WICHE
Western Interstate Commission for Higher Education

LEGISLATIVE ADVISORY COMMITTEE

INNOVATIVE APPROACHES FOR UNCERTAIN TIMES

INSTITUTIONAL & SYSTEM APPROACHES

September 24, 2020

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WCET

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*Colorado Community
College System*

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■ **Usage** See note at definitive

definite article *n.* the word (*the* in English) preceding a noun and a specific instance.

definition /ˌdefɪˈnɪʃ(ə)n/ *n.* 1 a b statement of the meaning etc. 2 distinctness in outline, photographic image. [Latin: DEFINE]
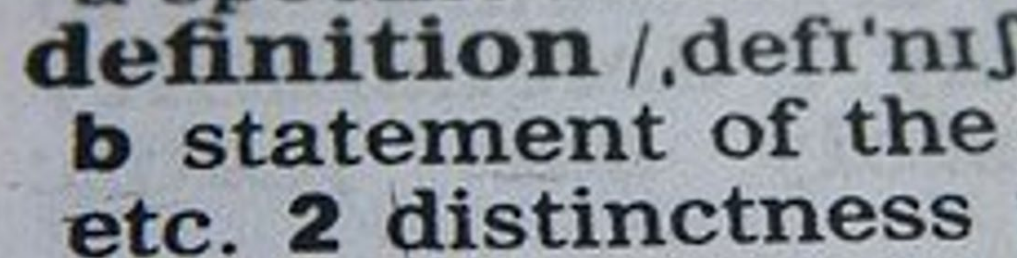
When?
Synchronous vs. Asynchronous

Synchronous – everyone meets at the same time

    -think Zoom meetings.

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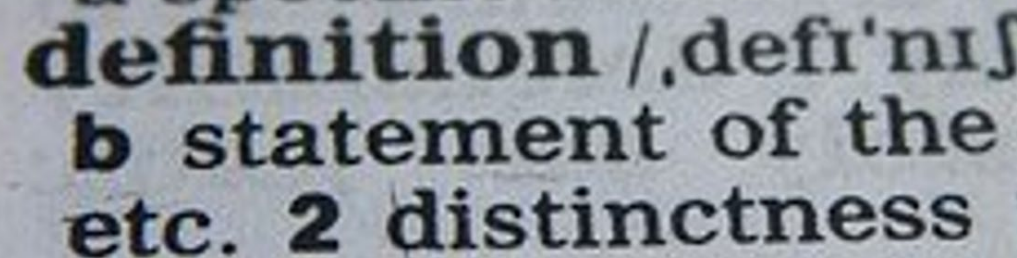
    -think discussion boards, e-mail, or text.

definition /ˌdefɪˈnɪʃ
b statement of the
etc. 2 distinctness

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.

definition /ˌdefɪˈnɪʃ
b statement of the
etc. 2 distinctness

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.

definition /ˌdefɪˈnɪʃ
b statement of the
etc. 2 distinctness

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.

definition /ˌdefɪˈnɪʃ
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Oregon State University | September 24, 2020

