

OSU **EXTENDED** CAMPUS Enrollment Report and Trend Analysis

2001-2006



June 25, 2007



Several members of the 2003 cohort of the Master's in Adult Education program pose at 2006 OSU Commencement. This unique program was designed to serve working adults from around the entire state and region. This Ecampus/ College of Education program is composed of a combination of off-campus and online courses.

ecampus.oregonstate.edu
extending **OSU** worldwide

Introduction

The Enrollment Planning Workgroup is charged to develop a plan and recommend processes to support Oregon State University's strategic plan in such a way that it promotes the university's success and sustainability in the short-term (3-7 years) and long-term (10-20 years) future. The work group's efforts will provide direction for: achieving the desired level of institutional and program quality; managing and responding to demand for programs and services; creating an environment to promote an engaging student experience; projecting and managing human, financial and physical resources; managing student recruitment, enrollment patterns and retention at the desired levels; building sufficient flexibility into the arrangement, alignment and organization of programs; and acknowledge and respond to demand trends, while retaining flexibility in stability in program offerings.

Part I – Extended Campus (Distance Education) Data

What have the enrollment trends of Ecampus (Distance Education) been over the last six years and what can we predict will be the enrollment trends for these OSU programs over the next three to seven (3-7) years?

Oregon State University has led state institutions in the rate of enrollment growth over the past six years. The number of on-campus students enrolled at OSU has jumped 11.8 percent from fall 2000 to fall 2006, the largest percentage increase among the main campuses of the state's comprehensive public universities. But that on-campus growth figure pales in comparison to the growth of the number of OSU students taking distance education courses offered through the OSU Extended Campus (Ecampus). Over this same six year period, OSU Ecampus duplicated distance education enrollments have grown by 238%.

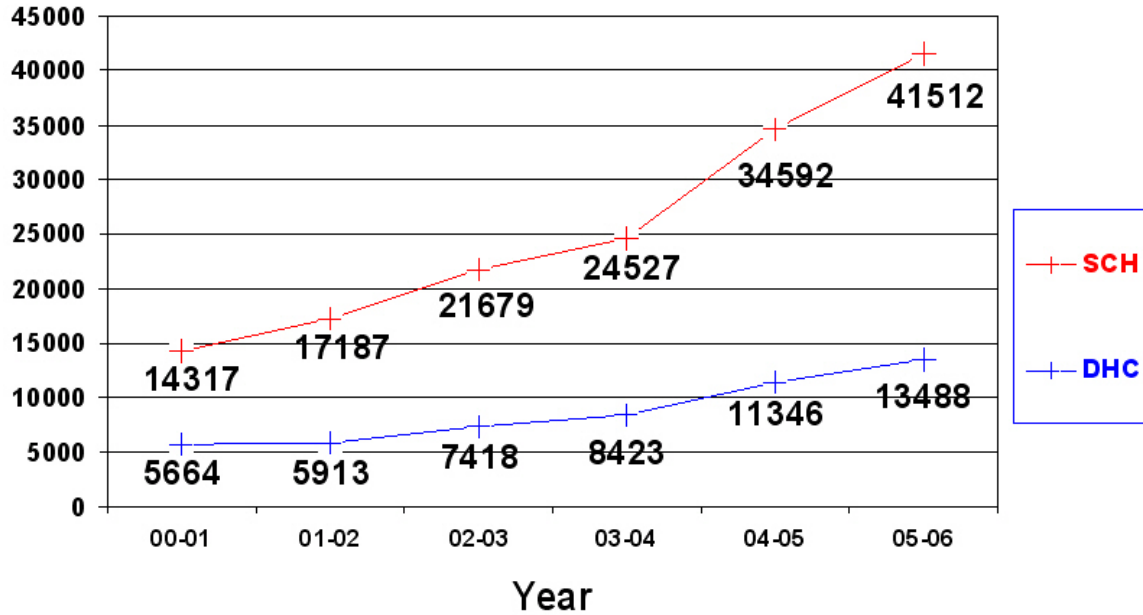
OSU's growth and diversity of its student body have been positively impacted by distance education: in the number and types of individuals learning outside traditional classrooms, in the variety of programs offered, and in the range and effectiveness of new technologies and modalities for delivering new high quality learning opportunities.

