Oregon State Board of Higher Education

Academic Strategies Committee
Thursday, June 5, 2014
1:00-4:00 p.m.
ASRC 515, Portland State University

AGENDA

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2. Academic Program Approvals (1 hour)
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4. Program Approvals Process for 2014-15 (Marrongelle, 10 minutes) .................... 33

5. Committee Structure Post June 30, 2014 (Marrongelle, 5 minutes)

6. Update on Early Warning System (Kenison, 10 minutes) ..................................... 34

OTHER ITEMS

7. Other items put forward by the Committee

8. Adjournment
Committee members present: Chair Middleton, Brittany Kenison, Emily Plec, and David Yaden. Committee members absent: Jill Eiland and Jim Francesconi.

Chancellor’s staff present: Karen Marrongelle, Anna Teske, Joe Holliday, Laura McKinney and Marcia Stuart.

Campus representatives present: Brad Burda (Oregon Tech), Sona Andrews (PSU), Jim Klein (SOU), Scott Coltrane (UO), Steve Scheck (WOU), David Robinson (OHSU), and Maude Hines (IFS).

Others present: Eric Meslow (ETIC).

ACTION ITEMS

1. Call to Order

Chair Middleton called the meeting of the Academic Strategies Committee to order at 1:05 p.m.

2. Approval of February Minutes

   ACTION: Directors David Yaden made the motion to approve the minutes as amended, and Brittany Kenison seconded. Motion carried.

3. Approval of Advanced Placement & International Baccalaureate Statewide Course Credit Policy

Chair Middleton called upon Karen Marrongelle, Interim Vice Chancellor for Academic Strategies to review annual changes to the AP/IB Statewide Alignment Policy. Discussion centered modifications to AP exams for History and Physics B, as well as changes to the corresponding curricula. There were no revisions to IB courses or exams for the 2015-16 academic year.

   ACTION: Directors Brittany Kenison made the motion to approve the policy, and David Yaden seconded. Motion carried.
4. **Academic Program Approval**

   a. **SOU, B.S. in Innovation and Leadership**

   Chair Middleton called upon Jim Klein, Provost & Vice President for Academic Affairs and Student Affairs at Southern Oregon University, to provide an overview of the proposed academic program. The B.S. in Innovation and Leadership Comparative is designed to provide students with increased access to higher education by providing alternative scheduling formats, and by way of multiple means of assessment. In addition, the program will offer regional businesses, government and non-profit organizations better trained managers for investing in the local economy, while being responsive to student needs. The development of this program began in 2012 as part of review strategy for SOU’s Higher Education Center, along with feedback from local business and community leaders.

   Discussion centered on the financial viability and overall learning outcomes for the program, in addition to being responsive to the business community. The committee agreed that in light of SOU’s current planning efforts, it is important to view programs through a value-add lens, and see how it fits into a larger framework for reinvestment.

   **ACTION:** Directors David Yaden made the motion to approve the program, and Emily Plec seconded. Motion carried.

**DISCUSSION ITEMS**

5. **Update on Provisional Campus Funding Requests**

   Chair Middleton called on Dr. Marrongelle to update the Committee on the Higher Education Coordinating Commissions’ (HECC) process for reviewing campus funding requests. It was noted that all requests were submitted by Wednesday, March 26th, with HECC review and consideration taking place on Friday, April 5th. Similar to the practices formerly used by the Chancellor’s Office, funding requests are an iterative process, and will require several rounds of vetting before endorsements are made.

**INFORMATIONAL ITEMS**

6. **HECC Transition Update**

   Chair Middleton called on Dr. Marrongelle to provide an update on the work of the Higher Education Coordinating Commission (HECC) Transition Planning Work Group. OUS staff has been working closely with the Provosts’ Council and HECC leadership on the transition of academic program approvals. In addition to academic programs, staff has been involved in a number of transition activities including connecting the HECC to national coordinating bodies like AAC&U and WICHE, and mapping out the possible transition of Institutional Research department.

   **NEXT STEPS:** Chair Middleton would like to invite HECC staff to a future Academic Strategies Committee meeting for an informal conversation regarding the Board’s experience with program and mission approvals.
7. **ETIC Update**

Chair Middleton called on Eric Meslow, ETIC Chair to update the committee on the transfer of authority for ETIC and to seek input on how the Oregon State Board of Higher Education would like to be involved in the future. House Bill 4020 (2014) transferred authority for ETIC to the Oregon Education Investment Board (OEIB), and moved the funding ($14,805,721) and oversight of ETIC to the OEIB beginning July 1, 2014 until March 15, 2016, and then to the HECC thereafter. The transfer of authority was deemed necessary, as OUS is no longer responsible for statewide initiatives, and may see a conflict of interest in making ETIC allocation decisions given its authority over TRU institutions. While the formal transition will occur on July 1, 2014, ETIC will continue to look for a long-term home.

Discussion centered on the campus impact of the transition, and how the investment model may be adapted in the future. In addition, the committee called for a final report that may be utilized as a transition tool, discussed methods for improved outreach, and challenges and opportunities for getting back to its core mission, while protecting investments in universities.

**NEXT STEPS:** ETIC staff will develop a final report that may serve as a transition tool for the State Board of Higher Education and the Oregon Education Investment Board.

8. **2014 Legislative Update**

Chair Middleton called on Anna Teske to update the committee on the 2014 Legislative Session. It was noted that throughout the session, OUS staff tracked over 55 measures and provided support and expertise to legislators in the areas of academic affairs, student services, human resources, risk management, finance and capital construction. Following the update, the committee discussed potential concepts for future legislation currently being considered by the HECC and other stakeholders.

**OTHER ITEMS**

9. **No other items were put forward by the committee**

10. **Adjournment**

With no further business, the meeting was adjourned at 2:28 p.m.
Eastern Oregon University seeks Board approval to establish an instructional program leading to a B.A./B.S. in Early Childhood Education.

1. **Describe the purpose and relationship of the proposed program to the institution’s mission and strategic plan.**

The new degree in Early Childhood Education fulfills Eastern Oregon University’s (EOU) mission to serve as the educational, cultural, and economic engine for eastern and other rural regions of Oregon through “high-quality liberal arts and professional programs that lead to responsible and reflective action in a diverse and interconnected world.” EOU’s mission is operationalized through Core Theme Objective 3.7 to “provide programs in response to regional needs.” The Early Childhood Education major is an online program developed to provide academic access across EOU’s region. The major utilizes technology that is cost effective to provide students face-to-face learning opportunities that might otherwise be excluded from an online program. The Early Childhood Education major meets the EOU Campus Achievement Compact and the Oregon Education Investment Board agreement by aligning with EOU’s Core Theme Objectives:

**Theme 1:** EOU has high quality liberal arts and professional programs that prepare students for the world beyond college.

- The Early Childhood Education major was created based on utilizing best practices within the field of early childhood and grounded in providing the required knowledge and skills foundation to create appropriate differentiated and evidence based instruction for young children.
- The major utilizes professional standards from the Interstate New Teacher Assessment and Support Consortium and National Association for the Education of Young Children in all courses and course outcomes to ensure a quality education for students.
- The major provides students with opportunities to interact with professionals working in the early childhood field and utilize the skills developed during their program. This prepares students for the successful implementation of these skills beyond the supervised academic experience.