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+
graduates

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

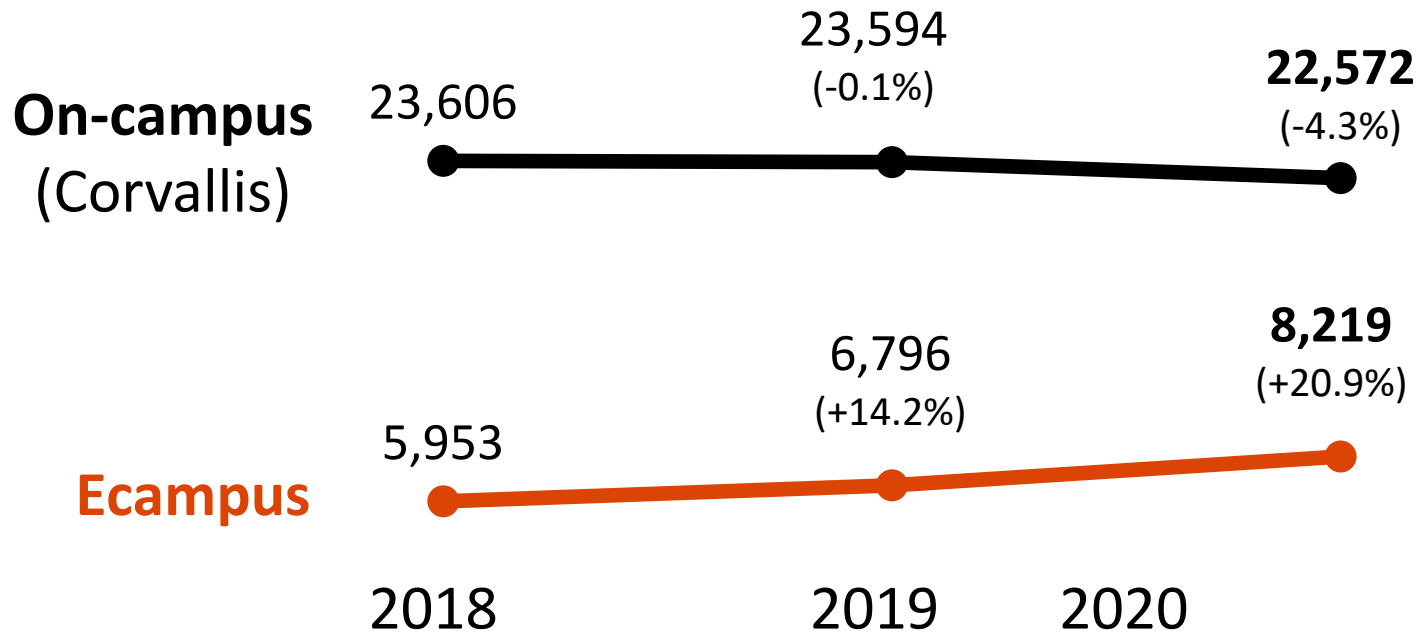|	Summer 19	Fall 19	Winter 20	Spring 20	Summer 20
Total exams	10,181 (+10.7%)	12,556 (+6.1%)	9,887 (-17.9%)	4,541 (-65%)	4,295 (-57.8%)

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)

23,606

23,594 (-0.1%)

22,572 (-4.3%)

Ecampus

5,953

6,796 (+14.2%)

8,219 (+20.9%)

2018   2019   2020

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
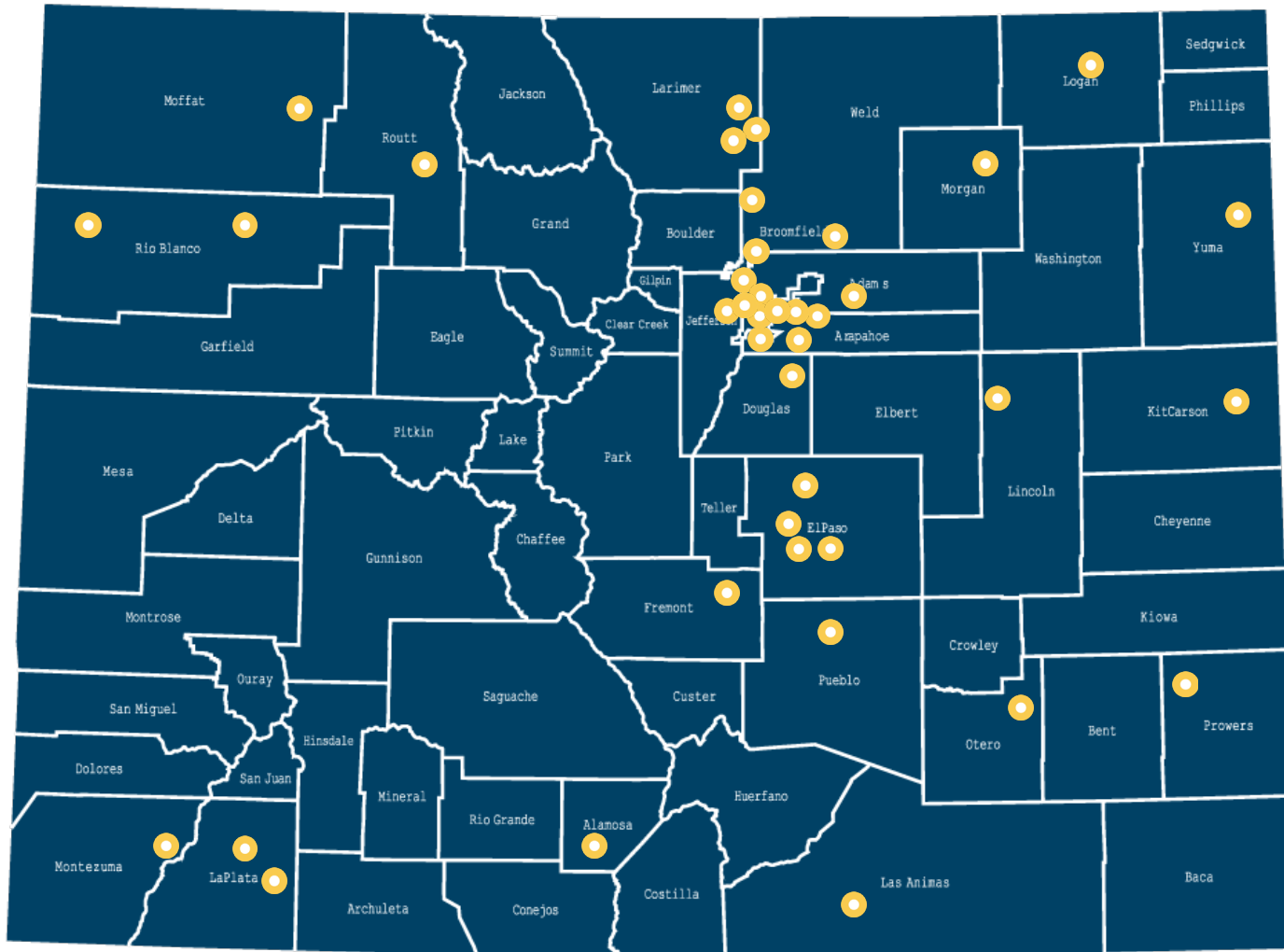
More innovation work needed