This report will focus on the enrollment statistics that represent the growth in OSU students who are taking classes and earning their degrees facilitated through the Extended Campus in partnership with the colleges and departments.

Ecampus Enrollment Growth from 2000-2006

Let's start first by looking at enrollment growth. Not only are more individuals enrolling in classes facilitated by Ecampus, but the number of credit hours being taken is also growing significantly.

**Ecampus Enrollment & Credit Hour Growth
2000-2006**

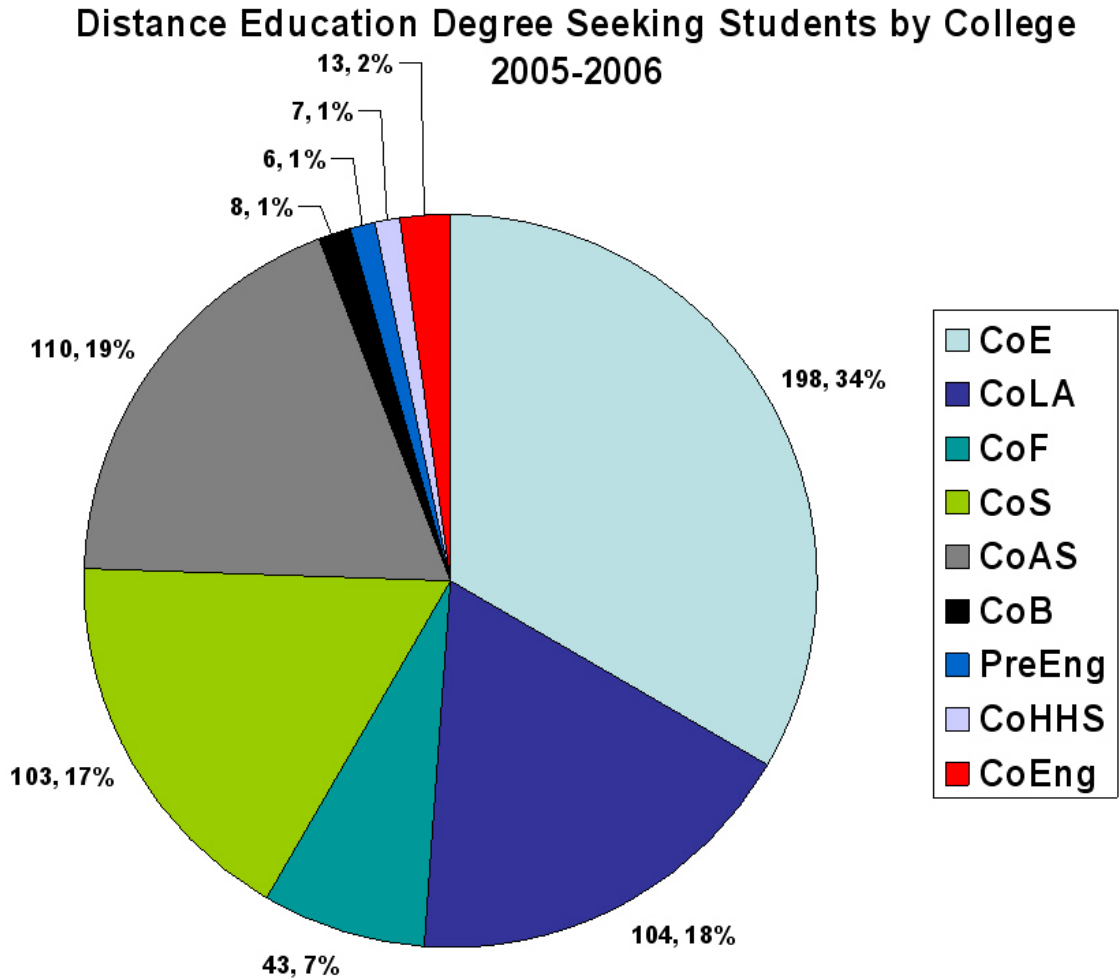


289.94% Student Credit Hour (SCH) growth from 2000-2006
238.13% Duplicated Head Count (DHC) growth from 2000-2006

The number of credit hours taken by individuals enrolled in distance education grew from 14,317 credits in 2000-2001 to 41,512 credits in 2005-2006. That is more than 289% growth in six years.

