

Initial Comparator Research – Oregon State University

(LMS = Canvas, completing migration from Blackboard)

General Impression: OSU is a model of a strategic, organically grown online program which fulfills the land-grant purpose of “the 21st-Century University.” eCampus is an independent unit, aligned within the distance education structure (also defined strategically), which offers hundreds of courses, multiple degrees and certificate programs, for over 15,000 students. eCampus drives an expansion of the OSU student population, without high impact to the physical campus, and brings in extra revenue accordingly. However, a divide between online course resources/support and on-campus resources/support does exist, although OSU seems to be aware of the differences. New initiatives and programs are being stood up to expand upon existing (good) service support for educational technology offered through the Academic Technology unit (embedded within Information Services) and to a lesser degree the Center for Teaching and Learning. OSU is a useful model for UO as long as the distinctions of mission and purpose are made clear, and that the online-focused orientation of eCampus is fully understood. It seems unlikely that UO really wants, or needs, to make itself into OSU’s eCampus, but our neighbor provides a number of useful examples for implementing UO-specific types of EdTech and online programs.

OSU’s development/change coming from the OSU President, really beginning in 2007 – is a more organic (and stronger?) model than Arizona State. A pro/con comparison of OSU and ASU would be valuable.

1) What services does this institution’s Extension unit provide to campus partners?

The Division of Outreach and Engagement (<http://outreach.oregonstate.edu/>) oversees extension, continuing/professional education, and distance education programs at OSU, led by a Vice Provost (who sits on Provost’s Council as well as the President’s Cabinet).

OSU Extension Service (<http://extension.oregonstate.edu/>) is primarily focused on agricultural, rural, and natural resource-focused programs. This is closely aligned with the land grant public education expectation making up part of OSU’s mission.

Professional and Continuing Education (PACE) (<https://pace.oregonstate.edu/>) provides certificate programs, non-credit/CEU courses and programs, and K-12 (AP classes as well as college credit courses for high school students) offerings. Many of these are provided through a third-party vendor, Ed2Go, which seems to be the preferred venue for non-degree courses and programs (credit/degree courses and programs are then the purview of eCampus). PACE offers 100+ individual courses (see Quick Skill Courses Online, <https://pace.oregonstate.edu/quickskills>), multiple certificates programs (dozens through Ed2Go, at least 3 campus-based). Most of the website listings are for online offerings, but PACE also provides onsite education for continuing education, corporate training, and instructional new media topics (and can design programs for on demand support).

Summer Session (<http://summer.oregonstate.edu/>) is its own unit with Outreach and Engagement. Tuition and fees, based on # of credit hours, are separate from regular tuition, but also differ for some specific undergraduate and graduate programs. Summer Session consists of on-campus courses. Online courses during the summer are offered through eCampus (with their own tuition/fee structures).

eCampus (<http://ecampus.oregonstate.edu/>), led by an Assistant Provost, is the “fifth-ranked” (nationally) online course, program and degree unit. Currently there are over 900 courses in 80-90 subjects (including unique Chemistry courses and labs, foreign languages, and university exploratory courses), 19 undergraduate degrees, 20 minor degree programs, 11 graduate degrees (9 master’s, 2 doctorate’s), and 9 graduate certificates. The claim 15,000+ students took at least one eCampus course in 2013-2014 and that they have had a 395% growth in online enrollment over the last five years.

- eCampus also links into the PACE, Summer Session, and High School Student offerings, as well as the Open Oregon State program which provides public access to campus course offerings.

- eCampus tuition is made up of an OSU tuition/credit hour component (for undergrad differentiated by programs for developmental math, college of business, pre-engineering, pro-engineering, and than all other undergrad courses; for graduate programs differentiated by Ed.D in comm. College leadership, Ph.D. in counseling, public health certificate, MBA & business courses, and all other graduate programs) plus \$80 distance ed fee.

It is noted that eCampus tuition and fees are not included in the calculation for on campus tuition plateau and that there are no discounts for eCampus courses, which are all offered at full price only.

2) Where is digital education housed? Are there separate units for online learning and blended or hybrid courses? Are technology and pedagogy combined or separate? How much of this effort is centralized?

Information Services (<http://is.oregonstate.edu/>) is the central IT unit for OSU. The LMS (Blackboard previously, now Canvas) is hosted by IS, which is the educational technology unit as well in its Academic Technology division (<http://is.oregonstate.edu/academic-technology>). Academic Technology offers Central Web Services (<http://is.oregonstate.edu/academic-technology/cws/>), Classroom Technology Services (<http://is.oregonstate.edu/learning-technologies/classroom-technology>), Faculty Development (Teaching Across the Curriculum) (<http://oregonstate.edu/tac/>), Media Services (<http://is.oregonstate.edu/academic-technology/media-services/>), and Student Multimedia Services (<http://is.oregonstate.edu/academic-technology/sms/>). These services are technically-based in orientation, although the TAC services definitely incorporate teaching functional needs in their programs. Training in each of the services – through workshops and consultations - is provided in a variety of ways.

- Academic Technology clearly coordinates with, and is aware of, eCampus, but they are separate units and with separate missions.

- Classroom Services support a list of centrally controlled classrooms. There are also departmental classroom whose tech arrangements and support may differ.

- Lecture Capture is available in a short list of rooms, but is made up of a system which records audio from miked instructor paired with video of whatever material was projected in the room (web browser, powerpoint, document camera...).

Lecture Capture can be started and stopped by the instructor in the room. File is

made and stored automatically on IS servers, for incorporation into LMS or other class web site for student review purposes.

- Classroom Services support Audience Response Systems, Events, and provides an equipment checkout/rental service.

