

Engineering and Technology Industry Council New Initiative Proposal Biennium from July 1, 2005 to June 30, 2007

Campus: Eastern Oregon University

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Summary of Proposal: \$250,000 Distance Education/Weekend College
(plus 50% match)

Goals

- Develop a distance delivery format or weekend college format computer science or decision science degree program.
- Roll out the program throughout eastern Oregon and other areas of Oregon with sufficient demand to economically offer the coursework.
- Enroll enough students in the program to become self-sustaining within 4 years.

Investment Description

- \$250,000 to develop a distance delivery format or weekend college format for a computer science or decision science degree program.

Results

As EOU's Computer Science program reaches its five-year mark, we are carefully considering mapping a growth path for the program. Two important issues exist, first we must focus and "scope" the program. Second, a critical component to the growth of nearly every program at EOU is a distance education component. As a proportion of total credit hours at a campus, EOU extends the largest distance education program in Oregon. Due to our rural location, we must bring programs out to our students; we cannot expect our students to travel long distances to meet us several times per week. As Computer Science grows, the need for a high quality distance education component becomes more critical. Without a strong outreach initiative, our program will be severely limited in its expansion options.

Development of the distance delivery/weekend college program will facilitate the scoping activity for the program. We will focus on an area of excellence and regional need to ensure that we provide excellent results in a targeted area, rather than acceptable results across-the-board. This program will open economic development opportunities in eastern Oregon. By expanding technical expertise throughout the state, the entire state benefits. Less populated areas benefit from a well qualified workforce. Employers benefit by having more diverse geographic options for locating or expanding operations.

The funds will be used to "port" existing curricula to a distance or weekend format and to develop state-of-the-art, best-of-breed computer science courses. We plan to capitalize on our

existing, highly successful Division of Distance Education to deliver learning opportunities to students located throughout Oregon. While other distance education programs have struggled or closed shop, our program remains strong because we maintain high quality learning opportunities, and we use the right delivery mode for the situation: asynchronous, remote site, compressed, or some other format. We already operate regional centers and hold long standing relationships with schools, education service districts, community colleges and universities. Our people in the region have existing contacts and can help prospective students with enrolling, understanding any technology requirements, and generally acting as a live person to handle any issues that may arise.

The US Department of Labor in 2004 reports on the outlook for computer science graduates:

Computer systems analysts, database administrators, and computer scientists are expected to be among the fastest growing occupations through 2012.

Technological advances come so rapidly in the computer field that continuous study is necessary to keep one's skills up to date. Employers, hardware and software vendors, colleges and universities, and private training institutions offer continuing education. Rapidly changing technology requires an increasing level of skill and education on the part of employees. Companies look for professionals with an ever-broader background and range of skills, including not only technical knowledge, but also communication and other interpersonal skills. This shift from requiring workers to possess solely sound technical knowledge emphasizes workers who can handle various responsibilities.

While there is no universally accepted way to prepare for a job as a systems analyst, computer scientist, or database administrator, most employers place a premium on some formal college education. A bachelor's degree is a prerequisite for many jobs; however, some jobs may require only a 2-year degree. Relevant work experience also is very important. For more technically complex jobs, persons with graduate degrees are preferred.

Appropriate measurable results for this investment include the number of distance delivered/weekend college undergraduate credit hours produced.

Proposed Investment and Private Support Forecast (\$M)

	7/1/05- 6/30/06	7/1/06- 6/30/07	Total
Proposed OUS Investment (\$M)			
(1)	0.13	0.13	0.25
			0.00
Subtotal	0.13	0.13	0.25
Expected private support (\$M) (2)	0.06	0.06	0.12
Total (\$M)	0.19	0.19	0.37
New Faculty Supported (FTE) (3)	0.0	1.0	0.5
Notes:			
(1) Use as many lines as you need to give the proposed new investment(s)			
(2) Consistent with ETIC Private Support Policy dated 1-23-02.			
(3) To be hired with ETIC funds during 2005-2007 biennium.			

Metrics Forecast:

	Baseline	Projected			
	AY 99	AY06	AY07	AY08	AY09
(1)					
Women graduating from ECS programs	n/a	0%	5%	5%	5%
Minorities graduating from ECS programs	n/a	0%	20%	20%	20%
ECS undergraduate student credit hours	-	328	656	984	1,640
ECS bachelors degrees granted	-	-	2	4	10
Notes:					
(1) List metrics including those relevant from Core Proposal template and others relevant to your proposal. If you use a metric that is also covered in your Core Proposal, the forecasted results that you give above should be the combined result of your Core Proposal and the investment described in this document.					