

Notes from Win-Win Conference, October 20, 2011, Lane Community College

Below you will find notes in a question and answer format. We listed pending questions at the end and will report on them as soon as possible. We documented issues raised at the conference that are outside the scope of this grant at the end of the document, for your information. All project documents will be posted on the Win-Win website in the resources tab; see: <http://www.lanecc.edu/studentssuccess/winwindgp/resources.html>. *This website, a listserv, email and phone will be our main communication methods.* Contact the Win-Win Initiative, Statewide Degree Audit Coordinator, Tammie Stark at tammie.stark@state.or.us or 541.510.3678 for assistance any time.

Decision required

The first decision the community college LEADS must make, by Nov 25th, is how to define “cognizant institution” and “non-incidental number of credits.” Discussion is below, analysis for consideration will be forwarded soon and Tammie will facilitate the decision via email voting.

Conference general discussion

What is the Win-Win Project and who is involved?

Clifford Adelman of the Institute for Higher Education Policy (IHEP) and Julie Carnahan of SHEEO (State Higher Education Executive Officers) kicked off the Win-Win conference held on October 20th at Lane Community College. Win-Win, a Lumina Foundation grant, is intended to increase the number of Oregonians holding associate's degrees, supporting the 40-40-20 goal to expand Oregonians' higher education attainment. The Win-Win model allows participants to learn from other states' and provides a successful framework, expert assistance and a clear process to follow. Dr. Adelman, the keynote speaker, engaged the attendees in discussion, collegial debate and definition creation. Over the next two years, experts will collaboratively work to enhance or modify systems and to identify and remove barriers to the awarding of degrees. Tammie Stark is facilitating the two-year statewide effort with members from the Oregon Department of Community Colleges and Workforce Development (CCWD) and community colleges. Lane hosts the Win-Win Initiative website. The leadership team is listed in the table below.

Win-Win Leadership Team	
Organization	Participants
Oregon Win-Win Initiative	Tammie Stark
Oregon Dept of Community Colleges and Workforce Development	Elizabeth Cox Brand, Marilyn Kolodziejczyk
Lane Community College	Sonya Christian, Helen Garrett, Craig Taylor, cc Anna Kate Mallaris
Linn Benton Community College	Bruce Clemetsen
Portland Community College	Laura Massey
Tillamook Bay Community College	Connie Green
Umpqua Community College	Dan Yoder

This project involves identifying, finding and awarding Associate of Arts Oregon Transfer degrees to students who have enough or nearly enough credit for a degree but never been awarded the degree or certificate. The process will also identify and attempt to re enroll students who are “academically light,” or have 9 or fewer credits to earn an associate's degree. For the full Institute for Higher Education Policy (IHEP) report click the “Complete Project Win-Win Description with Appendixes” link at the bottom of the page at: <http://www.ihep.org/projectwin-wininstitutions.cfm>; also see

<http://www.ihep.org/projectwin-win.cfm>. The document outlines the goals, seven-step process, lessons learned, successes and participating institutions. The seven-step process is important to consider as it provides the foundation for this project (listed below).

Is the process the same for all states? No, Oregon differs from the other states involved in Win-Win Project for two reasons. First, because we have a state database - few other states do. Second, CCWD will perform the first round of degree audits of qualified students rather than individual community colleges performing this function. The steps of the Oregon process can be found in the *Timeline, Key Activities and Checklist*.

What is the time period of the Win-Win Project? Our grant cycle is August 2011 through August 2013, although we will need to complete all our steps by July 2013. See steps outlined in *Timeline, Key Activities and Checklist*.

Is the process the same for all community colleges? Generally, yes. Each community college will follow the same basic steps, On the other hand, each community college will have slightly different internal or local decisions and processes. A listserv will soon be available to connect all participants (meanwhile Tammie will use an email distribution list).

What data elements and reports are required? When are they required? The data elements, reports and target due dates are listed in the *Timeline, Key Activities and Checklist*, posted on the website.