WICHE Legislative Advisory Committee

Tina Parscal, PhD

Associate Vice Chancellor for CCCOnline and Academic Affairs
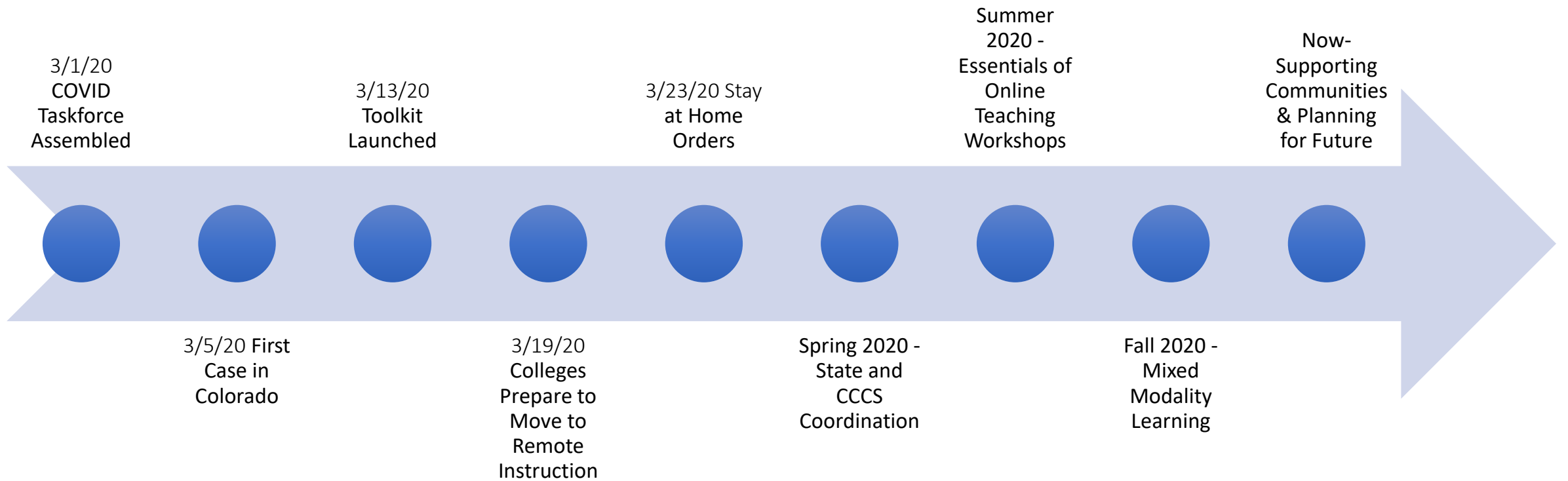
Educational Access Across Colorado

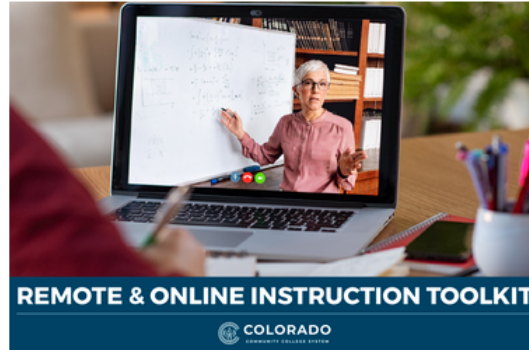**121,000+**

undergraduate students

22,000

credentials awarded

During the 2018-19 academic year

CCCOnline

- 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

REMOTE & ONLINE INSTRUCTION TOOLKIT
COLORADO

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 D2L 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.

