

1.0 Course Development and Delivery

Goal 1A. Staff will be hired or re-assigned to create a course development production team to meet the course design and development needs of the project.

Goal 1B. 99 new courses, which in part, support the project degree programs, will be developed using these funds.

Goal 1C. All distance education courses, regardless of modality, will have a Web component for marketing and communications between instructor and students.

Goal 1D. Investigate the use of commercially available asynchronous (e.g., Web) course development, management and delivery tools. Funding from this allocation may be used to have courses developed into Web based courses using a commercial developer and to test the viability of this approach for other program development within the university without having to greatly expand the course development and technical staff.

Goal 1E. Develop an assessment tool to evaluate all project courses, regardless of delivery modality, for effectiveness. This tool will check student satisfaction with the technology and methods used as well as retention of information.

Summary

Goal 1A. Course Development Production Team Staff

At Project startup (i.e., June 1999), funds were transferred to the Informational Services (IS) Department for the partial or full salaries of eight course development positions, two infrastructure support positions, and one faculty training position. This accounts for eleven positions in total making up 7.03 FTE. All of the positions were to be dedicated to supporting the work of this project at the percentage of FTE paid for by the project. Two positions (instructional designer and multimedia programmer) were transferred into the unit of Distance and Continuing Education under the direct supervision of the DE course development unit. Six of the positions were filled over this reporting period, but five positions (Database Administrator, Systems Administrator, Graphic Artist III, Graphic Artist I, and Videographer,) were not filled. Table 1 below lists the positions hired or re-assigned to facilitate course development.

Table 1. Course Development Production Team Staffing

Position Title	Classification	Status	FTE
Multimedia Programming Leader	Unclassified	Filled	0.5
Database Administrator	Unclassified	Unfilled	0.45
Distributed Learning Developer	Unclassified	Filled	0.5
Instructional Designer	Unclassified	Reassigned/Filled	1
Systems Administrator	Unclassified	Unfilled	0.25

Photographer	Unclassified	Filled	0.25
Multimedia Programmer	Classified	Reassigned/Filled	1
Multimedia Programmer	Classified	Filled	0.75
Graphic Artist III	Classified	Unfilled	0.33
Graphic Artist I	Classified	Unfilled	1
Videographer	Classified	Unfilled	1
FTE - Information Services			TOTAL 7.03

Maintaining a cohesive DE course development team under the existing collaborative agreement between OSU Information Services – Communication Media Center has proven to be problematic and somewhat unmanageable. Although the intentions of the course development collaborative process, to not create redundancies, was admirable and created with good administrative intentions, has for the most part proven not to be an efficient or effective system. What has been learned from this project is that DCE should hire those individuals needed to create the DE course development team and have these individuals report directly to supervisors in DCE. Additionally, any services that are needed by the DCE course development team that are not provided by DCE employees need to be “outsourced” or purchased as work for hire from other OSU service providers or outside agencies.

Goal 1B. Development of 99 New Courses

The goal of this project area is to build four distance-delivered baccalaureate completion programs and four distance-delivered Master’s degree programs with sufficient distance-delivered courses to meet the needs of these programs. This goal calls for a comprehensive long-term strategy for efficient course development. Table 1 below shows the distance education degree programs developed and implemented as a part of this project.

Table 2. Distance Education Degree Programs

Programs	Majors
Undergraduate Degree	Liberal Studies
	Natural Resources
	Environmental Sciences
	General Agriculture
Graduate Degree	Nutrition and Food Management
	Teacher Preparation
	Counselor Preparation
	Adult Education

Tables 3 and 4 respectively show the enrollment data for the undergraduate and graduate degree programs. During this reporting period (i.e., 2000-2001), the degree programs offered have experienced consistent enrollment growth. In the undergraduate degree programs, the total number of student enrollments has increased significantly since last year. The enrollment data also shows that both program levels, undergraduate and graduate, have statewide, nationwide, and even worldwide student working towards these degrees.

Table 3. Enrollment Data of Undergraduate Programs

Majors	Enrollment by Locations						Totals
	Central Oregon	Willamette Valley (excl. Corvallis)	Corvallis	South Coast	Other Locations in Oregon	Outside Oregon	
General Agriculture	2	6	7	0	7	3	25
Environmental Sciences	2	8	14	0	6	5	35
Liberal Studies	43	42	55	11	25	25	200
Natural Resources	9	5	9	3	14	17	57
Grand Total							317

Table 4. Enrollment Data of Graduate Programs

Majors	Enrollment by Locations						Totals
	Central Oregon	Willamette Valley (excl. Corvallis)	Corvallis	South Coast	Other Locations in Oregon	Outside Oregon	
Nutrition and Food Mngmt.	1	2	2	0	1	12	18
Teacher Preparation	0	0	1	0	2	0	3
Counselor Preparation	2	17	5	2	9	0	35
Adult Education	4	24	6	3	17	2	56
Grand Total							112

As a part of designing and developing the undergraduate and graduate degree programs, OSU Distance Education set a goal to create ninety-nine (99) new distance education courses. Twenty-four new courses were developed during the first year of the project (July 1, 1999 - June 30, 2000). New courses continue to expand both the undergraduate and graduate degree program offerings. These new DE courses accounted for 429 student enrollments in the OSU degree programs.

