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Distance Education:

- Primarily in professional degree fields at present. High demand for professional development and career advancement for working professionals.
- Vital for rural Oregonians, working students, students with children, and specific learning styles.
- Not a good solution for all learners - requires substantial student support in many cases and many institutions are not ready to provide this level of support to online learners.
- Potential benefits of an inter-state reciprocity model are primarily beneficial to institutions, but currently not based on standards. We would like assurance that schools meet some indicators of readiness prior to participation. Evidence that many institutions are not prepared to support students in remote geographic locations, particularly with regard to supervision. This can be done well, but in most cases it is not done well.
- There is an ongoing issue with respect to universities outsourcing their online divisions to non-institutional service providers (vendors) to be run from call centers – often in a third state and staffed by instructors not qualified to teach the same course on the campus (except under supervision by a professor)
- Recently we are seeing pushback from faculty at several universities against both MOOCs and outsourced distance ed due to concerns about quality, lack of oversight by university.

MOOCs:

- An original, daring concept with great potential to universities for replacing foundational courses, or cutting cost of attendance by creative integration of MOOC courses into public and private university degree programs.
- Questions as to the wisdom of building a cost-reduction model that relies significantly on a delivery model operating outside any existing higher ed framework or oversight, and one that is likely to continue to evolve rapidly.
- Andrew Ng's vision and stated purpose for Coursera is to license MOOC courses to universities in the US and other developed countries in order to subsidize free online higher ed and make it widely available in developing countries. This model doesn't appear beneficial in the long-run to US universities.
- Issues may arise with respect to student data security due to the intensive (and intrinsic) data mining aspect of MOOCs - also largely unregulated at this time and purposefully done to allow universities to identify the best and brightest minds in developing countries and bring them to American universities. It's a daring adventure at present but perhaps one that would benefit from more grounding and testing first.

Better coordination:

- By beginning to talk about bringing our hodge-podge of agencies and functions and programs under one body, we have already seen significantly more collaboration and coordination.
- With HB 3120, proposed improvements in coordination provided through the single board model (HECC) mean we expect to see more opportunities in the future to increase efficiency and effectiveness and provide better information and support to all types of students about their educational options at institutions in Oregon or elsewhere.

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- More than 700 schools, more than 1700 degree programs, and thousands of students enrolled in higher education degree and certificate programs under ODA oversight.
- ODA continues to play a significant role in improving access to information about higher education. ODA's services are used by Oregon students, employers, licensing boards, law enforcement and immigration agencies, and other citizens to facilitate and enhance their understanding of higher education quality assurance and accreditation, student support for complaint resolution, and other education resources.
- Private institutions graduate a large number of Oregonians at all degree levels and are responsible for a substantial portion of the higher education effort in Oregon.