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Vanguard

Vanguard is the largest investment manager to endowments and foundations.**
With $165.1 billion in nonprofit assets under management.

For more than four decades, Academic Search has offered executive search services and leadership development to higher education institutions, associations, and related organizations.
The theme for this year’s conference is **Transformative Education.**

The three-day program includes outstanding, hands-on learning opportunities through workshops, plenary presentations on extant issues in our region and our nation, and concurrent sessions proposed by our diverse member institutions in support of promoting transformative educational experiences for students.

While our members successfully weathered the pandemic, the myriad long-term issues affecting higher education, such as declining enrollments, budget challenges, calls for equitable student outcomes, systemic racism and social justice, demographic changes, physical and mental health disparities, and questions pertaining to the value of higher education, became exacerbated and continue to affect institutions.

The presenters will speak to their institutional resilience and address the unique approaches and solutions being developed and deployed across our region to promote student success and close equity gaps.

In organizing the program, our staff has created many opportunities for networking, a critically important and value-added part of onsite conferences. The awards luncheon on November 3 will offer you the opportunity to learn about the outstanding efforts to promote excellence in student achievement and success at our member institutions. It also offers us the opportunity to recognize our evaluators, the epitome of the voluntary, peer-evaluative accreditation system practiced in America.

The networking reception on the afternoon of November 3 and lunch on November 4 are additional ways to engage with colleagues and create new friendships and lasting collaborative partnerships.

Seattle offers wonderful sights, sounds, and tastes: we hope you can partake of the same.

We look forward to welcoming you at the Hyatt Regency. Please do let us know if there’s anything we can do to make your experience at NWCCU’s 2022 Annual Conference exciting and intellectually gratifying.

Thank you, and welcome back!
NWCCU STAFF & COMMISSIONERS

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Gita Bangera, Senior Vice President
Joe Calise, Director of Operations
Aaron Christopher, Vice President for Finance and Administration
Selena Grace, Executive Vice President
Ed Harri, Senior Vice President
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Stacy Rosenbach-Duex, Administrative Assistant
Jess Stahl, Vice President of Data Science & Analytics
Deb Tarbutton, Institutional Evaluations Assistant
Mellissa Thoreson, Director of Institutional Evaluation
Shanna Toth, Chief of Staff & Director of Strategic Initiatives

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Dr. Delores (Kandee) Cleary, Vice President of Inclusivity and Diversity, Central Washington University
Dr. Noelle Cockett, President, Utah State University
Dr. Marta Yera Cronin, President, Columbia Gorge Community College
Dr. Scott Finnie, Director of the Africana Education Program, Eastern Washington University
Dr. Stefani Gray Hicswa, Chancellor, Montana State University – Billings
Dr. Bogdan Hoanca, Professor of Management Information Systems, University of Alaska Anchorage
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Dr. Joe Schaffer, President, Laramie County Community College
Dr. Rachel Solemsaas, Chancellor, Hawai‘i Community College
Dr. Marlene Tromp, President, Boise State University
Mr. Kevin Worthen, President, Brigham Young University
Dr. David Yarlott, Jr., President, Little Big Horn College
Dr. Jim Youde, Public Member, Principal, JY Associates
# CONFERENCE AGENDA

## WEDNESDAY, NOVEMBER 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>7:00 AM</td>
<td>Registration</td>
<td>Sixth Floor Foyer</td>
</tr>
<tr>
<td>7:30 AM - 3:30 PM</td>
<td>All Day Beverage Service</td>
<td>Sixth Floor Foyer</td>
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## PRE-CONFERENCE MEETINGS AND WORKSHOPS

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>7:30 AM - 8:30 AM</td>
<td>Breakfast &amp; Commission Meeting</td>
<td>Room 604</td>
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<tr>
<td>7:30 AM - 8:30 AM</td>
<td>Breakfast &amp; ALO Meet and Greet</td>
<td>Room 602</td>
</tr>
<tr>
<td>8:45 AM - 10:45 AM</td>
<td>ALO Workshop: Maintaining Momentum: Campus Engagement Throughout the Accreditation Cycle</td>
<td>Room 602</td>
</tr>
<tr>
<td>9:00 AM - 11:00 AM</td>
<td>Annual Meeting of the Membership</td>
<td>Regency B Ballroom 7th Floor</td>
</tr>
<tr>
<td>11:00 AM - 12:00 PM</td>
<td>New ALO Orientation</td>
<td>Room 602</td>
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## 12:00 PM - 1:30 PM       LUNCH ON YOUR OWN

