Oregon University System

Oregon State Board of Higher Education
Excellence in Delivery and Productivity

DRAFT POLICY PACKAGE PRIORITIES

This draft of priorities is reluctantly put forward. The reluctance derives from the quality of each of the packages brought forward through the EDP workgroup and the huge potential for student-centered improvement in post-secondary education that could come from funding all packages. We worked to apply criteria that result in a set of highest priority packages. Funding these 5 packages would ensure progress on each of the important fronts that has drawn our attention and the extraordinary hard and collaborative work of many colleagues over the current biennium; alignment of curriculum and processes across the sectors, ease of participation and transfer across and within the sectors, strengthening the technology infrastructure across and within the sectors to support access, participation, transfer, and accountability.

#1 Education System Alignment/General Education
$624,000 for 2007-09

#2 IDTS and ATLAS implementation/OFAX/ATLAS Phase II
$1,356,170 for 2007-09 (OFAX =$700,000; IDTS = $360,420; $295,750;)

#3 Oregon Student Support Services for First Generation Students
$2.2 million for each of the next three biennium

#4 OPAS – Oregon Pre-Engineering and Applied Sciences
$1,100,000 ($202,000 one time costs, $898,000 recurring costs)

#5 The Virtual University Center for Rural Oregonians and Statewide Virtual Learning Coordination
$1,859,980 ($1,109,980 for Rural Oregonians pilot, $750,000 for coordination)

Title: Promoting college and university readiness: Support for collaboration by high school, college and university faculty in Writing, Mathematics and other General Education areas.

Governor's Policy Initiative: Student Centered Alignment: Develop an aligned education enterprise

Description:

Successful transitions from high school to college, and from 2-year college to 4-year institution, require mastery of fundamental skills in reading, writing and mathematics, as well as effective introduction to subjects such as social science, humanities, and natural science. Equally important, high school graduates need to have practiced the analytical thinking that will characterize their work toward associate or baccalaureate degrees. All of this is evident, but not easy to achieve. Academic cultural distinctions, combined with the insulating effect of separate administrative structures, mean that instructors in different educational sectors often operate without knowing, except in broad outline, the content of courses that precede or follow their own. Likewise, there is no systematic way to verify the similarity of courses whose outcomes are intended to be the same. As a result, serious instructional gaps can develop – gaps that interrupt students' intellectual development and promote a sense of futility and defeat. This proposal will create a mechanism for detecting and eliminating these destructive gaps through regular and direct communication among faculty teaching at two critical interfaces: high school to college/university and 2-year college to 4-year college/university.

This proposal will bring high school, community college, and university faculty together to examine what they teach, particularly in fundamental subjects such as Mathematics and Writing, and how they determine what students have mastered. The specific projects described below are intended to establish a new collaborative structure that will persist and expand to other subjects. The projects are deliberately limited in scope so as to make them practical as a starting point, but we expect them to catalyze systemic change.

We propose to bring high school, community college and university faculty together to

1. **align the content and level of Mathematics and Writing courses that are at the high school/college interface;**

2. **test a new outcomes framework to determine the equivalence and transferability of General Education courses at the college/university interface.**

Project 1. builds on the earlier success of statewide groups in Writing (OWEAC), Mathematics (OMEC), and Computer Science, and will complement Oregon's Pre-engineering and Applied Sciences (OPAS) education effort. The project has 3 specific goals:

- One goal is to insure that college-level courses that are taught in all three sectors (introductory Writing and beginning Calculus, for example) introduce all students to the same concepts, and do so at the same level of detail and sophistication.

- The second goal is to examine the courses that immediately precede college-level work (courses typically taken by high school juniors and seniors) to verify that their content will position students to succeed in the coursework that follows. The focus on Mathematics will support the review and revision of K-12 Mathematics Grade-Level Standards that began in November 2005 and will be finalized in April, 2007. It may also be useful for the joint faculty groups to consider the use of placement tests across the state. At present, multiple Math placement tests are in use, and some variation is essential for reliable placement in the specialized programs offered by diverse institutions. In addition, however, a common understanding of the most widely-used tests would be helpful to students in high school and beyond. If the Math placement tests used by colleges and universities were available in high schools, teachers would be able to communicate college-level expectations to all of their students. Further, the Oregon Department of Education might want to investigate the utility of well-calibrated placement tests as measures of student mastery of the tentatively planned $11^{th}/12^{th}$ grade standards.

- The third goal, which is related to the second goal, is to create a mechanism for fostering long-term collaboration among teachers in all three sectors on the formulation and refinement of high school "Course Statements" – that is, descriptions of what courses of particular kinds should include. Joint work will insure that the statements describe knowledge and skills that are truly college-preparatory, and that the statements are also realistic and specific enough to be useful to high school teachers. In the case of Mathematics, these concepts and skills will be cross-walked to the K-12 Mathematics Grade-Level Standards in order to foster communication with a broad population of high school teachers. The collaboration required to achieve this goal could evolve to include periodic review of college-level courses taught in high school, along with their college/university counterparts, by 3-sector faculty groups similar to those described below for Project 2.