In the second year (this year reporting period), 53 new courses have been started, of which 53 have been completed. Over the first two years of this project 77 new distance education courses have been developed and are now a part of the distance degree inventory. Table 5 details the new courses developed and their enrollment data.

Table 5. Courses Completed in This Year Reporting Period and Enrollment Data

Subject #	Course Name	Credits	Enrollment per Term								Sub Total
			F'99	W'00	Sp'00	Su'00	F'00	W'01	Sp'01	Su'01	
AIHM 577	Fashion Design	4								11	11
AG 421	Leadership Development	3	3			5		9	9		26
AREC 432	Environmental Law	4			2				1		3

AREC 453	Public Land and Resource Law	4							13		13
ART 415	Art for Teachers	4						13	5		18
ATS 210	Intro to the Atmospheric Sciences	4	4	6	6		11	12	10		49
CH 374	Technology, Energy, and Risk	3					3	8	1	9	21
CH 390	Environmental Chemistry	3			3	12	2	5		10	32
COMM 326	Intercultural Communication	3	13					5		15	33
ECON 201	Introduction to Microeconomics	4	2	4	4	11	9	11	15	19	75
ECON 202	Introduction to Macroeconomics	4	1	1	1	5	2	4	5	9	28
ED 416	Foundational Perspectives in Education	2	3							17	20
ED 419	Multicultural Issues in Education	2		9				11			20
ED 590	M/1 Diversity Among Students	1-4	14	12	6	3	19		10		64
ED 590	M/2 Interpersonal Communications	1	2	4	2	2	5		10		25
ED 590	M/3 Learning Theory and Human Development	1	2	3	3	3	7		10		28
ED 590	M/3 Thinking and Problem Solving	1	1	4	1		3		10		19
ED 591	M/1 Organization & Management	1-4	13	13	2	1	16	14	22		81
ED 591	M/2 Models of Teaching	1	4	5	0	1	5	8	13		36
ED 591	M/3 Authentic Assessment	1	2	2	1		3	8	13		29
ED 591	M/4 Curriculum & Instruction	1	6	3	0		2				11
ED 592	M/1 Students, Families & Communities	1-4	9	11	8			8		7	43
ED 592	M/2 School Law & Workplace Cultures	1	6	6	0			5		7	24
ED 592	M/3 School Law	1	1	4	1			5		7	18
ED 592	M/4 Exploring New Roles	1	1	2	7			5		7	22
ED 594	M/Improve Practice Reflective Practice	1	3	3	14		2			22	44
ED 596	Technology for Teachers	3		1						7	8
ED 599	ST Advanced Strategies, Standards	1-4	5		1	9			8	35	58
ED 599	ST Racial & Cultural Harmony	1									
ED 599	ST Communication in Action	1									
ED 599	ST Policy Analysis In Work & Education	1									
ENG 317	The American Novel: Beginnings to Chopin	3				31			9		40

ENG 318	The American Novel: Modernist Period	3		3			10				13
ENG 319	The American Novel: Post-World War II	3			11			15			26
FW 251	Principles of Wildlife Conservation	3	7	18	14	13	18	17	14	12	113
FOR 365	Natural Resource Conservation	3	14				18				32
FW 303	Survey of Geological Info	3						5	3	14	22

	Systems in Natural Resources										
FW 323	Mngt Principles: Pacific Salmon	3	2		4	5	12		15	10	48
FW 470/570	Ecology & History of the Columbia Basin	3							2		2
GEO 465/565	Geographical Information Systems	3		6			5		5	13	29
H 436/536	Health Services Mgmt & Admin	3	0				3				3
HDFS 432	Children with Special Needs	3			11	8	5	12	14		50
HDFS 444/544	Child Abuse and Neglect	3			6	7		12	12	11	48
HST 415	History of the Family	3							7		7
HST 469	History of the Pacific Northwest	3						8	7	8	23
HST 481	Environmental History of the United States	3						11	12	15	38
HSTS 412	History of Science: 16-17th Century	3	11	10	5	11	16	13	12		78
NFM 236	Since of Foods-Theory	2	2	3	1	8	1	5	1	1	22
NFM 237	Since of Foods-Application	2		1	1	4	2		2		10
NR 455	Natural Resource Decision Making	3		6				14			20
PHL 201	Introduction to Philosophy	3	10	9	7	10	11	15			62
PS/SOC 407	Poverty in Oregon: Causes, & Options	3			4	4		7	7		22
PS 475/575	Environmental Politics and Policy	4		3		2		11		11	27
PSY 350	Human Lifespan Development	3	6	6	2	4	11	8	7	6	50
PSY 370	Personality	3	2	1	3	6	4	6	5	5	32
PSY 380	Human Adjustment	3		4	2	5	4	6	5	6	32
PSY 481	Abnormal Psychology	3							16	4	20
RNG 355	Desert Watershed Management	3		21			15				36
RNG 455/555	Riparian Ecology & Management	3			8				18		26
RNG 490	Rangeland Management Planning	3							8		8
SOC 340	Deviant Behavior & Social Control	3						7	13		20
SOC 426	Social Inequality	3				17				30	47
SOC 480/580	Environmental Sociology	3								14	14
WR 214	Advanced Technical Writing	3	10	5	3	23	9	12	9	16	87
WR 327	Technical Writing	3	13	7	10	35	22	19	13	21	140
Total =		161	172	196	154	245	255	334	371	379	2106

