

1. 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.

Goal 1F. Develop an integrated data management system with interface to Banner Schedule of Courses. The tool must eliminate duplications of data entry by Ecampus units and provide the ability to create and manage the flow of work for expanding Ecampus inventory. The tool should also enable collection and sharing of documentation regarding work tasks, policies, procedure, agreements, and Ecampus history, and free up staff time from inefficient, less accessible paper methods used for retention of information, without increase the costs of those operations.

Summary

Goal 1A. Course Development Production Team Staff

In 1999, a course development and production team was created in collaboration with OSU Information Services – Communication Media Center (CMC). Funds were transferred to the Informational Services (IS) Department for individual salaries of personnel that would support the course development processes and production team.

Maintaining a cohesive course development team under an agreement between different units proved problematic and difficult to manage. To improve coordination and to meet the current needs, OSU Extended Campus hired the individuals needed on the course development team and had these individuals report directly to an OSU Extended Campus Director. Other services needed by

the Ecampus course development team that are not provided by Ecampus employees are now “outsourced” or purchased as work for hire from other OSU service providers or outside agencies.

With a flatter structure and more focused positions, the current course development production team consists of:

- Director of Project Development and Training (1.0 FTE)
- Project Manager (1.0 FTE)
- Faculty Development and Training Associate (1.0 FTE)
- Graphics/Media Designer (1.0 FTE)
- 6 Student Assistants (3.0 FTE Total)

Goal 1B. Development of 99 New Courses

The goal of this project area originally was to build four distance-delivered baccalaureate degree programs and four graduate degree programs with sufficient distance-delivered courses to meet the needs of these programs. During the project, four baccalaureate degree and nine graduate degree and licensure programs have been developed and offered through the OSU Extended Campus. *Table 1* shows the distance education degree and licensure programs developed and implemented as a part of this project.

Table 1. Distance Education Degree and Licensure 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	

Undergraduate Degree Programs

Table 2 and Figure 1 summarize the enrollment data for the undergraduate programs during the 4 years of the project period (1999 to 2003). The four distanced degree programs have experienced steady enrollment with the total enrollment of 998 in four years and a yearly average of 250. Year four's enrollment increased by 34% from 175 to 235 students. The growing enrollments in Environmental Sciences and Natural Resources programs are the major contributors to the total enrollment increase in these four degree programs.

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

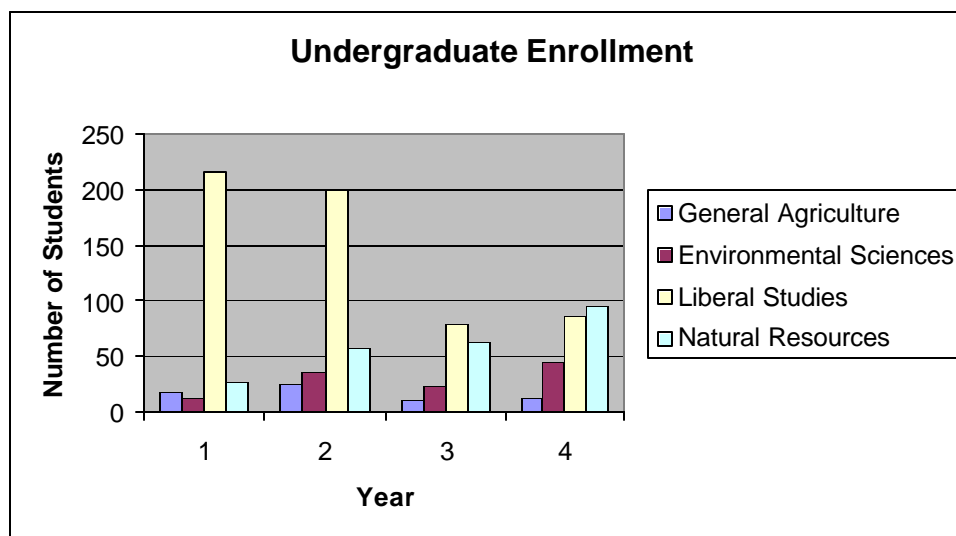


Figure 1. Enrollment Data of Undergraduate Programs (1999-2003)

