LEGISLATIVE ADVISORY COMMITTEE

INNOVATIVE APPROACHES FOR UNCERTAIN TIMES

INSTITUTIONAL & SYSTEM APPROACHES

September 24, 2020
Russ Poulin
Executive Director
*WCET*

Tina Parscal
Associate Vice Chancellor for CCCOnline and Academic Affairs
*Colorado Community College System*

Shannon Riggs
Executive Director, Academic Programs & Learning Innovation,
*Oregon State University*
definite article  n. the word (in English) preceding a noun and identifying a specific instance.

definition  /ˌdefɪnɪʃ(ə)n/  n. 1 a statement of the meaning of a word, etc. 2 distinctness in outline, photographic image. [Latin: definire]
When?

Synchronous vs. Asynchronous

**Synchronous** – everyone meets at the same time
- think Zoom meetings.

**Asynchronous** – communication not at the same time
- think discussion boards, e-mail, or text.
How?

How are the courses taught?

**Distance Education** – The general term for instruction when the instructor(s) and students are separated by place and/or time.

**Online Education** – Courses planned and developed to be taught via the Internet.
How? How are the courses taught?

Remote Education – Course planned and developed to be taught face-to-face, but were forced to move to use the Internet. Differs from online education as the course is not fully planned or developed to be taught online.
How?

How are the courses taught?

**Blended Education** – Planned replacement of some face-to-face sessions with distance education.

**Hyflex** – Although originally designed to be even more flexible, many institutions have used this term to mean courses where students are divided into pods. Each pod takes a turn attending face-to-face while the students in the other pods attend online.
ECAMPUS OVERVIEW

WICHE LEGISLATIVE ADVISORY COMMITTEE

Shannon Riggs
Executive Director of Academic Programs & Learning Innovation
Oregon State & Ecampus at a glance

Oregon State

1 of 2
land, sea, space & sun grant universities in the U.S.

More research funding than any university in Oregon

#5
best online programs in the U.S.

Ecampus (annual, unduplicated for 2019-20)

26,414
OSU students took an Ecampus class

7,000+
gradiuates

10,649
exclusively distance students
COVID-19 by the Quarter
At Oregon State

Winter
- Students sent home early
- Quick pivot to remote
- Final exams affected

Spring
- Fully remote
- S/U grading expanded
- Intense faculty training effort

Summer
- Almost fully remote
- Lots of planning & prep for fall
- Proctoring changes

Fall
- Western Oregon Fires
- Many students returning to campus
- Courses 90-95% remote
Institutional Successes:

- Big changes, made quickly
- Zoom, proctoring, S/U grading expanded
- Remote Faculty training team formed
- Ecampus instructional design team
- Increase in online program development
- Student-centered approach

Oregon State’s strong foundation in online education made us more resilient as an institution.
Student Success:

- Pass rates improved in Spring term*
- Ecampus awarded $126k in Covid-19 hardship grants (52% in spring)
- Persistence of grant recipients on par with general population
- Achievement gap between SOC & non-SOC improved

Ecampus hardship grants filled a gap left by CARES Act funding.

Persistence rates and reduced achievement gaps indicate resiliency among online students during the pandemic.
Closer Look: Proctoring

Total exams: 2019-2020 year-over-year change

<table>
<thead>
<tr>
<th></th>
<th>Summer 19</th>
<th>Fall 19</th>
<th>Winter 20</th>
<th>Spring 20</th>
<th>Summer 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total exams</td>
<td>10,181 (+10.7%)</td>
<td>12,556 (+6.1%)</td>
<td>9,887 (-17.9%)</td>
<td>4,541 (-65%)</td>
<td>4,295 (-57.8%)</td>
</tr>
</tbody>
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Many Ecampus instructors removed the proctoring requirement from their courses to ensure student access and affordability during finals week, which continued into spring and summer terms.

