

**The Oregon Distance Education Project
Oregon State University
Extended Campus**

Executive Summary

Over the four years of the Oregon Distance Education Project, Oregon State University has created a scalable infrastructure to develop high quality distance education courses and degrees. This new OSU distance education system is dedicated to providing learning opportunities and full degree programs to Oregon citizens and other distance learners who are unable to participate in traditional campus-based degree programs because they are place- and time-bound.

The Oregon Distance Education Project has exceeded its three primary goals to:

- Create compelling learning experiences for non-residential Oregon State University students.
- Provide the highest quality distance learning experiences and degree programs statewide, nationwide, and worldwide.
- Serve the state of Oregon, and the nation, by extending the OSU campus and its academic programs and student services to meet the needs of learners, anywhere and anytime.

Through the project, the OSU Extended Campus has designed and developed four (4) distance delivered undergraduate degree programs and nine (9) distance delivered graduate degree, certificate, and licensure programs. *Table 1* shows the degree programs.

Table 1. Distance Education Degree Programs

Programs	Majors
Undergraduate Degree Programs	Liberal Studies
	Natural Resources
	Environmental Sciences
	General Agriculture
Graduate Degree and Licensure Programs	Nutrition and Food Management
	Nuclear Engineering (M.S., Ph.D.)
	Radiation Health Physics (M.S., Ph.D.)
	Professional Technical Teacher Education (Ed.M.)
	ESOL/Bilingual Licensure Program
	Adult Education (Ed.M.)
	Community College Leadership (Ed.D.)
	Counselor Education (M.S.)
Counselor Education Licensure Program	

In four years of the project, OSU Extended Campus has completed the development of 151 new distance delivered courses, exceeding the initial target of 99 courses, to support all distance delivered degree and licensure programs. *Appendix A* lists all 151 new distance delivered courses.

During the four year project period, delivering the newly developed distance courses have resulted in a total of 10,285 student enrollments, with 1,860 degree-seeking-student enrollments in the thirteen distance degree programs. The undergraduate program enrollment totaled 998 in the four years, while the graduate enrollment totaled 862. The enrollment numbers show significant growth as a result of the project. In the last year of the project period (i.e., fourth year), the undergraduate enrollment was 235 students, a 34% increase from year three. The growing enrollment is attributed to the significant increased demand especially for the Environmental Sciences and Natural Resources undergraduate degree programs. *Tables 2* and *Figure 1* summarize the enrollment data in the undergraduate programs, while *Table 3* and *Figure 2* summarize the enrollment data in the four graduate programs that have been delivered for one or more academic years.

Table 2. Enrollment Data of Undergraduate Programs (1999-2003)

Major	Undergraduate Enrollment				Total
	Year 1	Year 2	Year 3	Year 4	
General Agriculture	17	25	11	12	65
Environmental Sciences	12	35	24	44	115
Liberal Studies	216	200	78	85	579
Natural Resources	26	57	62	94	239
Total	271	317	175	235	998