During the four-year project period, more than 75% of the undergraduate enrollments were students from locations throughout Oregon. The other 25% were students from other locations throughout the nation and the world. But, it is important to note that the data are now showing that there is a trend of an increasing number of degree seeking students who are accessing the OSU programs from outside Oregon. In the last year of the project, the numbers of students from inside and outside Oregon, shown Table 3 and Figure 2, are approximately the same.

Table 3. Undergraduate Enrollment by Location (1999-2003)

Location	Undergraduate Enrollment				Total
	Year 1	Year 2	Year 3	Year 4	
Oregon	271	267	115	116	769
Outside Oregon	0	50	60	119	229
Total	271	317	175	235	998

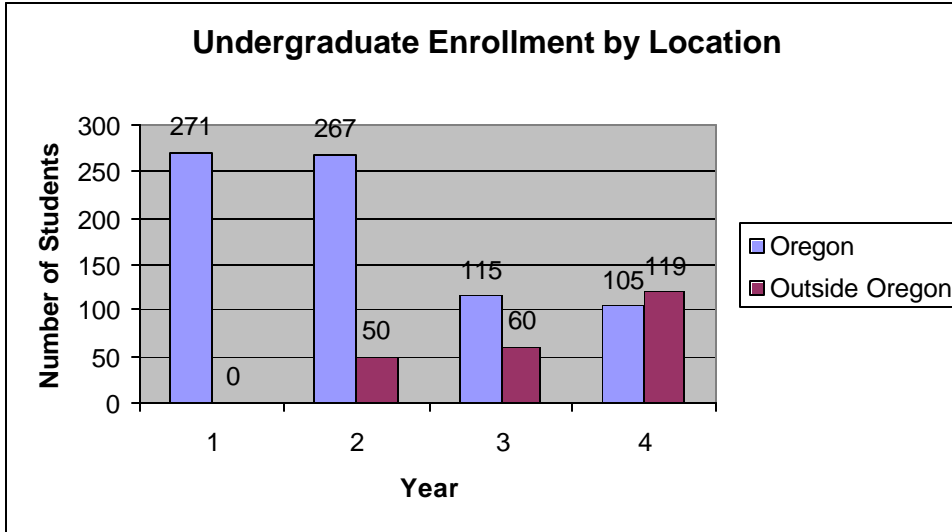


Figure 2. Undergraduate Enrollment by Location (1999-2003)
Graduate Degree Programs

Table 4 and Figure 3 summarize the enrollment data for the graduate programs during the project period (1999 to 2003). The graduate degree programs had a total enrollment of 862 students with a yearly average of 215.

Table 4. 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, has been 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.