COVID accelerated the university’s decision to partner with an automated online proctoring service to provide free and unlimited AI proctoring to all OSU students. This will create a lasting impact of improved affordability for OSU students in online courses.
Fall Enrollment Snapshot

Year-over-year fall enrollment comparison

On-campus (Corvallis)
- 2018: 23,606
- 2019: 23,594 (+0.1%)
- 2020: 22,572 (-4.3%)

Ecampus
- 2018: 5,953 (+14.2%)
- 2019: 6,796 (+20.9%)
- 2020: 8,219

On-campus enrollment is down 4%.

Ecampus enrollment is up significantly, 21%.

Last year, 1 in 5 OSU students was an Ecampus student.

This year, it’s 1 in 4.
Challenges

- Budget shortfalls & pay cuts
- Faculty & staff burnout
- Childcare
- Hiring freezes while growing online programs
- Shift to Proctorio without the normal pilot, testing, and training period
- Online/remote lab delivery
Looking forward

- Budget shortfalls & burnout
- Proctoring & assessment
- More innovation work needed
WICHE Legislative Advisory Committee
Tina Parscal, PhD
Associate Vice Chancellor for CCCOnline and Academic Affairs
Educational Access Across Colorado

During the 2018-19 academic year

121,000+ undergraduate students
22,000 credentials awarded
• 13 CCCS Colleges and Dawson Community College in Montana
• 50,535 Enrollments AY20
• 229 Courses
• Centralized course development
• Quality Matters Institution
• 15-, 10-, and 6-week courses
• 450 Instructors
3/1/20 COVID Taskforce Assembled
3/5/20 First Case in Colorado
3/13/20 Toolkit Launched
3/19/20 Colleges Prepare to Move to Remote Instruction
3/23/20 Stay at Home Orders
Spring 2020 - State and CCCS Coordination
Summer 2020 - Essentials of Online Teaching Workshops
Fall 2020 - Mixed Modality Learning
Now - Supporting Communities & Planning for Future
How to Continue Instruction When You Cannot Meet in Person

Introduction
This toolkit’s purpose is to assist CCCS college instructors and staff while they support students to achieve essential core course learning outcomes and course requirements during the COVID-19 disruption. In this toolkit, you will find remote and online instructional resources and guides, and contact information for CCCOnline technical assistance, instructional design assistance, and consulting. Whether you are navigating remote or online instruction for the first time or are a seasoned online instructor, this toolkit has resources for you.

Remote Instruction and Online Courses
This Toolkit presents two general approaches for ensuring instructional continuity: remote instruction and online courses. Colleges may elect to use remote instruction, fully online courses, or a mix of both. Some colleges and departments may centrally determine an approach, while others may elect to have instructors determine the approach that works best for their course and students.

How Do I Decide?
Remote instruction may be the most efficient way for an instructor to transition from the physical classroom in the event of a campus closure or emergency. Courses using remote instruction strategies may be synchronous and/or asynchronous. They most often involve using the DL2 course shell for hosting essential course materials such as the syllabus and announcements, and grade book. Synchronous (set times when the students meet together with the instructor) tools such as WebEx can effectively be leveraged for remote instruction as well as asynchronous recorded materials.
Colorado’s Top 40 OER Curation Guides

https://confluence.ccconline.org/display/PUB/Colorado%27s+Top+40%3A+OER+Curation+Guides

<table>
<thead>
<tr>
<th>Resource Citation</th>
<th>License</th>
<th>Accessibility</th>
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<tr>
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Trained CCCS Faculty & Instructors
CCCOnline Support to College

- Course Sharing
- Instructional Design
- 24x7 Helpdesk
- Tutoring Services
- Proctoring
- Library Services
- Fall Faculty Pilot
- #NoLapseinLearning
Overall and on-campus enrollment is down significantly.

Online enrollment is up significantly.
<table>
<thead>
<tr>
<th>Pass Rates</th>
<th>DSC</th>
<th>C</th>
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<tr>
<td>5-YR AVG</td>
<td>86%</td>
<td>90%</td>
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<tr>
<td>Spring 2020</td>
<td>91%</td>
<td>93%</td>
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*DSC = Distance students  
*C = Campus students*