Project 2. takes advantage of the momentum generated by current statewide attention to General Education. Senate Bill 342, passed in 2005, called for better articulation and alignment of the educational enterprise, and as one approach, asked for an outcomes-based framework for General Education. The drafting of this framework, and its consideration by the full faculty at each community college and public university, will likely be completed in the current biennium (2005-07). Its successful application, however, will require regular and continuing communication among faculty in each of the General Education disciplines. At present, there are six such disciplines, corresponding to the broad subject areas within the AA/OT. Revision of this transferable degree could add areas in the future.

This proposal is to support meetings of community college and university faculty as they begin to base course transferability decisions on the new General Education Outcomes Statements and Course Criteria. In the short term, we anticipate that this new decision-making process will inspire confidence that course equivalencies on paper correspond to equivalent educational experiences for students. In the longer term, we expect that these collegial interactions among faculty will generate new ideas for courses and curricula, and will lead to improvements in General Education throughout the state. The work of these groups could also provide a model for examining high school courses that are equivalent to college courses or serve as pre-requisites for them.

Outcomes expected from the four projects in this Policy Package:

Draft

1. High school courses will be more effective in preparing students for college work in Writing and Mathematics because the courses will be designed and delivered with an understanding of the content of the college courses that follow them. Moreover, students who take college-level courses in various subjects while still in high school will be confident that their experiences are truly collegiate ones.

2. The efficiency of students' use of college/university credits will increase as a result of better articulation of their General Education coursework.

3. Requirements, Rewards, and Recognition: We anticipate that the joint work initiated with these projects will lead to clear pathways for demonstrating proficiency in college-preparatory subjects. Multiple options will be available and these will be calibrated with one another so that the results by any method will be comparable. Cross-sector collaboration will help set realistic requirements and appropriate rewards and recognition for student achievement.

Performance Indicators:

- Understanding in all three sectors of the kinds of Writing and Mathematics courses that allow students to progress.

- More informative descriptions of college-preparatory courses in all subjects.

- Objective analysis of the effect of removing curricular gaps. As soon as it becomes available, we plan to use the Oregon P-20 Information System (described in OUS Policy Option Package # __) to track students' academic history. We anticipate that this system, which will link student records in all 3 sectors, will be available for Fall 2009. It will allow us to correlate particular patterns of high school coursework with placement test levels and with subsequent academic performance in community college and university.

- Reduction in the time and number of credits students use to complete the General Education part of their degree work. We will be particularly interested in these data for transfer students, since improved articulation based on the Outcomes/criteria framework, should eliminate unnecessary repetition of General Education courses.

Budget

Under development

Draft

Title: Integrated Data Transfer System (IDTS) and Articulation Transfer Degree Audit System (ATLAS) Implementation

Board's Policy Initiative: Student Centered Alignment- IDTS/ATLAS implementation

Description:

1. Expansion of high school use of Integrated Data Transfer System (IDTS)

   With the statewide infrastructure for the electronic submission of high school transcripts built in the 2005-07 biennium, additional high schools need to be individually added in order to take full advantage of the system's capabilities.

   The purpose of this activity is to continue the data integration started with the IDTS project. In the 2007-2009 biennium, enhancements of the existing IDTS capability will be needed to build extracts for the KIDS data warehouse models under development by ODE. A "Tech Integrator" will need to be staffed to add high schools to the system, serving as a combination system administrator and help desk operator. This person will work with the Office of K-16 Alignment in the Chancellor's Office to recruit additional high schools into the system and assist these schools with access, testing, and utilization of the IDTS.

2. Advisor training
   a. college advisor training using IDTS data
   b. college advisor training using ATLAS
   c. high school recruitment, training, and implementation

   The purpose of these activities is to enable advisors from OUS institutions (potentially connected to community college funding for the same purpose) to fully use ATLAS resources and IDTS transcripts for advising purposes. This funding would bring together faculty at each campus to receive training regarding the functionality of each system, and would begin to develop best practices from advisors with regard to the data available.

   This package would also make high school counselor training available in order to provide appropriate advising for high school students about college preparation, and facilitate the use of ATLAS by high school students who possess college credits prior to college enrollment. Dissemination of this training would be conducted in cooperation with ODE and with ESD's around the state.

Outcomes:

- Trained advisors on all OUS campuses
- A population of high school counselors conversant with IDTS and ATLAS for advising purposes
- Improved advising for high school and OUS students regarding college preparation, course articulation, and degree pathway completion.