## CONCURRENT SESSIONS

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>1:30 PM - 4:30 PM</td>
<td>Leading Assessment that Matters</td>
<td>Room 602</td>
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<tr>
<td></td>
<td>Jillian Kinzie, Interim Co-Director of the National Survey of Student Engagement (NSSE) at the Center for Postsecondary Research, Indiana University</td>
<td></td>
</tr>
<tr>
<td>1:30 PM - 4:30 PM</td>
<td>President’s Workshop: Building and Sustaining an Integrated Planning Culture</td>
<td>Room 601</td>
</tr>
<tr>
<td></td>
<td>Nick Santilli, Senior Director for Learning Strategy, Society for College and University Planning</td>
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</tr>
<tr>
<td>1:30 PM - 4:30 PM</td>
<td>Mission Fulfillment &amp; Sustainability (MFS) Fellowship Cohort 4 Gathering</td>
<td>Room 606</td>
</tr>
<tr>
<td>1:30 PM - 4:30 PM</td>
<td>Oregon Learning Outcomes and Assessment (LO&amp;A) Meeting</td>
<td>Room 605</td>
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## 3:00 PM - 3:30 PM       AFTERNOON BREAK  SIXTH FLOOR FOYER

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>4:00 PM - 5:00 PM</td>
<td>NWCCU Board Executive Committee Meeting</td>
<td>Room 604</td>
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</table>
## CONFERENCE AGENDA

### THURSDAY, NOVEMBER 3 - REGENCY BALLROOM - 7TH FLOOR

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>7:00 AM</td>
<td>Registration</td>
<td>Seventh Floor Foyer</td>
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<tr>
<td>7:30 AM - 3:30 PM</td>
<td>All Day Beverage Service</td>
<td>Seventh Floor Pre-Function</td>
</tr>
<tr>
<td>7:30 AM - 2:45 PM</td>
<td>Open Networking and Charging Space</td>
<td>Seventh Floor Regency A</td>
</tr>
</tbody>
</table>

### PLENARY SESSIONS

#### 8:00 AM - 9:15 AM

- **Welcome and Conference Kickoff**
  - Sonny Ramaswamy, *NWCCU President*
  - Regency B Ballroom 7th Floor

- **Federal Higher Education and Accreditation Policies and Regulations**
  - Under Secretary, James Kvaal
  - *United States Department of Education*

- **Proclamation from Seattle Mayor Bruce Harrell**

### 9:15 AM - 9:45 AM  MORNING BREAK  PRE-FUNCTION AREA

- **The False Narratives of CRT and DEI Being Deployed Around America: Impacts to Our Nation and Higher Education**
  - Chris Mathias, *Idaho State Representative*
  - Regency B Ballroom

### CONCURRENT SESSIONS

#### 10:45 AM - 11:45 AM

- **Tracking Transfer: A Novel Framework of Measurement and Collaboration**
  - Jeff Aird, *Vice President for Institutional Effectiveness, Salt Lake Community College*
  - Room 602

- **Using Student Course Surveys to Improve Inclusive and Accessible Pedagogy**
  - Austin Hocker, *Director for Research and Assessment, University of Oregon*
  - Room 702

- **Transformational Impact of Higher Education in Prisons**
  - Denise Kammers, *Assistant Dean of Corrections Education, Walla Walla Community College*
  - Noel Vest, *Postdoctoral Research Fellow, Stanford University*
  - Belinda Wheeler, *Senior Program Associate, Vera Institute of Justice*
  - Michael Cagle, *Acting Director, Policy Innovation and Dissemination Group, Department of Education*
  - Room 601

#### 10:45 AM - 11:45 AM

- **Mission Fulfillment & Sustainability (MFS) Fellowship Cohort 3 Presentations**
  - Room 603
Equity, Diversity and Inclusion: Data Collection Use, and Reporting
Evelyn Asiedu, EDI Data Analyst, Thompson Rivers University
Alana Hoare, Quality Assurance and Accreditation Liaison Officer, Thompson Rivers University
Shannon Wagner, Associate Vice President Academic, Thompson Rivers University
Cybersecurity: Why Should University and College Leadership Care
Sean Hoar, CISSP, CIPP, Partner Lewis Brisbois