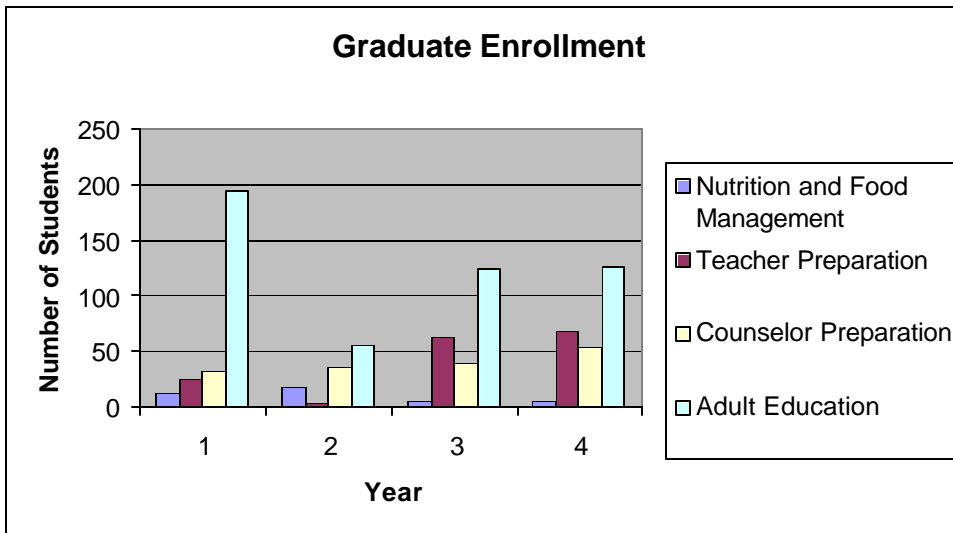


Figure 3. Enrollment Data of Graduate Programs (1999-2003)

The graduate program enrollments show that approximately 96% of the students are from Oregon. This fact underscores the importance of the Oregon Distance Education Project by extending the OSU programs in order to meet the need of learners statewide. *Table 5* and *Figure 4* summarize the yearly enrollment data by location.

Table 5. Graduate Enrollment by Location (1999-2003)

Location	Graduate Enrollment				Total
	Year 1	Year 2	Year 3	Year 4	
Oregon	264	98	224	243	829
Outside Oregon	0	14	9	10	33
Total	264	112	233	253	862

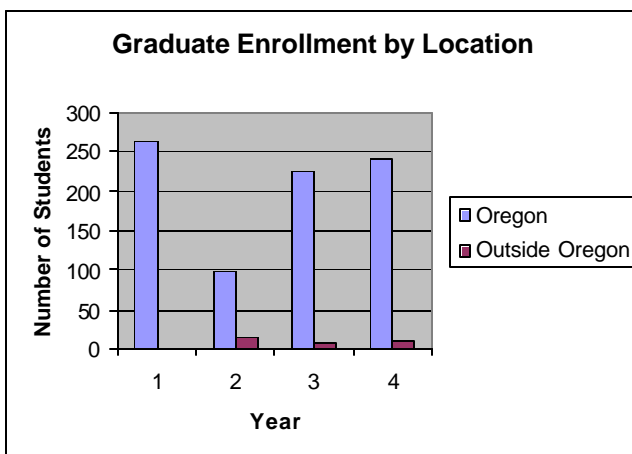


Figure 4. Graduate Enrollment by Location (1999-2003)

As a part of designing and developing the undergraduate and graduate degree programs, OSU Extended Campus set a goal to create ninety-nine (99) new distance education courses. One hundred and seventeen (117) new courses were developed during the first three years of the project (July 1, 1999 – June 30, 2002) and thirty four (34) new courses were completed during the fourth year of the project (July 1, 2002 – June 30, 2003) adding up to a total of one hundred and fifty one (151) courses developed over the four year project period. An additional 11 courses are currently in development, which will bring the total number of DE courses developed up to 162 courses, greatly exceeding the initial goal of 99 courses. The following *Figure 5* summarizes the number of courses developed over the four years of the project.

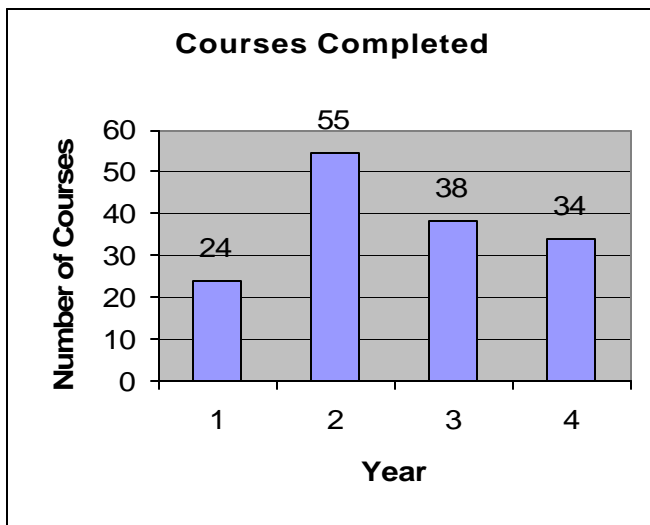


Figure 5. Number of Distance Education Courses Developed by Year

The list of all 151 courses developed and their total enrollment data are shown in *Appendix A*. In the four years of the project, the courses developed have resulted in 10,285 student enrollments.