**Theme 2:** EOU is a regional university with a deep sense of commitment to students where they are.

- The ECED major is an online learning environment to provide EOU students advanced foundational skills where students are located across the region.
- The flexibility of the online program will provide access to traditional and non-traditional, full-time or part-time students that will allow them to succeed in achieving their bachelor’s degree.
- The program is taught through mediums that support all students’ learning (Online and Online Hybrid courses) and increase accessibility for students. In addition, this model of course delivery provides students the opportunity to engage directly with program faculty.
- The major utilizes community contacts to provide students with hands-on learning and implementation of learned skills opportunities.

Theme 3: EOU is the educational, cultural, and economic engine of eastern Oregon.
- The faculty of the Early Childhood Education major is committed to creating partnerships with other institutions across the region to provide streamlined access and success within the program.
- Through ongoing partnerships with regional institutions, Oregon Teacher Pathway, and Eastern Promise, the Early Childhood Education major is committed to recruit potential students from underrepresented groups.
- This major is developed specifically to meet the early childhood workforce regional demands for highly qualified professionals with bachelor’s degrees.

The Early Childhood Education major contributes to the Oregon University System goals in the following ways: (a) creates a globally competitive early childhood workforce to drive Oregon’s economy; (b) focuses on providing students quality knowledge advancement opportunities and success for all Oregonians; and (c) supports the State’s 40-40-20 goal.

2. What evidence of need does the institution have for the program?

The Early Childhood Education major offered at Eastern Oregon University is the only Oregon four-year university serving the eastern region of the state. The Early Childhood major meets the needs of the state and region to provide learning opportunities to grow the qualified workforce. According to the United States Department of Labor (January 8, 2014), the employment of preschool teachers is anticipated to grow 17 percent from 2012 to 2022; faster than average for all other occupations. The employment of child care workers is anticipated to grow 14 percent from 2012 to 2022 (United States Department of Labor, January 8, 2014). The growth in both of these areas is attributed to the number of children requiring care and demand for such programs. According to the Oregon Employment Department, the need for preschool teachers and child care providers is expected to grow faster than the average for other occupations through 2020 and job openings are projected to be higher as well. Head Start, the federally funded preschool program that currently is servicing 10 percent of Oregon’s four-year-olds (National Institute for Early Education), has increased the requirements to become a classroom teacher. By September 30, 2013, at least 50 percent of them must hold a bachelor’s degree or higher to be a lead teacher (Office of the Administration for Children and Families Early Learning & Knowledge Center, 2008).

It has been requested by Blue Mountain Community College and community stake holders (Head Start, private child care centers, Early Childhood Planning Team for Union County, Oregon Child Development Coalition) that EOU offers the early childhood program as a
degree to meet the needs of the region. The program will provide opportunities for students in the region, as well as young children. This major will effectively prepare early childhood professionals for the workforce that is in high demand.

3. *Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?*

Portland State University and Western Oregon University offer a variety of early childhood programs and Southern Oregon University offers an online bachelor’s degree in early childhood development. These programs are similar to the program at EOU; however, they do not meet the needs of EOU’s student population and region. EOU is the only four-year state university serving students in the eastern region. All other programs offered do not utilize hybrid online courses, providing face-to-face learning opportunities with instructors in real-time online.

EOU is committed to collaborating with community colleges and other universities. EOU participates in ongoing communication between community colleges and other universities and participates in the annual Grand Articulation Summit. During this summit, early childhood stakeholders from the community, community colleges, and universities discuss and plan how to better meet the needs of EOU students and the demands of the workforce to develop highly qualified individuals.

4. *What new resources will be needed initially and on a recurring basis to implement the program? How will the institution provide these resources? What efficiencies or revenue enhancements are achieved with this program, including consolidation or elimination of programs over time, if any?*

There are no plans for unique resources for this program. The College of Education has the required resources to offer this program in place. Recruitment during the 2015 year will include $1,000 to support the development of recruitment materials. The current Early Childhood concentration that is part of the Liberal Studies Degree has been eliminated and is being taught out (2013-2015) prior to implementation of the Early Childhood Education degree in fall 2015.

All appropriate University committees and the OUS Provosts’ Council have positively reviewed the proposed program.

**RECOMMENDATION TO THE COMMITTEE**

The OUS Provosts’ Council recommends that the Board’s Academic Strategies Committee authorize Eastern Oregon University to establish an instructional program leading to a B.A./B.S. in Early Childhood Education, effective Fall 2015. With the Committee approval, a five-year follow-up review of this program will be conducted in 2020-21.

*(Committee action required.)*
Oregon Health & Science University seeks Board approval to establish an instructional program leading to a Master of Nursing (MN), Post Masters Certificate (PMN), or Doctorate of Nursing Practice (DNP) in Pediatric Nurse Practitioner.

1. Describe the purpose and relationship of the proposed program to the institution’s mission and strategic plan.

The opening line in the Oregon Health & Science University (OHSU) Mission Statement emphasizes that OHSU is the state’s only comprehensive public academic health center and accordingly must strive to lead and advocate for programs that not only educate tomorrow’s health professionals, but also attend to the health of all Oregonians. Further, Vision 2020, OHSU’s Strategic Plan, prioritizes meeting the needs of Oregon communities by addressing healthcare workforce shortages through the education of health care professionals.

Pediatric workforce study projections specifically highlight the need for more Pediatric Nurse Practitioners (PNP) in the Northwest and Western U.S., where there are as few as two PNPs per 100,000 children (Freed et al., 2010). Many states with the lowest concentrations (2-11 PNPs per 100,000 children) also have lower rates of pediatricians (Martyn et al., 2013). These same workforce studies predict an increase in the use of PNPs nationwide to meet ongoing and emerging pediatric health care delivery roles/needs. This increased need for PNPs arises from the expansion of subspecialty pediatric services, the emphasis on provision of pediatric primary care in underserved and/or rural areas, and the ongoing needs in hospitals and critical care units as pediatric health care delivery becomes increasingly specialized and nuanced (Freed et al., 2010). For example, while pediatric hospital medicine (aka pediatric hospitalist) is currently the fastest growing pediatric sub-specialty in the U.S., the demand for such specialists far exceeds supply and workforce studies continue to turn to the complementary use of acute care nurse practitioners (Wachter, 2011; Friedman, 2010). This turn is not solely based on manpower needs, but on the shift away from fee-for-patient services to value-based purchasing, fueled by The Patient Protection and Affordable Care Act (2009). The proposed Pediatric Nurse Practitioner program focuses on children, identified nationally and regionally as a marginalized, underserved, and, too often, overlooked population. In 2011, children ages 18 and younger comprised 23.7 percent of the U.S. population and 22.3 percent of Oregon’s population (U.S. Census Bureau, 2012). To provide adequate pediatric health care services, it is therefore important to ensure an ongoing supply of qualified pediatric health care
professionals, including pediatric nurse practitioners (Loman & Clinton, 2010; Martyn et al., 2013).