How will the Oregon Win-Win Project be evaluated and by whom? Julie Carnahan, State Higher Education Executive Officers (SHEEO), will undertake formative evaluation that will contribute to the success and application of the project goals and help institutions learn from one another. See the *Win-Win Formative Evaluation Plan* on the website for detail.

Session I: Win-Win and systems issues discussion

Why engage in the project? How do community colleges justify this effort to campus constituents? There are several reasons this project will benefit students, colleges and Oregonians, including:

- Support 40-40-20 goal (to expand Oregonians' higher education attainment¹)
- Change community college systems to support student completion in the future
- Potentially help garner future funding
- Use "past universe" (group of students) to learn what systemic changes to make

Which students are eligible to receive degree audits? The "universe of interest," or list of students eligible for a degree audit during this project includes students who are:

- not currently enrolled
- **not been registered or enrolled for credit at the cognizant institutions after Spring Term 2010**
- have at least a 2.0 cumulative grade point average (GPA)
- earned at least 90 quarter credits
- have not received any degree or certificate

Refer to *Oregon Community Colleges Win-Win Selection Protocol REV 4* on the website for more detail about the selection protocol, also called the logarithm.

Which academic years will we use for this study? Students who entered community college during fall 2001/02 and ending with 2009/10. For additional detail, see the *Timeline, Key Activities and Checklist*.

¹ Senate Bill 253 or the 40-40-20 goal is to attain: 40 percent of adult Oregonians earn a bachelor's degree or higher, 40 percent earn an associate's degree or post-secondary credential, 20 percent attain a high school diploma or equivalent.

What are the steps to the process? Who is responsible (in parentheses)? See the *Timeline, Key Activities and Checklist*.

What else will the community colleges need to do? Adopt uniformly applied, explicit and public rules about:

- Awarding degrees with or without student consent (opt-in and opt-out, respectively)
- Age of allowable credits (e.g. some degrees do not accept credits older than 2 years)
- Residency / in-residence rules (e.g. many Oregon community colleges require 24 credits earned at their institution in order to receive a degree from that institution)
- Degree holds for fees due (e.g. graduation fee)

What is an opt-in, opt-out, or institutional decision policy for awarding degrees? How do we choose an opt-in or opt-out policy? An opt-in policy requires the student to request to be awarded a degree (via a procedure such as an application process, or fee, for example). An opt-out policy allows a community college to award students with an earned degree unless the student declines acceptance of the degree. An institutional decision policy awards credentials when completed; the student does not request or decline acceptance of a degree. The policy should be listed in the catalog and is called a Notice of Disclosure policy or catalog rule. Some colleges have a policy that allows enrollment in courses and grades to facilitate awarding a degree. See *Challenges to Awarding Degrees* for additional considerations (IHEP, <http://www.ihep.org/degreechallenges.cfm>). **CCWD is in the process of investigating how Senate Bill 257 may affect this policy and Tammie will provide information as it is available.**

What support can smaller community colleges expect? What support do we get from the Degree Audit Coordinator? All colleges can expect consultation and assistance from the coordinator as well as peer learning through conference calls and meetings arranged by the coordinator. IHEP also provides on-going documentation of other states' success, challenges and lessons learned (see: <http://www.ihep.org/projectwin-win.cfm>) as well as ongoing consultation. At least one additional in-person meeting will be offered. The coordinator welcomes all suggestions too.

How do we sort out duplicate student records? Duplicate records will be noted and removed by CCWD staff before records are sent to the community colleges.

How can we invest funds and resources to remove barriers that disallow sending confidential student records and grades between state and community colleges? In other words, can OCCURS course-level data and/or confidential student records be shared between colleges? In the past, such data was not shared to maintain confidentiality for students and colleges under the Family Educational Rights and Privacy Act (FERPA). **The topic is being investigated by Helen Garrett, Lane Community College, and OCCURS Director, Marilyn Kolodziejczyk; Tammie will provide updates when available.**

What is a "cognizant institution?" The cognizant institution is the community college that will award the degree. CCWD will assign student records to community colleges based on the agreed upon definition of cognizant institution. Community colleges discussed impacts of several definitions and agreed two definitions should be analyzed further. A "non-incidental number of credits" has not yet been defined, but we discussed 15, 20 and 24 quarter credits. It seemed that 24 credits was the preferred number of credits. The two potential definitions of "cognizant institution" are:

- Option 1: The **first** community college a student attended and earned a non-incidental number of credits.
- Option 2: The **most recent** community college a student attended and earned a non-incidental number of credits.

