

K-12 Joins ONE

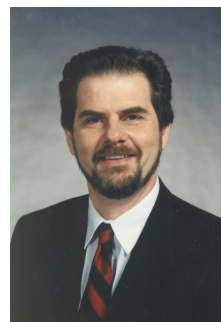
Distance education options for K-12 students have increased over the past few years in Oregon. Oregon now has many providers of distance education courses for high school students, and increasingly middle and elementary students. These include: Bridges for Learning, Corvallis Online, COOLSchool, NW Webschool, Portland State University's Independent Study Program, SK Online, and Southern Oregon Online School. Most programs are operated by school districts or Education Service Districts to serve students in their service areas; PSU's Independent Study Program and COOLSchool serve students statewide (and outside the state as well). The majority of the more than 200 K-12 courses are available online.

In order to make it easier for students, parents, school counselors, and others helping K-12 students learn about more accessible courses available via distance education, ONE has expanded its services to include K-12 providers. Effective fall 2002, K-12 schools are able to enter their courses into the ONE database, which will be searchable using a new K-12 level option. In preparation for K-12's joining ONE, ONE has a redesigned home page (see below). ONE also added a number of informational pages about K-12 distance education in Oregon. With the addition of K-12

distance education providers, OregonONE.org will become a true "ONE" source for distance education opportunities.

Susan Waddell, director of COOLSchool and co-director of OPEN, explains that: "OPEN is also developing a search engine for K-12 courses on its site – to list K-12 courses only. We're enthusiastic about the opportunity for K-12 to join ONE too, because ONE offers a unique site for parents, counselors, and students who have been searching for college-level courses to now have a single source for K-20 distance education at OregonONE."

New OUS Chancellor Brings Distance Education Leadership



Dr. Richard Jarvis, a national leader in higher education administration including distance education, joined the Oregon University System this summer as Chancellor. Most recently, Jarvis served as the founding chancellor of the United States Open University, sister institution of the British Open University, a world leader in distance education. Previously, Jarvis served as Chancellor of the University & Community College System of Nevada following several years as an administrator with the State University of New York System.

Jarvis reflected recently on Oregon's growing uses of distance education: "Oregon is such a diverse state geographically. Couple that with serious resource constraints in all the sectors of education, K-12 through graduate level, and you have a recipe for a strong commitment to distance education. A common database like ONE lets students visit one site to learn about more flexibly delivered options to pursue their education. If one college or university nearby does not offer what they need, at the time they need it, hopefully another campus will. This is the type of resource-sharing that can help us meet the educational needs of Oregonians."

Jarvis noted that he's been impressed by how far Oregon's colleges and universities have come in distance education, particularly the number of online degree programs available to adults seeking these options. "We're a small state but we have a big presence – Oregon is acknowledged nationally as one of the leading states in distance education."

Redesigned ONE Homepage for K-12 Partnership



ONE Cited in Change Magazine

The Oregon Network for Education is highlighted in the latest *Change* magazine (Sept./Oct., 2002), the magazine of the American Association of Higher Education. The article on distance education, *FIPSE: Thirty Years of Learning Anytime and Anywhere*, authored by Dr. Karen Paulson, National Center for Higher Education Management Services, identifies ONE as “an extensive Web-based catalog of distance-education courses, from public and private institutions in Oregon.” The article notes that “While commonplace now, ONE was one of the original efforts at creating a searchable online database.” The article highlights other recent innovative distance education activities in Oregon funded by the Fund for the Improvement of Postsecondary Education (including the Learning Anytime Anywhere Partnerships – LAAP).

❖ Eastern Oregon University

“...reach[ed] out to different communities, mostly rural adults. Twenty percent of faculty was redeployed to off-campus activities, curriculum was repackaged around modules, and an ‘external degree’ that required no campus attendance was developed with two community colleges.”

❖ Oregon University System

“With the advent of online technologies, OUS anticipated the need to adapt courses to the new environment and to incorporate multiple distance delivery methods. LAAP funding facilitated the conversion of over 100 courses to an online format. In addition, systemwide guidelines for distance-learning policies were collected.”

❖ Oregon State University

“... integrat[ing] distance-learning activities – which have traditionally been housed in a separate, self-supporting distance and continuing education unit – with departmental offerings in online and mixed modes, which are governed by different institutional costing and accountability structures. One aspect of this project is to build understanding and collaboration across campus regarding the role of distance and continuing education, including working with the Faculty Senate.”

