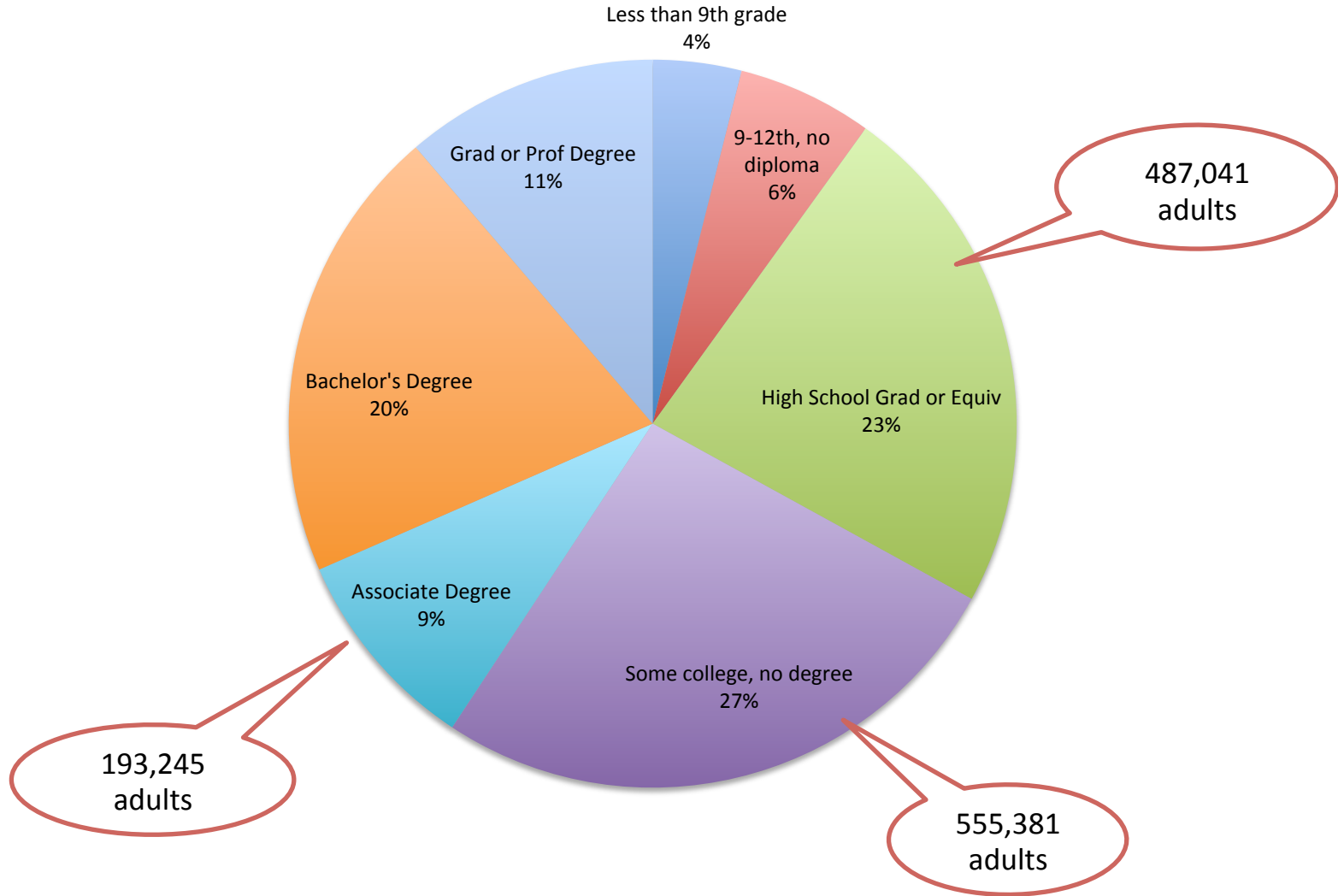
Besides recent high school graduates,

who needs a four year degree?

**AND WHO SERVES THESE STUDENTS?**

# Who are potential adult learners in Oregon?

## Degree Attainment among Oregonians aged 25-64



# TYPES OF ASSOCIATE DEGREES

## AAOT and other academic transfer degrees

### What students have

At least 90 lower division credits.

Students have satisfied **WOU's LACC requirements.**

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### What students need

90 credits, including 62 upper division

**A specialization (major, maybe minor)**

**W, D, Math/CS/Q (maybe)**

To meet WOU's ULO's

# ULO's: Western Oregon University undergraduate students prepare for 21st century challenges by gaining [*at least*]:

## *Breadth of Education*

- ✓ Knowledge of human cultures and the physical and natural world  
Through focused study in the sciences and mathematics, social sciences, histories, languages, and the arts, and by engagement with big questions, both contemporary and enduring

## *Essential Skills*

Inquiry and analysis (applied critical thinking)

Written communication

Quantitative literacy

Diversity-Related Skills

- Civic knowledge and engagement—local /global
- Intercultural knowledge and competence

Integrative and applied learning

With the AAOT, general education is essentially done. The major and minor (maybe) are left.

