Overview:

- National Data/National Trends
- Our Students
- Ecampus Enrollment Trends
- Our Faculty
- Partnering Colleges
- Learning Success
- Conversation

National Trends

Learning on Demand: Online Education in the United States, 2009
from The Sloan Consortium (Sloan-C)

- Over 4.6 million students—or more than 25 percent of all U.S. higher education students—are taking at least one online course.
- That’s a 17 percent increase over previous year.
- The 17 percent growth rate for online enrollments exceeds the 1.2 percent growth overall for higher education.
- Of the 4.6 million online students—over 82%—are undergraduates.

OSU Extended Campus "Distance" Students

- Average age 36
- 70% female
- About 50% in Oregon
- All 50 states
- 14 foreign countries

Motivation for enrolling in online classes/programs:

- Stop outs: have started degree (frequently at OSU) but weren’t able to finish
- Working adults...can’t leave job to get degree- can’t move to Corvallis
- Stay at home parents...want to be home with children
- Preference is online learning
- On-campus course access issue

OSU Ecampus--Statewide leader

- 700+ courses
- 9 Undergrad degrees
- 8 Grad degree programs (some hybrid)
- 13 Minors
- 4 Grad certificates
Enrollment through OSU Ecampus

- OSU Ecampus enrollment in credit courses:
  - 2007/2008: Student credit hours—51,318
  - 2008/2009: Student credit hours—62,397 (22% increase)
  - 2009/2010: Student credit hours—79,829+/- (28% increase)

- OSU Ecampus headcount:
  - Duplicated: 07/08—16,076
  - Duplicated: 08/09—19,146
  - Duplicated: 09/10—23,940

- Unduplicated:
  - 07/08—approx 2,500 a term
  - 08/09—approx 3,000 a term
  - 09/10—approx 3,600 a term

At OSU approximately 25% of our on campus students take at least one online course.

The OSU Faculty Members

- 250 Faculty Each Term
- 23% tenured
- Representing 10 Colleges

Partnerships

Courses and degree programs in partnership with Colleges...

- Agricultural Sciences
- Business
- Education
- Engineering
- Forestry
- Health & Human Sciences
- Liberal Arts
- Science
- Oceanic & Atmospheric Sciences (two courses)
- Pharmacy (one course)
- Vet Medicine (in discussion)

Learning Success...the real goal.

- Study after study...no measurable differences between online and face-to-face in achieving learning objectives.
- Not just “no significant difference,” but online learners perform better than same course face-to-face.
Learning Success...the real goal.

• **Evaluation of Evidence-based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies.**

Learning Success...the real goal.

• All or part of course work online...performed better, on average, than same course in traditional face-to-face setting.

Learning Success...the real goal.

• Either blended or online learning opportunities generally result in similar student learning outcomes.

Learning Success...the real goal.

• Elements such as video or online quizzes do not appear to influence the effectiveness of an online learning class.

Learning Success...the real goal.

• Online learning can be enhanced by giving learners control of their interactions with media and prompting learner reflection.

Learning Success...the real goal.

• Without over-simplifying... It appears to relate to time on task.
Learning Success…the real goal.

• Tools available...
• Curriculum engages tools...
• Learners more successful...

Learning Success…the real goal.

• Does asynchronous learning allow online students to more conveniently schedule their learning activity with other work and family commitments?
• Does this in turn give them more time on task in learning activity, and therefore make them more successful?

Learning Success…the real goal.

How Does Distance Education Compare to Classroom Instruction?
A Meta-Analysis of the Empirical Literature
Concordia University, Montreal
Louisiana State University, Baton Rouge
2004

Learning Success…the real goal.

• Is technology transparent or is it transformative?
• Do the most effective forms of DE take unique advantage of multimedia technologies in ways absent from “traditional” classroom instruction?
• If so, why are these absent from classroom instruction?

Learning Success…the real goal.

• Attendance to quality course design should take precedence over attention to the characteristics of media.

Learning Success…the real goal.

• Active learning that includes collaboration among students appears to foster better achievement...
• Learning Success...  
  ...the real goal.  
We’re here to help...

OSU Extended Campus

Conversation