2:45 PM - 3:00 PM  NETWORKING BREAK

Concurrent Sessions

Equity, Diversity and Inclusion: Data Collection Use, and Reporting
3:00 PM - 4:30 PM
Evelyn Asiedu, EDI Data Analyst, Thompson Rivers University
Alana Hoare, Quality Assurance and Accreditation Liaison Officer, Thompson Rivers University
Shannon Wagner, Associate Vice President Academic, Thompson Rivers University
Room 702

Cultural Humility and the Great American Experiment of E Pluribus Unum
3:00 PM - 4:30 PM
Scott Finnie, Senior Professor of Africana Studies, Eastern Washington University, NWCCU Commissioner
Room 601

Finding Harmony: Hitting the Right Tone with Strategic and Academic Planning
3:00 PM - 4:30 PM
Nick Santilli, Senior Director for Learning Strategy, Society for College and University Planning
Room 602

Mission Fulfillment & Sustainability (MFS) Fellowship Cohort 3 Presentations
3:00 PM - 4:30 PM
Room 603

WORKSHOP: Strategic Planning for Prison Education Programs - Getting Ready for Pell Reinstatement
3:00 PM - 4:30 PM
Gita Bangera, Senior Vice President, Northwest Commission on Colleges and Universities
Samantha Bocci, Program Analyst, Vera Institute of Justice
Kayla James, Program Associate, Vera Institute of Justice
Belinda Wheeler, Senior Program Associate, Vera Institute of Justice
Room 605

Networking Reception
5:00 PM - 7:00 PM 7TH FLOOR - PRE-FUNCTION
Understanding and Addressing Public Health Challenges in Academic Settings in the Context of Social and Political Backlash

Umair Shah, Secretary of Health, Washington State Department of Health

8:30 AM - 10:00 AM

Transforming Science Education in An Age of Misinformation

Carl Bergstrom, Professor, University of Washington

Understanding and Addressing Public Health Challenges in Academic Settings in the Context of Social and Political Backlash

Umair Shah, Secretary of Health, Washington State Department of Health
CONCURRENT SESSIONS

**Working Together to Create a Change Resilient Campus**
Amber Darting, *Director of the College of Business, Central Washington University*
Michelle DenBeste, *Provost and Vice President for Academic and Student Life, Central Washington University*
Amber Hoefer, *Director of Student Leadership, Engagement and Community Involvement, Central Washington University*
Pamela McMullin-Messie, *Professor of Sociology, Central Washington University*
Sathyanarayanan Rajendran, *Dean of the College of Education and Professional Studies, Central Washington University*

1:30 PM - 2:30 PM  Room 602

**Paving Transfer Pathways from Community Colleges to Private Liberal Arts Institutions**
Michele DeGraffenreid, *Writing Faculty, Tillamook Bay Community College*
Linda Samek, *President of the Southern Oregon Medical Workforce Center, Oregon Alliance of Independent Colleges and Universities*
Brent Wilder, *President, Oregon Alliance of Independent Colleges and Universities*

1:30 PM - 2:30 PM  Room 601

**Designing for Student Success: An FLC to Help Faculty Design More Equitable and Inclusive Courses**
Sarah Dalrymple, *Clinical Assistant Professor and Faculty Associate in the Center for Teaching and Learning, Boise State University*

1:30 PM - 2:30 PM  Room 702

1:30 PM - 2:30 PM  Regency A Ballroom

ALO Networking Time

1:30 PM - 2:30 PM  Regency A Ballroom

**CONFERENC E CLOSING**

**Closing Remarks**
Sonny Ramaswamy, *NWCCU President*

2:30 PM - 2:45 PM  Regency Ballroom B 7th Floor
THANK YOU TO OUR GENEROUS SILVER & BRONZE SPONSORS!

CBRE

Concourse Syllabus

BECU BUSINESS SERVICES

Gardner Institute
The Wildcat Scholars program was designed to meet the needs of those students the institution was failing most often – students placed in developmental math AND developmental English. Dev-Dev placed students are overrepresented by low-income, ethnic minority, first-generation, and at the time, were greeted with a program of study that included up to 2- (English) or 3- (math) levels of non-credit-bearing developmental classes before enrolling in college-level Composition or Quantitative Literacy courses. It is not surprising that these students had a first-to-second-year retention rate of 42%, a full 11% points below the average.

Wildcat Scholars was designed around three principal components. First, students enrolled in first-year learning communities with courses that scaffold their success, including a Gen Ed first-year seminar, co-requisite English and Math, and life-design courses. Second, the program uses an intrusive advising and support model, with a dedicated program advisor, student coaches, and instructors trained in inclusive excellence to direct, connect, and guide students. Third, the program requires students to engage in high-impact community activities. Although challenged during the pandemic, opportunities for virtual community engagements were made available.

