

## PERFORMANCE NOTE: AGENCY FORM

# S.B. 38

**SHORT TITLE:** Rural Superintendent Concurrent Education Program

Joint Rule 4-2-404 requires a Performance Review Note anytime the legislature significantly increases funding for:  New agency  New services or benefits  Serving a new or larger population

**DUE TO THE FISCAL ANALYSIS:** Friday, January 10, 2014

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### HOW WILL THE PUBLIC BENEFIT?

**1** What is the purpose and the duties of the new program, agency, services, or population served? JR4-2-404(4)(c)(i)

Snow College is a leader in rural education initiatives. The College has successfully delivered concurrent enrollment college courses to rural school districts by three methods: Interactive Video Conferencing (IVC, also known as EdNet); online course instruction; and face-to-face instruction at high schools by a qualified teacher approved by the college. Because of Snow College's push to increase its offering of IVC-delivered courses, while USU and UVU were pulling back their offerings, and Snow's delivery of quality college courses to high school students, superintendents representing Utah's 26 rural districts asked President Scott Wyatt of Snow College to expand IVC outreach to meet the needs of all rural school districts in regards to curricular development and to better address Governor Herbert's PACE Plan for Utah. This program will help achieve Governor Herbert's PACE objective to "help students become college and career ready when they are young."

**2** What services are provided by the funding increase? JR4-2-404(4)(c)(ii)

Snow is prepared, with state financial assistance, to devote seven staff members and 11 full-time equivalent professors to the Rural Superintendent Concurrent Education Program (RSCEP) beginning in Fall 2014. The offerings will ramp up over a two-year period. Two existing classrooms will be remodeled and outfitted, if necessary, as smart classrooms for video and audio communication for this purpose. (Snow presently has three existing classrooms dedicated full-time to IVC instruction, and two other outfitted classrooms which can be used for concurrent enrollment instruction, when available. These additional classrooms are normally used for face-to-face on-campus classes, but are often used for classes which are broadcast to the Snow College Richfield campus.) The staff and faculty of Snow College will work closely with the Office of Academic Affairs throughout the spring term at Snow to prepare a top-notch IVC program that address issues related to course content, method of delivery including technology, discussion groups and group interaction, facilitator/instructor relationships, student responsibility and engagement, learning outcomes, the establishment of virtual office hours, and course facilitation protocols. The proposed program will provide consistent and high quality education opportunities to rural school districts in the State. It is anticipated that offerings will eventually include about 96 sections of 41 different courses at the end of a two-year program roll-out period. A broad enough slate of courses will be offered on a guaranteed two-year schedule, such that a high school student who is sufficiently motivated, with the assistance of his/her high school counselor and a Snow academic advisor, will be able to plan how to earn an Associate's degree by the time he/she graduates from high school. USHE and USOE records indicate that statewide 87 percent of students taking concurrent enrollment courses complete between one and three courses per year. Therefore, the number of high school students who earn Associate Degrees will not be comparatively large even with this program, but it will enable sufficiently motivated students in rural districts to chart a plan to complete a degree.

**3 What are the expected outcomes of the new or expanded program and how will the public benefit?** JR4-2-404(4)(c)(iii)

Utah Code, Title 53A, Chapter 17a, Section 102 (1) states, "The purpose of this chapter is to provide a minimum school program for the state in accordance with the constitutional mandate. It recognizes that all children of the state are entitled to reasonably equal educational opportunities regardless of their place of residence in the state and of the economic situation of their respective school districts or other agencies." Implementation of this program will benefit the public by making certain concurrent enrollment education opportunities available to students which may not presently be available to them due to lack of faculty qualifications to teach face-to-face concurrent enrollment courses in rural and/or small districts. In many cases, qualified faculty are more readily available in larger and/or urban districts to teach concurrent enrollment courses face-to-face.

Our research has shown that our IVC courses are high quality and that IVC student performance equals, and in some cases exceeds, the performance of students in some traditional general education classroom courses. We are incorporating evaluation standards to consider teaching quality, rigor and student performance, and will share our outcomes with sister USHE campuses and school districts who participate or show interest in our IVC program. It is sometimes difficult in rural areas to adequately monitor the quality and rigor of concurrent enrollment courses taught face-to-face at high schools due to the travel distance between the college and high school campus, but Snow has confidence in the quality and rigor of courses delivered via IVC because the instructor is located on Snow's campus.