Performance Indicators:
To be developed

Budget Outline:
All one time costs-

Positions requested-
OUS Tech Analyst (.2 FTE), $27,800, OPE= 12,900
OUS Web Training Designer (1.0 FTE), 117,500, OPE= $57,500
Administrative Assistant (.5 FTE), $36,000, OPE= $22,000
Services and Supplies – $86,720

Title: Articulation Transfer Linked Audit System (ATLAS)

Board's Policy Initiative: Student Centered Alignment- ATLAS Phase II

Description:
Phase II of ATLAS: Expand OUS ATLAS completion

In 2005-07, the Chancellor's office provided funds to begin the implementation of software allowing students and advisors to efficiently evaluate course credits and degree requirements through an internet interface dubbed "ATLAS". These limited funds were used to purchase and install the software, and start the process of updating course articulation practices and degree audit pathways. Campuses then used remaining funds to bring up high volume degrees and critical functions of the system. With the exception of PSU, who started independently several years earlier, ATLAS remains largely incomplete.

The purpose of Phase II of ATLAS is to enhance the work completed with Chancellor's Office funding in 2006-07. In 2007-09, all 7 OUS institutions will complete the "receive" mode to allow students to evaluate course articulation and conduct unofficial degree audits. The system completed by June 2007 should allow students to link coursework among OUS institutions and many community colleges with other OUS institutions. What is needed in the next biennium is funding to expand the completion of OUS campus implementation to include all targeted degrees and programs and increase usability by adding desirable features included with the CAS software. Funding will also provide "send" functions from all community colleges so that students can import unofficial transcript records into ATLAS, simplifying the course articulation and degree audit processes.

Outcomes:

- All high volume, targeted degrees and programs will be available for students to conduct degree audits and explore course articulation at OUS institutions
- Campuses will activate all locally determined desirable CAS functions
- All 17 community colleges will have "send" capabilities to enable unofficial transcript upload

Performance Indicators:
To be developed

Budget Outline:
All one time costs-
Positions requested- Tech Analyst, .5 FTE, $69,500, OPE= $32,250
Services and Supplies – $194,000
Capital Outlay – $0

EDP Priority Packages

OREGON DEPARTMENT OF COMMUNITY COLLEGES AND WORKFORCE DEVELOPMENT

Mission: To contribute leadership and resources to increase the skills, knowledge and career opportunities of Oregonians.

2007-2009 CCWD Agency Request Budget
DRAFT Summary Policy Package Proposal

Title: Statewide Financial Aid Data Exchange System

Which funds will be used request to be used? General Fund

Policy Initiative: This initiative continues the delivery of seamless student services affecting dual enrolled and degree program initiatives across the education enterprise.

Description:
Accelerated option for high school students, the Oregon Healthcare initiative (name POPS associate with healthcare) and degree completion programs serve students attending multiple post secondary institutions simultaneously. The Oregon Student Assistance Commission developed the OFAX to ensure that financial aid data can move seamless meeting critical deadlines and promoting student retention and completion. The next step is to implement at each of the public post secondary institutions and OHSU the technical and process capability.

How it will be achieved:
This package implements for all 24 public post secondary institutions and OHSU the Oregon Financial Aid Exchange (OFAX) capability. This effort builds upon the Integrated Data Transfer of electronic student data funded in the 2005-07 biennium by the inclusion of federal and state financial aid data.

2. IDTS & ATLAS IMPLEMENTATION, OFAX, and ATLAS Phase II

Expected Outcomes:

- All 24 institutions and OHSU will be OFAX capable.
- All 24 institutions will begin using OFAX with trading partners as soon as OFAX is implemented.
- Students attending multiple institutions or transferring between institutions will have access to financial aid more readily affecting persistence and completion rates.

Governor's Principles: This package service to accomplish each of the Governor's lifelong learning principals.

OREGON DEPARTMENT OF COMMUNITY COLLEGES AND WORKFORCE DEVELOPMENT

Mission: To contribute leadership and resources to increase the skills, knowledge and career opportunities of Oregonians.

Performance Indicators: The outcomes of this effort support each of the performance measures of DCCWD. These are outlined below. As students …