Each cohort of Wildcat Scholars since 2018 has shown higher retention rates than other developmental math and English students not in the program (by, on average, 14%) and all first-year students (by, on average, 5%). Academically, since the fall of 2018, 46% of all Wildcat Scholars completed the COMP requirement, 42% completed the QL requirement, with 38% completing both in their first year. In assessments of targeted cognitive, non-cognitive, and life skills, Wildcat Scholars rated their growth as 7.48 out of 10, with a majority feeling greatly supported by their instructors, advisors, and peers and that the learning community increased their sense of belonging at the university.
Dr. Sue Monahan has served Western Oregon University as Associate Provost (2016-2022) and Dean of Liberal Arts and Sciences (2013-16). In those roles, she has advocated for removing barriers to student success, continuous improvement in teaching, and innovation in institutional practices and structures. Working under two provosts and with many faculty, all of whom were deeply committed to student success, she championed recent curricular review and revision efforts, and supported the work with data analysis, curriculum design, coalition building, and a steady eye on what is best for students. Other accomplishments at WOU include establishing a faculty governance structure for the BA in Interdisciplinary Studies, organizing inaugural programming for WOU’s additional location in downtown Salem, and partnering with K-12 educators regionally to create innovative models for high-school based early college credit.

Prior to coming to WOU, Sue was on the faculty in the Department of Sociology & Anthropology at Montana State University, and served as Department Head (2005-2009) and Associate Dean of Letters & Science (2011-2013). A sociologist by training, her research focuses on religion and organizations, and sometimes on the intersection of the two. She is co-author of Religion Matters: What Sociology Teaches Us About Our World (2nd edition, Routledge) and co-editor of Sociology of Religion: A Reader (3rd edition, Routledge), and has published articles and reviews in Theoretical Criminology, Justice Quarterly, Journal for the Scientific Study of Religion, Review of Religious Research, Sociology of Religion, Addiction, Addictive Behaviors, Journal of Studies on Alcohol, and Contemporary Sociology.

Curriculum Review and Revision Project

In 2016, our graduation rates lagged our peers, the typical transfer student graduated with almost a year’s worth of excess credits, and students and faculty were confused about university degree requirements. Seeking to improve, we analyzed curriculum and found:

- Requirements that had changed only by growing
- Twelve “buckets” of requirements, each with distinct rules
- Requirements owned by the academic units rather than the university
- Highly prescribed degree programs with little room for false starts and exploration.

Over the next three years, faculty and administrators partnered to revise university-level degree requirements. We started with a new undergraduate degree framework – 30/60/90: Programs get 90 credits, general education 60, and students 30 credits for free electives, ensuring students have realistic 180-credit degree paths. A General Education Task Force convened, and recommended assessable learning outcomes and an aligned curriculum. A standing General Education Committee was created and oversees all university degree requirements. BA/BS degree designations were reimagined to be program characteristics, reducing complexity and confusion. A required minor was eliminated, and the 62-credit requirement for upper division credits was reduced to 60.

We focused on what we had built, and adapted it to fit current student needs. The results of this work are striking. Our four-year graduation rates have risen from 20.3% in 2016 to 30.4% in 2021. Six-year rates are also higher. The curricular changes have benefited every sub-group of students that WOU tracks, pointing to the power of structural changes in curriculum to drive equitable student achievement. Excess credits among transfer students have fallen as well, from 40.5 excess credits in 2016 to 22.8 in 2021.

We still have much work to do to support student success, but the hard work of curriculum review and revision provides a strong and sustainable foundation for the future.
The Honors College at Westminster has developed a series of innovative practices that support student wellness in both the curriculum and co-curriculum, an approach that is both novel but replicable in other settings. The new programming has three primary strands: training with mindfulness practitioners; conversations with peers about challenges; and in-class discussions of texts that take up issues related to health and wellness.

Mindfulness practitioners train first-year students during weekly sessions over the entire fall semester in the “Tuesday Conversation” program. These repeated sessions help students develop a specific practice to achieve real progress. “Mentoring moments,” are brief accounts that precede the practitioner sessions where experienced peer mentors share their experiences as a student, often a moment of struggle, failure, asking for help, and so on. These moments aim to normalize struggle, demonstrate what discussing problems looks like, and humanize the student leaders in the eyes of the first-year students. Lastly, first-year seminar faculty include one course reading that investigates an issue of health and wellness. Students complete an anonymous written reflection, thus developing their reflective capacities around mental health issues. This aims to normalize conversations about mental health struggles, bridge the curriculum and co-curriculum, put students in touch with different offices on campus who can help them, and position faculty members as allies in students' journey to health and wellness.