Oregon is fortunate to have an abundance of individuals who aspire to be nurses and unprecedented results in increasing the number of newly licensed RNs through the educational “pipeline.” More recently (2011), the Oregon Center for Nursing reported the Oregon Employment Department estimates that registered nurse employment will grow by 22 percent between 2008-2018. However, according to the Institute of Medicine (IOM) report, only 13 percent of nurses hold a graduate degree, with less than 1 percent having a doctoral degree. Nurses with doctorates are needed to teach future generations of nurses and to conduct research that becomes the basis for improvements in nursing science and practice. The IOM report recommendation is to double the number of nurses with a doctorate by 2020, stating that nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression.

The continued challenge for nurses who are interested in advanced education in pediatrics is the limited access to Pediatric Nurse Practitioner primary and/or acute care programs in the U.S. overall, and more specifically, in the Northwest and Oregon (Martyn et al., 2013). The most recent U.S. News & World Report listing of Primary Care (PC) PNP programs in the U.S. identifies the closest programs for Oregon nurses are in Seattle, WA, San Francisco, CA, and Denver, CO, with the Seattle-based University of Washington PNP graduate program being the only PNP program in the Washington, Wyoming, Alaska, Montana, and Idaho region. The paucity of PNP programs is accentuated for those seeking Acute Care (AC) PNP education, as existing AC PNP programs continue to be unevenly distributed throughout the U.S., with a total absence of any such programs in the Northwest (Bolick et al., 2012; Bolick et al., 2013). For Oregon nurses, the closest AC PNP programs are in California and Nebraska, with a new post-masters certificate AC PNP program beginning fall 2014 in San Francisco. In summary, there is a regional need for Pediatric Nurse Practitioner educational opportunities as well as a need for new programs that refocus on the unique and emerging pediatric health care service needs. Meeting this need addresses both the OHSU Mission Statement and Vision 2020 goals.

2. Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?

The U.S. Bureau of Labor Statistics predicts that the registered nurse (RN) will be the fastest growing profession between 2008 and 2018. In addition, to meet the complex demands of today's healthcare environment, the National Advisory Council on Nurse Education and Practice recommends at least two-thirds of the current RN workforce hold baccalaureate and/or higher degrees in nursing. According to the AACN (2011), the current demand for both masters- and doctorally-prepared nurses for advanced practice roles far outstrips the current supply. The continued challenge for nurses interested in Pediatric Nurse Practitioner education in Oregon is a limited number of PNP primary and/or acute care programs in the U.S. overall and, more specifically, in the Northwest and Oregon.
While the regional need for PNP education programs appears well documented, OHSU conducted a series of local surveys, specifically developed to ascertain the local interest in and/or support for a Pediatric Nurse Practitioner educational program at OHSU as well as a cursory inquiry into the format of the program. The survey was developed at OHSU by Martha Driessnack, PhD, PNP-BC, in consultation with pediatric faculty, educational/practice experts, and locally practicing PNPs. The survey was initially distributed through the Oregon Chapter of the National Association of Pediatric Nurse Practitioners, a group of pediatric-focused nurses in advanced practice. A second distribution of the survey was sent out through two local hospitals (OHSU/Doernbecher and Legacy), both of which have an active pediatric service. In addition, to be sure to capture wider geographic input, a third round of surveys was sent to undergraduate nursing students across all of the OHSU campuses. Two additional inquiries were made, first through the Maternal Child Network in the Oregon Department of Health and second through St. Luke's Children's Hospital in Boise, ID, where negotiations are underway for staff to pursue their pediatric nursing education through OHSU. An additional source of information establishing interest came indirectly from previous surveys conducted over the past year to establish the need for the new Adult Gerontology Acute Care Nurse Practitioner (AG-ACNP) program at OHSU. Of note in those surveys, there were significant numbers of respondents indicating they would prefer a pediatric rather than adult-focused program. This finding was noted by Dr. Tracy Klein in her February 20, 2013 report to the Board on the AG-ACNP Program Development at OHSU. Overall, the survey findings and inquiry responses indicate strong interest in and support for all three tracks in the proposed PNP programs of study, with a particular lean toward dual certification, flexible classroom/clinical opportunities, and increasing and/or providing smooth transition to doctoral education.

3. **Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?**

There are no Pediatric Nurse Practitioner programs in the Oregon University System universities or in Oregon private institutions.

4. **What new resources will be needed initially and on a recurring basis to implement the program? How will the institution provide these resources? What efficiencies or revenue enhancements are achieved with this program, including consolidation or elimination of programs over time, if any?**

Revenue sources to support this new program include outside funding as well as student tuition dollars. Start-up funds received from outside of the School are shared with the new Adult Gerontology Acute Care Nurse Practitioner program that is currently under external review. Significant startup funding is being provided by OHSU Hospitals. As projected, the Pediatric Nurse Practitioner program is on track to be self-sustainable through tuition dollars by Year 4 (FY 2017-18). The preceding years of program development and initial enrollment are subsidized by funding from external agencies, including OHSU Hospitals and St. Luke's Hospital in Boise, ID.
All appropriate University committees and the OUS Provosts’ Council have positively reviewed the proposed program.

RECOMMENDATION TO THE COMMITTEE
The OUS Provosts’ Council recommends that the Board’s Academic Strategies Committee authorize Oregon Health & Science University to establish an instructional program leading to a Master of Nursing (MN) or Post Masters Certificate (PMN) or Doctorate of Nursing Practice (DNP) in Pediatric Nurse Practitioner, effective Fall 2014. With the Committee approval, a five-year follow-up review of this program will be conducted in 2019-20.

(Committee action required.)
Oregon Health & Science University seeks Board approval to establish an instructional program leading to a Master in Public Health (MPH) degree in Biostatistics.

1. **Describe the purpose and relationship of the proposed program to the institution’s mission and strategic plan.**

   The fundamental purpose of Oregon Health & Science University (OHSU) is to improve the health and well-being of the citizens of Oregon and the region. The mission of OHSU is to:
   - (a) educate tomorrow’s health professionals, scientists, engineers, and managers in top-tier programs that prepare them for a lifetime of learning, leadership, and contributions;
   - (b) explore new basic, clinical, and applied research frontiers in health and biomedical sciences, environmental and biomedical engineering, and information sciences and translate these discoveries, whenever possible, into application in health and commercial sectors;
   - (c) deliver excellence in health care, emphasizing the creation and implementation of new knowledge and cutting-edge technologies; and
   - (d) lead and advocate for programs that improve the health of all Oregonians, and extend OHSU’s education, research and health care missions through community service, partnerships, and outreach.

   The proposed program supports and showcases these mission components by training individuals skilled in the analytic approaches relevant to population health and health policy, which can be used to facilitate translation of evidence-based clinical and basic science knowledge into public health practice.

2. **What evidence of need does the institution have for the program?**

   The Northwest Center for Public Health Practice at the University of Washington implemented a survey in February to March 2013 to assess the regional interest and training needs of public health practitioners in six states: Alaska, Idaho, Montana, Oregon, Washington, and Wyoming. A total of 2,040 individuals responded to the survey. Their final report, The 2013 Northwest Regional Training Needs Assessment, includes details of their methodology and their findings. Their key findings included one notable conclusion: “All respondents indicate that skills in communication and analytical assessment have high importance to their jobs.” “All respondents” refers to both supervisors and non-supervisors.