To help community colleges decide which “cognizant institution” definition to use, CCWD staff will provide the results of the analysis (see Win-Win Cognizant Institution Definition Scenarios with graphs FINAL spreadsheet). The coordinator and leadership team will facilitate definitions of 1) “non-incidental number of credits” and 2) “cognizant institution.”

What if a student wants a different degree than the degree suggested by the community college? These cases will be evaluated on an individual basis by each institution as they arise.

What is our access to OUS course data? We will get institution and number of credits earned. The number of credits earned may not be passed on to the individual community colleges, but may be used in CCWD’s evaluation of those that have earned 90 or more credits. This project does not include efforts to collect OUS transcripts.

Who needs to be on the listserve? At least one representative from each community college should actively participate in the listserve/email discussions and be able to explain the procedure and process to their campus community.

How to award at an alternative college if not able to award at a cognizant institution? The initial degree audit conducted at CCWD will include an aggregate number for credits if a student appears to have earned at an institution other than the identified cognizant institution. Each community college will then be responsible for gathering transfer unit record information for those students in their data file.

What is the award date for degrees? The term in which the degree is actually awarded, which may differ by a number of years from the term in which the program requirements were completed.

What is the catalog reference point (aka what degree requirements will be used)? We will use the 2010/11 AAOT degree requirements. In other words, the Coordinator will use the AAOT requirements from 2010/11.

What is the definition of 1st time credit student? It refers to the first time a student earns credit at an Oregon community college.

Session II: Win-Win and instructional issues discussion

Several stories about ongoing or historic degree audits were presented, two summaries are listed below.

- Mary Brau, Rich Freund and the LCC team, provided one successful example. The team piloted a degree audit process with engineering transfer students for four years (2007-2010). They identified and successfully changed two barriers. The first dealt with required credits and the second was a graduation fee and application form. The analysis of 84 students’ records found that an additional 32 student will be awarded an AS degree because of these changes. Lane had a procedure for awarding degrees, but did not have an official policy; they adopted an opt-out policy. They have also taken steps to streamline the Associate of Science and taken a look at the very large pool of pre-nursing students and concluded that most will qualify for an Associate of General Studies degree. They are now concentrating on how to contact students. See the essay posted on the website for more information (*Win-Win at Lane*).
- Cheryl Falk, Fauzi Naas and the Chemeketa team presented a view of concepts and processes of a curriculum audit. They suggested an audit will balance instructional resources’ investments, enhance internal communication, focus resources and provide useful data to prioritize curricular needs. Their overview included key questions to ask during an audit. They proposed that audits help determine the general education courses that are the core of an AAOT. The team suggested faculty and deans collaboratively make decisions and they offered one potential process to follow. For more information, see “*Curriculum Analysis/Audit Core Concepts and Process*,” posted on the website.

Lessons learned

- Inform departments early (those that may be impacted and/or all departments)
- Contacting students via mail and word-of-mouth may not be the most successful communication method (Dr. Adelman suggested phone)
- Have a look at specialized degree requirements, which may be updated to align with general associates degrees

Pending questions

- What do we need to know about OCCURS data being used?
- Will you ask students to reaffirm degree intent?
- How is student transfer work assessed under degree auditing process?
- Could completions reporting be aligned with cycle of receiving file of students?
- Is funding available to community colleges? If so, how will funding amount be determined? How and when will funding be distributed to community colleges?

Issues and comments raised that are outside the scope of this grant

- Create degree audit templates for other degree types (AGS, AS, etc.). Review students' records for these other degrees; award degrees.
- How will we handle "additional" credits for another degree?
- Evaluator look-up to share information between colleges
- What learning can we get through a study of "potentials" (students who are close to receiving degree)?
- How to consider developmental completion prior to program?