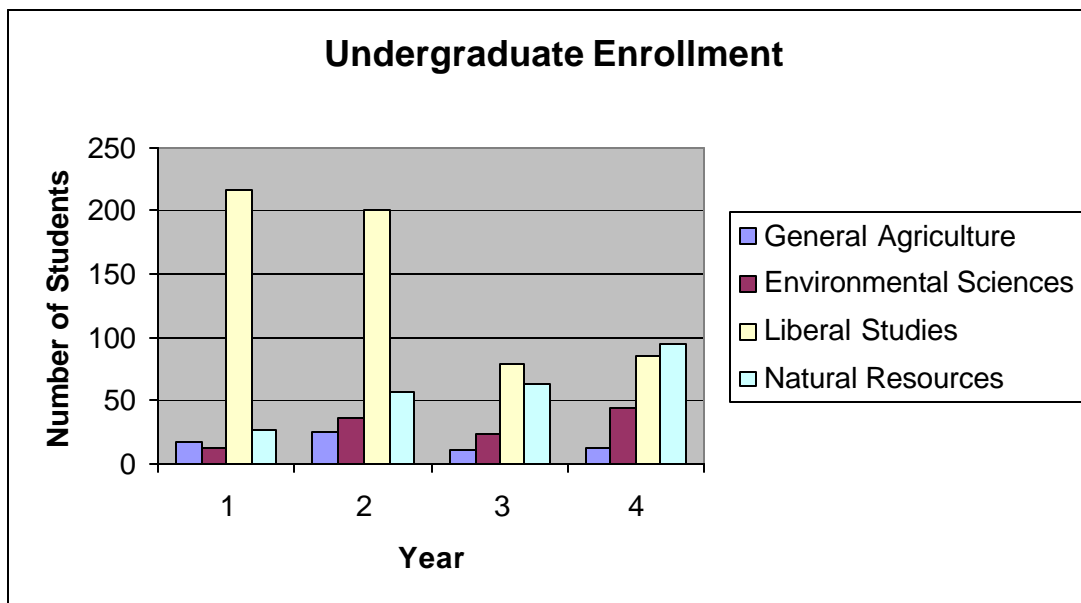


Figure 1. Enrollment Data of Undergraduate Programs (1999-2003)

Table 3. Enrollment Data of Graduate Programs (1999-2003)

Major	Graduate Enrollment				Total
	Year 1	Year 2	Year 3	Year 4	
Nutrition and Food Management (NFM)**	12	18	6	6	42
Teacher Preparation	25	3	62	67	157
Counselor Preparation	33	35	40	53	161
Adult Education	194	56	125	127	502
Total	264	112	233	253	862

**Note: The NFM degree is currently suspended, as the College which represents this program, is being merged with the College of Health and Human Science. Therefore, these latest enrollment figures are students currently in the “pipeline” and finishing the degree program. No new students are being accepted into this program at this time and the program is being evaluated for potential continuation in the new “merged” College.

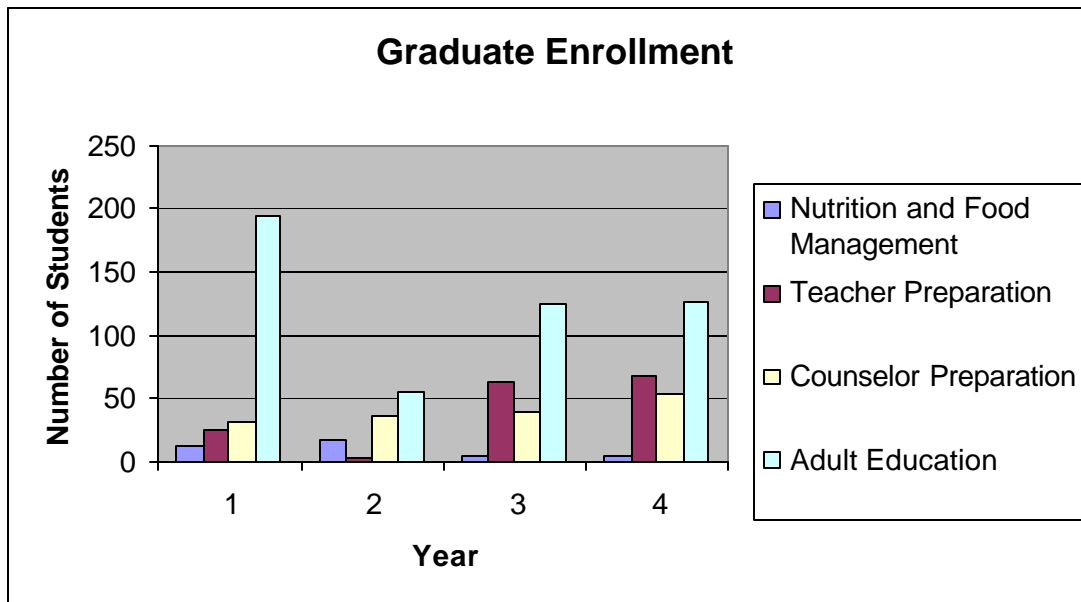


Figure 2. Enrollment Data of Graduate Programs (1999-2003)