   In particular, among supervisors, 88.7 percent indicated that analytic/ assessment is moderately to highly important for their job. The corresponding percentage for non-supervisors was 80.9 percent. With regard to training over the next three years, between 43
percent and 62 percent of respondents indicated a moderate-to-high need for training in a variety of analytic assessment categories. The analytic/assessment categories included: assessing population health status, identifying gaps in data sources, selecting methods for data collection, analyzing qualitative data, analyzing quantitative data, identifying evidence-based public health interventions, using information technology to collect, store, and retrieve data, and assessing environments.

In January of 2009, the Division of Biostatistics, Department of Public Health and Preventive Medicine, conducted a survey to assess the need and interest in biostatistics training in the Portland Metro area. The survey was sent to recent OHSU K-awardees and students in the Human Investigation and Masters of Clinical Research programs, current and previous MPH students in the Epi/Bio track of the Oregon MPH program, Oregon statistics professionals via the Oregon Chapter of the American Statistical Association, and research staff in state/county health departments, regional agencies, and the Portland VA hospital. Regarding need for biostatistics training (“Do you feel that you or your staff needs more statistical training to be able to perform better in your or their work, or if you are a student, prepare yourself better for later employment and career?”), 139 of the 153 responders, indicated that they or their staff needed more statistical training. All groups surveyed expressed strong interest in obtaining additional biostatistics skills. In addition, respondents were asked “If you or your staff/students need more training in biostatistics, are there appropriate courses available nearby to meet the needs?” Of 147 respondents 81 indicate an unmet need for biostatistics. These results indicate a large unmet need for obtaining additional biostatistics training in the Portland area for a variety of groups.

3. Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?

The most closely related program is the MPH track in Biostatistics at the Oregon State University (OSU). Because both programs satisfy the CEPH requirements, they may appear similar with respect to the track competencies and curriculum. However, the OSU track focuses more on biostatistics theory courses and requires calculus as a pre-requisite, while the proposed MPH in Biostatistics program at OHSU focuses more on applications of biostatistics methods and the interpretation in public health. Thus, OHSU will be recruiting potential students with different backgrounds. In addition, OSU’s program states that they focus on serving the mid-Willamette valley, while the proposed program at OHSU would be serving the Portland area, as well as outside of Oregon.

Other related programs include the M.S. in Biostatistics at OHSU, Graduate Certificate in Biostatistics at OHSU, MPH in Epidemiology at OHSU, Master in Clinical Research at OHSU, and M.S. in Statistics at OSU and Portland State University (PSU). Many of the courses in the M.S. and Graduate Certificate in Biostatistics are also available to MPH-Biostatistics students. In fact, those pursuing the Graduate Certificate will have the option of applying to the MPH in Biostatistics and directly transferring all credits. This creates additional opportunity for Certificate students with an interest in public health. OHSU believes that
there are unmet needs and significant demands for biostatistics training currently and  
having a variety of options (M.S., Certificate, and MPH in Biostatistics) will allow a  
prospective student to select a degree program that most closely meets his/her needs.

4. **What new resources will be needed initially and on a recurring basis to implement the program? How will the institution provide these resources? What efficiencies or revenue enhancements are achieved with this program, including consolidation or elimination of programs over time, if any?**

   A financial model for the MPH in Biostatistics was developed based on the expenditures,  
tuition revenue, and institutional overhead costs for the current MPH in Epidemiology/  
Biostatistics in AY12-13. This program has a usual cohort size of 21-30 each year and  
anticipates that approximately 1/3 of each cohort would opt for the MPH in Biostatistics.  
The School has split the current program expenditures accordingly (faculty FTE for course  
instruction plus program administration overhead). The financial model also included  
additional faculty FTE for teaching the core three-course series, as those courses are  
nearing capacity, and will likely need to be split into multiple sections in the near future.  
Tuition revenue is based on projected student composition as outlined previously. After an  
initial start-up period that will be supported by institutional revenue sources, the financial  
model predicts that the program will become self-sustaining by AY17-18.

All appropriate University committees and the OUS Provosts’ Council have positively reviewed  
the proposed program.

**RECOMMENDATION TO THE COMMITTEE**

The OUS Provosts’ Council recommends that the Board’s Academic Strategies Committee  
authorize Oregon Health & Science University to establish an instructional program leading to  
a Master of Public Health degree in Biostatistics, effective Fall 2014. With the Committee  
approval, a five-year follow-up review of this program will be conducted in 2019-20.

(Committee action required.)
Oregon Institute of Technology seeks Board approval to offer an instructional program leading to a B.S. degree in Population Health Management.

1. **Describe the purpose and relationship of the proposed program to the institution’s mission and strategic plan.**

   The B.S. in Population Health Management (PHM) is based in applied medical sociology, while integrating a range of allied disciplines currently offered at Oregon Tech, including Health Care Management, Health Informatics, Applied Psychology, Allied Health Professions, and Mathematics. Current state and national legislative changes and challenges within healthcare have led to an increasing demand for employees in the Population Health Management field. The B.S in PHM presents a skills-based curriculum to prepare graduates for immediate entrance into this job market. The program has three emphasis areas that reflect the interdisciplinary approach needed to properly prepare graduates: (a) Health Counseling and Outreach, (b) Care Management and Coordination, and (c) Applied Health Data Analytics.

   The mission of the Oregon Institute of Technology states that “Oregon Tech offers statewide educational opportunities for the emerging needs of Oregon’s citizens and provides information and technical expertise to state, national and international constituents” (Oregon Tech Mission Statement and Core Themes). In line with this mission, the PHM curriculum has a strong emphasis in applied skills that include research design and implementation, program planning and evaluation, and management. Population Health Management is an ideal program for Oregon Tech as an “innovative and rigorous applied degree program” that will be focused on “application of theory to practice,” contributing to the economic and social wellbeing of Oregon. The B.S. in PHM draws upon Oregon Tech’s existing programmatic capabilities and will enhance the ability of Oregon Tech to achieve their mission to provide high quality, career-relevant academic training for their graduates.

   The PHM curriculum reflects the signature standards of the Oregon Institute of Technology by incorporating effective critical thinking skills, quality writing and communication, and understanding of diverse populations. Additionally, the Population Health Management degree will offer an alternative to Oregon Tech students within the Dow Center for Health Professions who by choice or circumstances require a different pathway to the healthcare field. This will also contribute to Oregon Tech’s efforts at student retention.

2. **What evidence of need does the institution have for the program?**

   Oregon Tech has received strong recommendations from the healthcare industry, state
government, and non-profit sector, indicating the need for health professionals that are trained in Population Health Management. The U.S. Bureau of Labor Statistics also documents faster than average increases in Population Health Management jobs, including health education, social and community service, healthcare coordination, project management and evaluation, and population health research. The growth and predicted stability of these roles provides evidence for the need of a program in Population Health Management.

3. **Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?**

Oregon Tech will seek accreditation for this degree as an applied medical sociology program through the Commission on Applied and Clinical Sociology, distinctly different from general sociology and applied sociology programs within the Oregon University System (OUS). There are no closely related programs in other Oregon universities or private schools. There are currently only four nationally-accredited undergraduate applied sociology programs in the United States and none are in Oregon. OUS has no program in Population Health Management.

