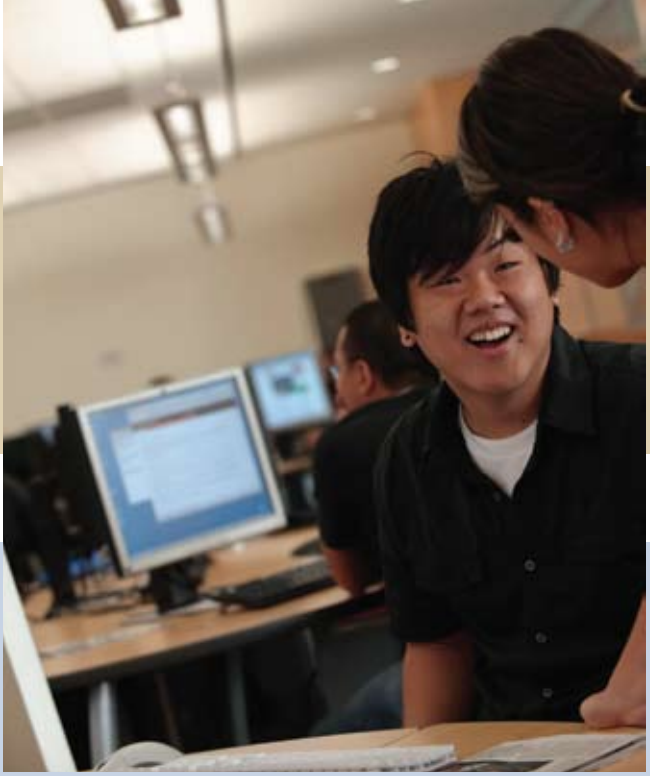
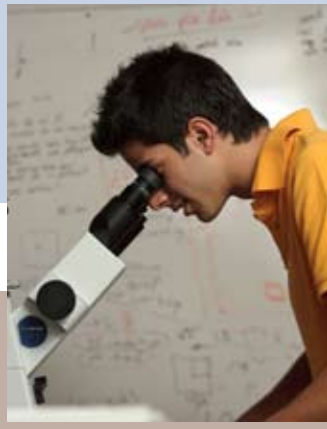
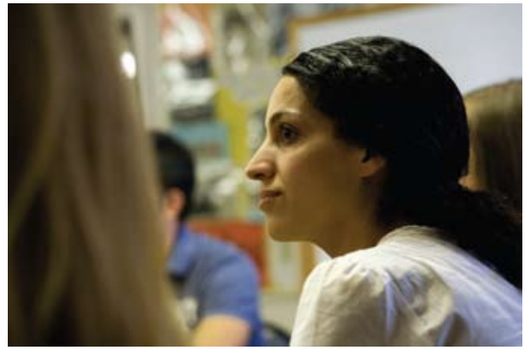


# Postsecondary Quality Education Commission Report

November 2008





# Postsecondary Quality Education Commission Report

**November 2008**

November 14, 2008

The Honorable Theodore Kulongoski
160 State Capitol
900 Court Street
Salem, Oregon 97301-4047

Dear Governor Kulongoski:

Oregon's success is tied to the educational attainments of our citizens. Today more than ever before in history, investment in postsecondary education is essential to the economic prosperity and social progress of our state. As governor, you have articulated an education vision that focuses on high levels of educational attainment for the state and access to postsecondary education for every Oregonian.

In establishing the Postsecondary Quality Education Commission with a charge to develop a Postsecondary Quality Education Model, you acknowledged that "State policymakers do not have adequate tools to allow them to determine the reasonable costs of providing a quality post-secondary education for Oregonians."

As co-chairs of the Commission, we are very pleased to report on the progress that the Commission has made over the past ten months in creating a new tool to support policy decision-making. Now in the early stages of model development, the Commission is building the 'pipeline' portion of the Model, which will estimate the number of students that must be educated to meet the state goals by 2025. It will be designed to identify points along the postsecondary education pipeline where an increase in successful completions would significantly close the gap between state goals and current achievement.

The work of the Commission will be phased over a number of years, beginning with a focus on production of degrees/certificates and other successful measures of completion and then integrating other critical postsecondary functions into the model over time.

The Commission has identified the 'Quality' of the degrees and certificates achieved as a key issue that it will begin to address in the coming months, recognizing that a focus on the quantity of degrees and certificates alone is not sufficient to meet state goals.

We also recognize that we face several challenges to developing a robust model that will provide policymakers with the decision support information that they need. These challenges include development of consistent data across community colleges and universities; an assessment of the impact of the new high school graduation standards; understanding the quality and types of student outcomes with respect to degrees and certificates, and the cost of those outcomes over time.

Despite the challenges, we look forward to continuing this important work and appreciate the opportunity to serve. We wish to express our appreciation to you for your leadership and commitment to postsecondary education and to our fellow Commission members for their willingness to give of their time and expertise.

Respectfully submitted,

Edward J. Ray
President
Oregon State University

Mary Spilde
President
Lane Community College

# Postsecondary Quality Education Commission

## Commission Roster

### Commission Co-Chairs

**Edward J. Ray**
President
Oregon State University

**Mary Spilde**
President
Lane Community College

### Commission Members

**Morgan Anderson**
Education Relations Manager
Intel Corporation

**Roger Bassett**
Retired
Community College Commissioner

**Jerry Berger**
Chair
Oregon Department of Education

**Ryan Deckert**
President
Oregon Business Association

**Frank McNamara**
Retired, Interim President & CEO
Willamette View, Inc.
Retired, Director
School Services Bureau, COSA

**Gretchen Pierce**
President
Hult & Associates, LLC

**Richard Schwarz**
Executive Director
American Federation of Teachers

**Monique Teal**
President
Associated Student of SOU
Southern Oregon University

**Javier Torres**
Vice President
Associated Student of MHCC
Mt. Hood Community College

**Tony Van Vliet**
Board Member
State Board of Higher Education

**Larry Wolf**
President
OEA

### With Special Thanks to

**Brian Collins**
Graduate Student
Oregon State University

**Nancy Heiligman**
Associate Vice President for Finance and Administration
Oregon State University

**Margie Lowe**
Policy Advisor
Office of the Governor

**Ann McLaughlin**
Special Assistant to the President
Oregon State University

**George Pernsteiner**
Chancellor
Oregon University System

**Cam Preus**
Commissioner
Oregon Department of Community Colleges and Workforce Development

**James Sager**
Education Policy Advisor
Office of the Governor

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# EXECUTIVE ORDER NO. 07 – 13

## POST-SECONDARY QUALITY EDUCATION COMMISSION

Oregon's economic future depends on a well-educated and well-trained workforce and citizenry. Oregon's community colleges are the primary providers of workforce training for both emerging and adult workers. Oregon's community colleges provide an entry point for students interested in workforce training, professional certificates or two or four-year degrees. Oregon's Universities provide access to four-year and advanced degrees, in addition to providing vital research used by Oregon businesses.

State support for the post-secondary education system in Oregon has steadily eroded since the passage of Ballot Measure 5 in 1990.

State funding for the post-secondary system comes primarily from the state general fund and student tuition. These sources are volatile, and state funding for the post-secondary education system needs stability.

State policymakers do not have adequate tools to allow them to determine the reasonable costs of providing a quality post-secondary education for Oregonians. In conjunction with the Governor's office, members of the education community are working to lay the foundation for understanding the needs of the post-secondary education system.

Therefore, it is hereby ordered and directed:

1. The Post-secondary Quality Education Commission is hereby created to help direct the work necessary to complete a Post-secondary Quality Education Model to be used by state policymakers.
2. The Commission members shall be appointed by the Governor, after consultation with the Commissioner of Community Colleges and the Chancellor of the Oregon University System. Members shall serve at the pleasure of the Governor.
3. The chair shall be appointed by the Governor, after consultation with the Commissioner of Community Colleges and the Chancellor of the Oregon University System.
4. The Commission shall meet at the call of the chair. A majority of the members of the Commission shall constitute a quorum to do business.
5. The Oregon Department of Community Colleges and Workforce Development and the Oregon University System shall jointly staff the Commission.
6. Members of the Commission shall receive no compensation for their activities as members of the Commission, but may be reimbursed for travel expenses incurred in the attending Commission business pursuant to ORS 292.495(2).
7. The Commission shall:
   a. Identify key issues to address in completing a model that identifies the particular needs of Community College and University students;
   b. Study the impact of the use of part-time faculty and graduate student employees on program quality and student success, and recommend a consistent definition to describe adjunct, contingent and part-time faculty;
   c. Determine the key values encompassing the mission of post-secondary education in Oregon including access to education, educational quality, student success, professional compensation, research, service, innovation, technical/career and adult basic education;
   d. Solicit input from educators, education policy experts and others about the elements of the model;
   e. Solicit public input regarding educational priorities for use in developing the model;
   f. Develop the model based on research, data, public input and experience; and
   g. Communicate with stakeholders regarding model development.
8. The Commission may establish subcommittees as necessary to assist in carrying out its work.
9. The Commission shall implement a work plan that allow for completion of the model pilot in sufficient time to be used by the Governor in developing the 2009-11 Governor's Recommended Budget for the Postsecondary portions of the Education Enterprise.

Done at Salem, Oregon this 28th day of August, 2007.

Theodore R. Kulongoski
Governor

Attest:

Bill Bradbury
Secretary of State

# EXECUTIVE SUMMARY

*"The world economy has undergone a fundamental transformation. Shocking demographic evidence indicates that unless America invests in its greatest asset—the knowledge and skills of its people—we will not compete successfully in this new global environment."*

Reach Higher America

Oregon faces daunting challenges. At a time when the education of its citizens is more critical to its success than ever before, education levels in the state are declining. Decades of disinvestment in Oregon's public postsecondary education system threaten to place the state at a disadvantage in a dynamic and highly competitive global economy. Recognizing that Oregon's future is at stake, Governor Kulongoski, the Legislature, other state policymakers, and business leaders are advancing a vision that calls for Oregon to improve educational achievement and workforce preparation to unprecedented levels. Oregon's graduates must be prepared to contribute positively to the economic, civic, and cultural life of communities in all regions of the state and to participate in the transformation of Oregon's economy.

The Governor appointed the Postsecondary Quality Education Commission in January 2008, with the charge to develop a Quality Education Model to support policymakers in reaching the state's goals for high educational attainment. This model will be a logical extension of the work of the K-12 Quality Education Commission, which for the last decade, has provided policymakers with the tools to determine the necessary investment in primary and secondary education in order to meet Oregon's quality goals.

The postsecondary education goals have been touted for several biennia by the Oregon Progress Board, known as 40% 40% 20%, they envision a highly educated workforce by 2025:

- 40 percent of Oregon adults will have a bachelor's degree or higher,
- 40 percent will have at least an associate's degree or other technical credential,
- the remaining 20 percent will have a high school diploma that reflects high level skills.

## COMMISSION WORK

In its first months of activity, the Commission has:

- Adopted the 40% 40% 20% goals and developed a set of Quality Education Indicators, building on earlier policy work of Oregon education stakeholder groups;
- Reviewed education goals and related policy work in other states;
- Developed a set of early recommendations to the Governor to support 2009-2011 education budget development;
- Conducted a literature review of studies on the effect of full-time and part-time faculty on instructional quality and student success and made recommendations for data development;
- Created the conceptual framework for a Postsecondary Quality Education Model that will serve as a tool to support decision-making on policy and state budget development;
- Initiated model development, beginning with the postsecondary education 'pipeline' to estimate the number of degrees needed to achieve the 40% 40% 20% goal by 2025.

The Model will:

- Focus on results, including degrees, certificates and other measures of successful completion.
- Calculate the number of students that must be educated to meet state goals.
- Identify gaps along the education pipeline and 'levers' to ramp up educational attainment.
- Provide a way for legislators and the public to analyze a variety of "what if" questions related to the state goals.
- Demonstrate the need for investments and policy changes to attain desired outcomes and achieve quality education goals in a systematic way.
- Estimate the costs and benefits of policy proposals.