During the four-year project period, more than 75% of undergraduate enrollments are students from various locations throughout Oregon. The remaining 25% of the students are from other locations throughout the United States and from around world. Although it is important to note, there is a trend of an increasing number of students who access the programs from outside Oregon. In the last year of the project, the numbers of students from inside and outside Oregon are approximately the same. 95% of graduate enrollments are represented by individuals from the state of Oregon. These facts underscore the importance of the Oregon Distance Education Project in serving the state of Oregon through its efforts to provide the virtual OSU campus to meet the educational needs of Oregon citizens.

Over the length of the project, the OSU Extended Campus continuously worked with OSU Information Services (IS) to migrate components of all distance education courses into the new OSU web (i.e., Blackboard 6.0) environment. As a direct result of this project, OSU implemented a new enterprise-wide e-Learning Portal System on September 6, 2001. This portal system was fully integrated with the OSU database information system (i.e., SCT Banner), and provides high level e-Learning capabilities, online student services, and online administration services to OSU distance education students in an equivalent capacity to campus based students. The OSU portal allows the OSU Extended Campus to integrate web-delivered e-Learning and online administrative support systems such as admissions, records, registration, and student information databases with ongoing campus based student services. Beginning fall of 2002 through summer of 2003, OSU hosted 78,292 Blackboard users and has activated 1,937 unique classes. *Table 4* and *Figures 3* and *4* summarize the Blackboard courses and users in the last two years of the project.

Table 4. Blackboard Courses and Users

	2001-2002				2002-2003			
	Summer	Fall	Winter	Spring	Summer	Fall	Winter	Spring
Active Courses	NA	230	318	358	126	535	654	622
Enrolled Users	NA	9,546	12,948	13,811	2,576	23,036	25,893	26,787