2007-09 KPM#	PROPOSED 2007-09 Key Performance Measures (KPMs)	Change from 2005-07	Page #
1	GED CERTIFICATES ISSUED – Number of GED certificates issued annually.	New data	
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7	INCUMBENT WORKER WAGES -- Percentage of incumbent workers who obtained employment with at least --% of prior earnings.	New measure	
8	BASIC SKILLS/ESL LEVEL COMPLETION -- Number of students completing a basic skills or ESL level.		
9	COMPLETION OF BASIC SKILLS/ESL -- Percentage of students enrolled in a basic skills or ESL program who complete successfully.	New measure	
11a	NURSING ENROLLMENT -- Number of students enrolled in a Nursing program.	New measure	
11b	NURSING COMPLETION -- Number of students who successfully complete a Nursing program.	New measure	
13a	BUSINESS PLAN COMPLETION – Percent of pre-venture/start-up clients who complete a business plan.	New measure	
13b	BUSINESS START-UPS – Percent of OSBDCN Segment 1 clients who start a business.	New measure	
16	LICENSING/CERTIFICATION RATES -- Oregon and national pass rates for licensing and certification tests previously reported in this measure.	New wording	
17	PROFESSIONAL TECHNICAL DEGREE/CERTIFICATE COMPLETION -- Number of professional-technical degrees and certificates awarded.		
18	ASSOCIATE DEGREE COMPLETION -- Number of Associates degrees awarded.	New measure	
19a	NUMBER OF ADMITTED TRANSFERS TO OUS -- Number of newly admitted undergraduate transfers from Oregon community colleges to OUS institutions.	New measure	
19b	PERCENT OF ADMITTED TRANSFERS TO OUS – Percentage of community college students newly admitted as undergraduate transfers from Oregon community colleges to OUS institutions.	New measure	
20	PROGRESS OF TRANSFER STUDENTS -- Progress of community college students who transfer to OUS institutions.	New measure	
22	HIGH SCHOOL PARTICIPATION -- Number of high school students enrolled in community college CREDIT programs.		
23a	AFRICAN AMERICAN ENROLLMENT -- Each minority's proportion of total enrollment as a percentage of each minority's proportion of the general population, by racial/ethnic group. A. African American.	New measure	
23b	ASIAN/PACIFIC ISLANDER ENROLLMENT -- Each minority's proportion of total enrollment as a percentage of each minority's proportion of the general population, by racial/ethnic group. B. Asian/Pacific Islander	New measure	
23c	HISPANIC/LATINO ENROLLMENT -- Each minority's proportion of total enrollment as a percentage of each minority's proportion of the general population, by racial/ethnic group. C. Hispanic/Latino.	New measure	
23d	NATIVE AMERICAN ENROLLMENT -- Each minority's proportion of total enrollment as a percentage of each minority's proportion of the general population, by racial/ethnic group. D. Native American.	New measure	

Staffing Impact: CCWD will not have positions through this effort.

The efforts of this project will be coordinate through a solicitation from community colleges, secondary schools, other educational enterprise partners, or universities to support this coordination.

$700,000 impact

Project monitor	$125,000
Travel/Meeting	$ 12,000

Support to Colleges $563,000

Cost per college (24 and OHSU) Average $22,520

2007-2009 CCWD/OUS
Policy Package Proposal

Revised 5/3/06

Title: Oregon Student Support Services for First Generation Students

Policy Initiative: Excellence in Delivery and Productivity (More, Better, Faster)

Description:
Several community colleges and OUS institutions have received federal TRIO funding for Student Support Services (SSS) programs. These programs provide special services for first generation, low income and/or disabled students. Services have included individualized academic advising, financial aid assistance, study skills, career guidance, academic progress review, and other activities designed to promote student success.

These programs have been very successful. According to the U.S. Dept. of Education 2004 Program Performance Report, 68% of SSS participants complete at least an Associates degree at any college within six years. At Portland Community College, the 170 SSS participants have had an 88% persistence rate, and an overall grade point average of 3.11.

The goal of this program is to improve service for low income, first generation, and/or disabled students, by providing time-tested support services for a thousand new students in Oregon, who are not currently being served by federally funded TRIO programs.

Expected Outcomes:
Increased retention of first generation, low income, and/or disabled students.
Increased number of students completing associate's degrees and certificates, and/or transferring to four-year institutions.

Performance Indicators:
Course completion.
Term-to-term persistence.
Degree and certificate completion rate.
Transfer
Satisfactory academic progress

Budget Outline:
1000 students x $1000 = $1,000,000 + $100,000 for administrative costs = $1,100,000 per year

2007-09: $2,200,000
2009-11: $2,200,000
2011-13: $2,200,000

2007-2009 OUS Agency Request Budget
Policy Package Proposal
Draft, 5/1/06

Title: Oregon Pre-engineering & Applied Sciences – Enhancing Opportunities for Oregonians to Participate in the Growth of Oregon's Economic Clusters

Agency Request 2007-2009:

General Fund	$1,100,000
Other Funds Limited	0
Other Funds Non-limited	0
Total	$1,100,000

Policy Initiative: Enhanced access, improved alignment, efficient transfer, enhanced academic excellence, increased number and diversity of Oregonians with advanced skills to participate in the growth of Oregon's economic clusters.

Description: Representatives from all educational sectors, industry, and non-profits have come together to create a statewide initiative for pre-engineering & applied sciences. This work was begun at a statewide summit in September 2005 co-sponsored by OUS, ODE, CCWD, and two foundations. It is being carried forward by a steering committee and a set of subcommittees covering the following areas:

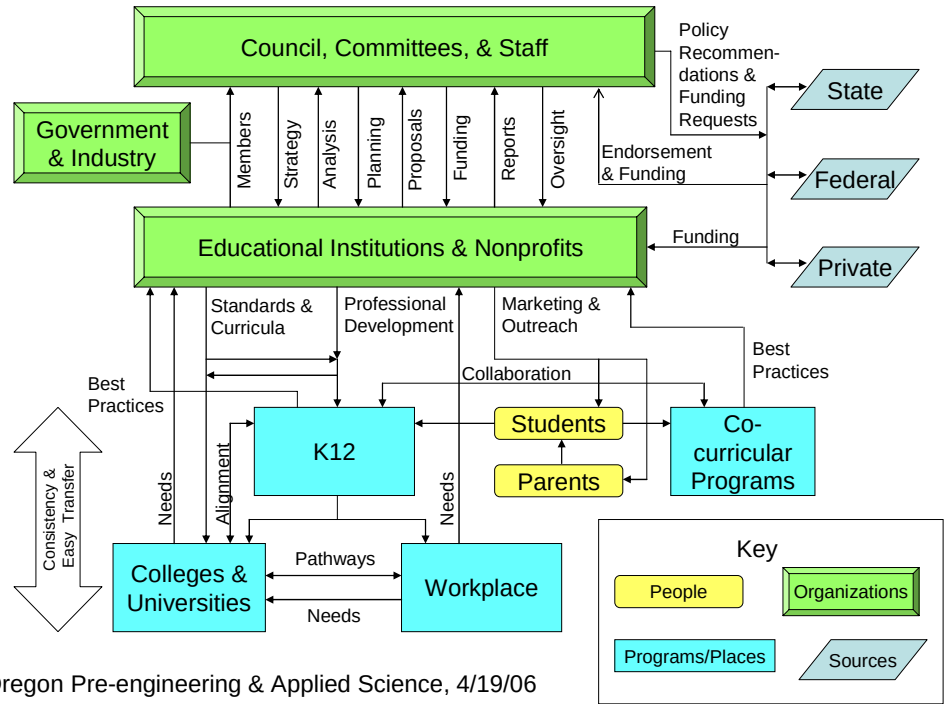
- Alignment and coordination: system-wide
- Alignment and coordination: curricular and co-curricular
- Standards, courses, and curricula
- Student success: access, motivation, and retention
- Career and degree pathways
- Instructional Professional Development
- Diversity
- Marketing

OPAS is working on developing the following opportunities:

- **Standards & Curricula:** Enhance K-20 science, technology, engineering & mathematics (STEM) standards and curricula. Provide all students engaging experiences that
    - provide insight into the relevance of these subjects to solving problems in the real world so as to provide motivation to pursue challenging technical fields;
    - develop research and problem solving skills necessary in college and the workplace; and
    - ensure literacy in science and technology and preparation for the next level of study and work.
- **Alignment:** Support the development and implementation of policies and practices throughout the educational system that
    - increase the *consistency between standards and assessment* at one level *and* the *prerequisites* for the next level; and
    - assure that *credit can be easily transferred* in the pursuit of an associate's degree or a bachelor's degree.
- **Professional Development:** Grow and enhance professional development programs that allow K12 and college faculty to more effectively deliver STEM curricula and assure consistency between the outcomes of courses and the prerequisites of subsequent courses.

- **Pathways:** Create a customizable framework for career and degree pathways in applied science and engineering.
- **Collaboration:** Facilitate the adoption of appropriate *best practices* from the traditional classroom in co-curricular programs and vice versa. Integrate engaging experiences and skill development featuring research methods and problem solving into the delivery of curricula to enhance motivation, understanding, and retention of both key principles and detailed knowledge.
- **Marketing and Outreach:** Initiate and enhance marketing and outreach efforts to assure that all students, parents and school personnel understand the educational and career opportunities available to students and the steps required to reach them.
- **Diversity:** Make these opportunities available to students *regardless of gender, race, or socioeconomic background,* with specific focus on under-represented populations.

These opportunities are diagramed below:



Oregon Pre-engineering & Applied Science, 4/19/06

Expected Outcomes:

This investment will

- increase the opportunity for Oregonians to gain insight into technical careers,
- add relevance and thus motivation to the learning of mathematics and science
- provide concrete examples and hands-on experiences, increasing the depth of understanding and subsequent retention of the knowledge and skills
- complete other efforts to enhance mathematics and science education
- bring together best practices from the curricular and co-curricular world
- enhance the teaching skills of Oregon's teachers
- reach out to students and parents throughout Oregon to give them a better understanding of the opportunities available to them and the steps required to take advantage of them.

Performance Indicators:

- Percent of graduates employed and/or continuing education (#23)
- Percent of employed graduates working in Oregon (#24)
- Total number of degrees granted in engineering and computer science (all levels; including multiple majors) (#22)
- Average rating of overall quality of engineering/computer science graduates by Oregon employers (#6)

Budget Outline:

Funding would go toward providing staff support to this planning and coordination effort and providing grants using a competitive bidding process and to implement initiatives and programs in the opportunity areas described above as well as supporting analysis and evaluation. Leadership for this effort will be provided by existing staff within the Industry Affairs Department of the Chancellor's Office and peer organizations of the Oregon Department of Education and Community Colleges & Workforce Development. Oversight is provided by the OPAS Steering Committee (Appendix A) or a successor Council and its several subcommittees. Supporting staff is budgeted at 9.1% of the total. The remainder of the budget is allocated to the competitive bidding process.