As an important part of the new program, Snow College will employ two full-time academic advisors who regularly visit each high school participating in the program to meet with and advise students and high school counselors. They will meet face-to-face to help plan pathways that students can take to ensure that concurrent enrollment credits earned are strategic and lead the student to his/her objective. The academic advisors will be well-versed in the requirements of all USHE institutions so that proper advice can be given regardless of which college a participating student plans to attend.

**4 How will the bill be implemented and what resources are available to achieve the expected outcomes?** JR4-2-404(4)(c)(iv)

Once the Bill is passed and funding authorized, Snow College will immediately begin soliciting applications and subsequently hiring 11 full-time equivalent (FTE) instructors, 2 FTE facilitators, 2 FTE academic advisors, and 3 FTE administrators consisting of a Director and two technicians. Remodeling of two classroom facilities for this purpose will begin as soon as possible.

**5 How will the proposed agency activities cause the expected outcomes and public benefit in 3?**

Whether students are seeking to complete an Associate's degree or to boost the quality of their high school education with rigorous college coursework, Snow is prepared to meet the needs of the rural school districts and we are confident that our programs will play a major role in providing a first-rate college experience for students. We are confident that the program will thrive and grow, and we anticipate that we will need to expand IVC offerings as the quality of our courses and the experiences of high school students demonstrates the utility and excellence of this program.

## 2. PERFORMANCE MEASURES:

What measures will managers and policymakers use to know if the new or expanded program is providing the expected outcomes and public benefits? Provide one, two, and three year goals or targets, actual results and measures if available to serve as a baseline, and outcomes.

**Goal (public benefit):** Improved course availability to rural high school locations. Offered broad enough slate of courses to enable earning of an Associate's degree.

**Measure Title:** Course availability

**Description:**

Snow College will increase the number of different courses available to high schools that previously did not, or were unable, to offer such services. By the end of FY 2105, courses would be offered sufficient to enable a student to earn an Associate's degree. In FY 2016-17, other courses will be added to broaden students' selection of courses available to meet general education requirements.

Fiscal Year:	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
<b>Target or Benchmark:</b> number of courses offered	13	20	32	36	41
<b>Baseline:</b> percentage increase	NA	53.8%	60.0%	12.5%	13.9%

### How will program managers collect this performance information and ensure its reliability?

Program managers will collect this information from Snow College's academic schedule looking specifically at which courses were offered at which locations. The College will compare course offerings to the previous year in order to highlight courses and/or locations that previously did not have course availability. Most of this information is available through data already collected and processed by USHE and USOE.

**Goal (public benefit):** Increased student enrollment in IVC courses.

**Measure Title:** Student enrollment

**Description:**

There will be an exponential increase in the number of students participating in IVC/EdNet instruction. Projected numbers are for Snow College only. Other USHE institutions should continue to offer current EdNet courses and those students are not reflected in these numbers.

Fiscal Year:	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
<b>Target or Benchmark:</b> number of students (unduplicated)	652	1331	2416	3638	5029
<b>Baseline:</b> percentage increase	NA	104.1%	81.5%	50.6%	38.2%

### How will program managers collect this performance information and ensure its reliability?

Program managers will compare IVC/EdNet section enrollment to previous years. Such a comparison will be broken down by location and course title to determine geographic and subject matter enrollment growth (or challenges), respectively.

**Goal (public benefit):** Quality as determined by established best practices particular to higher education pedagogy and IVC-related instruction.

**Measure Title:** Quality

**Description:** Snow College will provide quality delivery and instruction as determined by pedagogical best practices, college-level academic standards, instructor training, advisement, facilitator coordination, and open communication between the College and all other initiative-related parties.

<b>Fiscal Year:</b>	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
<b>Target or Benchmark:</b> overall satisfaction rating (TBD)	NA				
<b>Baseline:</b> overall satisfaction rating (TBD)	NA				

**How will program managers collect this performance information and ensure its reliability?**

Snow College will provide documents regarding best practices, training meetings (Innovation Academy), and coordination meetings. The College will actively communicate its academic policies and deadlines to constituents via email, dedicated web-site, and written materials. The College will host training and coordination sessions with advisors, instructors, and facilitators, prior to and during the implementation of the initiative to gather information pertinent to program improvement and student success. There will also be a comprehensive program evaluation (survey) to be completed by constituents at the end of each