### Current approach:

Work with community colleges to develop **program-to-program articulations** where:

- Community college students are advised about what to take to fulfill program-specific prerequisites at WOU
- Finish the WOU degree in 90 additional credits, including 62 upper division credits

Some agreements already exist and more are being developed.

**NOTE: 90 credits is the goal.** It can take longer than two calendar years.

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Another approach:

Develop **stand-alone 90 credit pathways** to a four-year degree for AAOT degree holders, where it only matters that the student completed the AAOT or other transfer degree. *No specific prerequisite course work is prescribed.*



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**Another approach:**

Develop **stand-alone 90 credit pathways** to a four-year degree for AAOT degree holders, where it only matters that the student completed the AAOT or other transfer degree. *No specific prerequisite course work is prescribed.*

WOU has some programs that are essentially **90-credit stand-alone degree completion pathways**, and we will begin publicizing this with community colleges in Oregon, Washington and California.

- Interdisciplinary Studies
- Psychology major with most minors
- Communication Studies with a Humanities minor
- Others?

# TYPES OF ASSOCIATE DEGREES

## Associate of Applied Science degrees

### What students have

At least 90 lower division credits.

Students have completed **a career-related  
specialization.**

Examples of AAS degrees  
at Chemeketa Community College:

Management  
Health Records Management  
Criminal Justice  
Human Services/Addiction Counseling  
Horticulture  
Business Technology  
Industrial Electronics  
Process Control

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**Breadth of Education**

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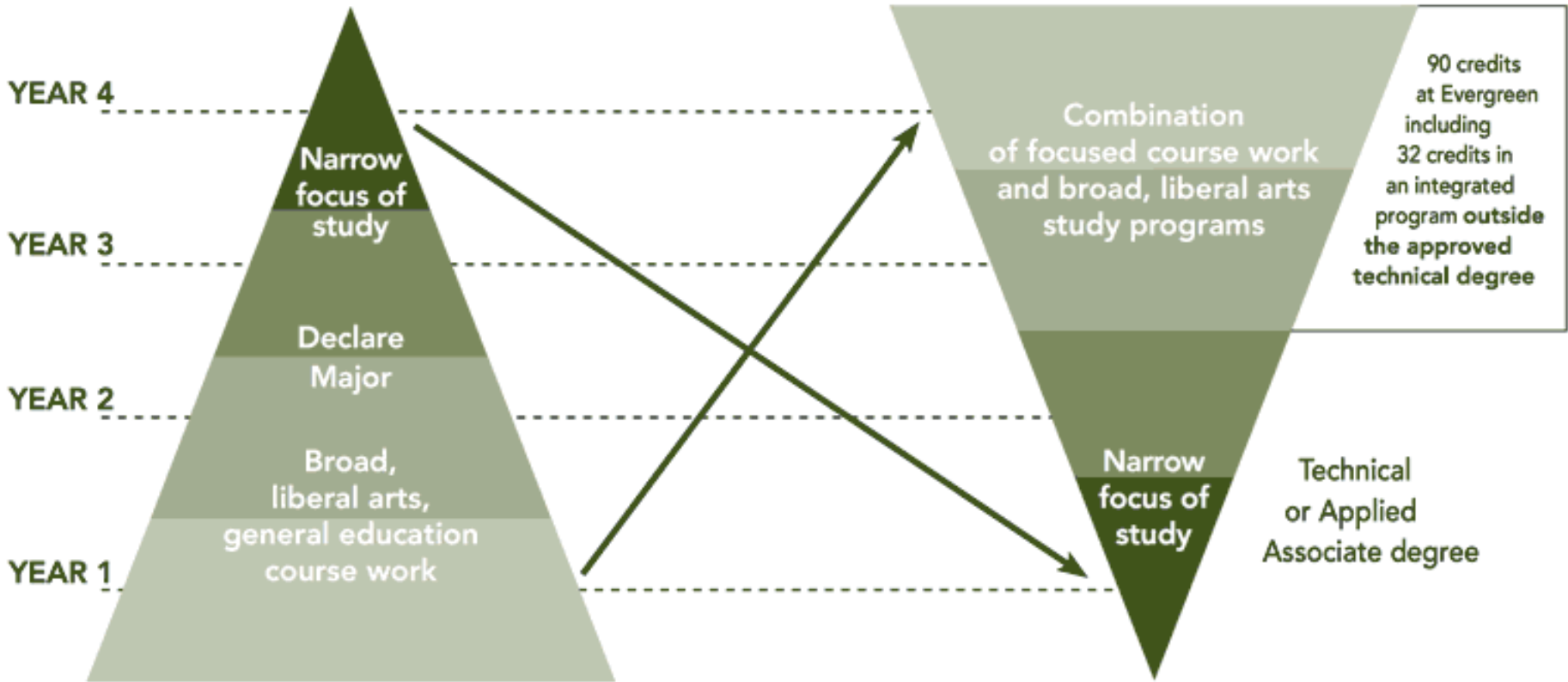
To meet WOU's ULO's