Goal 1C. Web Components for All DE Courses

During the project-reporting period, DCE worked cooperatively with the Information Services (IS) unit to begin the migration of components of all distance education courses into a web environment. The available and centrally supported web instructional system at OSU is Blackboard. The distance education team also maintains an instructional server with on-line tools used by OSU faculty in WEB courses (listservers, threaded discussion forums, on-line test courseware, on-line gradebooks, audio servers, etc).

During this reporting period approximately 225 university courses were built, maintained and operated (in part or in total) in the Blackboard online course development and management system. Out of these, 30% were offered through DCE. The target of 100% of all distance education courses having a web component for marketing and communications between instructor and students is maintained as a high priority.

The DCE course development team is also in the process of producing course orientation materials for distance students to provide needed information in how to access on-line courses, use the technical features of those courses, and design success strategies for taking on-line courses.

Goal 1D. Commercially Available Asynchronous (e.g., Web) Course Development, Management and Delivery Tools

As a result of this project, OSU has implemented a new enterprise-wide e-Learning Portal System. This portal system is fully integrated with the OSU database information system (Banner), and provides high level e-Learning capabilities, student services, and administration services to DE students in an equivalent capacity to campus based students. To achieve this, the University, under the leadership of DCE and IS, has implemented an enterprise-wide portal systems for e-Learning. An institutional-wide decision was made to use Blackboard 5.5 Level 3 Enterprise-wide Portal and e-Learning products and integrate them with the current OSU student Banner information system. The portal system now allows Oregon State University to totally integrate web-delivered e-Learning and administrative support systems such as admissions, records, and student information databases.

The OSU Extended Campus

OSU DCE Extended Campus. The OSU Extended Campus provides DCE students, staff, and faculty access to learning opportunities and the support structure necessary to insure the success of that learning for citizens throughout Oregon. The OSU Extended Campus supports an environment within which the OSU non-resident student body will become equal partners and participants in the community of learners who are Oregon State University. The portal system will provide the vehicle that enables the OSU Extended Campus to create and sustain an atmosphere of intellectual curiosity, academic freedom, diversity, "connectedness," and personal empowerment for the non-resident student body and their faculty.

The OSU curricula selected for inclusion in the program inventory of the Extended Campus will benefit from the design and delivery capabilities of the course-development and management component of the portal system, insuring that instruction delivered to non-resident students is equivalent to or better than that available to resident students.

All OSU credit courses, instructors, and students automatically populate the Portal System. In the new Portal system over 6,000 distance education students,

17,500 on-campus students, and 4,000 instructors are automatically provided with a variety of tools to enrich the processes of online teaching and learning. The Portal System combines:

- a state-of-the-art course Web site management system,
- a customizable institution-wide portal, and
- integration with multiple administrative systems.

The Extended Campus will provide the means for attracting high caliber students, who are time- and/or place-bound, and will enable them to access OSU's programs and become participating members in the OSU community of life-long-learning learners. The Extended Campus will provide an international venue within which OSU can:

- Highlight the accomplishments of students and alumni,
- Celebrate and promote the quality of the faculty and the quality of instructional and research facilities,
- Enhance the effectiveness and productivity of engagement with businesses and constituents, and
- Increase the support for research and scholarship through broadening its educational and research communities

Beginning Fall 2001 OSU is hosting approximately 27,080 users with an average yearly growth rate in users exceeding 50%. The residential student growth rate is estimated at 5% per year and distance education student growth rate is estimated at 40% per year. Extension learners participating within the system are estimated to double each year beginning in 2002. Extension Service currently administers learning opportunities for over 600,000 4-H youth and over 1.1 million adult learners. The Alumni using the portal are estimated to start at 25,000 in 2002 and grow by 25,000 per year. The Alumni projections are based on the estimate that at least 15% of the 150,000 Alumni currently in the university database will want to take advantage of an online lifelong connection to OSU.

Goal 1E. DE Assessment Tools

This project area also calls for a comprehensive long-term strategy for efficient course development and assessment. The Course Production Team, consisting of a Multimedia Educational Design Specialist, Analyst Programmer and a Streaming Media Specialist, created this strategy. A website for Course Development and Guidelines has been created. This website contains comprehensive documents providing colleges, departments, instructors, and staff with up-to-date information, links, requirements, and addresses other issues regarding development and delivery of programs and courses sponsored by Oregon State University's Distance and Continuing Education department. This course development site is located at: <http://osu.orst.edu/instruct/dce/dce203/>.