A course-degree matrix has been developed to show the relationship of each course developed with the degree programs it supports. The matrix is important for OSU Extended Campus to systematically identify the current degree program gaps, providing directions, and creating priorities for new courses to develop and bring online. The course-degree matrix for all courses developed is shown in *Appendix B*.

Goal 1C. Web Components for All DE Courses

During the grant period, the OSU Extended Campus worked cooperatively with the Information Services (IS) unit to migrate all distance education courses into a World Wide Web environment. The available and centrally supported web instructional system at OSU is Blackboard 6.0. The distance education unit also uses an instructional server with online tools for web courses (e.g., Web components, streaming media servers, etc.).

OSU Central Computing currently maintains, operates and supports Oregon State University's installation of the Blackboard teaching and learning portal. The Blackboard 5.5.1 Level 3 installation went into production for the Fall 2001 term. A course site is created and available for every OSU course listed in the OSU Banner/Schedule of Classes. Instructors activated 1,937 class sites for summer 2002 through spring 2003, with a total of 78,292 enrolled users during this period (See *Table 6*). Blackboard access is given to every student, faculty and staff member who is listed in OSU's database and has a valid ONID (i.e., login and authentication system) account. User, class loads, enrollments, and course catalog information are loaded into Blackboard from the online Schedule of Classes through an event driven processes.

Table 6. 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

Compared to the previous year's data, the numbers of active courses and enrolled users during this reporting period show a significant growth (See *Figures 6 and 7*).