### EARLY RECOMMENDATIONS

As the Commission moves forward with designing this Model, it has also developed a set of early recommendations to the Governor as he prepares for the 2009-2011 Legislative session.

1. The Commission strongly endorses an increase in state funding to make college more affordable for all Oregonians through the Shared Responsibility Model, which is Oregon's revamped need-based financial aid program for students planning to go to college.
2. While Model development continues, the Commission recommends that available funds be targeted in three areas to maximize the benefit to Oregonians:
   a. Strategies to expand the number of Oregonians participating in the higher education system.
   b. Strategies to offer additional support targeted to increase retention and persistence of students in community colleges and universities through the second year.
   c. Strategies to increase completion rates to a degree or certificate.
3. The Commission recommends that the legislature appropriate $300,000 to fund the continuation of the work of the Commission to develop the technical aspects of the postsecondary quality of education model, including research, expert testimony, public forums, data collection and analysis, communications, and drafting a plan for continuing implementation.
4. The Commission recommends that the colleges and universities adopt a uniform definition for less than full-time faculty. All Oregon community colleges and universities would establish systems and procedures to produce annual reports on the quantity and utilization of full-time and less than full-time faculty in accordance with the uniform definition.

The Commission will continue its work over the next several months to further develop a results-oriented framework for the Model and the investment needed to support these results. The focus of the work will be to:

- Draft a feasible postsecondary pipeline that reflects core instructional capacity and identifies student cohorts in the pipeline.
- Develop a methodology for a gap analysis to identify areas along the pipeline that pose barriers to reaching the 40% 40% 20% goal.
- Develop a simple postsecondary database including both financial and student data.

### CONCLUSION

When fully developed, the Postsecondary Quality Education Model will be a powerful tool to support policy decision-making. But Oregon will not meet the tremendous challenges it faces in the new global economy simply by creating a Model. The model must be utilized to understand how to improve the education system and to advance Oregon's long-term investment in postsecondary education.

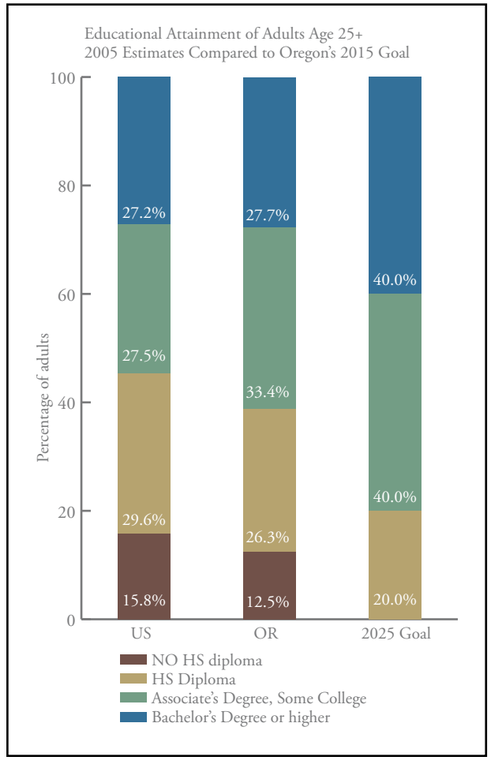
# PART ONE:

## THE CASE FOR INCREASING EDUCATIONAL ATTAINMENT - 40% 40% 20%

Oregon must make it possible for more Oregonians than ever before to attain higher levels of education. At a time when education levels are more crucial than ever before, education levels in Oregon are declining. The 'Baby Boomer' generation that is beginning to reach retirement age is more highly educated than the generation that follows. The need to reverse this trend and raise education levels in Oregon will place great demands on the capacity of our education systems to respond. The graph below shows Oregon's educational attainment levels in relation to the U.S. and to the 40% 40% 20% goal.

Looking at the graph we can see that all K-12 students would have to graduate, allowing for some attainment that would occur through GED's, community college partnership with high school, and longer than 12-year programs so that at age 24 all Oregonians have a high school diploma or equivalent. Community colleges would have to make significant gains in associate and certificate program completion and the university system would likewise need to make significant gains, which would need additional resources to be accomplished.

Education through and beyond high school is growing more central to the lives of more Oregonians than at any time in our history. As knowledge and innovation become the prime capital in global competition, education increasingly determines the fortunes of individuals, communities, and nations. The workforce in every competitive economy needs to achieve ever increasing levels of knowledge and skills. Employers depend on a ready supply of well-educated talent. Where education cements shared values and expands the personal horizons of individuals, it also advances family life, civic stability, and democratic ideals. This raises the bar for education attainment in Oregon.




Source: Oregon Community Colleges and Workforce Development

## LEGISLATIVE MANDATE

In light of that transformation, the Governor has proposed and the Legislature has adopted ambitious goals for educational attainment.

The 2007 Legislature passed House Bill 3141, Section 15 (2) recommending:

(c) Design a legislative system to review a comprehensive Pre-Kindergarten through Higher Education budget and policy presentation; and in collaboration with the Office of the Governor and workgroups created by the Joint Boards of Education design and recommend methods of financially supporting an education system that has the following goals, in collaboration with the Office of the Governor and workgroups created by the Joint Boards of Education:

(A) All students graduate from high school;

(B) Forty percent of high school graduates each year go on to earn an associate degree or acquire equivalent level work skills;

(C) Forty percent of high school graduates each year go on to earn a bachelor's degree; and

(D) Ensure that Oregon has world-class educational institutions.

These goals envision a highly educated population and accelerated learning opportunities for students. The state must ramp up educational achievement and workforce preparation to unprecedented levels. Oregon's graduates must be prepared to contribute positively to the economic, civic, and cultural life of communities in all regions of the state. While educated newcomers may contribute to some attainment gains, Oregon will have to do a better job educating its own citizens to meet the high standard. This will tax the will and capacity of our education systems, which heretofore have not faced such expectations.

### GOALS, ACCOUNTABILITY MEASURES, AND METRICS FOR POSTSECONDARY EDUCATION

The Commission recognized that the Postsecondary Quality Education Model must be based on clear goals for Oregon's education system and built on the policy work of the Oregon Joint Boards of Education and other stakeholder groups that articulated an aligned PK-20 education system. The Commission adopted and developed the Quality Education Goals and Indicators based on the goals of 40% 40% 20%.

The purpose of the quality education goals and indicators are to:

- Guide Oregon's Education Enterprise to improve education attainment in Oregon.
- Support policy decision-making to reach the goals of 40% 40% 20%.

The Postsecondary Quality Education goals and indicators will:

- Incorporate Oregon's existing skilled workforce characteristics in assessing needs.
- Increase educational participation for all levels of postsecondary education.
- Provide educational opportunities for student success and progression.
- Retain and attract an educated workforce.

The following diagram describes the mission, goals, and expected outcomes for an aligned Education Enterprise. It identifies performance indicators to measure progress toward the goals and the education organizations involved in the Enterprise, including Pre-Kindergarten programs, K-12 education, Community Colleges, the Workforce Investment Board, the Oregon University System, Oregon Health Sciences University, and the Oregon Student Assistance Commission. Further work on performance indicators will be necessary.

## COMPARISON OF EDUCATION GOALS AND INDICATORS

In developing the Oregon postsecondary quality education goals and indicators, the Commission conducted a thorough review of education goals and indicators for Arizona, Indiana, Kentucky, Minnesota, New York, North Carolina, and Washington.

The states of Arizona, Minnesota, New York, and Washington were included in the review process due to their high success rate in educating and retaining graduates, as presented by Dennis Jones to the Oregon House of Representative Education Committee on February 13, 2008. The states of Indiana, Kentucky, and North Carolina were included in the review process due to their inclusion in the Joint Boards' request to build on their successful marketing and communication efforts, as stated in *A Communication Strategy to Increase College Access.*

Arizona's annual report includes three goals with each goal containing programs to support the expansion of access and increase success in its postsecondary system. The focus of Arizona's education agenda is to prepare students for college and the workforce in a competitive and innovative world (Arizona Commission for Postsecondary Education, 2007).

The postsecondary system for Indiana focuses on five strategic areas in support of elevating its status in the global economy. In addition to advancing its international reputation, Indiana's five strategic areas emphasize high quality and accountability (Indiana Commission for Higher Education, 2007).

Kentucky's higher education public agenda consists of five questions as its statewide key indicators. In addition to the five questions, Kentucky has defined guiding principles to assist with the implementation and success of the public agenda. The guiding principles include working together, being good stewards, and closing the gaps (Kentucky Council on Postsecondary Education, 2005).

In 2005 and 2006 Minnesota state policymakers and education stakeholders developed five goals and 23 indicators to serve as its higher education public agenda, also know as the Minnesota Measures. The Minnesota Measures are designed to measure the effectiveness of Minnesota's higher education system in meeting state goals in a global economy (Minnesota Office of Higher Education, 2007).

*The Statewide Plan for Higher Education*, 2004-2012 is the master plan for higher education for New York. The plan is the result of New York Education Law Section 237 and is designed to maximize the success for all students within the systems (New York State Board of Regents, 2004).

The education agenda for North Carolina encompasses all levels of education from preparing students for college to work readiness. The *Learn and Earn* agenda includes ten goals of which five relate to postsecondary education. The focus of the agenda is to prepare students with the knowledge necessary to succeed in college and the workforce (State of North Carolina, 2008).

In 2008, Washington implemented initiatives in three main areas with policy goals within each area to improve its higher education system over the next decade. The three areas focus on raising educational attainment, promoting economic growth and innovation, and monitoring and funding higher education (Washington Higher Education Coordinating Board, 2007).

The Commission determined that the efforts of Oregon state policymakers and education stakeholders to define education goals and indicators were consistent with successful efforts implemented by other states. The comparison indicated Oregon lacked a specific indicator for under-represented populations, which was addressed by the Commission.

# PART TWO:

## POSTSECONDARY QUALITY EDUCATION MODEL FRAMEWORK

The Commission is developing the conceptual framework for a Postsecondary Quality Education Model that will estimate the resources and propose the policy decisions needed to achieve the 40% 40% 20% education goal by 2025.The Model will serve as a tool to support policy decision-making and state budget development and will address both the core capacity of the postsecondary education system and the selective interventions needed to address gaps in the system.

The Model will draw on the collaboration among Oregon's government, business leaders, and postsecondary education, to pursue policy initiatives that enhance economic success. These initiatives include the focus on achieving higher levels of education attainment, capitalizing on the state's strength and expertise in sustainability, and targeted investments in research to spur economic growth.

The Postsecondary Quality Education Model will:

- Articulate a vision for a new postsecondary system that anticipates the transformation of Oregon's economy and achieves the state's goals for high educational attainment.
- Determine the capacity needed to achieve the 40% 40% 20% goal and identify a postsecondary education pipeline incorporating the relevant capacity of public and private colleges and universities, apprenticeship programs, and other private education programs.
- Estimate the level of successful completions that will exist in 2025 without intervention.
- Identify areas along the pipeline where gaps exist that interfere with the student flow, in and out, needed to achieve the 40% 40% 20% goal and areas where an increase in successful completions would significantly close the gaps.
- Provide a tool for legislators and the public to analyze a variety of "what if" questions related to degree achievement and the 40% 40% 20% goal.
- Provide a methodology and a calculator for projecting the costs of proposed programs and investments to meet the state's goal.
- Incorporate the role of university research and outreach in economic development in the gap analysis.
- Inform needed changes in programs, systems, efficiencies and productivity, and policies to reach state goals.
- Prioritize and recommend policy actions and investments needed to address the gaps.

The purpose of the Model will be to:

- Enhance our understanding of Oregon's education system and the 'education pipeline'.
- Estimate the funding requirements for the postsecondary system and the costs and benefits of policy proposals.
- Support investments in initiatives in a systematic way to attain desired outcomes and achieve quality education goals.
- Estimate the numbers of students that will need access to postsecondary education in the future.

The Postsecondary Quality Education Model will give legislators and the public a way to analyze a variety of what-if questions based on tangible components that can be quantified.