Number of Degree Seeking Students by Colleges

The number and percentage of degree seeking students by college in 2005-2006 is shown in the chart below.



As noted in the chart above, in 2005-2006 the College of Education (CoE) had 198 or 34% of the degree seeking students, with the College of Agricultural Science (CoAG) the second largest with 110 degree seeking students or 19%. These are followed by the College of Liberal Arts, College of Science, College of Forestry, College of Engineering, and equally by Pre-Engineering, the College of Health and Human Sciences, and the College of Business.

Ecampus has focused its work over the last six years with these nine Colleges and their departments to create full certificate and degree programs offered through distance education. The following table shows the ten OSU academic programs and enrollment delivered through Ecampus from 2001-2006.

Ecampus Students Enrolled in Programs by Year*

	2000 - 2001**	2001 - 2002	2002 - 2003	2003 -2004	2004 - 2005	2005 - 2006
	(200100-200103)	(200200-200203)	(200300-200303)	(200400-200403)	(200500-200503)	(200600-200603)
General Ag	-	1	11	10	14	25
Natural Resources	-	32	84	99	102	136
Environmental Science	-	5	35	49	63	76
Liberal Studies	-	5	56	70	75	95
Adult Ed	-	N/A	N/A	N/A	N/A	52
MAT Elem Ed	-	N/A	N/A	N/A	N/A	49
Ed (EDM) EDD, PHD	-	N/A	N/A	N/A	N/A	75
TESOL Certificate	-	N/A	N/A	N/A	N/A	10
Radiation Health Phys	-	N/A	N/A	N/A	N/A	13
Health Care Admin	-	N/A	N/A	N/A	N/A	4
*Data based on students coded "DSC" in Banner						
**No data collected 2000-2001						

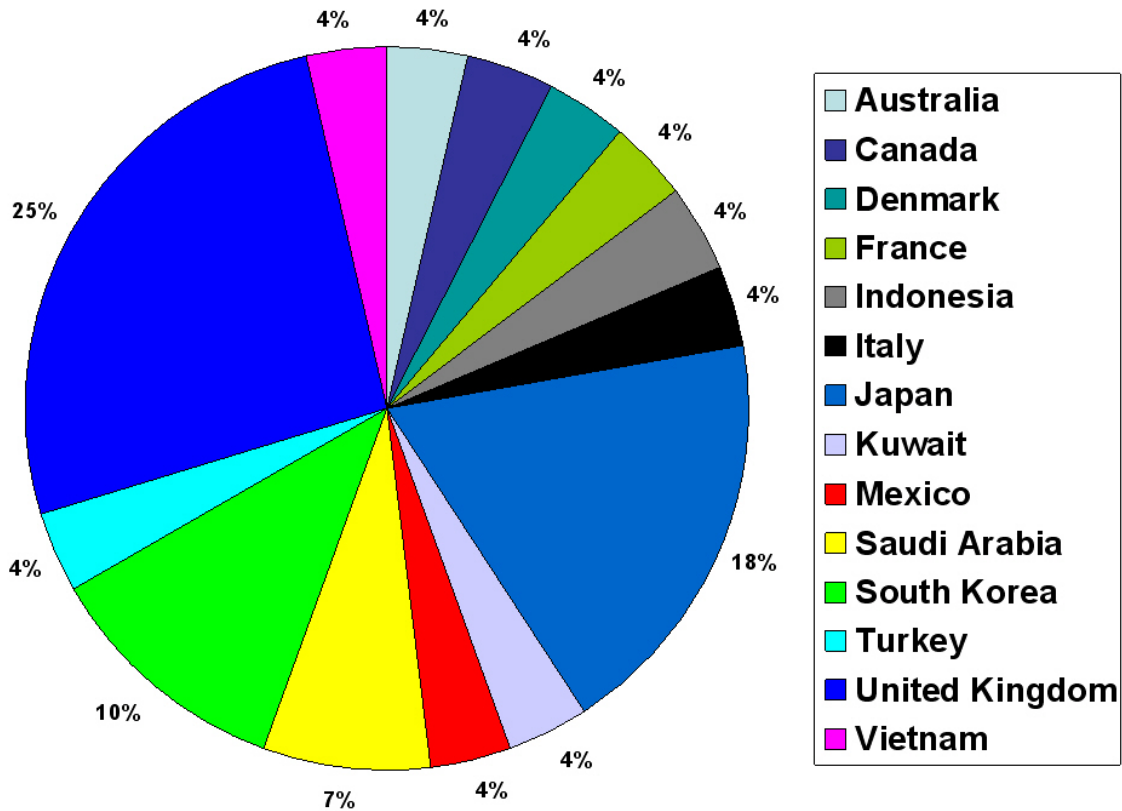
Note: Grad students were not coded Distance Students (DSC) until 05-06.