Findings from ONE Evaluation

Dr. Karen Paulson, National Center for Higher Education Management Systems (NCHEMS), Boulder, Colorado, completed an evaluation of the ONE project this summer. One data source for the evaluation was a web-based survey of distance users and attendees of a community college/university articulation conference. Among survey results:

- ▶ As of 5/02, nine community colleges and 12 four-year colleges/universities listed 77 programs and 1,194 courses at ONE. This is 34.89 courses per 100,000 population, many more per capita than other large distance education states (Ohio = 24.56 courses per 100,000; California = 12.23 courses per 100,000).
- ▶ Visitors search the ONE website primarily for general information (29%), courses (26%), and degrees (25%).
- ▶ 87% of respondents thought that it was “very important” or “somewhat important” to have a single coordinated website for distance learning in the state of Oregon.
- ▶ 75% found the information at the ONE website to be “very” or “somewhat” useful.
- ▶ 75% were satisfied with ONE’s page load time, ease of navigation, webpage organization, and ease of readability.

The open-ended questions produced important feedback for future planning, for example:

What do you like about the OregonONE website?

“It is a quick answer to student calls asking where they can get course/degrees without going to a campus.”

“Organization; ease of navigation; one source for distance education courses.”

“That it is a central place I can go to find the distance ed info that I need.”

What do you dislike about the OregonONE website?

“Unsure if all available courses are listed.”

“All colleges don’t participate.”

“Lack of degree options that integrate various courses/institutions.”

What suggestions do you have for improvement?

“Some institutions offer distance courses that are not at the ONE site; it would be great if all postsecondary distance ed opportunities were listed at ONE.”

“Need more student services.”

“Re-introduce ONE to the Registrars and Directors of Enrollment Services.”

“The faculty resources site [is] particularly helpful.”

“Just continue operating as is, perhaps add links to other state websites and to high school materials.”

Program Highlights at ONE

OregonONE.org lists 76 degree and certificate programs in its database, including eight associate degree programs offered by community colleges, 21 undergraduate programs, 32 master's programs, three doctoral programs, and nine certificate programs offered from Oregon universities.

A degree or certificate program listed at ONE must be at least 50% distance-delivered. This could include Internet, interactive video, correspondence, computer conferencing, CD-ROM, VHS, telecourse, audiotape, and face-to-face off-site (away from the main campus) – or a “hybrid” of these modes. Below are highlights of some programs in a variety of disciplines listed at ONE. Links to all these program websites are at the ONE program search page.

College Transfer

Five community colleges (Central Oregon, Chemeketa, Lane, Linn-Benton, and Portland) offer the Associate of Arts Oregon Transfer degree via online and telecourse delivery. “Our AAOT degrees are a big help to placebound students seeking a four-year degree. Many of our students simply cannot get to our campuses easily with their work and family responsibilities. Distance education courses, particularly our telecourse and online courses, provide the kind of flexibility they need,” notes Cynde Leathers, Distance Learning Coordinator, Lane Community College.

Liberal Studies

Eastern Oregon University offers students considerable flexibility within its undergraduate Liberal Studies Degree program. Students may combine two minors, choose a pre-approved interdisciplinary program, or create an individualized program to submit to a team of EOU teaching faculty to consider for approval. Although minors are asynchronously available in many fields, approximately two-thirds of the undergraduate degree-seekers within the EOU Division of Distance Education are pursuing the Liberal Studies degree – it is the fastest growing major of the six baccalaureate degrees EOU offers through distance education.

Dr. Dixie Lund, Dean of Distance Education, notes: “the option within the LS major which permits students to combine a minor from another accredited institution with one of EOU's minors, really expands opportunities for our students to complete a degree that is personally and professionally relevant to their needs. Such flexibility encourages interinstitutional collaboration, an example of which is the Criminology Minor that Southern Oregon University provides via distance learning and has proven popular with EOU Liberal Studies majors who combine the SOU minor with an EOU minor of their choice.”

“Our students really like the opportunity to build programs that make sense for their interests, particularly blending two minors,” says Dr. Joe Hart, Director of Distance Learning. “Since our students are spread throughout Oregon and beyond, the growing number of online courses which we and other providers are making available, really makes it attractive to our LS majors to complete their degrees. The availability of numerous online and face-to-face academic advisors, coupled with attention to all aspects of customer service, combine to enhance the probability of success for the growing number of adults choosing EOU's LS major to satisfy their personal and professional goals.”