FTE's and position titles: 0.75 FTE Program Coordinator

Recurring Costs		
	Year One	Year Two
Salary	$31,500	$34,000
OPE	$14,500	$15,000
S&S (1)	$401,000	$401,500
Capital Outlay	0	0
Technology Expenses	$250	$250
Total Cost	$447,250	$450,750

One-Time Costs		
	Year One	Year Two
Salary		
OPE		
S&S (2)	$100,000	$100,000
Capital Outlay		
Technology Expenses	$1,000	$1,000
Phase In		
Phase Out		
Total Cost	$101,000	$101,000

Notes:

(1) $400,000 per year to be awarded as grants after a competitive proposal process.
(2) $100,000 per year to be awarded as grants after a competitive proposal process.

Appendix A

OPAS Steering Committee

William Becker	Director, Center for Science Education, Portland State University
Susan Boyanovsky	Instructional Programs Specialist, Comm. Colleges & Workforce Develop.
Aubrey Clark	Community Education Relations Specialist, Intel Corporation
Steve Day	Science Specialist, Beaverton School District
Don Domes	Technology Instructor, Hillsboro High School
Van Eden	Academic Programs Manager, Microsoft
Larry Flick	Chair, Dept. of Math & Science Education, Oregon State University
Scott Huff	Dean of Instruction, Portland Community College
Don Kirkwood	Computer Science Instructor, North Salem High School
Dick Knight	Chairman, Board of Advisors, Saturday Academy
Dave Krumbein	Instructor, Blue Mountain Community College
Diana LaBoy-Rush	Society of Women Engineers
Ben Manny	Director, Wireless Networking Research Lab, Intel Corporation
Ron McGuire	Technology Instructor, Roseburg High School
Dale Merrell	Technology Instructor, CAPITAL Center Technical High School
Gary Naseth	Associate Provost, Oregon Institute of Technology
Ginger Redlinger	Oregon Department of Education
Roger Rennekamp	Professor, Department Head & State 4H Leader, Oregon State University
Skip Rochefort	Professor, OSU Engineering
Diane Saunders	Director of Communications, Oregon University System
Bruce Schafer	Director, Industry Affairs, Oregon University System
John Tortorici	President, Software Association of Oregon
Jim Troisi	Senior Software Manager, IBM
Hyacinth Williams	Director, Math, Science, Business and Technology, Columbia Gorge CC
Michal Young	Professor, Computer Science Department, University of Oregon,

EDP Priority Packages

OREGON DEPARTMENT OF COMMUNITY COLLEGES AND WORKFORCE DEVELOPMENT

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2007-2009 CCWD Agency Request Budget
DRAFT Summary Policy Package Proposal

Title: Statewide Virtual Learning Coordination

Which funds will be used request to be used? General Fund

Policy Initiative: This initiative addresses the need to adjust the technology infrastructure and coordination to be more effective in statewide delivery of virtual learning.

Description:
The Department of Community Colleges & Workforce Development has since 1997 has committed resources to develop distance learning and virtual education opportunities through the distribution of resources focused on curriculum development, instructional improvement and connecting colleges with “seat capacity” to colleges with “need for seats.”

These efforts lead to the development of a Host/Provider system which is currently housed and support by Chemeketa Community College through a contract with DCCWD. 10 community colleges participated in 2004-2005 with 1,861 unduplicated headcount; 140.8 FTE.

DCCWD through this same contract provides a central web portal for community college distance learning efforts throughout the state. Over 80,000 students participated in 2004-2005; 5,716 FTE.

Lastly, DCCWD funded the development of the Online Advisor. This was a way for individuals to use the web to sort and contact colleges and begin an advising link to develop their educational plan. Each of these efforts has been successful to date.

However, there is constant change. The following efforts are an example:

1) Currently OUS has several distance learning efforts that are effective but do not usually connect to community colleges.
2) The community colleges also have both a centralized way to share and host system (as described above) as well as individual college web learning portals.
3) The work on statewide alignment thru SB342 is making it easier for students.
4) The statewide career pathways efforts with high schools, community colleges and universities are making it easier to have a direct path to a degree.
5) SB 300 expanded options for high school students as created more options for accelerate learning and potentially distance learning to meet the need.

5. VIRTUAL COORDINATION & VIRTUAL UNIVERSITY

OREGON DEPARTMENT OF COMMUNITY COLLEGES AND WORKFORCE DEVELOPMENT

Mission: To contribute leadership and resources to increase the skills, knowledge and career opportunities of Oregonians.

6) The new Virtual High School Development through the Department of Education is another effort that is technology based and will potentially offer post secondary courses for acceleration.
7) The policy option package that will support more distance learning degrees through Eastern Oregon University and Chemeketa Community College will create capacity.

To ensure that these efforts continue to align, serve students and be effective based on new technology, coordination and best practice improvement is needed. To do anything less is to create a loose system that mirrors the issues that the Educational Enterprise is currently attempting to address.