### How this Model Differs from the K-12 Quality Education Model

Both the K-12 Quality Education Model and the new Postsecondary Model are intended to provide a vision of a Quality Education, to serve as policy tools to estimate the level of statewide resources needed to meet state goals, and to support policy decision-making and budget development. But there are some important differences:

1) **Goals** - The K-12 Quality Education Model is based on the Quality Education Goals that are set in statute by the Legislature and on clear, measurable standards for student achievement at different grade levels set by the State Board of Education.

   The proposed Postsecondary Quality Education Model focuses on the 40% 40% 20% educational attainment goals, adopted by the Joint Boards of Education and the Oregon Legislature in House Bill 3141 in 2007. The Postsecondary Model will also be influenced by the changing economy, workforce needs, and the demands of global citizenship in the 21st Century. The Commission has reviewed and evaluated the policy work completed by the Joint Boards of Education and other education groups and has developed a set of Quality Education Goals and preliminary Indicators that will be used to measure progress.

2) **Quality** - The K-12 Model emphasizes the capacity needed to meet high standards, provide a well-rounded education, and move a mandatory population through K-12 levels to the required high school diploma.

   The Postsecondary Model will focus on degree/certificate production, but it will also be necessary to define Quality Postsecondary Education in terms of the 'quality' of degrees and certificates, which could be based on measures such as evidence from the workplace, from subsequent education providers, and direct assessment of learning.

3) **Structure** - The K-12 Model uses Prototype Schools—Elementary, Middle, and High School—as the unit of analysis and is focused on the primary mission of K-12 education, which is Instruction. The Model estimates the resources required to meet the high standards and achieve high school graduation.

   The new Postsecondary Model will focus on degree/certificate achievement, or other measures of successful completion, using results achieved by groups of students at the different instructional program levels and disciplines within the colleges and universities as the unit of analysis.

   It contains no prototype institutional assumption, focusing instead on improvements needed in the production of degrees/certificates and other measures of succesful completion, both through additional enrollments and through changes in retention and completion.

   The Postsecondary Model will eventually also address the other two core missions of the postsecondary system in addition to Instruction: Research and Community and Public Service.

   In addition, the Commission will address relationships needed with Oregon business and workforce sectors to support the transformation of the state economy.

4) **Student Enrollment** - K-12 education enrolls a mandated population of students, and enrollment trends are relatively easy to predict and can be accepted as a given in the Quality Education Model.

   Postsecondary enrollment is discretionary to some extent and is determined by a number of variables that are influenced by federal and state policy, financial factors, student choices, and campus missions. The postsecondary education pipeline contains multiple points of entry and successful completion.

   An important element of the new Model will be a mechanism to calculate enrollment changes needed to meet state goals. In addition, the postsecondary model will acknowledge enrollment capacities and educational attainment from the private and independent sectors as well as in-migration.

5) **Funding Sources** - K-12 is heavily state funded and has few other funding sources.

   The postsecondary system receives relatively little state funding. The new Model will need to address tuition and financial aid policies as well as other major sources of funding.

6) **Data** – The state invested in the Database Initiative to improve the quality and consistency of K-12 data concurrent with the development of the K-12 Quality Education Model. The K-12 Model depends on uniform data at the school level in order to compare actual resources to those suggested by the prototype schools.

   The Postsecondary Model will initially rely on system resources as a proxy for cost. As the Model becomes more robust, it will incorporate actual and estimated cost data.

   An assessment of data quality across postsecondary institutions and clarification of what data are needed to support the new Postsecondary Model should be a part of the effort over the next two years. State and system-level data sets are adequate for, at least, the initial use of the model and no major data initiative is proposed at this time.

# PART THREE:

## COMMISSION RECOMMENDATIONS FOR 2009-2011

As the Commission moves forward with designing a multi-year model, the Commission has also developed a set of early recommendations to the Governor as he prepares his budget for presentation to the 2009-2011 Legislature, as follows:

1. The Commission strongly endorses the expansion of the Shared Responsibility Model. The SRM—the state-funded, need-based grant for college students—enables more Oregon students to afford college. Providing access to affordable education, this program will help us progress toward Oregon's adopted goal of 40% 40% 20%.
2. The Commission's ultimate goal is to establish a funding model that provides a tool for projecting policy decisions on cost for postsecondary education that will enable the state to achieve its goals for quality and quantity of graduates needed to remain competitive in the global economy. While work continues on development of that model, the Commission recommends that available funds be targeted in three areas to maximize the benefit to Oregonians:
   a. Strategies to expand the number of Oregonians participating in the postsecondary education system in collaboration with the K-12 sector.
   b. Strategies to offer additional support targeted to increase retention and persistence of students in community colleges and universities through the second year.
   c. Strategies to increase completion rates to a 2-year degree, certificate, or a 4-year degree.
3. The Commission recommends policy option packages based on their effectiveness in addressing those three objectives. Examples of such programs include:
   a. Investing in new career and technical education programs.
   b. Improving the transfer process between high school, community colleges, and universities.
   c. Additional outreach efforts to students from non-traditional backgrounds.
   d. Additional support services for students already at college, including expanded advising, academic and career counseling, tutoring for students who are struggling, and outreach to K-12.
4. The Commission recommends that the Legislature fund the continuation of the work of the Commission to develop the technical aspects of the post-secondary quality of education model, including research, expert testimony, public forums, data collection and analysis, communications, and drafting a plan for implementation with an appropriation of $300,000.

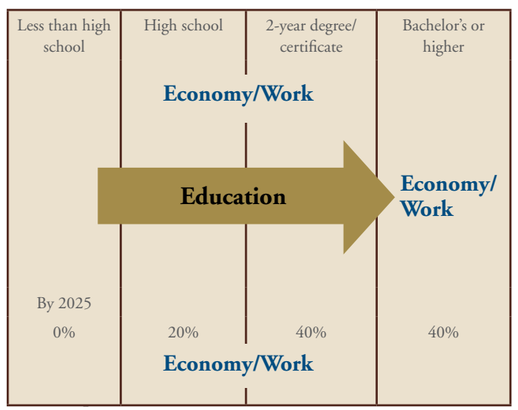
# PART FOUR:

## Current Model Development

The 40% 40% 20% state goal for educational attainment is the main driver of the model design. The model will serve as a policy tool for identifying, prioritizing, and developing proposals for investment and intervention directed to achievement of the goal.

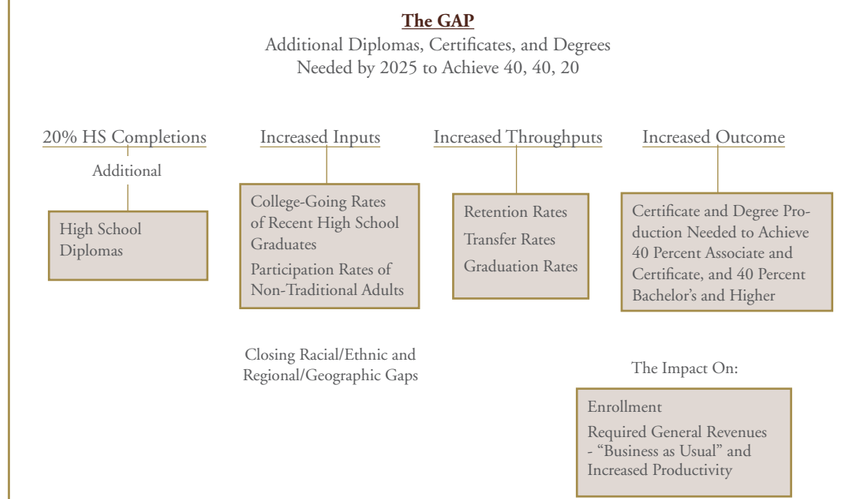
The model assumes a high level of collaboration between leaders in postsecondary education, state government, and Oregon business and the changing needs of the workplace. The state goal assumes both a changing level and pattern of postsecondary degrees and also the transformation needed in Oregon's economy and workforce necessary to productively value and use successful postsecondary graduates.

### Context for 40-40-20 goal






### Modeling 40, 40, 20: What Will it Take to Achieve it?




Degree achievement is a result of postsecondary education investments, and the proposed model is oriented to system-level relationships between enrollments and degree/certificate production rather than to institutional organization or program decisions.

It is important to note that college attendance and completion result in other benefits to students and society in general in addition to job preparation. For now, these benefits will be assumed rather than built into the model.

The Postsecondary Quality Education Model is a policy tool, not a funding formula or distribution model. It will be focused on total revenues needed to produce desired results and will be applied at the state and system level. It will not be institution specific.

The Model will rely on *selected results measures* along the postsecondary education pipeline. Measures will include inputs, throughputs, and outputs along the pipeline, as shown in the schematic above. The Commission engaged the expertise of consultants from the National Center for Higher Education Management Systems (NCHEMS), who have developed similar models for the states of Arizona and Kentucky.

In operation, the measures shown above will be the levers that can be moved based upon "what if" tests of the impact on 40% 40% 20% of a proposed policy or investment intervention. These measures were drawn from similar efforts in Kentucky and Arizona, but are common measures of progress along the postsecondary education highway.

The model cannot accommodate every suggested measure, variable, or proposal. For that reason, some form of ongoing policy analysis and decision is needed to select, prioritize, and develop proposals for investment and other change along the pipeline. Choices would likely reflect both areas where significant progress can be made quickly and areas where change will take more time. Proposals in the latter category will be candidates for addition to the model.

The financial component of the model will initially be the total revenues related to achievement of degrees and other successful completions. More definitive cost data will be integrated into the model over time.

While the model can estimate the total revenue needed for postsecondary education to meet the goal, the highest and best use of it will be to inform areas where targeted intervention can produce significant progress.

The Postsecondary Quality Education Model will track sub-populations within total Oregon population and postsecondary education attendance, but only as needed to support productive interventions leading to achievement of the goal. Since the middle 40% is a major contributor to the Oregon economy and given the particular relevance of many graduate and professional degrees to the future of Oregon's economy, these sub-populations need to be understood, defined, identified, and recognized. Population and enrollment data will be organized by regional clusters based upon Oregon's Workforce Development Regions.

## CHANGES NEEDED TO MEET STATE GOALS

The Commission will explore the types of transformational changes that will be required for the state to meet the Quality Education Goals. Much has been accomplished over the past several years in re-thinking the education system. Under Governor Kulongoski's leadership, Oregon has developed a PreK-20 vision for education. The Workforce Investment Board also developed a strategic plan to help integrate the education and workforce systems with state economic priorities.

The Joint Boards of Education, in collaboration with the Office of the Governor, has developed a work plan focused on PK-20 redesign and related workforce initiatives with the following goals:

- Restore the value of the high school diploma and increase high school graduation requirements.
- Strengthen PK-20 systems alignment and integration to facilitate smooth transition from K-12 to postsecondary education and training.
- Develop a single unified vision for education through a PK-20 budget and system performance measures.
- Clearly communicate the information, decisions, and actions around a shared and common vision for education in Oregon and build a strong strategic stakeholder alliance to accommodate effective policy development.

The Model will serve as a tool to analyze policy choices and estimate the costs and benefits of implementing various changes in postsecondary education—for example:

**Programs – What are the costs and impacts of various program changes?**

- Maintaining and developing strong academic programs with top quality faculty
- Creating supportive learning environments and adequate instructional resources
- Raising students' educational aspirations and increasing access

**Systems – What changes can be implemented and quantified?**

- Strengthening systems alignment across the education continuum
- Re-structuring to increase productivity and efficiency

**Policies – What policy changes will accelerate progress? What are the costs?**

- Academic – Changes needed to increase student success
- Resource Allocation – Aligning financial investments and incentives with state goals
- Tuition – Setting tuition policy to ensure affordability and program quality
- Financial Aid – Increasing access and affordability

**Additional Students - What are the most effective ways to increase the number of graduates?**

- High School Acceleration – More high school students graduate with college credit
- Increased participation – A greater percentage of high school graduates enroll directly in postsecondary education
- Higher retention – The percentage of postsecondary students remaining in college to graduate or receive a credential increases dramatically
- Adult learners – More adult learners return to postsecondary education and complete their programs successfully
- Other – Private university graduates, in-migration of college graduates, non-resident graduates who stay and work in Oregon



### Postsecondary Capacity and Capital Investment

The state does not have a clear picture of the current capacity of the postsecondary system to accommodate enrollment growth, either operationally or in terms of capital infrastructure.