“As a military wife, I have moved through three states during my undergraduate work. To be graduating within the timetable I had set for myself and with the courses that I really wanted, is in itself a dream come true.” [Graduating senior now living in Ft. Hood, Texas]

“EOU's program is a great deal; I don't have to give up my lifestyle to finish my degree.” [Student, Enterprise, Oregon]

“I walked through the door of the Eastern Liberal Studies program asking, ‘What can this program do for me?’ As I walk out of this door, I ask myself, What can I do for others?” [Recent graduate from Anchorage, Alaska]

Criminology

Southern Oregon University offers upper-division criminology courses that make up a minor that can be used toward a Liberal Studies degree at SOU, Eastern Oregon University, and Oregon State University. “At a time when interest in criminology and criminal justice-related careers has skyrocketed, the ability to bring SOU to interested students – in the form of criminology courses on the Web – has been a practical alternative to the tradition of bringing interested students to SOU,” notes Marny Rivera, Distance Learning Coordinator for the Criminology Department.

Health Professions

Oregon Health & Science University meets statewide needs in the health professions by offering eight programs via distance: two undergraduate nursing degrees, three master's degrees, a doctorate, and innovative programs in the emerging field of medical informatics.

Dr. William Hersh, Professor and Head, Division of Medical Informatics & Outcomes Research (DMIOR) explains that: “Our programs educate individuals in the application of information technology (IT) to health and biomedicine. Graduates may take on additional IT responsibilities in their existing careers or embark on new careers as developers and managers of health and biomedical IT systems. Individuals

with a variety of backgrounds take courses in medical informatics, computer science, management, and outcomes research so that they gain expertise to assume positions that require a thorough understanding of both IT and the health care environment.”

DMIOR offers two online programs: a Graduate Certificate Program – 24 credit hour program covering the basic core of medical informatics; and a Master of Science in Medical Informatics – 52 credit hour program with more expansive coverage of medical informatics

We’re “a national leader in medical informatics education programs, with one of the largest student enrollments of any program,” says Hersh. “Our graduates have taken a variety of jobs in both academia and industry.”

Information Management

The interdisciplinary University of Oregon master's degree program in Applied Information Management (IS:AIM) was developed with the needs of Oregon business and industry in mind. Courses are taught by leading-edge faculty from a number of Oregon colleges and universities and the professional sector. Students may take courses either onsite (CAPITAL Center, Beaverton) or online. Dr. Linda Ettinger, AIM Academic Director, explains: “Our program serves students who work fulltime and need an information management degree that builds on a wide range of professional and educational backgrounds. Many of our students travel frequently in their jobs, making the online program a good way to pursue higher education.”

The online master's degree program is beginning a third year this fall. Online courses typically enroll 20-25 students. A student in the summer 2002 *Information Design Issues* course wrote, “I appreciate the simple design of the online course: readings, discussions, quiz, and two papers. And being online made it easy to manage the workload with my job. The instructor's knowledge of the subject is an important benefit and I appreciate the detailed feedback she gives.” Another student in the *Writing for Research* course wrote: “Although I sometimes miss the opportunity to ‘listen’ in a classroom, I prefer the online environment by far. I find that I am learning a great deal about research.”

Business

Portland State University’s eMBA program consists of online courses plus 3 or 4 Friday-to-Sunday “intensive” campus residencies per year which provide valuable face-to-face time with classmates and professors. Courses in the part-time, online program are the same as in the on-campus programs and are taught by the same faculty. The only difference is in the delivery. “Most of our students have

fulltime jobs, families, and sometimes busy travel schedules. Our program provides maximum flexibility while still maintaining opportunities for meaningful face-to-face and online interaction,” says Tom Luba, PSU Director of Distance Learning.

PSU has been delivering a distance MBA program in Oregon for more than 12 years. The redesigned online program was launched fall 2001 with a class of 34 students. The program is showing a better than 85% retention rate. A second cohort began in the fall 2002 term.

“We believe the low attrition rate testifies to the quality of the program. We have a 35-student cap on the cohorts and our instructional designers work closely with faculty to build the online classes from the bottom up,” says Luba. *U.S. News & World Report* (10/01) rated the PSU eMBA program as one of the top 25 internationally and regionally accredited online business graduate programs.