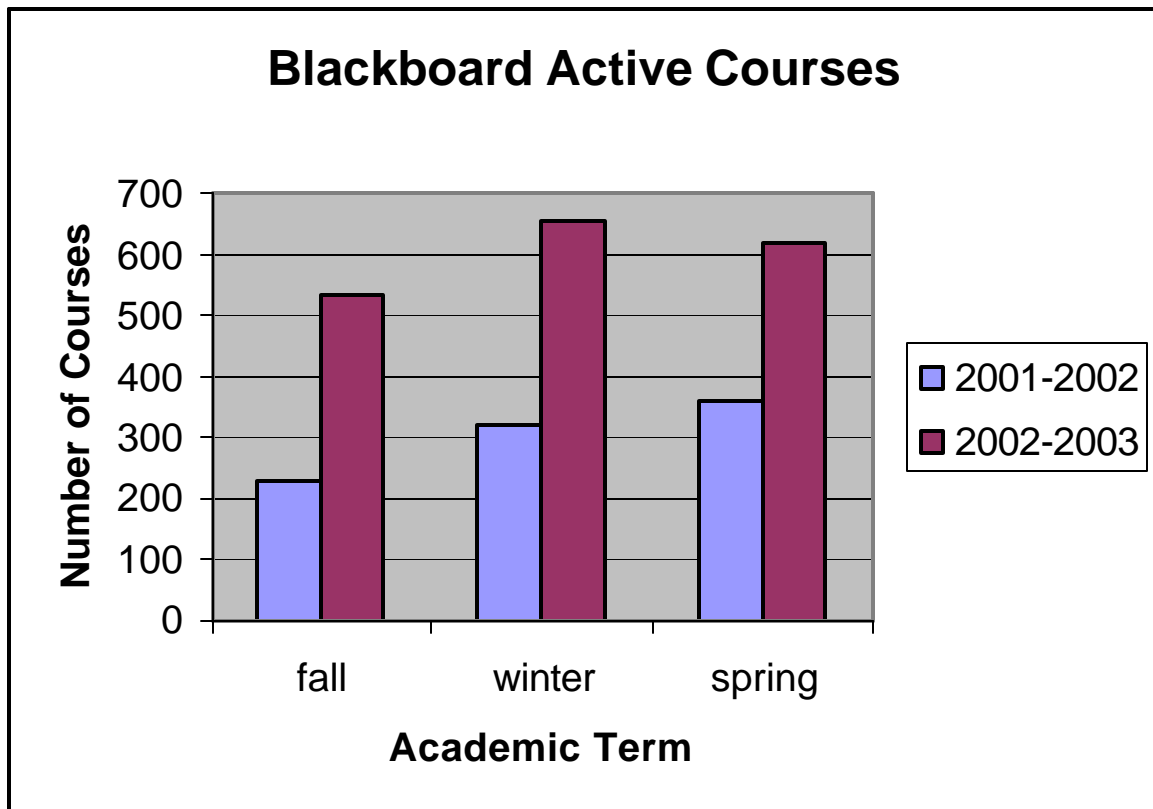


Figure 3. Blackboard Active Courses (2001-2003)

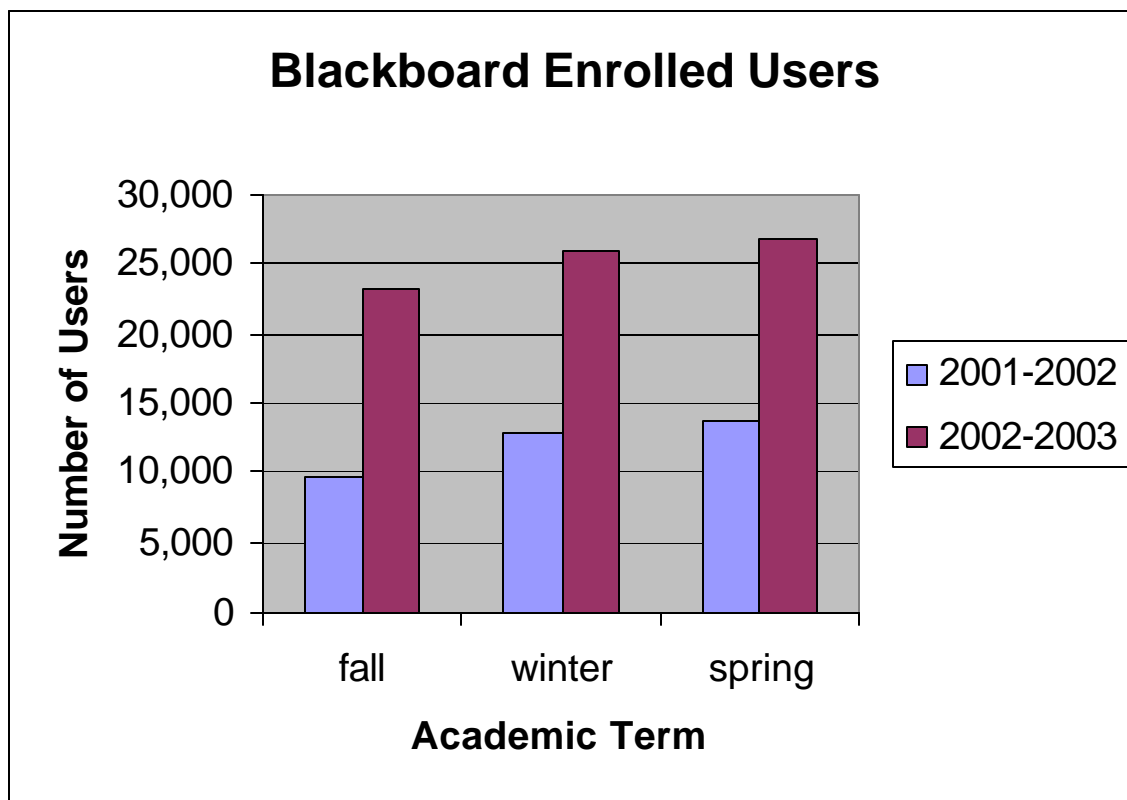


Figure 4. Blackboard Enrolled Users (2001-2003)