In essence

AAS students need an “upside-down” degree program – where the  
specialization happened early at a community college  
breadth & intellectual skills are developed later at a 4-year  
institution

## Traditional Four-Year College Curriculum Model

## Upside Down Degree at Evergreen Curriculum Model



For AAOT degree holders, degree completion builds on the traditional model

For AAS degree holders, degree completion flips the traditional model

Often AAS degree holders are **working adults** with diverse motivations for pursuing a four-year degree:

- To advance in their current jobs, move into management or supervision
- To develop personally, professionally or as community leaders
- To read, write and talk with others about new ideas
- To be a role model for their children, families and communities by completing a 4-year college degree

Western Oregon University: 90 Credits To Change Your Life

Often AAS degree holders are **working adults** with diverse motivations for pursuing a four-year degree:

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Western Oregon University: 90 Credits To Change Your Life



Charge

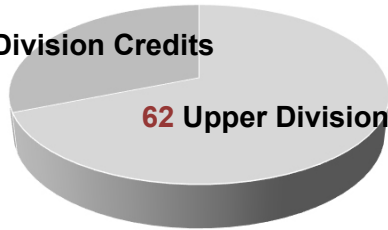
Our main question here today:

Can we imagine a way that WOU can meet the needs of these students for:

- Breadth of study (remember, they have already specialized)
- Essential skills developed in a liberal education: ULO's
- A stand-alone 90-credit program, including 62 upper division credits, that starts where the AAS degree left off

## Build a 90 credit program

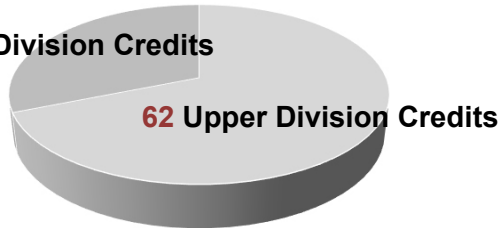
**28** Lower Division Credits



**62** Upper Division Credits

## Build a 90 credit program

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62 Upper Division Credits

That achieves these  
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outcomes (ULO's)

### *Breadth of Education*

Knowledge of human cultures and the physical and natural world: Through focused study in the sciences and mathematics, social sciences, histories, languages, and the arts, and by engagement with big questions, both contemporary and enduring

### *Essential Skills*

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To meet WOU's ULO's

## Recap: March 3, 2017 Faculty Retreat on Transfer

### An interdisciplinary faculty group

- 21 faculty attended
- Both colleges and libraries represented
- 6 academic divisions represented
- 17 tenure-track and 4 non-tenure track faculty attended

### Follow up

- Given the opportunity to respond anonymously, all participants indicated that WOU should continue to develop an upside down degree program for AAS degree holders
- 10 participants volunteered to continue to work on the proposal for the program
- Target for curriculum proposal to be submitted to the Curriculum Committee: Fall 2017
- Additional investigation of need for the program (among AAS students, community colleges, employers including Oregon state government)

## Recap & Follow Up

# Findings from March 3 Faculty Retreat: **Coherence** of the educational experience

Fascinating interdisciplinary themes the groups generated in the conversation

- Communication
- Human Condition
- Knowledge and Identity
- Our Community
- Global Concerns
- Understanding Societies
- Myth Busting
- Global Citizenry
- Leadership
- Research & Problem Solving
- History & Cultures of the Americas
- Applied Plus \_\_\_\_\_ Context in [specialty field]
- Cross-cultural perspective
- Solutions to Contemporary Problems
- Inquiry-based decision-making
- Systematic Investigation (Inquiry)
- Dismantling complex ideas
- Investigating popular media Leadership in \_\_\_\_\_ your area,
- Community health and wellness
- Cultural identities
- Understanding social contexts

Findings from March 3 Faculty Retreat:  
**Integration** of the educational experience

- Across disciplines
- Between the AAS specialty and the WOU experience
- Between WOU experience and our students' work experiences
  
- Possible integrating approaches
  - A capstone
  - An introductory experience
  - Practicum were put forth as integrating mechanisms



Findings from March 3 Faculty Retreat:  
**Flexibility** of the educational experience

- Dimensions of **flexibility** we have to support
  - In program delivery via hybrid, night, online, weekend and Salem-campus routes
  - But also in service delivery, to ensure that our students are able to access the full array of WOU student services in a way that is convenient to them

# Findings from March 3 Faculty Retreat

## Other key themes

- **Breadth** of education, and ways to build distribution requirements into the model for an upside down degree
- Facilitating **community** building among working adult students
- **Transparency** of programs and services for these students
- Confirming the **needs** of this student population and working closely with our community college partners and local employers (esp. state government)