In addition to these programs, Ecampus has worked in partnership with the departments and faculty to create an inventory of online courses totaling over 423 unique for-credit offerings.

OSU Distance Education Reaches around the World

OSU has been serving the education needs of international students for over 100 years. Today, OSU not only has international students on its Corvallis and Bend campuses, but students from around the world are taking OSU courses and seeking degrees through distance education.

**Distance Education Students From Around the World
(By Country -- Excluding the U.S.) 2005-2006**



In 2005-2006 Ecampus facilitated the enrollment of students from 14 foreign countries: Above you will see the percentages of international students who were taking OSU distance education courses. These foreign students were from Australia, Canada, Denmark, France, Indonesia, Italy, Japan, Kuwait, Mexico, Saudi Arabia, South Korea, Turkey, the United Kingdom, and Vietnam.

Looking Toward the Future

If we use these data to predict future OSU distance education enrollment, we find that the number of student credit hours should be increasing by 20%-25% and the number of duplicated head count should be increasing between 15%-20%. Using the conservative trend analysis figures, we would predict that in 2006-2007 the OSU Ecampus will facilitate duplicated head count (or enrollment transactions) of over 15,500 and close to 50,000 student credit hours.

Ecampus Enrollment Comparison (Distance Education)

Term	SCH	% Change	Unduplicated Headcount	% Change	Avg Credits	Duplicated Headcount	% Change
Summer 2000	3028		678		4.47	925	
Fall 2000	3949		1068		3.7	1396	
Winter 2001	3275		682		4.8	1105	
Spring 2001	4065		1386		2.93	2238	
Total 00-01	14317					5664	
Summer 2001	3742	23.58%	772	13.86%	4.85	1145	23.78%
Fall 2001	5289	33.93%	1393	30.43%	3.8	1855	32.88%
Winter 2002	4176	27.51%	925	35.63%	4.51	1501	35.84%
Spring 2002	3980	-2.09%	871	-37.16%	4.57	1412	-36.91%
Total 01-02	17187	20.05%				5913	4.40%
Summer 2002	4414	17.96%	874	13.21%	5.05	1407	22.88%
Fall 2002	6109	15.50%	1442	3.52%	4.24	2121	14.34%
Winter 2003	5434.5	30.14%	1187	28.32%	4.58	1946	29.65%
Spring 2003	5722	43.77%	1195	37.20%	4.79	1944	37.68%
Total 02-03	21679.5	26.14%				7418	25.45%
Summer 2003	4888	10.74%	1059	21.17%	4.62	1678	19.26%
Fall 2003	6807	11.43%	1494	3.61%	4.56	2333	10.00%
Winter 2004	6315	16.20%	1304	9.86%	4.84	2198	12.95%
Spring 2004	6517	13.89%	1320	10.46%	4.94	2214	13.89%
Total 03-04	24527	13.13%				8423	13.55%
Summer 2004	7969	63.03%	1635	54.39%	4.87	2577	53.58%
Fall 2004	7784	14.35%	1643	9.97%	4.74	2646	13.42%
Winter 2005	8524	34.98%	1735	33.05%	4.91	2844	29.39%
Spring 2005	10315	58.28%	2169	64.32%	4.76	3279	48.10%
Total 04-05	34592	41.04%				11346	34.70%
Summer 2005	8719	9.41%	1813	10.89%	4.81	2802	8.73%
Fall 2005	10899	40.02%	2323	41.39%	4.69	3628	37.11%
Winter 2006	10724	25.81%	2223	28.13%	4.82	3512	23.49%
Spring 2006	11070	7.32%	2267	4.52%	4.88	3546	8.14%
Total 05-06	41412	19.72%				13488	18.88%
Summer 2006	9282	6.46%	1887	4.08%	4.92	3007	7.32%
Fall 2006	11438	4.95%	2359	1.55%	4.85	3715	2.40%
Total 06-07							