Pedagogy is supported in the Center for Teaching and Learning (for campus), with specific pedagogical training offered by eCampus (as part of the online course development efforts).

eCampus is the major digital education provider, innovator, and resource at OSU. They have their own Faculty Development Program with forums and events, workshops, self-guided and custom tutorials (<http://ecampus.oregonstate.edu/faculty/training/>). They are very involved in the ongoing migration from Blackboard to Canvas, and in providing a variety of support activities and events.

eCampus provide clear guidelines with an established process for new course design, development, and quality assessment. Information, intake forms, and training resources are available for: CRN Request; Course Proposals; New Program Proposals; Research Grant Proposals; Faculty Training Opportunities, and QualityMatters Course Design.

eCampus has their own design and development team which includes: 5 Multimedia Developers, 2 Course and Multimedia Developers, 1 Course Development Specialist, 3 Web Developers, 5 Instructional Designers, 1 Videographer, 1 Database Developer, 2 Project Coordinators, 1 Hybrid Course Coordinator, 1 Testing Coordinator, 1 Compliance Coordinator, 5 Student Success/Services Coordinators, and 5 Marketing staff.

3) What structures, formal or informal, are in place to encourage pedagogical innovation on campus? Is there any effort to centralize such activity?

The Center for Teaching and Learning (<http://oregonstate.edu/ctl/>) provides many programs and initiatives. Their pedagogical focus is towards faculty (student learning is the focus of other units). They support Professional Learning Communities (Hybrid Course Initiative, Teaching Triads, First-Year Faculty) with an intention for more. They support a few blogs (recent from 2014) on technology-connected teaching (the eLearn@ is from CTL, see below). Technology is included among their topics (which do seem humanities subject biased), but is not the central concern of CTL.

- A handful of events are advertised each term, these are fairly generic, not topic-oriented

- Resources include links to Rubrics, Self-guided tutorials, other OSU services, and external sources arranged topically.

- There are a variety of blog sites created to facilitate learning around various topics (Hybrid Faculty Learning Community, eLearn@, the Streaming Blog, etc.). These seem to be fairly new, with initiation dates in 2014, written in WordPress. There is a weekly eNewsletter, Tomorrow's Professor.

- CTL facilitates a twice-yearly awarding from the L.L. Stewart Faculty Development Fund, with a focus on teaching improvement (not specifically

technology-based). There are other initiatives at eCampus, which CTL simply points towards.

- OSU is beginning a new Hybrid Course Initiative, administered by CTL whose focus is on the redesign of campus-based classes, for tenure-track faculty and instructors with at least 2 years teaching time at OSU. This will include incentive funding, but the RFP will only be posted in April 2015 (so this is brand new, after a pilot program run in January). It is also a unit-matching award, and the goal directed towards HCI funding is \$25,000 (total for all awards) for each 6 month award period.

eCampus has a fully developed Faculty Development Program, which includes incentives connected to their Canvas migration. One thing to keep in mind about all of their development activities and incentives is that they are situated within eCampus at OSU (not the campus-based Center for Teaching and Learning). The focus is on fully online course development, and the funding comes from the profit eCampus has, specifically the designated \$80/credit Distance Education fee added on to the OSU tuition per credit that eCampus students pays. It is very easy to be support innovation with money when you have a big pot of money.

Academic Technology in IS offers/coordinates numerous workshops and consultations on instructional technology topics and activities. There are links between, Academic technology and CTL, which may indicate closer collaboration than the organizational separation of the websites suggest.

4) Where are instructional design and instructional technology housed? What pathways exist to guide faculty to instructional technology services? Is access to instructional technology support uniform across different faculty groups at the institution?

For regular on-campus courses, instructional technology services come from Academic technology in IS (with links to the Center for Teaching and Learning). The new Hybrid Course Initiative suggest that some design support intentions exist, although the HCI material simply discusses the funding opportunity. Schools and Colleges doe provide some coordination in conjunction with IS, which provides some educational technology support.

The most robust instructional design services and instructional technology support resides within eCampus (see description above in #2 and #3). There is a clear development process, a service team, and funding incentives, all aligned with the mission of creating, designing, and offering online classes. The key take away, however, is that while eCampus does focus on outreach to campus faculty participation, this Edtech and ID support is for fully online courses/programs only, and depends on the specific \$80/credit Distance Education fee assessed for all eCampus courses.

5) At what administrative level are digital education initiatives, endorsed, supported, or made a fundraising priority? For example, does the institution count, encourage, or otherwise track

student enrollment or participation in digitally-inflected (hybrid, blended, tech-enhanced F2F) courses? What institutional investments have been made in hybrid and/or blended learning?

The organization structure of placing eCampus with a portfolio of agencies within Outreach and Engagement (a Vice Provost), indicates a broad vision and mission for online education within the OSU's land grant identity. OE was created in 2007 as a result of a Presidential Commission study and report (file: OSU presidentialcommissionreport 2007). The commission was made up of 6 people from other academic institutions, purposed by the OSU president. The coordination between external study, strategic planning, organizational change to align with strategy, and identification of funding needs and sources is quite clear in the development of the OSU educational technology ecosystem.

Funding: technology funding support have been reconsidered at OSU as of 2014. The former Technology Resource Fund (2004-2014) reflected technology fee and central funding for projects (\$7.8 million in 2013), offered through a general proposal, prioritization process through the IT Governance Committee. Now project funding is considered in two areas: Technology Common Fund "to provide stable funding for core campus technologies that support student success at OSU"; and Learning Innovation Grants to "help faculty bring innovation to the learning experience. Grants will be awarded to expand existing initiatives and kickstart new initiatives." These are in addition to eCampus funding and program initiatives.

OUS joined Unizin in October 2014.