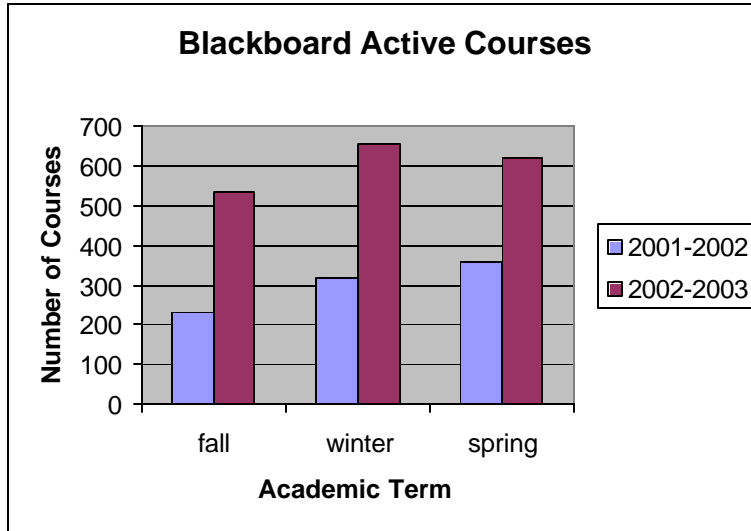


Figure 6. The Growth of Blackboard Courses

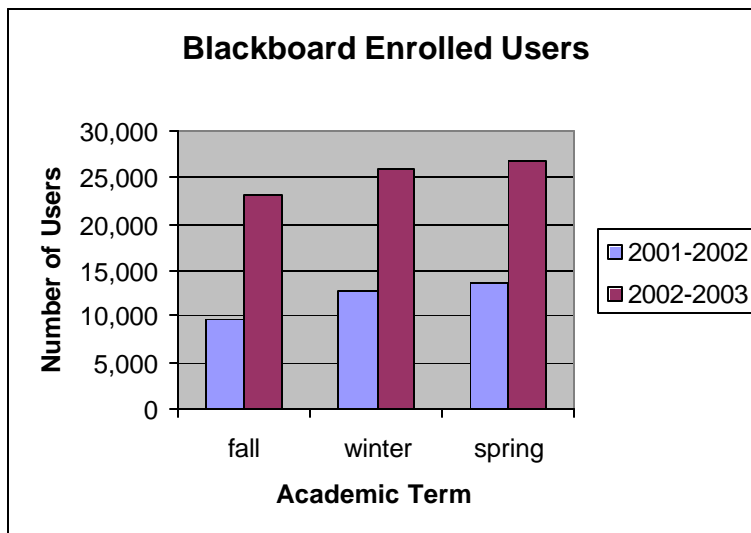


Figure 7. The Growth of Blackboard Users

For this reporting year, the growth of active Blackboard courses shows a 100% increase from 906 to 1,811 courses in the three term period (i.e., fall, winter, and spring terms). The number of enrolled Blackboard users has increased by 108% from 36,305 in 2002 to 75,716 in 2003 for the same three term period.

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

As a result of this project, OSU has implemented the new enterprise-wide e-Learning Portal System (Blackboard). This portal system is fully integrated with the OSU database information system, and provides high level e-Learning capabilities, student services, and administration services to distance education students with equivalent educational services to campus-based students. To achieve this, Oregon State University, under the leadership of the OSU Extended Campus and Information Services, implemented the campus-wide portal system by installing Blackboard 5.5.1 Level 3 Enterprise-wide Portal and e-Learning products and integrating them with the current OSU student information system (i.e., SCT Banner). The portal system integrates OSU both on-campus and Extended Campus web-delivered e-Learning and administrative support systems such as admissions, records, and student information databases. Blackboard Version 6.0 was implemented in September 2003.

Goal 1E. DE Assessment Tools

This project also developed a comprehensive long-term strategy for efficient distance education course development and assessment.

The course production team, consists of a multimedia educational design specialist, analyst programmer and a media specialist. A website for course development guidelines and training has been created, improved, and updated over the life of the grant, and will continue to be a resource for OSU faculty and other faculty teaching distance education courses. This website contains comprehensive documents providing colleges, departments, instructors, and staff with up-to-date information, links, requirements, and addresses other sites supporting development and delivery of distance education programs and courses. This course development site is located at:

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

This site was acknowledged recently by Dr. Carl Kuzmich, a national Blackboard trainer, as “a robust set of tools, training resources and helpful tutorials.”

Goal 1F. Develop an Integrated Data Management System with Interface to Banner Schedule of Courses and New Web Interfaces

During the final year of the project, the individual tools and systems created over the term of the FIPSE project were consolidated into a comprehensive distance education management system. This new Web Interface and an integrated data management system were created to automate and integrate many of the business processes critical to the development and delivery of OSU distance education courses and degree programs.

Tied to the need for new Web services, the new Ecampus online data management tools have increased the productivity of staff by eliminating duplicate data entry of information already in the existing OSU student information database system (i.e., SCT Banner). The online data management tools system supports the following Ecampus business processes.

This project produced two new Ecampus Web “toolboxes”. **NOTE:** the “business toolbox” contains secure information and is therefore not available for public viewing or use.

1. **Public** “toolbox” website containing these components:

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

2. **Business** “toolbox” website containing these components:

- an Intranet at:

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

- an integrated data management internal to Ecampus at:

<http://inside.ecampus.oregonstate.edu/ToolBox>

- an integrated data management system for requesting courses from the Registrar at:

<http://inside.ecampus.oregonstate.edu/Requests>

Both the public and business sites allow online standard text (non-HTML based) editing of content as well as searching and displaying data from the Central OSU Banner database system. In addition, a wide range of productivity programming functions in Microsoft .NET are now available for continually updating and improving the toolboxes. The new data management system incorporates online course/program approvals, online course/program “Intake” processing, task management tools, cost tracking tools, and reporting systems.