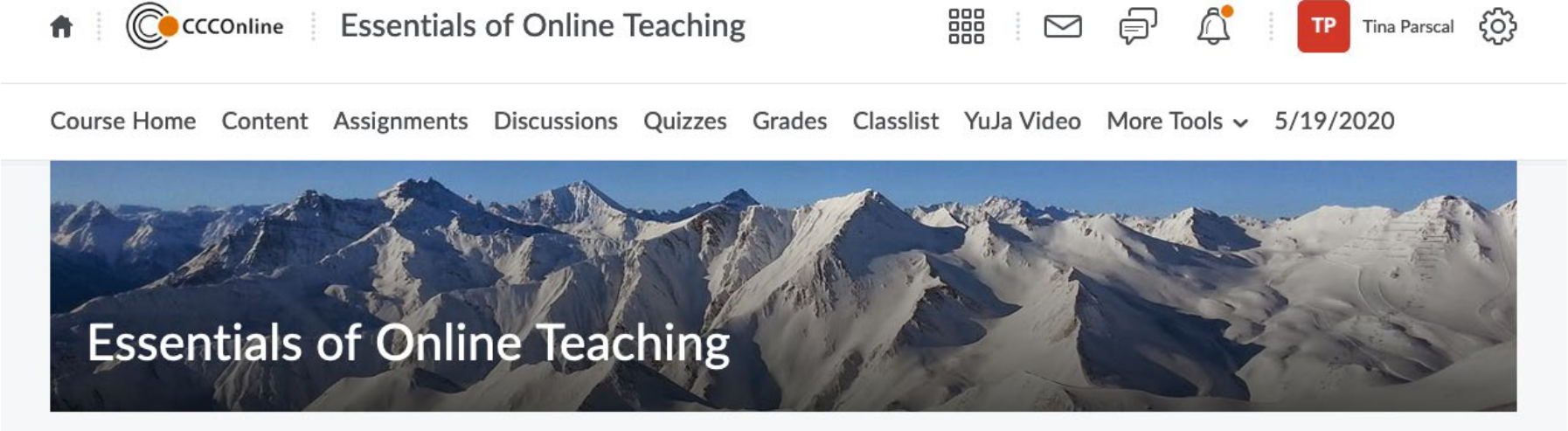# Colorado's Top 40 OER Curation Guides

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

REQUIRED OUTCOMES

1. Develop a vocabulary of appropriate terminology to effectively communicate information related to anatomy and physiology.