The picture painted by both quantitative data – an increase in first-year retention - and qualitative survey data revealing student satisfaction demonstrates the success of this program that has transformed the wellness landscape of our students and helped mitigate barriers to learning.

We are proud of our success and would encourage other institutions to experiment with similar programming.
NWCCU EVALUATOR RECOGNITION

ELIGIBILITY

Beginning November 2021, the Northwest Commission on Colleges and Universities recognizes active evaluators who have completed at least ten (10) evaluation visits. NWCCU would not be able to accomplish this great work without each and every one of our incredible volunteers. We would like to thank our honorees for their dedication to higher education and congratulate them on this honor.

2022 Honorees

Janine Allen, Corban University
Brenda Hanson, Flathead Valley Community College
Beckie Hermansen, Snow College
Bryce Humpherys, Big Bend Community College
Jim Langstraat, Pacific University
Nathan Lindsay, Brigham Young University
Carol Long, Willamette University
Mary Mara, City University of Seattle
Ross Tomlin, Tillamook Bay Community College

Previous Honorees

Doug Abbott
Susan Agre-Kippenhan
Janice Alexander
Boyd Baggett
Kristine Bartanen
Shannon Beets
Scott Bergstrom
Dan Black
Suzanne Bolyard
Michael Bowers
Chris Bragg
Susan Briggs
Megan Carlson
Kendra Cawley
Patricia Charlton
Mary Jane Chase
Wing-Kit Chung

Charles Darnell
Gary Dukes
Bob Duniway
Sam Dunn
Sandra Fowler-Hill
Jeff Fox
Mary Ann Goodwin
Wendy Hall
Susan Henrichs
James Heugel
Roy Heynderickx
Steve Hiller
Jessica Hopkins
Susan Hopp
John Hughes
Laura Massey

Alicia Moore
Donald Mortenson
Paul Moulton
Brad Nason
Steven Olswang
Heidi Pasek
Cynthia Price
Teresa Rich
Larry Rigby
Larry Roper
Linda Samek
Stacey Sherwin
Kurt Simonds
Steven VanderStaay
Jeff Wagnitz
Susan Whyte
Stephanie Witt
Using Student Course Surveys to Improve Inclusive and Accessible Pedagogy

Austin Hocker, Director for Research and Assessment, University of Oregon

Our revised, course-level student experience surveys ask open-ended questions about specific teaching practices providing more specific and organized feedback for instructors and evaluators. The survey includes new questions about inclusiveness and accessibility allowing us to understand our own student's perspectives on inclusive classrooms and use this information for teaching development.
### Equity, Diversity and Inclusion: Data Collection Use, and Reporting

**Evelyn Asiedu**, *EDI Data Analyst, Thompson Rivers University*

**Alana Hoare**, *Quality Assurance and Accreditation Liaison Officer, Thompson Rivers University*

**Shannon Wagner**, *Associate Vice President Academic, Thompson Rivers University*

Data collection and reporting is mandated for post-secondary institutions, and disaggregation of data is often a requirement. In this session, we will discuss the need to be mindful and responsible in the collection, reporting and use of data, in order to prevent data misinterpretation potentially leading to systemic bias.

### Cultural Humility and the Great American Experiment of E Pluribus Unum

**Scott Finnie**, *Senior Professor of Africana Studies, Eastern Washington University, NWCCU Commissioner*

Topics and themes will be discussed via power point that will take the audience on a collective journey to explore the dynamics and challenges of a constructive, pluralistic society: race v. ethnicity; diversity, equity and inclusion, Eurocentrism; bias; listening for healing and reaching for the Beloved Community.

