OSU Ecampus
The reality of modern learning.

Dave King, Associate Provost
Outreach and Engagement
Ecampus by the Numbers

2007 - 8 UG degree programs
2013 - 30+ Grad and UG degree and certificate programs with more under development
2011-12 Online Courses/Programs

- More than 800 credit courses online in more than 80 subjects
- 16 undergraduate programs
- 16 graduate programs (some hybrid)
OSU Ecampus at a Glance

2011-12 Distance Students

- **60/ 40** women/men
- Average age **33**
- **11,298** unduplicated head count
- **35%** true distance students
- **109,836** SCH total
- **55,434** SCH distance **(50%)**
Off Campus......More Courses

<table>
<thead>
<tr>
<th>On Campus UH</th>
<th>Off Campus UH</th>
</tr>
</thead>
<tbody>
<tr>
<td>65%</td>
<td>35%</td>
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</table>

<table>
<thead>
<tr>
<th>On Campus SCH</th>
<th>Off Campus SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>50%</td>
<td>50%</td>
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</table>

109,836 SCH total
Graduate Degrees & Programs

• Master of Natural Resources
• Professional Science Master's in Fisheries and Wildlife Admin.
• Master of Health Physics (MHP) in Radiation Health Physics
• Master of Health Physics (MHP) in Radiation Health Physics
• M.S. in Science and Mathematics Education (Free-Choice or K-12)
• Ph.D. in Counseling
• M.S. in Counseling – New!
• Ph.D./Ed.D. in Education in Community College Leadership
• Ed.M. (K-12 or Organization and Human Resource Education)
• ESOL/Bilingual endorsement

Graduate Certificates

• Fisheries Management
• GIScience
• Management for Science Professionals
• Public Health – New!
• Sustainable Natural Resources
• Water Conflict Mgmt. Policy

Undergraduate Degrees

• Agricultural sciences
• Anthropology
• Computer science (special post-bacc program) – New!
• Economics
• Environmental econ. & policy

• Environmental sciences
• Fisheries and wildlife sciences
• German – New!
• Horticulture
• Human development and family sciences
• Liberal studies
• Natural resources
• Political science
• Psychology – New!
• Sociology
• Women studies
Student Support Makes a Difference...

**Learner Services**

- Pre-admission recruitment and advising
- Email and 800# for student services
- Online course demo
- Online orientation
- 24/7 online tutoring

- Library live chat
- Academic advising
- Test proctoring
- Help Desk technical support by phone and live chat
- Career counselor for true distance students
Growth:

• 15% - 28% in Student Credit Hours each of last four years.

• Predicted growth over five years: 12% - 16%
Growth Curve
No Significant Difference

- **Blended and purely online** learning conditions implemented within a single study generally result in **similar student learning outcomes**.
Analysts noted that these blended conditions often included additional learning time and instructional elements not received by students in control conditions. This finding suggests that the positive effects associated with blended learning should not be attributed to the media, per se.
At **OSU Extended Campus** we try to build courses with **three** levels of student interaction:

- **Student ↔ Content**
- **Student ↔ Instructor**
- **Student ↔ Student**
Interaction: Student to Content

Learning Objects

Modules we build specifically to demonstrate concepts in the course...

Swimation for FW302...
Discussion Boards
Similar to in-class discussion...only more interaction than in large lecture classes.

Many students are more active when they can take some time to process.

Others are less inhibited than in F2F classes.
1. This week's reading was very familiar to me as I have learned a lot about the different drugs out there from others getting involved with them and through a lot of documentaries. Also, reading about drug use and abuse in the U.S. was familiar as well as the history of cocaine being in coke cola. Societal consequences of drug use and abuse was also something not new to me as drug use is a common issue that leads to other problems faced by families but also society as crime comes into play. Being around others who have struggled with drug use is a common issue that leads to other problems faced by families but also society as crime comes into play.

I knew a lot about the issues as I have read about them through news and learned about taxes on tobacco and alcohol in economics. This week in the reading the sections that were actually new to me was, like previous weeks the structural conflict and symbolic interactionist perspective. I was unaware that the functionalist perspective argues that drug abuse is a response to weakening societal norms. In terms of the conflict perspective I found it very interesting that they contribute drug use to societal differences and inequality as well as influence social values.

In terms of a social and my experience, I used to think that government's belief that controlling drug availability would limit drug use as well as drug related problems. However, my personal experience as a college student I would have to take a symbolic interactionist perspective as drug use is more acceptable among college students. I strongly agree with the more balanced approach. I like to think of drug use like a leaky roof. If you fix the leaky roof, wouldn't you fix the whole thing? Only time will tell if things like the Needle Exchange Program will really have an affect on the use and abuse in our country.
Interaction: Student to Content

Learning Modules

Modules like these from the Khan Academy can be used for multiple purposes—credit, non-credit, professional ed.