We can assume that some of the increase in enrollment can be accommodated through online learning, more efficient use of facilities, extended hours, etc. But the Commission will need to conduct further analysis to determine future capacity needs. Such analysis will identify both the operational (annual) and capital (facilities and technology) costs that are necessary to achieve quality.

### What is not included in the Initial Postsecondary Model

The Postsecondary Quality Education Model will initially calculate costs for the seventeen public community colleges and seven public universities in Oregon. It will not include the Oregon Health Sciences University, which is a quasi-public corporation, or the Oregon Student Assistance Commission, which is a separate state agency. Although cost estimates for private universities (i.e. private universities, apprenticeship programs, proprietary schools, etc.) will not be included, capacity and projections for the number of graduates from private colleges each year will be incorporated into the Model.

## FUTURE POSTSECONDARY QUALITY EDUCATION COMMISSION WORK

Over the past six months the Commission has developed a set of Postsecondary Quality Education Goals and crafted a framework for a Postsecondary Quality Education Model. The Commission will continue its work over the next several months to further develop the framework for the Model. The focus of the work will be to:

- Develop a simple postsecondary database including both financial and student data.
- Draft a conceptual postsecondary pipeline that reflects core instructional capacity and identifies student cohorts in the pipeline.
- Develop a methodology for a gap analysis to identify areas along the pipeline that pose barriers to reaching the 40% 40% 20% goal.
- Develop a methodology for assessing current system capacity.

Outlined below are the Commission's recommendations for development of the Model during the next biennium:

- Refine Postsecondary Quality Education Goals, benchmarks, and metrics.
- Identify needed changes in programs, systems, efficiencies and productivity, and policies to meet state goals.
- Develop Oregon data on full-time and part-time faculty in the postsecondary system.

Develop the Model as an analytical tool:

- Produce a test version of the pipeline portion of the model using existing data and results measures from other states.
- Select results measures that will be the basis of "what if" calculations related to proposals for intervention along the pipeline.
- Develop a data set that meets the needs of the Model by drawing from data now available.
- Use the model to identify, prioritize, and develop proposals for interventions along the pipeline that will make progress towards state goals.
- Determine future data needs, assess data quality, and develop plans for standardization and ongoing data enhancement.
- Integrate actual cost data into the Model.

# PART FIVE:

## FACULTY AND PROGRAM QUALITY

In the executive order establishing the Postsecondary Quality Education Commission, Governor Kulongoski charged the Commission with addressing the issue of part-time faculty and the impact on program quality in postsecondary education. Specifically, the Commission is to:

> Study the impact and use of part-time faculty and graduate student employees on program quality and student success, and recommend a consistent definition to describe adjunct, contingent and part-time faculty (OUS, 2007).

The employment of part-time faculty in community colleges and universities has become an issue of increasing controversy among educators and policymakers as the reliance upon part-time faculty has increased. In 1977, national statistics indicated that 34% of higher education faculty were part-time; by 1998 this statistic had risen to 43% overall. The employment of part-time faculty differs by institution type, with 66% of community college faculty being part-time, 41% at private four-year universities and 27% at public four-year universities in 1998 (Miller, 2001). By 2005, all of these statistics had increased, with part-timers representing 69% of the community college faculty, 50% of the faculty at private four-year universities and 30% of the faculty at public four-year institutions (NCES, 2007). Generally speaking, part-time faculty receive less compensation, in salary and benefits, than full-time faculty, have less job-security, and are less likely to share in perquisites such as office space. It is the understanding of the Commissioners that there is some concern among legislators that the quality of program and student success is lower with use of part-time faculty. If this is the case, they would propose a limit in the number or proportion of part-time faculty at Oregon public higher education institutions.

### General Findings

The Commission conducted an extensive review of the research on the impact of part-time faculty on program quality and found that it is inconclusive. There are hundreds of studies and articles on issues surrounding part-time faculty, but very little quantitative work has been published in peer-reviewed journals. Many studies used small sample sizes and questionable methodology. However, two recent studies have been released that attempt to relate the use of part-time instructors to student success. The Commission has not had sufficient time to analyze these studies but will review them and other emerging research on the subject in considering program quality issues.

Generally speaking, there is broad agreement that part-time faculty are not in and of themselves problematic and can add to the quality and variety of courses offered by an institution. Because cost-savings and flexibility are motivations in the expansion of the part-time faculty corps, there is disagreement about whether quality is being sacrificed in order to save money and serve more students. In the theoretical best case, administrators only hire part-time faculty who are equally or better qualified than their tenure-track full-time peers, and they are likely to be superior instructors because they are evaluated only on their teaching ability and not on research and service activities. In the theoretical worst case, administrators are focused primarily on saving money and will hire less-qualified instructors with substandard teaching skills, or will hire qualified instructors who do not have the time to do an excellent job because they are busy commuting between schools and do not have offices or other appropriate resources to serve students well.

### Perspectives on Part-time Faculty

Much has been written about the reasons for the expansion of the ranks of part-time faculty and the potential benefits and costs of this increased reliance. Nutting argues that part-time faculty, at their best, provide additional educational opportunities for students, such as when an expert in a particular field who is not an academic teaches one course a year at a local university (Nutting, 2003). In this case, students are exposed to coursework and perspectives they would not always get from the permanent faculty. Some part-time faculty do not want to teach full-time; they have other jobs and obligations. Others seek a full-time position and are teaching part-time as a stop gap until they find full-time employment. For these reasons, part-time faculty are not necessarily less qualified than full-time faculty. However, Nutting is also concerned that part-timers are less likely to receive institutional support at their colleges, in the form of mentorship, office space, or predictable work. Part-timers who teach at multiple colleges, so-called "freeway flyers," are particularly less likely to have time to work with students outside of class.



Haeger singles out budgetary constraints as being the most important reason for the increase in employment of part-time faculty at colleges and universities (Haeger, 1998). In addition to saving money through lower pay and benefits, the employment of part-time faculty provides institutions with the flexibility to add and eliminate courses without the costly and long-term investment in tenure-track faculty. However, cost savings are not the only consideration. Part-time faculty are a source of program enhancement, particularly for pre-professional programs that actively seek full-time professionals to provide real-world expertise to students. Haeger is a university administrator and is concerned both about substantive issues of quality regarding part-time faculty (that they are providing as good an education as tenure-track faculty) and issues of institutional reputation (students come to universities expecting to be taught by the tenured and tenure-track faculty). Yet, Haeger concludes that quality issues surrounding part-time faculty are less about what happens in the classroom and more about what happens outside, with part-timers having less time and institutional knowledge to advise students.

Other observers are less convinced about the equivalence in classroom instructional quality. Fulton argues that quality must suffer when instructors string together multiple teaching appointments at multiple universities, essentially doing a full-time (or greater) job but without the institutional support a full-time faculty member at one campus would receive (Fulton, 2000). Colleges are effective when faculty are involved in curriculum development, faculty review, and academic planning, all things to which part-timers may not contribute. Fulton believes that core courses ought to be taught by full-time faculty and that part-timers should be sought out with special expertise not present in the full-time faculty.

### What is the effect of part-time faculty on program quality and student success?

The research is inconclusive. There are hundreds of studies and articles on issues surrounding part-time faculty, but very little quantitative work has been published in peer-reviewed journals. Many studies used small sample sizes and questionable methodology. Two studies exemplify many of the problems.

1. A study by Cruise, Furst, and Klimes examined student evaluations, faculty evaluations, and self-evaluations of instructors at a community college (Cruise, 1980). They found no statistically significant differences in the evaluations of part-time and full-time faculty. One problem with this work is that it was only done at one institution. The college chosen for the study may be typical, or it may be atypical, in ways that are relevant to the quality of the part-time teaching corps. A more fundamental problem is whether un-calibrated evaluations of teaching are a valid measure of quality. This is controversial, and it would be much better to have a quality measure tied directly to student achievement and success.
2. A study by Bolge reviewed student performance in a basic mathematics course at a community college (Bolge, 1995). There were several sections, some taught by full-time and others taught by part-time faculty. All students took the same final exam. Bolge found that there was no statistically significant difference between the test scores for the students taught by part-time faculty and the students taught by full-time faculty. While a standard test is probably a better measure of student success than teaching evaluations, the results of a study of a handful of instructors of one course from one community college cannot be generalized to all part-time faculty. A much larger – and random – sample would be needed, across colleges and disciplines. But measuring student performance across colleges and disciplines would be very challenging.

The literature about part-time faculty and student success is replete with studies like these: small efforts with serious methodological flaws that do not provide a robust analysis of the impact of part-time faculty on student success. Probably the most sophisticated effort to address part-time faculty and student success was conducted by Jacoby in 2006. Jacoby used multiple regression and data from all 1,209 public two-year colleges in the United States and found that community colleges with a higher proportion of part-time faculty have lower graduation rates (Jacoby, 2006). Jacoby's use of statistics is impressive, yet this study has serious problems. While graduation rates are considered an important metric for four-year universities, they are a very problematic measure of success for community colleges. Many community college students transfer to a four-year institution without taking an associate's degree and go on to earn a bachelor's degree. Many community college students are looking to upgrade their skills from a few classes and are not interested in earning a degree or certificate. And some community college students

may be working on their degree part-time over a much longer timeframe than a traditional student. Graduation rates are not a valid measure of student success for community colleges. But even if they were a good measure, this study is still flawed because it exemplifies the ecological fallacy (JSTOR). Jacoby chose the college as the unit of analysis. Just because colleges with lots of part-time instructors happen to have low graduation rates does not mean that part-time instructors are responsible for the low graduation rates. A better study would use the instructor or the student as the unit of analysis, but this would make the study much more difficult to conduct because obtaining data on this level would be an enormous undertaking.

### Why is there so much variation in the proportion of part-time faculty among institutions?

In a working paper, Liu and Zhang (2007) use multiple regression to better understand the variation in part-time faculty employment in colleges. They found that the following factors are associated with institutions that rely on a high proportion of part-time faculty:

- Full-time faculty earn high salaries
- Limited financial resources
- Urban location
- Small enrollment and many part-time students
- Private institutions (not including doctoral/research institutions)
- Heavy reliance on tuition and fee revenue

These findings jibe with many of the reasons that colleges and universities employ part-time faculty. Institutions save money and gain financial flexibility by employing part-time faculty, so it is not surprising that colleges and universities with a difficult financial situation (limited resources, reliance on tuition due to lack of state support) would have more part-time faculty. Urban locations are likely to have an abundance of the kinds of highly qualified specialists that colleges like to hire on a part-time basis to provide students with varied course options. It makes sense that colleges with many part-time students would have more part-time instructors for scheduling reasons. Since many part-time students and part-time instructors work full time during the week, they are likely to be restricted to teaching and attending class during evenings and weekends, timeslots that may be less attractive to full-time faculty.

### What is the situation in Oregon?

The Commission has requested data about full-time and less than full-time faculty from all Oregon universities and community colleges. Some data have been reported from community colleges, but the Commission is still waiting for data from the Oregon University System along with the rest of the community college data. The data request along with a sample of preliminary results is available in Appendix D.

### Recommendations

Because research on the impact of part-time faculty on program quality and student success is inconclusive, it would be premature to limit the employment of part-time faculty at Oregon community colleges and universities. Since part-time faculty employment varies according to many factors, such a limit would have significant unintended and undesirable consequences, including fewer course options for students, and would particularly affect institutions in urban areas and small institutions serving a high proportion of part-time students.

There is anecdotal evidence that some part-time faculty string together multiple jobs at multiple colleges to create a full-time job. There is no quantitative data identifying how many "freeway flyers" are working in Oregon, although it is certainly a small minority of all part-time faculty (82% of part-time faculty teach two or fewer courses) (Miller, 2001). Improving the working conditions and benefits for freeway flyers could be a good near-term project for study while awaiting better information on the impact of part-time faculty on student success.