### Finding Harmony: Hitting the Right Tone with Strategic and Academic Planning

**Nick Santilli**, *Senior Director for Learning Strategy, Society for College and University Planning*

### Mission Fulfillment & Sustainability (MFS) Fellowship Cohort 3 Presentations

**Heather Bennett**, *College Effectiveness Consultant, Northwest Commission on Colleges & Universities*

**Steven Swinford**, *Interim Vice Provost, ALO, Montana State University - Bozeman*

**Martha Cabell**, *Assistant Provost, Montana State University - Bozeman*

**Ali Mageehon**, *Vice President Instruction, ALO, Southwestern Oregon Community College*

**Alisha Lund**, *Assessment Specialist, Southwestern Oregon Community College*

**Assessment Planning with Faculty**

**Jack Herring**, *Vice Provost for Undergraduate Education, Western Washington University*

**Beth Hartosch**, *Research Analyst, Western Washington University*

**Integrated Annual Review**

**Sara Egbert**, *Chemistry Instructor, Science Division Chair, Walla Walla Community College*

**Assessment Dashboards for Faculty Use**

**Juliet Long**, *Services, CAO, ALO, Rogue Community College*

**Terrie Sandlin**, *Outcome and Assessment Coordinator, Rogue Community College*
Transforming Student Access: Developing and Sustaining Hyflex Teaching

Sue Balter-Reitz, Professor of Communication and Interim Executive Director of the Center for Teaching and Learning, Montana State University Billings
Joy Crissey Honea, Professor of Sociology and Faculty Co-Director for the Center for Teaching and Learning, Montana State University Billings
Heather Thompson-Bahm, Assistant Professor of Management and Faculty Co-Director for the Center for Teaching and Learning, Montana State University Billings

MSU Billings introduced Hyflex to its campus in 2018 as a means to preserve student's ability to take courses in their preferred method of learning. We carefully developed our Hyflex courses with an eye on quality. This session will review the process MSUB used to develop Hyflex, report on the results of our assessment of faculty and student satisfaction with Hyflex, and share our ongoing faculty development efforts.

Building a Data-Driven Culture on a Community College Budget

Lori Barber, Vice President of Academic & Student Affairs, College of Eastern Idaho
Amy Brumfield, Interim Institutional Effectiveness Director, College of Eastern Idaho

CEI's lived experience shows that a data-driven culture doesn't have to be expensive or technically sophisticated. Institutions can leverage their existing reporting, resources, and evaluation structures to spark focused conversations with actionable insights. Ultimately, our data tells our story to our stakeholders, and the whole campus can tell it together.

Critical Perspectives and Strategies for Building Resilience on College Campuses

Sislena Grocer Ledbetter, Associate Vice President of Counseling, Health, and Wellbeing, Western Washington University
Brandon Joseph, Director of Student Resilience, Western Washington University
Megan Kennedy, Director of the UW Resilience Lab, University of Washington

COVID-19, racial reckoning, and the mental health pandemic underscore the importance of building resilience on college campuses. In this session, presenters from the University of Washington and Western Washington University will share their perspectives and strategies for developing resilience-based programs that center racial justice and Indigenous methodology.
Working Together to Create a Change Resilient Campus

Amber Darting, Director of the College of Business, Central Washington University
Michelle DenBeste, Provost and Vice President for Academic and Student Life, Central Washington University
Amber Hoefer, Director of Student Leadership, Engagement and Community Involvement, Central Washington University
Pamela McMullin-Messier, Professor of Sociology, Central Washington University
Sathyanarayanan Rajendran, Dean of the College of Education and Professional Studies, Central Washington University

The COVID pandemic, demographic changes, and political changes have led to unprecedented levels of change on college campuses. Bucolic campuses once seemingly impervious to the quick changes of modern life have had to rethink decision processes, student needs, faculty and staff expectations while looking towards an unknown and unpredictable future.

Paving Transfer Pathways from Community Colleges to Private Liberal Arts Institutions

Michele DeGraffenreid, Writing Faculty, Tillamook Bay Community College
Linda Samek, President of the Southern Oregon Medical Workforce Center, Oregon Alliance of Independent Colleges and Universities
Brent Wilder, President, Oregon Alliance of Independent Colleges and Universities

There are multiple barriers to transferring credits from one institution to another. The seventeen Oregon community colleges and 10 members of the Oregon Alliance of Independent Colleges and Universities are collaborating on a Teagle/Arthur Vining Davis Foundation funded grant to remove barriers to transfer. We invite you to join us!

Designing for Student Success: An FLC to Help Faculty Design More Equitable and Inclusive Courses

Sarah Dalrymple, Clinical Assistant Professor and Faculty Associate in the Center for Teaching and Learning, Boise State University

We will describe Boise State's "Designing for Student Success" Faculty Learning Community (FLC), which addresses institutional equity gaps in student retention and graduation rates by focusing on supporting student success in individual courses. The FLC supports faculty to explore course design and instructional strategies that support every student's success.