This project was dedicated to creating a comprehensive long-term strategy for efficient course development, faculty training, and course assessment. As a result of this project, the OSU Extended Campus has developed and implemented these processes and tools. The website for the Extended Campus course development guidelines and faculty training for online teaching can be found at:

<http://faculty.ecampus.oregonstate.edu/>

These guidelines contain comprehensive instructions, tutorials and applications that provide college and department leaders, instructors, and staff with current information, links, standards, guidelines, and other materials to assist in the development and delivery of degree programs and courses offered through the OSU Extended Campus. The faculty training for online teaching website contains information about the uses of Blackboard's course management tools, faculty security in the online environment, implementing information technology into the curriculum, intellectual property in online education, and student retention.

This project has also focused on the development of processes and policies for student services, and to help implement these services for the non-residential students. This project has identified a core group of student services including Admission & Orientation, Financial Aid, Registration, Library, and Bookstore access that are needed to insure accessible and "user friendly" OSU services to

distance education (i.e., non-residential) students. Over this project year several of these student services have been implemented to address the needs of OSU Extended Campus degree seeking students. These are: the creation of a query system in the OSU central database system (i.e., Banner/Datawarehouse) to identify distance students applying for financial aid, Electronic-News and Career Services for distance students, the Electronic Extended Campus Student Services Center, the hiring of a new distance education librarian, and cooperation with OSU Bookstore to streamline the ordering and shipping of textbooks and videos for distance students.

OSU Extended Campus has also undertaken a needs assessment process to enable the Extended Campus to make strategic decisions about which programs are needed by Oregon and regional citizens, and to begin working in partnership with the OSU Colleges and departments to develop and implement these programs and other learning opportunities. A course-degree matrix was developed to show the current gaps and options in existing degree programs, and to recognize priorities for new OSU courses to bring online.

At the same time, marketing efforts were dedicated to promoting awareness of the OSU Extended Campus and OSU distance degree offerings to Oregonians, and to other national and international audiences. In 2002 the OSU Extended Campus completed a variety of market research projects. The information gained from this research guided the formulation of the Extended Campus' Strategic Plan.

The Oregon Distance Education Project objectives include: 1) the development of 99 distance education courses, 2) the creation of a comprehensive course development strategy, and 3) addressing the faculty and administrative issues that arise from the new course development strategy and the integration of academic and distance education units that the strategy entails. This year's project evaluation has also focused on organizational and cultural change aspects of the project and advantages and disadvantages of the new course development procedures. This project has been successful in integrating the Extended Campus into the university system through collaboration and cooperation with academic units such as Colleges and Departments, and new business and service models that have been developed to facilitate these collaborations.

The OSU Distance Education Project added two new initiatives over this last project year. The first was to identify which OSU departments are considering, or beginning to develop, graduate certificate programs, and then work with these departments to seek approval to offer these certificates via distance education.

The OSU Extended Campus, in partnership with these colleges/departments, have identified the need to develop Graduate Certificate programs in the areas of Education (Adult and Teacher Education) and Health Care Leadership. Over the next year, OSU Extended Campus will be working with these departments to develop and implement these certificates and certificate courses.

The second was to identify which OSU departments are considering, or are beginning to develop, professional development non-credit certificate programs. Goals have now been set to work with the Colleges of Health and Human Services, Business, Education, and Engineering and various companies to develop needed non-credit certificate programs throughout the state and at least one program to be delivered online during 2003-2004.