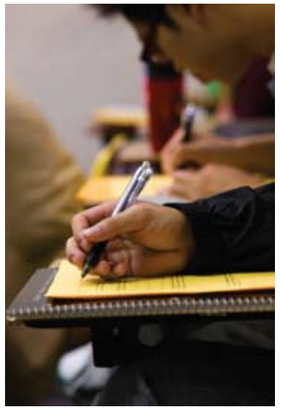
The Commission recommends that a uniform definition for less than full-time faculty be adopted by the colleges and universities. All Oregon community colleges and universities would establish systems and procedures to produce annual reports on the quantity and utilization of full-time and less than full-time faculty in accordance with the uniform definition.

Further recommendations are premature until more data are made available to the Commission.



# Appendices





# Appendix A

## Education Goals and Indicators Comparison

| Oregon PSQEC Quality Education Goals Subcommittee - 2008 | | |
|---|---|---|
| Degrees & Certificates Awarded: | | |
| State | Goal | Indicator |
| Oregon | Learners are well prepared for educational advancement, employment, and citizenship | Number of professional-technical degrees and certificates awarded. |
| Minnesota | Create a responsive system that produces graduates at all levels who meet the demands of the economy. | How many degrees were awarded each year at all levels per 1,000 population age 20 and older? |
| | Improve success of all students, particularly students from groups traditionally underrepresented in higher education. | What was the graduation rate for students attending Minnesota four-year colleges and universities?<br>What were the three-year graduation rates at Minnesota's two-year colleges?<br>What proportion of young adults possess a postsecondary degree? |
| Kentucky | Do more Kentuckians have certificates and degrees? | Number of degrees and other credentials awarded. |
| Washington | Raise educational attainment to create prosperity, opportunity. | Increase the total number of degrees and certificated produced annually to achieve.<br>Global Challenge State benchmarks. |
| North Carolina | Learn and Earn Online<br>Learn and Earn | Allow students in any high school in the state to take college courses, with transferable credit to state colleges and universities via the Internet.<br>Allows students to attend a high school located on a college campus and in no more than five years, earn a high school diploma and finish with two years of college credit or an associate's degree. |
| Indiana | Contribute to ensuring that all recent high school graduates are prepared to immediately start, and succeed in, college-level courses. | Indiana must aspire to dramatically decrease the need for remedial education offerings for recent high school graduates at the college level by 2012, and increase the number of college-ready graduating high school seniors to reflect at least 80% of the graduating class by 2012. (Indiana's Education Roundtable, Indiana Department of Education, Indiana high schools, Indiana's colleges and universities, ICHE) |

| Retention: | | |
|---|---|---|
| State | Goal | Indicator |
| Oregon | Learners succeed in their current education environment. | Percent of full-time freshmen who demonstrate progress by returning for second year (OUS).<br>Percent of community college transfers completing a bachelor's degree at an OUS university (OUS).<br>Average time to degree for community college transfer students (OUS). |
| | Learners are well prepared for educational advancement, employment, and citizenship | Percent of full-time freshmen starting and completing a bachelor's degree at an OUS university (6-year graduation rate)(OUS). |
| Minnesota | Improve success of all students, particularly students from groups traditionally underrepresented in higher education. | What percentage of first-year, first-time students enrolled at Minnesota colleges were enrolled at the same institution the following year? |
| Kentucky | Do more Kentuckians have certificates and degrees? | Undergraduate enrollment.<br>Graduate enrollment. |
| Diversity: | | |
| State | Goal | Indicator |
| Minnesota | Improve success of all students, particularly students from groups traditionally underrepresented in higher education. | Were students of color completing programs at the same rate as their white counterparts?<br>Were students of color pursuing and completing degrees in high-demand STEM and health care fields at rates comparable to their white counterparts? |
| Kentucky | Do more Kentuckians have certificates and degrees? | Number of degrees and others credentials awarded to racial-ethnic minorities. |
| Washington | Raise educational attainment to create prosperity, opportunity. | Increase the number and percentage of students, staff, and faculty of color in postsecondary education.<br>Create community-based programs to support and mentor low-income and minority children and their families to prepare for postsecondary education. |
| North Carolina | Increased Funding with Accountability | Provide funding to target schools and children most in need, from new child and family support teams, the creation of the Disadvantaged Student Supplemental Fund, and fully funding the Low Wealth Fund for the first time in the state's history. |
| | Earn Grants | Allow approximately 25,000 students from low and moderate-income families to receive up to $8,000 of financial aid over two years. |

| | | | |
|---|---|---|---|
| Indiana | Prepare all students with the knowledge, skills, and credentials necessary to succeed in the workplace, in the community, in further education, in living enriched lives, and in being globally competent citizens. | Indiana must aspire to dramatically improve the number and timeliness of college graduates, and become a national leader (Top 10) in retention at each grade level, on-time graduation rates, and reportable three-year (associate degree level) and six-year (baccalaureate degree level) graduation rates, and particularly in graduating at-risk and underrepresented students in higher education (achieve Top 10 status) by 2012 (ICHE, Indiana's colleges and universities). | |
| Arizona | Addressing common opportunities and problems across all sectors of postsecondary education | Arizona Minority Education Policy Analysis Center (AMEPAC). | To stimulate through studies, statewide discussion, and debate constructive improvement of Arizona minority students' early awareness, access and achievement throughout all sectors of education. |
| New York | Student Needs | Close the performance gap in higher education by ethnicity.<br>Support services are made available to help students be successful, especially students who traditionally have been underrepresented in higher education. | |
| **Achievement:** | | | |
| State | Goal | Indicator | |
| Oregon | Learners succeed in their current education environment. | Percent of K-12 students meeting or exceeding statewide academic performance measures (DOE).<br>Percent of schools that meet Adequate Yearly Progress (AYP) criteria (DOE).<br>Number of high school students enrolled in post secondary programs (CCWD).<br>Percent of full-time freshmen who demonstrate progress by returning for second year (OUS).<br>Percent of community college transfers completing a bachelor's degree at an OUS university (OUS).<br>Average time to degree for community college transfer students (OUS). | |
| | Learners are well prepared for educational advancement, employment, and citizenship | Percent of 8th grade students who have graduated five years later (DOE).<br>Percent of students achieving a GED by age 21 (CCWD).<br>Number of community college students who transfer to OUS (CCWD). | |
| | Oregon workers and businesses workforce and training needs are consistently met. | Percent of graduates employed and/or continuing education (OUS).<br>Percent of at-risk or adult workforce clients who obtained employment upon exiting programs (CCWD).<br>Percent of graduates working in Oregon (OUS). | |
| Minnesota | Improve success of all students, particularly students from groups traditionally underrepresented in higher education. | Were students of color completing programs at the same rate as their white counterparts?<br>Were students of color pursuing and completing degrees in high-demand STEM and health care fields at rates comparable to their white counterparts? | |

| | | | |
|---|---|---|---|
| Kentucky | Are more Kentuckians ready for postsecondary education? | Average ACT scores of high school seniors.<br>High schools students scoring a three or higher on Advanced Placement exams.<br>Percent of incoming Kentucky high school graduates not requiring remediation in math and English. | |
| | Are college graduates prepared for life and work in Kentucky? | Performance of college graduates on statewide learning assessments.<br>Performance of college graduates on licensure and graduate school entrance exams. | |
| Washington | Raise educational attainment to create prosperity, opportunity. | Invest in teacher preparation (pre-service and in-service) to produce early learning providers, K-12 school teachers and administrators who can effectively engage families and communities to close the achievement gap, raise student proficiency in math and science and provide high-quality academic advising.<br>Create innovative, efficient facilities and programs that meet the learning needs of students throughout the state. | |
| Indiana | Prepare all students with the knowledge, skills, and credentials necessary to succeed in the workplace, in the community, in further education, in living enriched lives, and in being globally competent citizens. | Indiana must aspire to dramatically improve the number and timeliness of college graduates, and become a national leader (Top 10) in retention at each grade level, on-time graduation rates, and reportable three-year (associate degree level) and six-year (baccalaureate degree level) graduation rates, and particularly in graduating at-risk and underrepresented students in higher education (achieve Top 10 status) by 2012 (ICHE, Indiana's colleges and universities). | |
| | Contribute to ensuring that all recent high school graduates are prepared to immediately start, and succeed in, college-level courses. | Indiana must aspire to dramatically decrease the need for remedial education offerings for recent high school graduates at the college level by 2012, and increase the number of college-ready graduating high school seniors to reflect at least 80% of the graduating class by 2012 (Indiana's Education Roundtable, Indiana Department of Education, Indiana high schools, Indiana's colleges and universities, ICHE). | |
| New York | Student Needs | Close the performance gap in higher education by ethnicity. | |
| | State Needs | Qualified teachers, school leaders, and licensed professionals. | |
| **Access:** | | | |
| State | Goal | Indicator | |
| Oregon | Quality education is available and affordable. | Letter grade awarded to Oregon based on percent of 18-24 year olds who are enrolled in college full-time and percent of working adults enrolled part-time (OUS). | |
| Minnesota | Improve success of all students, particularly students form groups traditionally underrepresented in higher education. | What percentage of Minnesota high school graduates enroll in postsecondary education in the year following graduation? | |
| | Provide access, affordability and choice for all students. | What percent of Minnesota residents, age 18-24, were enrolled in postsecondary education?<br>What percent of adults age 25-44 were enrolled in postsecondary education? | |

| | | |
|---|---|---|
| Kentucky | Are more Kentuckians ready for postsecondary education? | Average ACT scores of high school seniors.<br>High schools students scoring a three or higher on Advanced Placement exams.<br>Number of Kentuckians earning a GED. |
| | Do more Kentuckians have certificates and degrees? | Ninth graders' chance for college by age 19.<br>College-going rate of GED graduates. |
| Washington | Raise educational attainment to create prosperity, opportunity. | Provide every student in every public school the mentoring, academic advising and skill development necessary to plan, prepare for and enter postsecondary education.<br>Provide high school juniors and seniors multiple pathways to success, including an expanded array of learning options for accelerated advancement or intensive support to meet rigorous academic requirement.<br>Create community-based programs to support and mentor low-income and minority children and their families to prepare for postsecondary education.<br>Develop an array of simple and accessible information tools to help students and adult learners understand and navigate the postsecondary education system. |
| North Carolina | Learn and Earn Online | Allow students in any high school in the state to take college courses, with transferable credit to state colleges and universities via the Internet. |
| | Learn and Earn | Allows students to attend a high school located on a college campus and in no more than five years, earn a high school diploma and finish with two years of college credit or an associate's degree. |
| Indiana | Offer quality education to Hoosiers – in a variety of desired formats, locations, and times. | Indiana must aspire to lead the nation (Top 5) in the college-going rate of its recent high school graduates and make substantial progress (Top 10) in the number of adult, minority, and low-income students successfully pursing a postsecondary education by 2012 (ICHE, Indiana's colleges and universities, Indiana's Education Roundtable, Indiana Department of Education, Indiana's high schools). |