Although all indicators point toward continued growth of enrollment and student credit hours in Ecampus, there has been a significant slowdown in the enrollment and credit hour growth during fall term 2006. If we compare the percentage of change in SCH from fall 2005 (40.02%) to Fall 2006 (4.95%), we find that there was a significant reduction in rate of growth. This change also holds for the unduplicated headcount during these terms. Although headcount has not shown as great a slowdown as SCH, still there is a slowdown.

These slowdowns in distance education enrollment may be a result of various factors. These factors might include: mismatch between programs currently available vs. program need...or termed differently...demand for the current programs, the college/department's responsiveness to market trends and program demand, prioritization and allocation of academic faculty resources, workload due to budget cuts, and faculty willingness to develop and teach distance education courses.

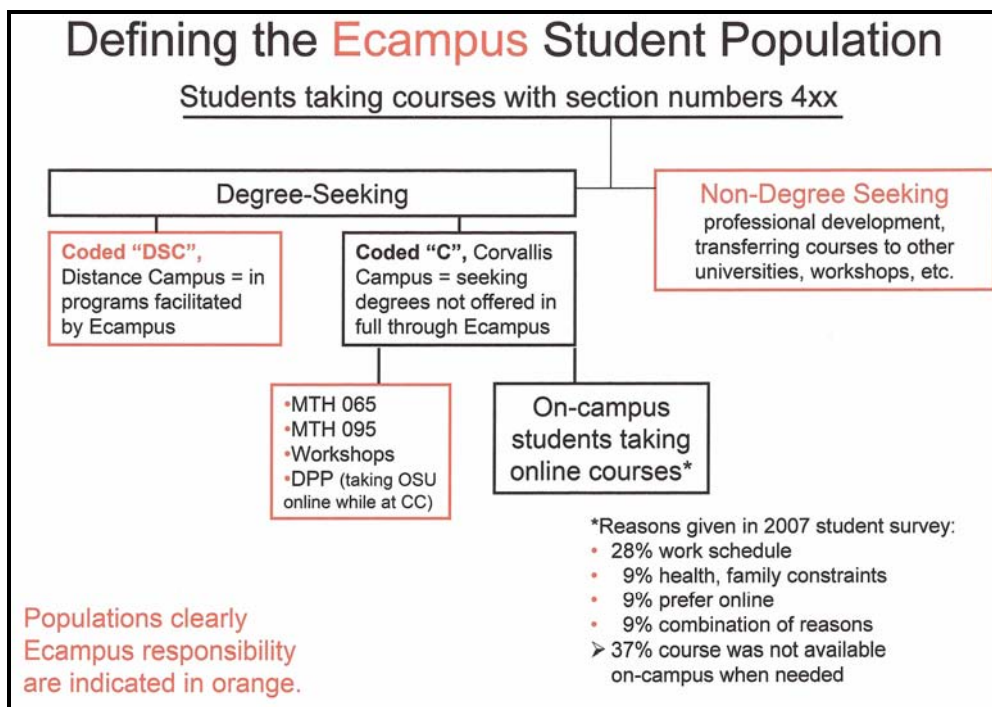
On-Campus Student Enrollment in Distance (Online) Education Classes

Part of the intention of this enrollment committee's report is to recommend processes to support Oregon State University's strategic plan in such a way that it promotes the university's success and sustainability. Specifically the committee is to address the ability to manage and respond to demand for programs and services. The online courses and programs developed by the Extended Campus in partnership with the academic departments were intended to extend the OSU programs to non-resident or off-campus students. In addition, there has been a significant increase of campus coded students enrolling in Ecampus classes.

There are many factors to be given thought and consideration as this appears to be an enrollment trend that has the potential to change OSU's enrollment data and demographics of the OSU student population. Other factors such as financial models and sustainability will need to be more thoroughly examined to determine the impact to OSU by this apparent trend.

This report introduces this enrollment issue and makes the observation that enrollment in Ecampus online courses by on-campus students is growing and will have impacts on OSU programs and services.