While there are no similar OUS undergraduate programs, the B.S. in PHM will provide strong support for other OUS institutions by preparing exceptional students for entrance into the Oregon Master of Public Health Program (OMPH). Oregon Tech graduates will bring a unique contribution to these programs from their training in rural health issues.

4. **What new resources will be needed initially and on a recurring basis to implement the program? How will the institution provide these resources? What efficiencies or revenue enhancements are achieved with this program, including consolidation or elimination of programs over time, if any?**

The PHM program does not require any additional facilities, equipment, or technology beyond what would normally be provided for one additional new faculty member. Oregon Tech will need to provide additional office space and equipment (including computers and phones) for one new faculty member. Revenue enhancements provided by the program may include increased revenue streams from online delivery of coursework; elimination of other programs is not expected.

All appropriate University committees and the OUS Provosts’ Council have positively reviewed the proposed program.

**RECOMMENDATION TO THE COMMITTEE**
The OUS Provosts’ Council recommends that the Board’s Academic Strategies Committee authorize Oregon Institute of Technology to establish an instructional program leading to a B.S. degree in Population Health Management, effective Fall 2014. With the Committee approval, a five-year follow-up review of this program will be conducted in 2019-20.

*(Committee action required.)*
Oregon Institute of Technology seeks Board approval to offer an instructional program leading to a B.S. degree in Health Informatics.

1. Describe the purpose and relationship of the proposed program to the institution’s mission and strategic plan.

The U.S. health care system is in the midst of a technology transformation, moving from paper-based records to integrated electronic health information systems. Technology transformation, specifically electronic health records, data warehouses and integrated health information systems, is changing the face of health care organizations and the delivery of care. The B.S. in Health Informatics supports this transformation and prepares students to find employment as health informatics professionals and specialists. Currently, Oregon Tech offers a B.S. degree in Information Technology with an option in Health Informatics. Given the above changes in the U.S. health care system, a stand-alone B.S. in Health Informatics will ensure that students continue to receive extensive training in computer science, and also ensure increased exposure to statistics, biology, and medical sociology, disciplines central to the Health Informatics field.

This program aligns well with both Oregon Tech’s mission and its strategic plan which emphasize offering innovative and rigorous applied degree programs while also providing statewide educational opportunities for the emerging needs of Oregon’s citizens. Oregon Tech’s focus on engineering, engineering technologies, health technologies, management, and programs in the arts and sciences further complements the B.S. in Health Informatics.

2. What evidence of need does the institution have for the program?

The changing role of health informatics professionals is the result of the convergence of information management and information technologies. Health informatics professionals are being called upon to design and use emerging information technologies with the goal of helping providers and patients access and utilize key information in both clinical and business management. As computer systems evolve to help support clinical decision making, research, financial and revenue cycle management, and personal health management, demand for health informatics professionals will also grow to meet those needs. Health informatics professionals may expect to work in operational and management positions throughout the healthcare industry in such locales as hospitals, clinics, and managed care organizations, as well as with software vendors and government agencies.
More specifically, the Bureau of Labor Statistics (2010) estimates that demand for the Computer and Information Technology occupational group will increase by 22 percent over the next eight years and that jobs in the healthcare industry will grow, on average, by 29 percent over the same time period.

3. **Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?**

In the Oregon University System (OUS), a joint degree exists between Portland State University and Oregon Health & Science University. This joint degree is a 4+1 designed for students who wish to pursue a B.S. in Computer Science and a M.S. in Biomedical Informatics. The B.S. in Health Informatics provides a different avenue for students that may not wish to pursue a master’s degree but still want a job in Health Information Technology, while also acting as a stepping stone for associate’s degree transfer students.

Outside of the OUS there are similar degrees offered by a few private institutions. The University of Phoenix and Western Governors University offer an online program that is similar to the proposed degree. This degree program, however, will be the only bachelor’s degree in Health Informatics in Oregon. In the northwest there are a number of Associate’s degree programs in Health Informatics, all of which allow students to complete an Associate’s degree and then transfer into the B.S. in Information Technology – Health Informatics Option (existing degree) at Oregon Tech. Rogue Community College, Lane Community College, Mount Hood Community College, Chemeketa Community College, and Clark College are all regular feeders into this program. There is an opportunity, as well, for students to complete the B.S. at Oregon Tech and continue their education at Oregon Health & Science University who offers both Master’s and Doctoral degrees in Clinical Informatics.

4. **What new resources will be needed initially and on a recurring basis to implement the program? How will the institution provide these resources? What efficiencies or revenue enhancements are achieved with this program, including consolidation or elimination of programs over time, if any?**

Given the Information Technology – Health Informatics Option currently exists; no new resources are needed, initially, to deliver the program. All of the courses have been developed and are regularly taught by existing faculty. Lab space is adequate and the program currently has access to a virtualized simulation lab. As the program grows, additional faculty may be recruited. In addition, technology and laboratory equipment would need to be updated over time. Enrollment growth in the program would help justify and fund future resources. With approval of the B.S. in Health Informatics, the Management Department has the opportunity to reassess the current Information Technology degree which has four options. Given changes in student demand and constantly evolving technology, the faculty would like to explore eliminating all of the options and delivering two stand-alone degrees: Health Informatics and Business Informatics. This consolidation of programs would allow the faculty to streamline course offerings and support higher enrollments in the courses that are currently offered.
All appropriate University committees and the OUS Provosts’ Council have positively reviewed the proposed program.

RECOMMENDATION TO THE COMMITTEE
The OUS Provosts’ Council recommends that the Board’s Academic Strategies Committee authorize Oregon Institute of Technology to establish an instructional program leading to a B.S. degree in Health Informatics, effective Fall 2014. With the Committee approval, a five-year follow-up review of this program will be conducted in 2019-20.

(Committee action required.)
Portland State University seeks Board approval to establish an instructional program leading to a B.A./B.S. in Conflict Resolution.

1. **Describe the purpose and relationship of the proposed program to the institution’s mission and strategic plan.**

Portland State University’s (PSU) mission is to enhance the intellectual, social, cultural and economic qualities of urban life by providing access throughout the life span to a quality liberal education for undergraduates and an appropriate array of professional and graduate programs especially relevant to metropolitan areas. The University conducts research and community service that support a high quality educational environment and reflect issues important to the region. It actively promotes the development of a network of educational institutions to serve the community.

The vision for PSU’s Conflict Resolution Program is to become internationally recognized for training the next generation of leaders in conflict resolution, prepared to work within – and to eventually lead – non-governmental organizations (NGOs) working locally, nationally, and around the world. PSU graduates will help NGOs to optimize their missions by bringing rigorous academic training, hands-on field experience, and the practical skills needed to overcome ethno-centrism and other biases. They will improve the effectiveness of NGOs in humanitarian relief, development, and justice and, ultimately, contribute to the elimination of war. Conflict Resolution is engaged with every aspect of PSU’s mission, as expressed above, including the longtime leadership in the Peace and Conflict Studies Consortium, which serves to promote the network of educational institutions in Oregon that serve the community’s needs for conflict resolution education.