| | | | |
|---|---|---|---|
| Arizona | Implement strategies to help students and families plan, enroll, and succeed in postsecondary education | Arizona College and Career Guide (ACCG) | A source of information for the state and is widely used by K-12 counselor, high school students, higher education institutions, and the information seeking public. |
| | | Arizona Commission for Postsecondary Education Website | To provide Arizona families with ever-chaining information on student financial assistance, postsecondary education choices, and career exploration. |
| | | College Goal Sunday (CGS) | To provide assistance to high school seniors (or adults entering postsecondary education) and their families in completing the Free Application for Federal Student Aid (FAFSA) form. |
| | | "Countdown to College" Sunday Insert | A guide to help students and families learn more about financial aid and college access, as well as promotion of the College Goal Sunday statewide event. |
| | | College Access Publications | A general education awareness and information campaign for students and their parents titled Think College was developed to emphasize the importance of staying in school, raising expectations, and creating a positive attitude among students and their parents about postsecondary education possibilities. |
| | | Developing Arizona's Human Capital Conference/ Pathways to Education Awards | A conference to draw together policy makers to examine data and consider policy implications of capacity, access, student financial assistance, outreach, and preparation for postsecondary education as it relates to developing Arizona's human capital. |
| | | Foster Youth Postsecondary Education Case Manager Program | A program that would provide the supports to enhance college success for a group of students who experience additional challenges and barriers in addition to those common to first generation college student. |
| | Addressing common opportunities and problems across all sectors of postsecondary education | Postsecondary Articulation/Transfer Task Force (PATTF) | To ensure student access to the baccalaureate. |
| New York | Student Needs | Access to quality and affordable education.<br>Support services are made available to help students be successful, especially students who traditionally have been underrepresented in higher education. | |
| | State Needs | More citizens having access to higher education to meet future economic and workforce needs. | |

| Affordability: | | |
|---|---|---|
| State | Goal | Indicator |
| Oregon | Quality education is available and affordable. | Persistence rates for students awarded an Oregon Opportunity Grant (OSAC).<br>Oregon's rank for college tuition and fees among all western states (CCWD).<br>Cost of attendance for a resident undergraduate as a percent of Oregon median family income (OUS). |
| Minnesota | Provide access, affordability and choice for all students. | What were Minnesota families expected to pay for bigger education as a percent of their income?<br>What were the net tuition and fee prices for students?<br>To what extent were Minnesota students borrowing to finance their education? |
| Kentucky | Is Kentucky postsecondary education affordable for its citizens? | Percent of income needed to pay for college.<br>Percentage of income needed for low-income families to pay for college.<br>Availalbity of state need-based financial aid<br>Average amount of student loans. |
| Washington | Raise educational attainment to create prosperity, opportunity. | Maintain the state's leadership role in providing need-based financial aid by expanding and refining need-based financial aid programs to serve more low-income students.<br>Provide clear and comprehensive information about admission procedures and financial aid and improve the simplicity and transparency of financial aid administration.<br>Reduce student indebtedness by providing accurate information and advising about alternatives to borrowing and expanding need-based financial aid to middle-income students and families. |
| North Carolina | Increased Funding with Accountability | Provide funding to target schools and children most in need, from new child and family support teams, the creation of the Disadvantaged Student supplemental Fund, and fully funding the Low Wealth Fund for the first time in the state's history. |
| | Earn Grants | Allow approximately 25,000 students from low and moderate-income families to receive up to $8,000 of financial aid over two years. |
| Indiana | Ensure all academically qualified Indiana residents are able to study at the postsecondary level irrespective of their financial circumstances. | Indiana must aspire to increase its commitment to need-based financial aid, and be a national leader in having a coordinated, transparent, and easy-to-access financial aid process for all students by 2009 (ICHE, State Student Assistance Commission of Indiana, Indiana's colleges and universities). |

| | | |
|---|---|---|
| Arizona | Increase available student financial resources | Leveraging Educational Assistance Partnership (LEAP) and Arizona's Federal Funds Increase.<br>Private Postsecondary Education Student Financial Assistance (PFAP) (forgivable loan).<br>Postsecondary Education Grant (PEG) Program (forgivable loan).<br>Early Graduation Scholarship Grant Program (forgivable loan).<br>Student Financial Assistance Repayment Programs.<br>Arizona Oversight of State Student Loan Guarantor.<br>Arizona Family College Savings Program (AFCSP). |
| New York | Student Needs | Access to quality and affordable education.<br>Less reliance on loans, especially high interest loans. |
| Economy: | | |
| State | Goal | Indicator |
| Oregon | Learners are well prepared for educational advancement, employment, and citizenship | Participation rate, success rate, and second year persistence rate of PK-12 students into OUS and community colleges (DOE). |
| | Education Enterprise services further benefit Oregon's economy and communities. | External resources (funds and volunteers) per state dollar invested in statewide public services (OUS).<br>Sponsored research dollars per faculty at research universities (OUS).<br>License income per $100M research per year (OUS). |
| | Oregon workers and businesses workforce and training needs are consistently met. | Percent of graduates employed and/or continuing education (OUS).<br>Percent of at-risk or adult workforce clients who obtained employment upon exiting programs (CCWD).<br>Percent of SBDC clients who have business startups (CCWD).<br>Percent of business startups that survive for three years (CCWD).<br>Percent of graduates working in Oregon (OUS). |
| Minnesota | Create a responsive system that produces graduates at all levels who meet the demands of the economy. | Of all degrees awarded, what percentage were awarded in science, technology, engineering, and mathematics?<br>Of all degrees awarded at each level, what percentage were produced in health care and related fields? |
| | Contribute to the development of a state economy that is competitive in the global market through research, work force training and other appropriate means. | What was Minnesota's relative position in its national share of academic research?<br>How does the University of Minnesota compare to other flagship research institutions?<br>What were the total expenditures on research and development as a proportion of gross state product? |

| | | |
|---|---|---|
| Kentucky | Are Kentucky's people, communities, and economy benefiting? | Extramural research and development funding per capita.<br>College graduates remaining Kentucky to live and work.<br>Degree and other credential production in focus fields.<br>Workforce training and assessment. |
| Washington | Promote economic growth and innovation. | Expand bachelor's and advanced degree programs in science, technology, engineering, mathematics and health sciences and mid-level degree programs in the construction trades, health care, early childhood education and other middle-wage occupations.<br>Improve student interest in and preparation for programs in high demand by employers.<br>Invest in university- and college-based research that improves student learning and drives innovation and economic growth. |
| North Carolina | 21st Century Schools | Launch the first Center for 21st Century Skills. The Center is focused on changing North Carolina's education system to ensure that students leave school better prepared to succeed in the global economy. |
| Indiana | Contribute to a dynamic, cutting-edge economy by collaborating with government and business to create a well-prepared, world-class workforce; to advance human knowledge; to enrich the culture, and to improve the quality of life of Indiana and its residents through high quality research and creative activity, which where appropriate, will be supported by an increasing level of external funding. | Indiana must aspire to rapidly implement or expand programs that respond to critical state and regional workforce needs, and be among the top Midwestern states in both total and federal research and development expenditures per capita by 2012 (Indiana's colleges and universities, ICHE, Indiana Department of Workforce Development). |
| New York | State Needs | More citizens having access to higher education to meet future economic and workforce needs.<br>Research |
| | Institutional Needs | Capacity (human and fiscal resources) to assist in meeting student needs along with the State's workforce, economic, and societal needs. |



# Appendix B – Model Framework

The Commission began by creating a simple framework to guide its thinking as it began to conceptualize the model, as shown in the following schematic. Early on, the 40% 40% 20% state goal for educational attainment became the main driver for model design. This overarching goal is supported by the Quality Education Goals and Benchmarks, which the Commission reviewed and embellished.

The schematic also depicts the current 'AS IS' Postsecondary Education System by major program areas, current number of students, costs, and outcomes and assumes that the transformational changes needed in the system will require modifications in programs, resources, and policies to meet the state goal.

A key function of the model will be to estimate the number of students that must be educated to meet the state goals by 2025 and to identify the types of interventions that will be most effective.

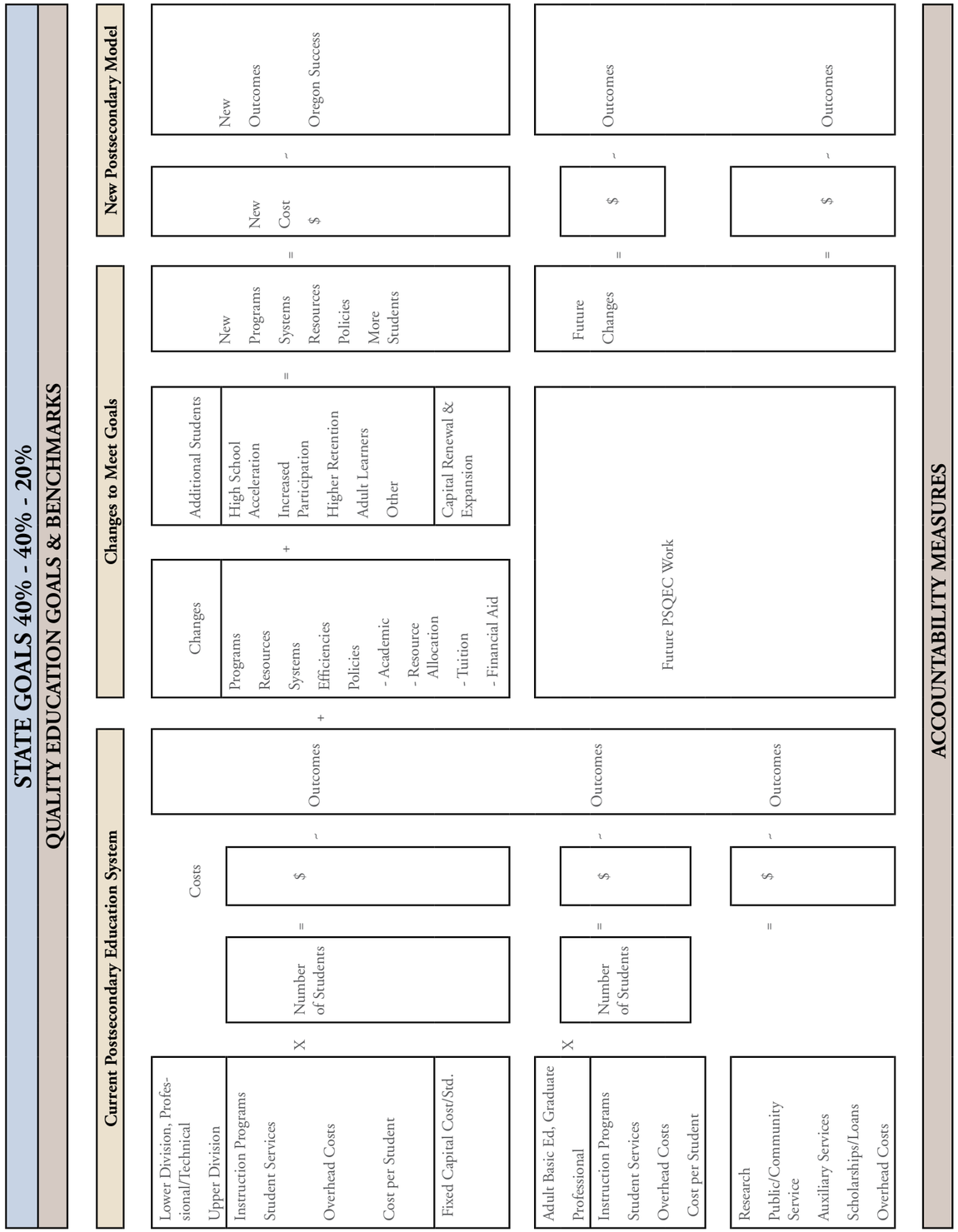
The schematic also indicates that the work of the Commission will be phased over a number of years, beginning with a focus on lower division and professional/technical students and then integrating other critical postsecondary instructional functions into the model over time.

Now in the early stages of model development, the Commission is building the 'pipeline' portion of the Model, which will focus on degree and certificate production. It will be designed to identify points along the postsecondary education pipeline where an increase in successful completions would significantly close the gap between current achievement and 40% 40% 20%.

Initially, revenues will be used as a proxy for actual costs with the expectation that cost estimates will be integrated into the model over time.

A summary of the pipeline model development to date is found in Part 4 of this report.

The Commission has identified the 'Quality' of degrees and certificates achieved as a key issue that it will begin to address in the coming months, recognizing that a focus on quantity of degrees and certificates alone is not sufficient to meet state goals and support the transformation of Oregon's economy.