For this report, it was necessary to define the Ecampus student population. The starting point was with students taking courses with the Section 4xx designation. These students then needed to be categorized by "degree-seeking" that is coded by "DSC – Distance Campus" and "C – Corvallis Campus." Non-degree seeking students and Math 065/095 students taking Ecampus classes were considered Ecampus responsibility. The reasons why on-campus students enrolled in online courses were gathered by survey and are listed in the lower-right hand corner of the chart below. Further discussion on these factors is recommended by the Ecampus leadership.



This examination only looks at the numbers of Corvallis-coded students enrolled in Ecampus Section 400 classes and the SCH resulting from those enrollments over this last academic year ('06-'07).

The following table shows this enrollment data by term and year.

Term/Year	*Headcount Total	*Headcount On-campus Students	Percentage of Enrollment in EC courses	SCH Total	SCH On-campus Students	Percentage of SCH in EC	Percentage of total OSU SCH
Fall '06	3716	1469	39.5%	11441	4621	40%	4.5%
Winter '07	3794	1604	42.3%	11912	5123	43%	4.8%
Spring '07	3925	1876	48%	12807	6085	47%	TBD

* Duplicated Headcount

Although no conclusions regarding long-term enrollment trends should be drawn from this one academic year data, it is a fact that on-campus enrollment in Ecampus (online) courses has grown. In the case of the duplicated headcount the growth in '06-'07 has gone from 39.5% up to 48%. In the case of student credit hours (SCH) the growth has gone from 40% up to 47%.

There are various impacts that are already known to occur from this growth in enrollment by on-campus students taking Ecampus (online) courses. These include financial impacts, enrollment caps, online system/infrastructure and Blackboard (the OSU Learning Management System) impacts, services, sustainability issues, and number of campus courses and Ecampus courses being offered per term. Each of these impacts should be examined in more depth as it appears that if this trend continues it may change the enrollment calculations/figures and demographics of the OSU student population, and some of the models that drive the university systems and services.

Ecampus (Distance Education) Enrollment Projections for 2007-2010

Some of the factors that are currently impacting OSU enrollment and believed will impact OSU enrollment in the future include: limited state funding for higher education, aging campus bricks and mortar infrastructure, physical space limitations, and the reduction in on-campus class offerings. As a result of these impacts, Ecampus has been called on to assist the academic departments with providing alternative delivery of OSU high quality courses and programs in increasing numbers.

Ecampus continues to work with the colleges and departments across the campus and beyond (e.g., Hatfield Marine Science Center, Extension Service, Portland Outreach, and Cascades Campus) to create an average of 50 new classes and 3 new undergraduate and/or graduate programs per year.

The new alignment of Ecampus and Extension Service to create the Division of Outreach and Engagement, coupled with emerging trends in higher education and e-learning drive a projection in enrollment to 10-15% growth in credit programs per year through 2010.

About Extended Campus Students

The OSU Extended Campus distance student is not the traditional 18-year-old resident student. Our average student age is 35 years old, 20% of our students reside outside of Oregon and 60% of our students are women. Generally our students are working and/or raising a family while going to school. Here is what some of our students have said:



“Receiving my bachelor’s degree in Natural Resources from Oregon State University is definitely the biggest accomplishment of my life. It was the culmination of a seven-year journey that began at a small community college in California. I am grateful for the opportunity that Oregon State provided to me in pursuing my studies through distance education because I needed to work full-time to support my wife and three children. I feel my college degree will open new doors for me and create the chance for a new career that I have always wanted.”

—Richmond Petty, BS Natural Resources

“With only a single four-year institution in Wyoming and the nearest university more than two hours from my home, distance education was the only option for me to complete my degree. Oregon State offered a great program with well-designed courses and accredited instruction.”

—Tammi Hitt, BS Environmental Sciences, Cum Laude



“I was working for the USDA Natural Resources Conservation Service as a public affairs specialist. I wanted to stay within the agency, but be eligible for promotion opportunities, and be a leader in the agency. I feel it’s important for women to serve in leadership positions in a male-dominated agency, and set an example for younger women. Since finishing all the coursework within my major, I qualified for a full-time technical position with the agency, and now will be eligible to advance as far as I wish to go.”

—Gina Kerzman, BS General Agriculture, Summa Cum Laude

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