How it will be achieved:

By using the model developed with the Community College Healthcare Action Plan (CCHAP), DCCWD will enter into an agreement with another public entity to coordinate these efforts. Coordination of virtual learning would be the lead on behalf of all 17 community colleges to:
Connect the community colleges providing virtual learning to the Virtual School District efforts and support the transition of students participating in these high school programs to utilize accelerated offerings college credit opportunities while still in high school. The coordination would ensure the re-development of the host/provider infrastructure and identify the feasibility of all public post secondary education institutions to access and utilization of this system. This effort would also review current curriculum alignment strategies and ensure that these efforts are identified in the virtual environment as well.

Expected Outcomes:

An early coordinated approach to the next level of virtual learning in Oregon.
Clarity and access for Oregonians needing or desiring a virtual environment to accomplish their education and career goals.
Create a delivery methodology that seamlessly allows students to participate in more than one post secondary institution without having to manage multiple articulation issues, residency requirements or financial aid issues.

Governor's Principles: This package service to accomplish each of the Governor's lifelong learning principals.

OREGON DEPARTMENT OF COMMUNITY COLLEGES AND WORKFORCE DEVELOPMENT

Mission: To contribute leadership and resources to increase the skills, knowledge and career opportunities of Oregonians.

Performance Indicators: The outcomes of this effort support each of the performance measures of DCCWD. These are outlined below. As virtual efforts expand the coordination of these efforts and the leveraging of resources ensures that Oregonians are served in this environment.

2007-09 KPM#	PROPOSED 2007-09 Key Performance Measures (KPMs)	Change from 2005-07	Page #
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9	COMPLETION OF BASIC SKILLS/ESL -- Percentage of students enrolled in a basic skills or ESL program who complete successfully.	New measure	
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17	PROFESSIONAL TECHNICAL DEGREE/CERTIFICATE COMPLETION -- Number of professional-technical degrees and certificates awarded.		
18	ASSOCIATE DEGREE COMPLETION -- Number of Associates degrees awarded.	New measure	
19a	NUMBER OF ADMITTED TRANSFERS TO OUS -- Number of newly admitted undergraduate transfers from Oregon community colleges to OUS institutions.	New measure	
19b	PERCENT OF ADMITTED TRANSFERS TO OUS – Percentage of community college students newly admitted as undergraduate transfers from Oregon community colleges to OUS institutions.	New measure	
20	PROGRESS OF TRANSFER STUDENTS -- Progress of community college students who transfer to OUS institutions.	New measure	
22	HIGH SCHOOL PARTICIPATION -- Number of high school students enrolled in community college CREDIT programs.		
23a	AFRICAN AMERICAN ENROLLMENT -- Each minority's proportion of total enrollment as a percentage of each minority's proportion of the general population, by racial/ethnic group. A. African American.	New measure	
23b	ASIAN/PACIFIC ISLANDER ENROLLMENT -- Each minority's proportion of total enrollment as a percentage of each minority's proportion of the general population, by racial/ethnic group. B. Asian/Pacific Islander	New measure	
23c	HISPANIC/LATINO ENROLLMENT -- Each minority's proportion of total enrollment as a percentage of each minority's proportion of the general population, by racial/ethnic group. C. Hispanic/Latino.	New measure	
23d	NATIVE AMERICAN ENROLLMENT -- Each minority's proportion of total enrollment as a percentage of each minority's proportion of the general population, by racial/ethnic group. D. Native American.	New measure	

OREGON DEPARTMENT OF COMMUNITY COLLEGES AND WORKFORCE DEVELOPMENT

Mission: To contribute leadership and resources to increase the skills, knowledge and career opportunities of Oregonians.

Staffing Impact: CCWD will not have positions through this effort.

The efforts of this project will be coordinate through a solicitation from community colleges, secondary schools, other educational enterprise partners, or universities to support this coordination. Using the Community College Healthcare Action Plan (CCHAP) model, DCCWD believe this is the most effective way to meet the goals of this initiative.

Cost:

$750,000

2007-2009 OUS Agency Request Budget Policy Package

Title: The Virtual University Center for Rural Oregonians

Policy Initiative: Excellence in Delivery and Productivity (Access)

Description:

Current Successes

Eastern Oregon University (EOU), Chemeketa (CCC), Treasure Valley (TVCC), Blue Mountain (BMCC), and Southwestern Oregon Community College (SWOCC), have made great strides in serving rural Oregonians by recognizing that issues of access, affordability, persistence, and program completion are critical variables in creating new opportunities for students. Chemeketa and EOU have demonstrated over the years that distance education is an effective modality for learning in higher education. Chemeketa currently serves 22,200 (1290 FTE) per year with asynchronous course work. Chemeketa offers 1300 course sections representing 5 associate degrees, 4 certificates. 175 faculty teach using the asynchronous modality. EOU currently serves 3500 students (2582 FTE) per year with asynchronous course work. EOU offers 550 courses and 11degrees using this modality. EOU has over 75% of its regular faculty involved in teaching online. Research and assessment on the effectiveness of asynchronous distance education is plentiful. Students who successfully participate at a distance learn as much as students in face-to-face settings.