# Appendix C – Background on Postsecondary System

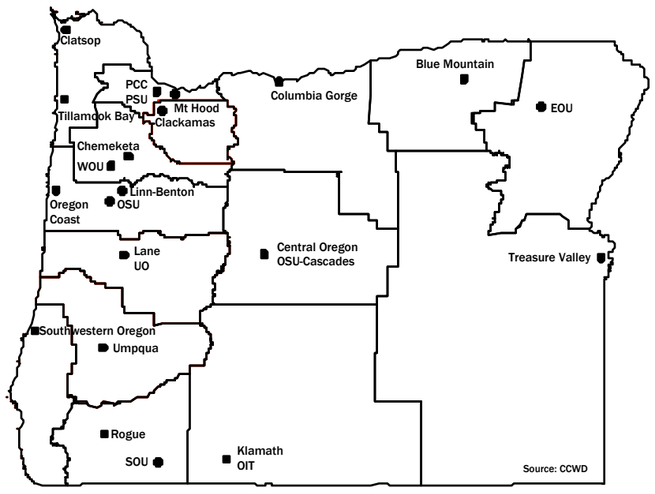
## CCWD and Community Colleges

### What Community Colleges Do

Oregon has 17 community colleges located throughout the state. Community colleges specialize in instruction that is directed toward preparing students for a particular job (known as career and technical education) or preparing students to complete a degree at a four-year university as well as foundational skills such as basic skills, GED and English Language Acquistion, and continuing education.

Community colleges award two types of credentials.

- Associate's degrees are granted to students who have completed a two-year course of study that is designed to provide an education in a major area. Some associate programs are designed to facilitate transfer to a university to complete a four-year degree. Other associate programs are designed to prepare students for a particular occupation. All associate degrees include a core of general education requirements.
- Certificates are granted to students who have completed a course of study that is designed to prepare them for a specific job. Certificates usually require less coursework than an associate's degree. They frequently require one year of study, but some are designed to be completed in a quarter or two.




Community colleges offer programming in a multitude of areas, and it is common for colleges to offer both certificates and associate's degrees in a particular area. Examples of programs that are offered at many colleges include:

- Accounting
- Business Administration
- Computer Applications
- Computer Science
- Hospitality Management
- Retail Management
- Nursing
- Emergency Medical Technology
- Criminal Justice
- Early Childhood Education
- Instructional Assistant
- Automotive Technology
- Construction Technology
- Electronics Technology
- Network Technologies
  - Welding and Fabrication

All colleges also offer basic coursework in many areas that can be applied to a degree at a four-year institution that include:

- Foreign Language
- English
- History
- Art
- Music
- Math
- Biology
- Chemistry
- Physics
- Agriculture
- Social Sciences

There are also many programs that are exclusive to a few colleges or even a single campus. Examples include:

- Aviation
- Journalism
- Dental Hygiene
- Massage Therapy
- Mental Health
- Physical Therapy
- Social Work
- Graphic Design
- Building Inspection
- Truck Driving
- Environmental Management
- Hazardous Materials
- Geographic Information Systems
- Maritime Science
- Turf and Landscape
- Culinary Arts
- Winemaking

Generally speaking, community college missions are focused more on teaching and less on research and service activities that are emphasized at universities. They offer many programs that universities do not. Of these, the career and technical programs are often very expensive to operate, requiring low student to teacher ratios and specialized equipment.

A degree from a community college is helpful, but not required, for admission to a four-year institution. Many students attend courses at community colleges and transfer to a university without obtaining a degree. Some of those students participate in dual enrollment programs, which allow students to attend a community college and a university while seeking a bachelor's degree. Additionally, many students will take coursework to upgrade their skills and job prospects but not achieve a certificate. Therefore, it is difficult to assess community colleges from the perspective of graduation rates or dropout rates, as attending courses without obtaining an associate's degree or certificate is not necessarily indicative of an unsuccessful outcome for some students.

### How Community Colleges are Governed

Community colleges are independent entities governed by locally-elected boards of directors. Each board has the authority to set policies for their college, present the voters with property-tax funded construction bonds, and hire a president who serves as the administrator of the college.

While colleges have considerable flexibility due to their local governance, they are part of a state system, rely on the state for a major part of their funding, and are subject to state laws and policies governing community colleges. The State Board of Education is appointed by the Governor and sets policy for public schools and community colleges in Oregon, also known as the K-14 system. The State Board is responsible for approving all new associate's degree and certificate programs. Led by a Commissioner appointed by the State Board, the Oregon Department of Community Colleges and Workforce Development (CCWD) is the state agency that implements these policies and maintains central databases on community colleges, faculty, staff, students, and finances. CCWD administers state funding and federal funds related to programs like the Workforce Investment Act, working along with other state agencies, such as the Oregon Department of Education's Office of Professional Technical Education.



## Oregon Community Colleges

**Blue Mountain Community College**
(2007 enrollment, 1,782), located in Pendleton, with centers in Hermiston, Milton Freewater, and Baker City.

**Central Oregon Community College**
(2007 enrollment, 4,400), located in Bend with a center in Redmond. The Oregon State University – Cascades Campus is located on Central Oregon's Bend campus.

**Chemeketa Community College**
(2007 enrollment, 7,255), located in Salem, with campuses in McMinnville and Woodburn and centers in Dallas and Santiam.

**Clackamas Community College**
(2007 enrollment, 6,613), located in Oregon City, with centers in Milwaukee and Wilsonville.

**Clatsop Community College**
(2007 enrollment, 1,262), located in Astoria, with a center in Seaside.

**Columbia Gorge Community College**
(2007 enrollment, 960), located in The Dalles, with a center in Hood River.

**Klamath Community College**
(2007 enrollment, 861), located in Klamath Falls.

**Lane Community College**
(2007 enrollment, 8,616), located in south Eugene, with centers in downtown Eugene, the Eugene Airport, Cottage Grove, and Florence.

**Linn-Benton Community College**
(2007 enrollment, 5,290), located in Albany, with centers in Corvallis, Lebanon, and Sweet Home.

**Mt. Hood Community College**
(2007 enrollment, 7,588), located in Gresham, with a campus in northeast Portland.

**Oregon Coast Community College**
(2007 enrollment, 507), located in Newport, with centers in Lincoln City and Waldport.

**Portland Community College**
(2007 enrollment, 24,353), located in Portland, serves west Multnomah and Washington counties and has three major campuses. Cascade Campus is located in north Portland, Rock Creek Campus is near Beaverton, and Sylvania Campus is in southwest Portland near Lake Oswego and Tigard. PCC has centers located in central eastside Portland, northeast Portland, southeast Portland, Hillsboro, and Beaverton.

**Rogue Community College**
(2007 enrollment, 4,398), located in Grants Pass, with campuses in Medford and White City and centers in Grants Pass, White City, and Kerby.

**Southwestern Oregon Community College**
(2007 enrollment, 2,344), located in Coos Bay, with campuses in Brookings, Gold Beach, and Port Orford.

**Tillamook Bay Community College**
(2007 enrollment, 313), located in Tillamook, with a center in Nehalem.

**Treasure Valley Community College**
(2007 enrollment, 2,010), located in Ontario, with a campus in Caldwell, Idaho and centers in Nyssa, Burns, and Lakeview.

**Umpqua Community College**
(2007 enrollment, 2,122), located in Roseburg.

## Financing

Historically, the major source of funding for community colleges was the property tax, which was set by the locally-elected community college board. In the 1990s, voters approved ballot measures to cut and limit increases to property taxes. Now, the major source of funding is the state general fund (the income tax), followed by tuition/fees and the property tax.

State support for community colleges has been cyclical. To make up for cuts in state funding during the recession earlier in the decade, colleges raised tuition (61% over the last five years, on average) and cut the number of course sections offered (from 93,296 statewide in 2001-02 to 86,825 in 2005-06). As community college students are highly price sensitive, it is not surprising that student enrollment dropped from 102,119 FTE in 2001-02 to 91,401 FTE in 2005-06. Community college is still significantly less expensive than alternatives. One year of resident tuition and fees at a community college is around $3,000; whereas, OUS institutions charge around $6,000 for resident tuition and fees. However, Oregon has the third highest community college tuition among fifteen western states, and the impact of high tuition on enrollment is a formidable barrier to achieving Oregon's 40% 40% 20% educational attainment goal.

## Oregon University System and Campuses

The Oregon University System (OUS) includes the state's seven universities: three large research universities and four smaller regional universities. The OUS is governed by the Oregon State Board of Higher Education, which is appointed by the Governor. The Board hires a Chancellor who is the chief executive and administrative officer of the system. Each individual university is led by a President who is appointed by the Board.

Oregon universities fulfill several missions, including undergraduate, graduate, and professional education, distance learning, research, grant administration, service, public outreach, international programs, library and archival access, continuing education, and athletics. Every institution is different in the programs offered, although all offer a variety of undergraduate degrees for first-year and transfer students. Community colleges are an important source of students who ultimately transfer to four-year OUS universities, and significant efforts have been made to improve the credit transfer process. Through dual-enrollment programs, students can even be enrolled in and take courses at a community college and an OUS university at the same time.

The seven OUS institutions, in descending order of enrollment, are:

**Portland State University** (2007 enrollment, 24,999) is an urban campus located in downtown Portland, with a wide variety of degree options in the liberal arts, sciences, education, business, engineering and computer science, and fine arts. PSU also has a school of social work and a renowned school of urban and public affairs. PSU serves a high proportion of part-time students (over 4 in 10).

**University of Oregon** (2007 enrollment, 20,376), located in Eugene, offers degrees in liberal arts, sciences, computer science, music, and business. The university has significant graduate programs in the liberal arts and social sciences and is recognized for its programs in architecture and allied arts, education, and journalism/communications. Oregon offers programs to the metro region through its Portland facility, and the university is the operator of the Oregon Executive MBA program, which is a collaborative effort among UO, PSU, and OSU. The UO School of Law is the only law school in the Oregon University System.

**Oregon State University** (2007 enrollment, 20,250) is Oregon's land grant university, with the mission of providing educational and outreach benefits to residents across the state. With a main campus in Corvallis, OSU offers degrees in liberal arts, sciences, education, business, engineering and computer science, along with highly regarded programs in agriculture and forestry. Oregon State offers the only professional degrees in veterinary medicine and pharmacy in the Oregon University System. OSU has a large distance education operation (e-campus) and operates a statewide network of extension services, which provide research-based technical assistance to Oregonians. OSU is the operator of a smaller campus (known as OSU – Cascades) in Bend, which serves students in the central Oregon region who may be enrolled in any of Oregon's public universities.

**Western Oregon University** (2007 enrollment, 5,037) is located in Monmouth, Oregon 20 minutes west of Salem. Degrees at WOU are mostly in the liberal arts and sciences, but also include business and computer science. Western offers graduate degrees in education, music, and criminal justice.

**Southern Oregon University** (2007 enrollment, 4,836) is located in Ashland, Oregon. In addition to liberal arts and sciences, Southern offers health, criminal justice, and computer science. SOU offers graduate degrees in education, business, computer science, and theatre studies.

**Eastern Oregon University** (2007 enrollment, 3,433) is located in La Grande, Oregon. Eastern offers programs in liberal arts, sciences, education, and business and operates a large distance education program. Through a cooperative arrangement with Oregon State University, EOU offers programs in agricultural sciences. Eastern also has pre-professional programs in nursing and dental hygiene.

**Oregon Institute of Technology** (2007 enrollment, 3,318) is located in Klamath Falls and mostly offers undergraduate degrees in science and engineering. Oregon Tech also offers degrees related to the health fields, such as health sciences and medical imaging technology, along with pre-professional programs in nursing and dental hygiene. OIT specializes in unique, interdisciplinary science/engineering degrees, such as the new program in renewable energy systems.

## Financing

Universities in Oregon are funded by four major sources: tuition and fees, research grants, donations, and support from the state general fund (the revenue generated by the personal and corporate income tax). Since the voters approved property-tax limitation measures in the 1990s, legislators have devoted more of the general fund to K-12 education and less to universities. In 1990, the state provided $4,292 per student in the university system. By 2006, this contribution had dropped to $2,443. Because of this decline in state support, universities have relied more on the other three sources of revenue, and this has included significant increases in tuition and fees. As a share of median family income, tuition and fees to attend an Oregon public university have doubled over the past 30 years.