The United States Congress funded this project in 1999 as a part of the ongoing state of Oregon and Oregon State University leadership efforts in distance education. The project operated as a Comprehensive Program Grant under the oversight of the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE). The Oregon Distance Education Project was funded \$3,000,000 to achieve its project goals. Throughout the project's four years of operation, these funds were distributed to insure the achievement of the project goals. This distribution resulted in 58% of the total grant funds being allocated outside of the Extended Campus unit to OSU Colleges, Departments, and Central Administration in the form of salaries and benefits, services and supplies, equipment, sub-grants, and central administration indirect costs.

Figure 5 shows how the grant funds were allocated over the four years of the project. Figure 6 provides an allocation chart of the expenditures by OSU colleges. Figure 7 shows the allocation of expenditures which were dedicated to OSU Central Services including Information Systems (IS), Library, Registrar's Office, Admissions, Financial Aid, and Academic Affairs. Figure 8 shows that 77% of the project funds were spent directly on OSU salaries and benefits (in the Colleges/Departments, Central Administration/Service units outside of Ecampus, and project personnel within Information Services and Ecampus) in order to accomplish all of the project's goals and outcomes.

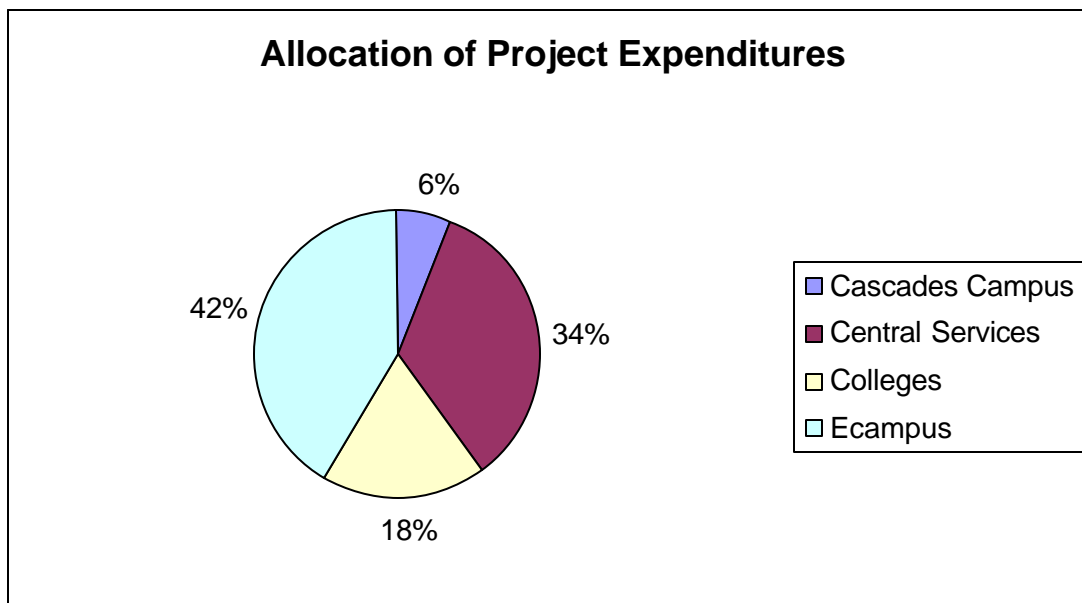


Figure 5. Allocation of Project Expenditures

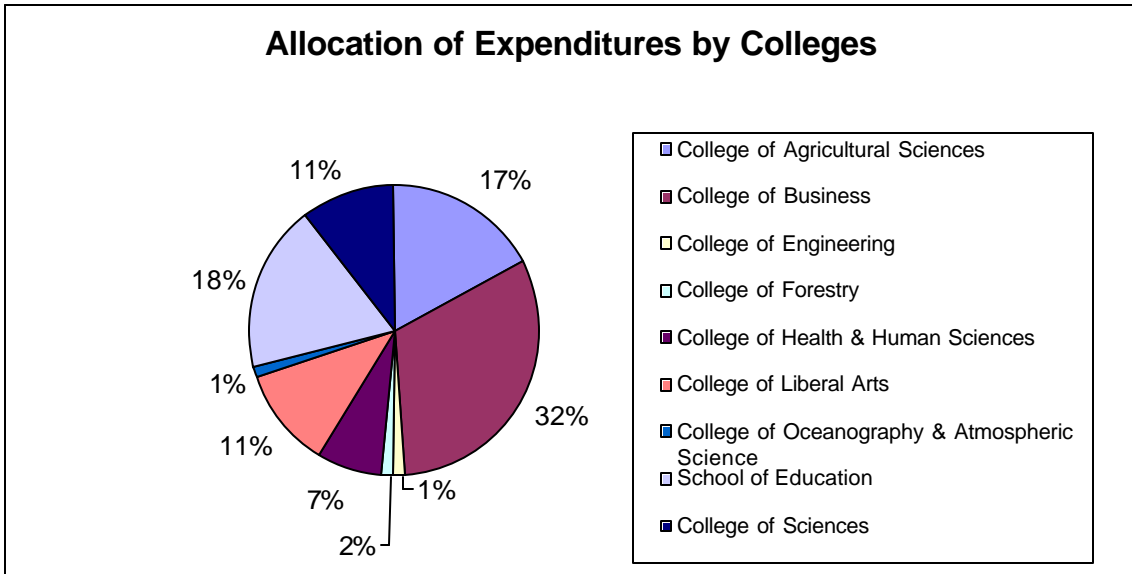


Figure 6. Allocation of Expenditures by Colleges

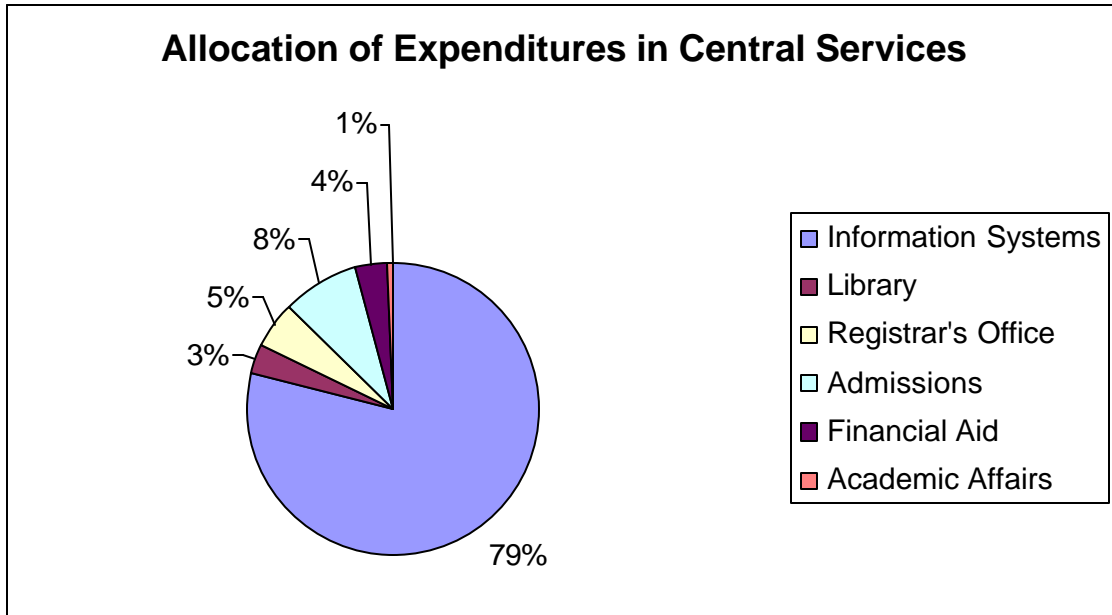


Figure 7. Allocation of Expenditures in Central Services

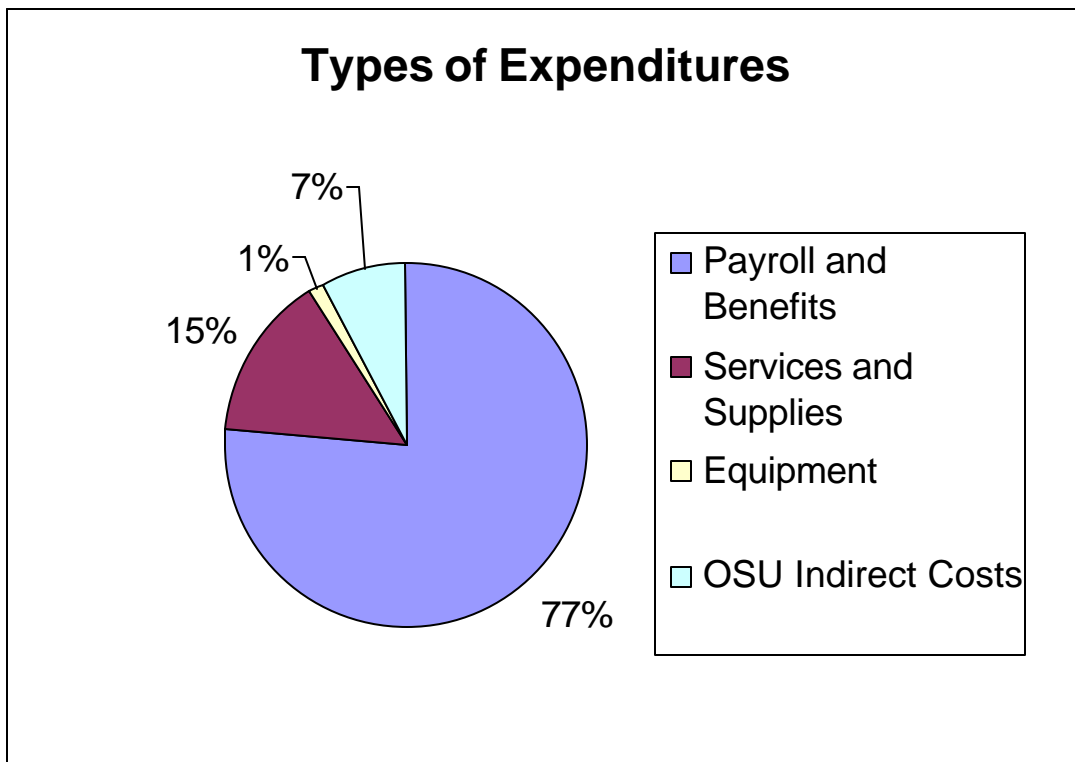


Figure 8. Types of Expenditures

In conclusion, the Oregon Distance Education Project has produced a significant number of successes. The project significantly exceeded its course development and degree goals. The project directly impacted the decision of OSU central administration to implement an enterprise-wide e-Learning Portal System (Blackboard 6.0). This e-Learning system is now providing high-level online teaching and learning capabilities, online student services, and online administration services to distance education students anytime, anywhere. This project facilitated the creation of a comprehensive strategy and processes for efficient course development, faculty training, and online course and instructor teaching assessment. This project has positively impacted the university culture through the development of policies for online student services dedicated to meeting the needs of non-residential students. This project identified and created a system to deliver a core group of student services, including Admission & Orientation, Financial Aid, Registration, and Library and Bookstore access to OSU distance education students. And finally, this project directly impacted over 10,000 learners and positively affected change within the university to better serve distance and residential students by creating efficient and effective human and technological systems that are designed and implemented to meet the needs of distance students and make high standard and high quality Oregon State University courses and full degree programs available to individuals throughout Oregon, the nation, and the world.