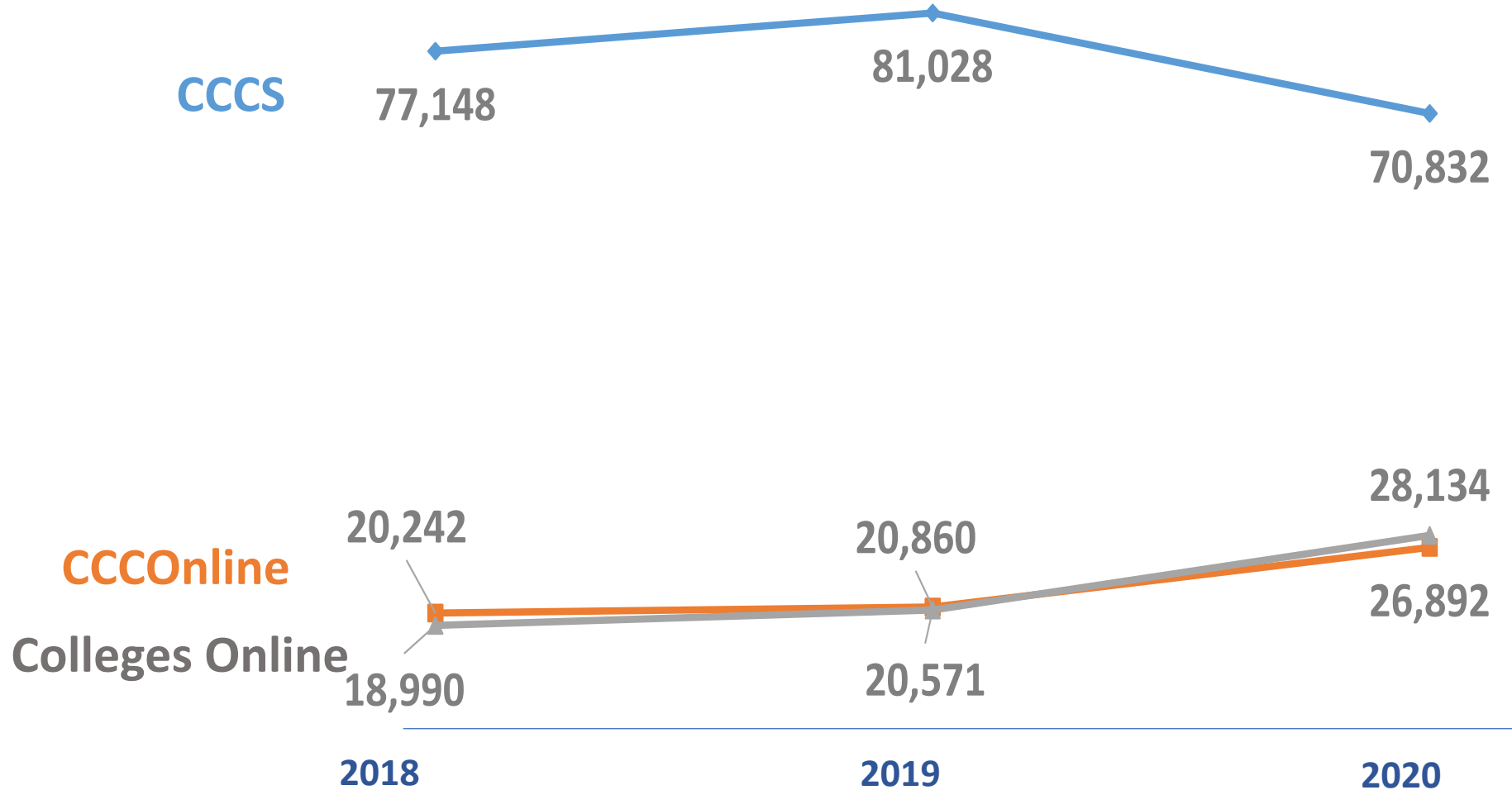| Resource Citation	License	Accessibility
Schmidt, J. (n.d.) *Gastrointestinal system anatomy*. Wisc-Online. https://www.wisc-online.com/learn/career-clusters/health-science/nur105019/gastrointestinal-system-anatomy-screencast	CC-BY NC	Video includes closed captions/subtitles.
Gray, Henry. *Anatomy of the Human Body*. Philadelphia: Lea & Febiger, 1918; Bartleby.com, 2000. www.bartleby.com/107/.	Fair Use	Graph or image includes captions and limited alt text.
Bouchard, E. (n.d.) *Facial and head muscles in action*. Wisc-Online. Retrieved from https://www.wisc-online.com/learn/service/barber-cosmetology/cos2319/facial-and-head-muscles-in-action-screencast	CC-BY NC	Video includes closed captions/subtitles.

Trained CCCS Faculty & Instructors

CCCOnline Support to College

- Course Sharing

- Instructional Design

- 24x7 Helpdesk

- Tutoring Services

- Proctoring

- Library Services

- Fall Faculty Pilot

- #NoLapseinLearning

Spring 2020 Pass Rates

Pass Rates	DSC	C
5-YR AVG	86%	90%
Spring 2020	91%	93%

Pass Rates	DSC	C
5-YR AVG	83%	89%
Spring 2020	89%	92%

DSC = Distance students
C= Campus students

	All DSC Non-Student Of Color Pass Rate	All DSC Student Of Color Pass Rate	All Corvallis Non-Student of Color Pass Rate	All Corvallis Student of Color Pass Rate
5-YR AVG	87%	82%	90%	89%
Spring 2020	91.5%	90.4%	93%	92%

	DSC undergrads Non-SOC Pass Rate	DSC undergrads SOC Pass Rate	Corvallis undergrads Non-SOC Pass Rate	Corvallis undergrads SOC Pass Rate
5-YR AVG	84%	79%	90%	89%
Spring 2020	89.4%	88.4%	92%	92%