Conflict resolution is rapidly becoming a core competency in higher education, as it is elsewhere, enhancing the general employability of graduates. The field of Conflict Resolution is emerging as the new realpolitik, central to: security studies, political science, restorative justice, environmental multi-jurisdictional conflict management, violence and war prevention, as well as organizational systems design. Studies are showing that conflict resolution preventive methods are maximally cost effective and, over time, create truly sustainable social structures. PSU’s focus on nonviolence and social sustainability directly serves all aspects of the University’s mission statement and their scholarship is greatly enhanced by value-added public intellectualism, which is part of the community engagement. PSU’s faculty have launched and participated in dialog projects in promoting rapprochement between Portland immigrants of groups in diasporic conflict, in police-community relations, in sexual minority
rights and community relationships, in de-escalation of physical conflict, in labor relations, in media promoting peace, justice, and ecological sustainability, in victim and perpetrator restorative justice, in public policy advisories to elected officials, in campus community civil discourse, and much more. In addition to the local and regional work of the program and faculty, PSU is seriously involved in the regional, national, and international Peace and Conflict Studies realm, attending and presenting at such conferences and hosting them. PSU’s faculty includes members of the Governing Council of the International Peace Research Association and a former co-chair of the Peace and Justice Studies Association as well as a member of the Board of Directors of the IPRA Foundation, one of the primary peace and conflict studies research funding bodies globally. All students of conflict resolution at PSU are engaged at some level in the community under the guidance of the faculty involved in the projects outlined above and in the context of class projects, community based learning, practicum placements and professional projects. Establishing an undergraduate degree will ground PSU students in the growing corpus of research that supports these approaches to conflict, while providing them with increasingly crucial, core higher education and career competencies.

2. What evidence of need does the institution have for the program?

The PSU Conflict Resolution program has learned that when it increases its entirely online offerings, it gains increasing numbers of distant learners, with students enrolling especially in the University Studies courses to help complete degrees that they have often largely completed in the classroom before moving out of the area. Faculty who teach these courses consistently report this anecdotally, year after year, and these reports largely come in through the Student Introduction posts in the online courses. These often last-mile students enroll from many foreign countries and many other states, but also other areas outside the Portland commuting region. This is being done with zero marketing. The program anticipates that it will draw students from these other areas by marketing the degree as obtainable almost entirely online. Indeed, there is only one of the major core courses (Conflict Management Skills), requiring face-to-face skill-building, that will always be offered in the classroom. All other courses will be offered entirely online annually as PSU enrollment grows.

The best evidence the program has is, in a way, its own increasing student credit hour as it has offered more of the University Studies cluster (U) courses entirely online. The market demand for these courses will simply grow as potential students learn of the new degree. The concomitant growth of online advertising directly to potential students, and their current mentors, through the Peace and Collaborative Development Network, is new and reaches more than 30,000 members in the field, before being reposted to illimitable other platforms. The program’s capacity for low-cost effective marketing has never existed until now, paralleling the increased prominence of peace research in the scholarly world, setting up a dynamic for a successful conflict resolution major. As mentioned above in the anticipated numbers of enrolled majors, these estimated numbers are based on direct recruitment experience and professional observations of primary proposal author, Tom H. Hastings, former coordinator of Peace & Conflict Studies at the first college in Wisconsin to have such a program, former member of the Executive Council of the Wisconsin Institute for Peace &
Conflict Studies, and former co-chair of the Peace and Justice Studies Association. They are also in keeping with the reported trends from chairs of several similar programs in the U.S. in a non-scientific, but helpful, survey sent to several hundred Peace and Conflict professors belonging to the Peace and Justice Studies Association, showing that degree programs with these sorts of majors mostly report very good growth in the previous five years.

3. Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?

While the only other Conflict Resolution minor degree is in International Studies at the University of Oregon (UO), the PSU proposed program is at least equally focused on domestic, community-based learning, and competencies. The PSU and UO graduate programs have a history of successful collaboration and this is anticipated with our undergraduate programs as well. PSU belongs to the regional Peace and Conflict Studies Consortium, dedicated to this inter-institutional networking, support, and collaboration.

4. What new resources will be needed initially and on a recurring basis to implement the program? How will the institution provide these resources? What efficiencies or revenue enhancements are achieved with this program, including consolidation or elimination of programs over time, if any?

The budget, faculty workload, and facilities use impact should be negligible because the Conflict Resolution faculty are currently teaching all but one course required for the proposed undergraduate major, the program has added a new tenure track faculty, has reduced the size of the graduate program, and has taken other steps to reduce the graduate advising load to make room for undergraduate major advising. Overall, enrollment at PSU, and consequently the Oregon University System (OUS), should increase markedly by attracting new students from throughout the Northwest and beyond, without significantly reducing the student population in other PSU and OUS programs.

All appropriate University committees and the OUS Provosts’ Council have positively reviewed the proposed program.

RECOMMENDATION TO THE COMMITTEE

The OUS Provosts’ Council recommends that the Board’s Academic Strategies Committee authorize Portland State University to establish an instructional program leading to a B.A./B.S. degree in Conflict Resolution, effective Fall 2014. With Committee approval, a five-year follow-up review of this program will be conducted in 2019-20.

(Committee action required.)
Portland State University seeks Board approval to take the existing track in the Ph.D. in Public Affairs and Policy and establish an instructional program leading to a B.A. degree in Judaic Studies.

1. Describe the purpose and relationship of the proposed program to the institution’s mission and strategic plan.

The Judaic Studies program provides high-quality undergraduate education that is rigorous and yet accessible, capitalizing on the unique strengths of Portland State University (PSU) and the community to support and prepare our diverse student body for success and intellectual leadership. The new scholarships that donors have recently created will make a Judaic Studies major accessible to a new cohort of students who will benefit from the faculty’s commitment to student success and learning and to excellence in research. Majors in Judaic Studies will also profit from the program’s deep engagement with and service to the community. The creation of a major in Judaic Studies especially strengthens three priorities identified in the University’s current strategic plan: Civic Leadership, Student Success, and Global Excellence.

Civic Leadership: The Judaic Studies program has been the University’s most successful means of engagement with Portland’s Jewish community, its members and institutions. With a Jewish population of 50,000 and growing, according to the most recent demographic study, Portland is no longer a small Jewish community, and demographic trends will continue to propel it into the national limelight as a center of American Jewish activity. In this regard, the Jewish community mirrors Portland State, which, with nearly 30,000 students, has grown into the largest university in the state and a key institution in Oregon’s economic and cultural center. PSU Judaic Studies has a productive relationship with Portland’s Jewish community, cosponsoring talks and events, bringing speakers to campus, and organizing and supervising student internships with local Jewish communal and cultural institutions including the Oregon Jewish Museum, the Jewish Theatre Collaborative, the Jewish Federation of Greater Portland, the Oregon Area Jewish Committee, Cedar Sinai Park elder care facility, Congregation Neveh Shalom, the Northwest Institute for Judaic Studies, Congregation Beth Shalom, and Portland Hillel. The creation of a major degree program will strengthen this relationship, increasing the prominence of Jewish Studies at PSU and the community’s pride in the program, further expanding opportunities for PSU students to engage local Jewish community institutions, and increasing the attractiveness of Portland as a destination for Jewish undergraduates to study and settle.
Student Success. As a discipline, Jewish Studies is well suited to prepare students for a global and diverse world. Jewish history and culture are seminal to western civilization and the religious civilizations of Christianity and Islam. Moreover, the discipline examines the diverse experience of the Jewish people who for 1000 years have been the consummate insiders/outsiders of societies around the globe: at once envied, feared, and misunderstood. Jewish experience – critically aware of society and the self, cosmopolitan, urban, and international – provides a template for understanding the modern condition itself. Using this perspective, Jewish studies grounds students in an intellectual tradition with ancient roots, while equipping them for a rapidly changing world. PSU faculty are especially focused on undergraduate education, building close mentoring relationships, teaching vital skills, directing student internships, and otherwise working to ensure that students of all backgrounds can achieve excellence at the university and beyond.