## Student Financial Aid

Traditionally, Oregon has been a low-tuition, low-financial aid state. As state support has declined and tuition has risen, it has become significantly more difficult for Oregonians of modest means to afford college. In 2007, the state legislature enacted a broad overhaul of financial aid and appropriated a significant increase in funds to help children from low and middle income families attend college. The program is called the Shared Responsibility Model, and the intention of the program was to provide enough financial aid so it would be reasonable for a student to be able to work their way through college. The increased state grants (called the Oregon Opportunity Grant) are available to students attending public and private universities and community colleges. The program is in the first year of a four-year phase-in; however, it has already attracted strong interest and is oversubscribed. In 2009, the legislature will make a key decision whether to invest additional resources to sustain the Shared Responsibility Model.

# Appendix D – Faculty and Program Quality Data

## Data Request for Faculty and Program Quality Subcommittee

April 29, 2008

For purposes of this list, "less than full-time" means position(s) that are less than the quantity of time for either an academic year, or, regardless of the quantity of time, fewer than the number of academic terms that are considered full-time. Eligibility for benefits is not determinative. References to "teaching/instructional faculty/staff" includes graduate teaching fellows/assistants and any undergraduates teaching.

Data should be for each of the last five fiscal years to/through the most recent available.

- Total number of teaching/instructional faculty/staff in OUS system (by university and by campus and by school or division)
- Total number of teaching/instructional faculty/staff in community college system (by college and campus)
    - Definition(s) of full-time
    - Reference or source of policy containing the definition
    - Titles (e.g., "Professor") used for full-time positions
    - Definition(s) for each and all teaching/instructional faculty/staff positions that are less than full-time
- Reference or source of policy containing the definition(s)
- Titles (e.g., "adjunct," or designations (e.g., term-by term) used for positions that are less than full-time
    - Number and percent of total teaching/instructional faculty/staff who are full time
    - Number and percent of total teaching/instructional faculty/staff who are less than full-time
    - Number and percent of positions that are tenured and tenure-track, or for community colleges, similarly employed
    - Range, Mean, median and mode for length of service for each title used for full-time and for less than full-time positions
    - Listing of instructional qualifications of teaching/instructional faculty/staff positions that are full-time faculty/staff
    - Listing of instructional qualifications of teaching/instructional faculty/staff positions that are less than full-time
    - Number of students taught by full-time teaching/instructional faculty/staff (headcount or FTE)
    - Number of students taught by less than full-time teaching/instructional faculty/staff
    - For courses that are basic courses to meet graduation diploma or transfer requirements (e.g., an English or math or social studies requirement for the degree)
- The number of courses that are taught by full-time teaching/instructional faculty/staff
- The number of students (by headcount and FTE) in these degree-requirement courses taught by full-time teaching/instructional faculty/staff
- The number of courses that are taught by less than full-time teaching/instructional faculty/staff
- The number of students (by headcount and FTE) in these degree-requirement courses taught by less than full-time teaching/instructional faculty/staff
- Number of credit-hours taught by full-time teaching/instructional faculty/staff
    - Number of students transferring to four-year colleges from each community college
    - Makeup of faculty by gender, ethnicity/race, and age (disaggregated by full-time and less than full-time) for OUS and each OUS university, and for each community college
    - Percent of full-time teaching/instructional faculty/staff with offices and office hours in OUS by university and in community colleges by each college
    - Percent of less than full-time teaching/instructional faculty/staff with offices and office hours in OUS by university and in community colleges by each college
    - Hiring process by OUS system (and by university) for full-time teaching/instructional faculty/staff (where different from above) for less than full-time teaching/instructional faculty/staff
- Reference or source of policy describing the process
    - Hiring process by community college system (and college) for full-time teaching/instructional faculty/staff (where different from above) for less than full-time teaching/instructional faculty/staff
- Reference or source of policy describing the process
    - Duties and responsibilities of full-time teaching/instructional faculty/staff with respect to curriculum development, student contact outside of class, and participation in governance and any other major duty or responsibility less than full-time teaching/instructional faculty/staff with respect to curriculum development, student contact outside of class, and participation in governance and any other major duty or responsibility
- Job continuation rights for full-time and less than full-time
- Listing of any studies or reviews on the status of less than full-time teaching/instructional faculty/staff produced by OUS, OUS university, community colleges or any individual community colleges
- Budgeting distinctions between full-time positions and less than full-time positions. For example, are all teaching/instructional faculty/staff positions categorized together? Separately? Other than financial values, what are the distinctions?

Percentage of students taught by full-time instructors at Oregon community colleges.

| | 2002-03 | 2006-07 |
|---|---|---|
| Blue Mountain | 61% | 59% |
| Central Oregon | 57% | 64% |
| Chemeketa | 67% | 63% |
| Clackamas | 58% | 53% |
| Clatsop | 41% | 66% |
| Columbia Gorge | 23% | 25% |
| Klamath | Did not respond | |
| Lane | 57% | 56% |
| Linn-Benton | 62% | 64% |
| Mt. Hood | 53% | 60% |
| Oregon Coast | 28% | 29% |
| Portland | Did not respond | |
| Rogue | 44% | 42% |
| SW Oregon | 62% | 55% |
| Tillamook Bay | 38% | 37% |
| Treasure Valley | Did not respond | |
| Umpqua | 67% | 67% |

Percentage of students taking basic courses to meet graduation diploma or transfer requirements taught by full-time instructors, by section, headcount, FTE, and by credit-hours.

| | 2002-03 | | | | 2006-07 | | | |
|---|---|---|---|---|---|---|---|---|
| | Sections | Headcount | FTE | Credits | Sections | Headcount | FTE | Credits |
| Blue Mountain | 57% | 60% | 65% | 60% | 57% | 62% | 63% | 60% |
| Central Oregon | 57% | 60% | 62% | 61% | 64% | 66% | 69% | 68% |
| Chemeketa | 67% | 65% | 68% | 67% | 62% | 61% | 64% | 61% |
| Clackamas | 59% | 56% | 60% | 64% | 55% | 53% | 55% | 60% |
| Clatsop | 43% | 37% | 41% | 41% | 54% | 57% | 66% | 66% |
| Columbia Gorge | 20% | 18% | 26% | 24% | 23% | 21% | 28% | 27% |
| Klamath | Did not respond | | | | | | | |
| Lane | 57% | 56% | 58% | 62% | 56% | 56% | 60% | 63% |
| LB Contracted | 61% | 61% | 66% | 64% | 65% | 61% | 66% | 63% |
| Mt. Hood | 49% | 50% | 53% | 51% | 57% | 57% | 61% | 59% |
| Oregon Coast | 36% | 24% | 23% | 21% | 33% | 20% | 19% | 22% |
| Portland | 47% | 45% | 47% | 48% | 42% | 43% | 46% | 46% |
| Rogue | 57% | 47% | 50% | 60% | 55% | 44% | 46% | 59% |
| Southwestern OR | 49% | 66% | 65% | 68% | 46% | 53% | 56% | 57% |
| Tillamook Bay | 38% | 28% | 33% | 42% | 34% | 33% | 33% | 35% |
| Treasure Valley | Did not respond | | | | | | | |
| Umpqua | 64% | 68% | | 67% | 68% | 64% | | 73% |



Mean and median for length of service (in years) for each title used for full-time and for less than full-time positions. Several colleges did not report or indicated the question was not applicable. Central Oregon had several categories, so their answer is omitted from the comparison.

| | 2002-03 | | 2006-07 | |
|---|---|---|---|---|
| | Mean | Median | Mean | Median |
| Chemeketa FT | 13.3 | 13.1 | 10.2 | 10.8 |
| Chemeketa PT | 7 | 11.8 | 7.4 | 7.9 |
| Columbia Gorge FT | 5 | 2 | 4 | 4 |
| Columbia Gorge PT | 5 | 3 | 5 | 3 |
| Klamath FT | 2.5 | 2 | 3.6 | 3 |
| Klamath PT | 2.4 | 2 | 3.6 | 3 |
| Lane FT | 12 | 11 | 13.2 | 13 |
| Lane PT | 9 | 6 | 9.3 | 7 |
| LB Contracted | | | 11.1 | 10 |
| LB Noncontracted | | | 3.79 | 3 |
| Rogue FT | 9.1 | 6 | 9.5 | 9 |
| Rogue PT | 2.9 | 2.7 | 4.7 | 4.3 |
| Southwestern OR FT | 8.3 | 7 | 10.3 | 10 |
| Southwestern OR PT | 6.2 | 4 | 5.9 | 4 |

**FTE Studnet Instruction by Faculty and Graduate Assistants**

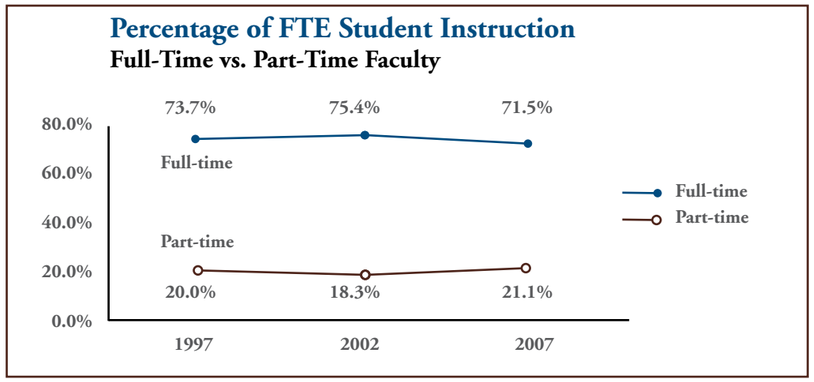
**All OUS Institutions Combined**

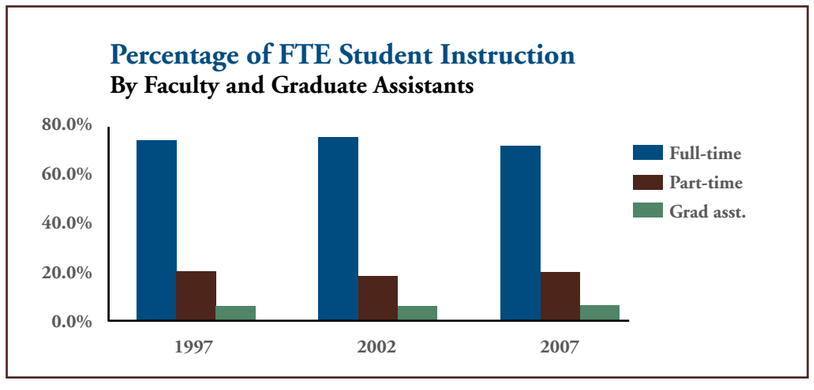
**Fall Fourth Week, 1997 to 2007**

| | Full-time faculty | | Part-time faculty | | Graduate asst. | | Total Student FTE |
|---|---|---|---|---|---|---|---|
| Year | Student FTE | % | Student FTE | % | Student FTE | % | |
| 1997 | 39,535.7 | 73.7% | 10,745.6 | 20.0% | 3,386.6 | 6.3% | 53,667.9 |
| 2002 | 49,874.1 | 75.4% | 12,110.3 | 18.3% | 4,122.2 | 6.2% | 66,106.6 |
| 2007 | 47,93.6 | 71.5% | 14,177.3 | 21.1% | 4,970.2 | 7.4% | 67,079.1 |

**Note: Student FTE for which the instructor of record is unknown (5% to 6% of overall student (FTE has been distributed proportionately between full-time and part-time faculty.**

Source: OUS institutional Research Services, files run from October 31 payroll, 1997. 2002. 2007.






# Notes & Bibliography

## Notes

Page 26 – A famous example of the ecological fallacy was Stack and Gundlach's 1992 study that linked country music to suicide because cities with a high proportion of country-music listeners had above average rates of suicide. The problem is apparent: because the unit of analysis is the city, we have no idea whether or not the people who committed suicide were actually country music listeners. For more, visit http://www.jstor.org/pss/2580303.

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