They can customize the learning opportunity to match the specific learning objective and educational needs of the student.
Learning Modules

Customize learning opportunities to match specific learning objective and educational needs of students.
3.2 INTERACTIONS WITH LEARNER

Students are offered opportunities for active learning that permit learners to engage and participate in activities and tasks that enhance comprehension, understanding, and knowledge.
Overarching Goal:  Improved Economic Viability

750,000 people in Oregon with **some college but no bachelor’s degree**…

570,000 are inclined to work toward **additional post-secondary education**…

230,000 would consider enrolling in **wholly online courses** and work toward **finishing their degrees**.
Value of a College Education in the United States

<table>
<thead>
<tr>
<th>Annual</th>
<th>lifetime</th>
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<tbody>
<tr>
<td>$27,915</td>
<td>high school diploma</td>
</tr>
<tr>
<td>$51,206</td>
<td>bachelor’s degree</td>
</tr>
<tr>
<td>$1.2 million</td>
<td>high school diploma</td>
</tr>
<tr>
<td>$1.3 million more</td>
<td>bachelor's degree</td>
</tr>
</tbody>
</table>

-U.S. Census Bureau
What’s Next: New Degree Programs

Under Discussion:

- **Sustainability** double degree
- New tracks for **Masters of Natural Resources**
  - Urban Forestry
  - Climate Change
- **MBA** (Hybrid)
- **Engineering Masters**
What’s Next: OER and MOOCs

- **Open Educational Resources**
  - Learning Modules available free
  - Other courses, K-12, International
  - Assembled into personalized learning access

- **Massive Online Open Courses**
  - MOOCs
  - All about expanding access
Why MOOCs?

Reading Between the Lines
What’s Motivating the Rush to Online Offerings?

Brand Enhancement
“They will in no way diminish the value of a UVA degree, but rather enhance our brand and allow others to experience the learning environment of [Thomas] Jefferson’s Academical Village.”

Teresa Sullivan  
President, University of Virginia

Public Service
“The missions of Harvard and MIT are to provide access to learning and education and improve the general quality of life of humankind. What we’re doing is simply a continuation of that mission.”

Anant Agarwal  
President, EdX

Improving Pedagogy
“Through this partnership, we will not only make knowledge more available, but we will learn more about learning. We will refine proven teaching methods and develop new approaches that take full advantage of established and emerging technology…”

Drew Faust  
President, Harvard University

Fear of Missing Out
“You’re known by your partners, and this is the College of Cardinals. It’s some of the best universities in the country... We’re doing this in the hope and expectation that we’ll be able to build a financial model, but I don’t know what it is. But we can’t be too far behind in an area that’s growing and changing as fast as this one.”

E. Gordon Gee  
President, Ohio State University

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What others say about us...

Top-ranked in the nation

Oregon State Degrees Online

- Award-winning instructors
- Top 10 best online universities
- Over 30 degrees online
• #8. **Oregon State University Ecampus**

“Oregon State University, located in Corvallis, Oregon, is a land-grant public university founded in 1858. While OSU has long been recognized as top-tier in the sciences by online university rankings, especially in agricultural and environmental sciences. The university has also built up its online liberal arts programs, and today the Ecampus offers highly acclaimed online degrees in numerous disciplines.”
• #3. Colorado State University-Global Campus
• #7. University of Massachusetts (UMassOnline)
• #8. Oregon State University Ecampus
• #14. Penn State World Campus
Ecampus Business Model

- **Cost Recovery**

- **80/10/10**
  - **80%** to **Colleges** and Departments
  - **10%** to **Central Administration** as overhead
  - **10%** to Course and **Program Development** fund
## Correlation: Graduation Rate and Ecampus Courses

<table>
<thead>
<tr>
<th>COHORT</th>
<th>Took Ecampus Courses</th>
<th>PreOSU Transfer SCH</th>
<th>Cohort Count</th>
<th>Bachelor w/in 4 yrs</th>
<th>Bachelor w/in 5 yrs</th>
<th>Bachelor w/in 6 yrs</th>
<th>Bachelor w/in 8 yrs</th>
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<tr>
<td>2003-04 Undergrad</td>
<td>no</td>
<td>0</td>
<td>883</td>
<td>33%</td>
<td>38%</td>
<td>39%</td>
<td>40%</td>
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<tr>
<td>2003-04 Undergrad</td>
<td>yes</td>
<td>0</td>
<td>901</td>
<td>49%</td>
<td>63%</td>
<td>67%</td>
<td>70%</td>
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<tr>
<td>2004-05 Undergrad</td>
<td>no</td>
<td>0</td>
<td>776</td>
<td>33%</td>
<td>37%</td>
<td>38%</td>
<td>39%</td>
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<tr>
<td>2004-05 Undergrad</td>
<td>yes</td>
<td>0</td>
<td>918</td>
<td>48%</td>
<td>59%</td>
<td>63%</td>
<td>65%</td>
</tr>
<tr>
<td>2005-06 Undergrad</td>
<td>no</td>
<td>0</td>
<td>786</td>
<td>36%</td>
<td>40%</td>
<td>41%</td>
<td>41%</td>
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<tr>
<td>2005-06 Undergrad</td>
<td>yes</td>
<td>0</td>
<td>863</td>
<td>48%</td>
<td>60%</td>
<td>64%</td>
<td>64%</td>
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OSU Outreach and Engagement
http://outreach.oregonstate.edu/

OSU Ecampus
http://ecampus.oregonstate.edu/

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