Global Excellence. The creation and success of the program in Judaic Studies is an integral part of PSU’s emergence as a cosmopolitan, urban research university of growing distinction. Judaic Studies develops the University’s international profile both through its subject matter and through the opportunities provided to students to engage in study abroad at partner universities in Israel, the visiting scholars and artists brought to campus for grant-funded residencies and shorter stays, and the collegial connections forged by faculty with scholars, institutions, and publications nationally and globally, including the newly created Jewish Museum in Moscow, the Rothberg School for International Students at the Hebrew University of Jerusalem, the Jewish Review of Books, the Schusterman Center for Israel Studies at Brandeis University, and the YIVO institute in New York.

2. What evidence of need does the institution have for the program?

Market demand for a major degree in Judaic Studies is evidenced by the steady growth in student numbers since the arrival of the first full-time professor in 2005 (though enrollments have fallen this year due to the current preponderance of omnibus number courses), the fundraising success of the program which has raised close to $4 million during that time, and from the regular inquiries PSU has receive from undergraduates and prospective graduates asking if and when there will be a major degree. The following are numbers of Judaic Studies minors and, where the degree exists, majors who graduated from PSU and five other western state universities last academic year. While this is a snapshot, PSU’s numbers exceed University of Oregon, are comparable to Davis, Colorado, and the University of Washington, and can aspire to the robust numbers of Arizona.

- University of Oregon (2 majors, 3 minors)
- University of California-Davis (5 minors)
- Portland State University (7 minors)
- University of Colorado-Boulder (10 minors)
- University of Washington (7 majors, 5 minors)
- University of Arizona (11 majors, 30-40 minors)
3. **Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?**

The Schnitzer Family Program in Judaic Studies is resident at University of Oregon. The two programs complement each other well: PSU’s sister program in Eugene focuses on the Jewish experience in antiquity and the Middle Ages (as evidenced, for example, by instruction in classical Hebrew), while Judaic Studies at PSU emphasizes the modern Jewish experience. PSU is in close contact with their colleagues in Eugene and often collaborate on inviting speakers to Oregon. Other areas with potential for collaboration that PSU is exploring include working together on recruitment and learning assessment strategies.

*What new resources will be needed initially and on a recurring basis to implement the program? How will the institution provide these resources? What efficiencies or revenue enhancements are achieved with this program, including consolidation or elimination of programs over time, if any?*

The budget, faculty workload, and facilities use impact should be negligible because the Judaic Studies faculty are currently teaching all of the required courses for the proposed undergraduate major. Overall, enrollment at PSU, and consequently the Oregon University System (OUS), should increase markedly by attracting new students from throughout the Northwest and beyond, without significantly reducing the student population in other PSU and OUS programs.

All appropriate University committees and the OUS Provosts’ Council have positively reviewed the proposed program.

**RECOMMENDATION TO THE COMMITTEE**

The OUS Provosts’ Council recommends that the Board’s Academic Strategies Committee authorize Portland State University to establish an instructional program leading to a B.A. degree in Judaic Studies, effective Fall 2014. With Committee approval, a five-year follow-up review of this program will be conducted in 2019-20.

(Committee action required.)
Western Oregon University seeks Board approval to offer an instructional program leading to an Applied Baccalaureate degree in Economics.

1. **Describe the purpose and relationship of the proposed program to the institution’s mission and strategic plan.**

   The proposed Economics Applied Baccalaureate (AB) degree supports Western Oregon University’s (WOU) mission to “Support advancement of knowledge for the public good and maximize individual and professional development.” It also supports WOU’s strong access mission. The program provides students from diverse demographic and working backgrounds with the opportunity to continue their education, develop stronger skills in their field, earn a four-year credential, and advance in their careers. It leverages WOU’s existing strengths in economics by expanding the types of students that Western can serve and provides an efficient route through a four-year degree program for students who have completed (or have made substantial progress towards) an applied associate’s degree.

   WOU’s strategic priorities include a focus on recruiting and retaining a diverse student body and to better align its academic programs with high-demand employment fields. The AB in Economics will provide new opportunities for first generation, rural, and minority students. Many of these students begin their higher education at a community college due to lower cost and proximity to their home or place of employment. The AB degree will enable those with an Associate of Applied Science (AAS) degree to expand their employment opportunities.

2. **What evidence of need does the institution have for the program?**

   This program was created in response to House Bill 3093, which suggested that Applied Baccalaureate degrees should be developed at state institutions of higher education. The employment prospects for those who have not completed a degree are limited, while those with an AAS degree may find their opportunities for advancement limited by the lack of a bachelor’s degree. The AB degree gives these students the ability to earn a bachelor’s degree in a shorter period of time than the traditional B.A. or B.S. For those already employed, taking the time off to attend a four-year college for three or more additional years can make the B.A./B.S. option prohibitively expensive.

   An AB degree with a major in economics will give these students access to career opportunities that require a bachelor’s degree in economics or business. Recent employment projects by
Oregon Office of Economic Analysis, Oregon Employment Department, and the US Bureau of Labor Statistics show that multiple careers in related disciplines are likely to experience high rates of growth in the near future. Oregon’s projected 2010-2020 growth rate is 22.7% for economist positions requiring a bachelor’s degree, while management, marketing, and finance positions are also expected to grow faster than 20%. For those with an associate degree, the areas with similar growth rates are in the health field at the level of technician rather than manager or administrator.

3. Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?

WOU is not aware of other AB degrees in economics available in Oregon.

4. What new resources will be needed initially and on a recurring basis to implement the program? How will the institution provide these resources? What efficiencies or revenue enhancements are achieved with this program, including consolidation or elimination of programs over time, if any?

Potential majors in this proposed degree program rely heavily upon existing course offerings, faculty, and library resources. Other than minor costs in initial marketing, the proposed degree will be a low-cost degree that makes use of WOU’s current unused curricular capacity.

All appropriate University committees and the OUS Provosts’ Council have positively reviewed the proposed program.

RECOMMENDATION TO THE COMMITTEE
The OUS Provosts’ Council recommends that the Board’s Academic Strategies Committee authorize Western Oregon University to establish an instructional program leading to an Applied Baccalaureate degree in Computer Science, effective Fall 2014. With Committee approval, a five-year follow-up review of this program will be conducted in 2019-20.