EOU-Chemeketa and others have teamed-up to create seamless asynchronous 2+2 degree programs where the community college offers the lower division requirements, and EOU delivers the upper division requirements. The asynchronous 2+2 program allows rural students access to a complete program and affordability considering the lower per credit cost at the community college, the reduced number and cost of upper division courses, and the reduced cost of room, board and transportation for residential university participation.

The business model required to maintain long-term viability of distance education has been demonstrated by 27 years experience at EOU. EOU operates 12 regional sites where advisors support students in their pursuit of educational opportunities. EOU, in collaboration with Chemeketa, SWOCC, TVCC, BMCC and Mt. Hood Community College (MHCC), have ongoing, successful residential cohorts in business and education. The cohorts offer entire baccalaureate programs onsite at the community college campus. The programs capitalize on the strengths of the community college campus faculty and the added strengths of the EOU residential faculty and regional resource faculty called upon to deliver program requirements. Data shows that students who graduate from residential cohorts are as prepared as those from the La Grande Campus. The residential cohort 2+2 program allows rural students access to a complete program and affordability considering the lower per credit cost at the community college, the reduced number and cost of upper division course, and the reduced cost of room board and transportation for residential University participation. The business model required to maintain long-term viability has been proven by eight years of operation at TVCC and BMCC, five years at MHCC, and four years at SWOCC.

Needs Not Accommodated by Distinct Asynchronous and Residential Cohort 2+2 Programs.

Rural students often feel isolated as asynchronous distance students. Retention rates for first year students in distance delivered programs is lower than that of traditional programs. Students accessing distance education courses as their only source of higher education have one basic modality of instruction. Residential cohorts are typically lockstep. This attribute reduces the number of part-time students who can participate. Residential cohorts further require students to pay for their education in shorter time frames thereby prohibiting some from participation. Residential students try to take advantage of the opportunity to enhance, accelerate or optimize face-to-face course scheduling by adding asynchronous courses. Asynchronous students try to take advantage of courses offered face-to face at alternative schedules to enhance, accelerate or optimize their programs.

Expected outcomes:

The Virtual University Center for Rural Oregonians will:

- Provide a hybrid model of instruction for students that combines the best of the asynchronous world and the best of the face-to-face traditional world of the classroom.
- Offer 2+2 programs that combine the flexibility of an alternatively scheduled face-to face course applicable to general education or general degree requirements for all residential and asynchronous students.

- Provide advising and support for a "learning community" for this cohort of students for the purposes of enhanced socialization, connection and retention.
- Provide virtual seminars and communications, student services and support for rural students in need of a "virtual campus."
- Provide enhanced student services in admissions, registration and financial aide for those negotiating the challenge of manipulating both multiple institutions and multiple delivery and registration processes.
- Provide leadership, coordination and articulation between the campuses to develop long-term, sustainable business plans for operations beyond the period of pilot funding.
- Provide programmatic collaboration between the community college and the university
- Provide seamless and smooth admissions, registration, financial aide, and matriculation of students in selected programs.
- Provide higher rates of participation, retention, completion.
- Provide higher satisfaction of participants.
- Provide the expansion of program offerings and the modification of existing courses to conform to the hybrid model.

Performance Indicators:

- Measurement of expected time to completion of degree.
- The increased number of degree completers.
- The number of student credit hours (SCH) and head count involved in hybrid cohorts.
- The relative satisfaction of students with the quality and the modality of delivery.
- The persistence of students within the system.
- Surveys will be conducted to determine which students register for asynchronous courses while primarily involved in onsite delivery.
- Surveys will be conducted to determine which students register onsite, hybrid courses while primarily involved in asynchronous programs.
- The analysis of the above and other assessments will yield critical information about the future needs of the community college and university in providing adequate access to education. This project will likely inform the wider practice higher education to hybridize traditional and asynchronous programs

Budget Outline:

Recurring Costs

	Year One		Year Two	
Salary	61,000	Program Coordinator 1.0 FTE	61,000	Program Coordinator 1.0 FTE
	145,000	5 Program advisors 1/site 5.0 FTE	145,000	5 Program advisors 1/site 5.0 FTE
	244,000	Student Services, registration 5.0 FTE	244,000	Student Services, registration 5.0 FTE
Total Salary	450,000		450,000	
OPE	138,900		138,900	
S&S	67,500	5 sites, office support and travel	67,500	5 sites, office support and travel
Capital Outlay	0		0	
Technology Expenses				
Total	656,400		656,400	

Non recurring Costs

Salary	142,000	Hybrid course development stipends	142,000	Hybrid course development stipends
	145,000	On site course development	145,000	On site course development
	120,000	Course delivery salary	80,000	Course delivery salary
OPE	62,880		53,280	
S&S	39,300		33,300	
Capital Outlay				
Technology Expenses	375,000	Software development for data exchange	0	
Total	884,180		453,580	
Grand Total	1,540,580		1,109,980	