(Committee action required.)
Western Oregon University seeks Board approval to offer an instructional program leading to an Applied Baccalaureate degree in Computer Science.

1. Describe the purpose and relationship of the proposed program to the institution’s mission and strategic plan.

The proposed Computer Science Applied Baccalaureate (AB) degree supports Western Oregon University’s (WOU) mission to “Support advancement of knowledge for the public good and maximize individual and professional development.” It also supports WOU’s strong access mission. The program provides students from diverse demographic and working backgrounds with the opportunity to continue their education, develop stronger skills in their field, earn a four-year credential, and advance in their fields. It leverages WOU’s existing strengths in computer science by expanding the types of students that Western can serve and provides an efficient route through a four-year degree program for students who have completed (or have made substantial progress towards) an applied associate’s degree.

WOU’s strategic priorities include a focus on recruiting and retaining a diverse student body and to better align its academic programs with high-demand employment fields. This program contributes to both of those priorities by providing new opportunities for first generation, rural, and minority students to develop skills that are critical for employment in fields related to computer science. In particular, it offers students who initially pursued a two-year terminal degree as a cost-efficient route to a career but now find themselves limited in career advancement. This program offers those students an opportunity to integrate into the WOU computer science academic programs.

2. What evidence of need does the institution have for the program?

This program was created in response to House Bill 3093, which suggested that Applied Baccalaureate degrees should be developed at state institutions of higher education. The Bureau of Labor Statistics projects that computer science related fields will experience strong growth in the next decade, with 22.8% growth expected between 2012 and 2022 for those who develop software applications and 36.5% growth for information security analysts. In addition, other fields with projected growth increasingly make use of strong computer science and information technology skills, especially in health care professions.

3. Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?
WOU is not aware of other AB degrees in computer science available in Oregon.

4. What new resources will be needed initially and on a recurring basis to implement the program? How will the institution provide these resources? What efficiencies or revenue enhancements are achieved with this program, including consolidation or elimination of programs over time, if any?

Potential majors in this proposed degree program rely heavily upon existing course offerings, faculty, and library resources. Other than minor costs in initial marketing, the proposed degree will be a zero-cost degree that makes use of WOU’s current unused curricular capacity.

All appropriate University committees and the OUS Provosts’ Council have positively reviewed the proposed program.

RECOMMENDATION TO THE COMMITTEE
The OUS Provosts’ Council recommends that the Board’s Academic Strategies Committee authorize Western Oregon University to establish an instructional program leading to an Applied Baccalaureate degree in Computer Science, effective Fall 2014. With Committee approval, a five-year follow-up review of this program will be conducted in 2019-20.

(Committee action required.)
Western Oregon University seeks Board approval to offer an instructional program leading to an Applied Baccalaureate degree in Information Systems.

1. Describe the purpose and relationship of the proposed program to the institution’s mission and strategic plan.

The proposed Information Systems Applied Baccalaureate (AB) degree supports Western Oregon University’s (WOU) mission to “Support advancement of knowledge for the public good and maximize individual and professional development.” It also supports WOU’s strong access mission. The program provides students from diverse demographic and working backgrounds with the opportunity to continue their education, develop stronger skills in their field, earn a four-year credential, and advance in their fields. It leverages WOU’s existing strengths in information systems by expanding the types of students that Western can serve and provides an efficient route through a four-year degree program for students who have completed (or made substantial progress towards) an applied associate’s degree.

WOU’s strategic priorities include a focus on recruiting and retaining a diverse student body and to better align its academic programs with high-demand employment fields. This program contributes to both of those priorities by providing new opportunities for first generation, rural, and minority students to develop skills that are critical for employment in fields related to information technology. In particular, it offers students who initially pursued a two-year terminal degree as a cost-efficient route to a career but now find themselves limited in career advancement. This program offers those students an opportunity to integrate into the WOU information systems academic programs.

2. What evidence of need does the institution have for the program?

This program was created in response to House Bill 3093, which suggested that Applied Baccalaureate degrees should be developed at state institutions of higher education. The Bureau of Labor Statistics projects that computer and information systems management related fields will experience 15% growth between 2012 and 2022. In addition, other fields with projected growth increasingly make use of strong computer science and information technology skills, especially in health care professions.

3. Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?
WOU is not aware of other AB degrees in information systems available in Oregon.

4. **What new resources will be needed initially and on a recurring basis to implement the program? How will the institution provide these resources? What efficiencies or revenue enhancements are achieved with this program, including consolidation or elimination of programs over time, if any?**

Potential majors in this proposed degree program rely heavily upon existing course offerings, faculty, and library resources. Other than minor costs in initial marketing, the proposed degree will be a zero-cost degree that makes use of WOU’s current unused curricular capacity.

All appropriate University committees and the OUS Provosts’ Council have positively reviewed the proposed program.

**RECOMMENDATION TO THE COMMITTEE**

The OUS Provosts’ Council recommends that the Board’s Academic Strategies Committee authorize Western Oregon University to establish an instructional program leading to an Applied Baccalaureate degree in Information Systems, effective Fall 2014. With Committee approval, a five-year follow-up review of this program will be conducted in 2019-20.

*(Committee action required.)*
(See provided handout).
Step 1
Institution completes internal program approval process (department, college, senate, etc.) and is submitted to institutional governing board (OSU, PSU, UO) or State Governing Board (EOU, OIT, SOU, WOU for AY ’14-'15).

Step 2
Proposal is submitted to Provosts’ Council. Notification sent to ODA 15 days before the Provosts’ Council hears the proposal.

Step 3
Proposal is submitted to HECC by the Institution

Step 4
Institution provides notification to NWCCU
OREGON TECH SENIOR PROJECT SUMMARY

Project Team: Corey Whitney, Benjamin Manion, and Brittany Kenison
Major: Bachelors of Science: Information Technology: Business/System Analyst Option

ABOUT OT SENIOR PROJECT

The Senior Project is the final component in Oregon Tech’s career-ready curriculum. In their senior year, Oregon Tech B.S. students must complete a year-long Senior Project sequence. The Senior Project sequence is intended to entail a major design experience that exposes students to real-world challenges in their major.

PROJECT OBJECTIVE

Develop a system for Oregon Tech to import and aggregate data based on student demographics and other factors to determine possible stop-out factors.

JOURNEY

Being the energetic and enthusiastic students that we are, our project scope started out ambitious. As the project evolved, it continued to be refined. The original intent was to analyze sample data from each OUS school to determine the factors leading to students stopping-out. Once the analysis was complete, a system would be designed around those particular attributes. Towards the end of the planning phase, we determined the time constraints prohibited us from conducting a statistical study and developing the software. We chose to focus on building a software system that would allow for analysis of data.

RESULTS

Our system provides the end-user with a tool to more effectively analyze key student, academic, and demographic information. At its core, it contains two main functions: importing a focused subset of data and the production of reports. The reports displays the data from a variety of angles; combining and ordering key factors in such a way that will enable the analyst to identify trends and patterns.

Our software is just the foundation. There are a lot of opportunities to add both system functionality and reporting capabilities. We plan to transfer this system to another Oregon Tech Senior to build upon our success.