Physician’s Assistant

Pacific University offers a flexible 30-credit Master’s of Health Science degree completion program for practicing Physician’s Assistants. Courses are entirely online and the clinical project is conducted at the physician assistant’s employment site, with supervision provided by a physician at the site.

Lee Colaw, Chief Information Officer, notes: “Without this program, we would have many physician assistants in Oregon who could not complete their master’s degree. They are working in rural locations throughout the state; this program lets them complete their advanced degree through our more flexibly delivered program.”

“As a PA educator for over 22 years, I felt it important to obtain a Master’s degree. However, I wanted one in my field, not just one that was remotely related. When I heard about the program at Pacific University, it seemed perfect for my needs. I am currently taking my second course and can’t speak highly enough of the program. The faculty is open and extremely receptive to our needs, as well as to recommendations we have for the program. I have been very impressed with both the quality of the courses, as well as the content material emphasizing current trends in medicine.” [Physician’s Assistant/student]

“The Master’s Completion program at Pacific University is a well-designed, accredited program for practicing Physician Assistants. It make it possible to obtain a Master’s degree while continuing to work and without having to relocate. The distance learning format is a wonderful method for continuing our education in a fashion which doesn’t require significant lifestyle changes.” [Physician’s Assistant/student]

Telecourses Play an Important Role in Distance Education

Currently 175 telecourses are listed at ONE. They offer students a very flexible option for pursuing their educational goals. Oregon community colleges have been active providers of telecourses for more than a decade. Presently, more than 90 telecourses from community colleges are listed at ONE: Lane (32), Linn-Benton (8); Portland (33), and Rogue Valley (18). Some universities also offer telecourses, primarily at the upper division or graduate level; e.g., Oregon State University lists 72 telecourses at ONE, and Oregon Health and Science University, 12.

Rogue Community College recently assembled student evaluations from its winter 2002 telecourses. Students shared their perspectives in these examples:

“I would like more telecourse subjects offered. Because of my work schedule, having telecourse options has allowed me to continue my education. The teachers of the telecourses have made the courses challenging, informative, and realistic.”

A telecourse (video course) is based on a series of television programs. It is supplemented by printed materials (text, study guide, readings) and local faculty involvement via lectures, phone, mail or email consultation. Many telecourse programs are broadcast over local cable stations.

“Telecourses are a good way for me to take classes. This is my third telecourse. I would take more if more were available. The same goes for web classes.”

“The class is challenging in the sense that you have to be responsible for reading and studying on your own, but it is a great class for those of us who need to work!”

“I’m so glad to have found out about telecourses at Rogue Community College. I am a fulltime Southern Oregon University student and [course names] are hard to get into. I work fulltime also so my time is limited. I’d like to see more telecourses in other areas.”

“I would really like to see more required classes offered via distance. Telecourses offered in more subject areas. I have difficulty finding classes offered that fit my schedule or apply to my degree that I have not already taken.”

“Being a fulltime worker and part-time student—I would like to see a larger variety of telecourses and web-based classes offered—seems to be the same offered each term. Only so many you can take—working students need flexibility of these courses.”

Visits to ONE

Over the past year, visits to ONE have averaged 5,000-8,500 per week. Higher numbers of visits occur prior to new terms as students search for classes. Using an internal report program called “Goodbye ONE,” ONE tracks which campus websites users go to from ONE. The top 15 destinations are:

1. Oregon State University
2. Eastern Oregon University
3. Portland State University
4. Portland Community College
5. University of Oregon
6. Chemeketa Community College
7. Southern Oregon University
8. Linn-Benton Community College
9. Oregon Health & Science University
10. Oregon Institute of Technology
11. Marylhurst University
12. Western Oregon University
13. Lane Community College
14. Clackamas Community College
15. Central Oregon Community College

New Poster – Fall 2002

A new poster for ONE will be distributed this fall to participating colleges and universities, public libraries, extension offices, and K-12 schools throughout Oregon. The poster’s message is OregonONE.org as a single source for Oregon distance education, K-12 through university-level, in recognition of K-12’s joining ONE this year. ONE Advisory Committee members from each participating institution will receive posters to distribute on their campuses at multiple sites (e.g., library, advising centers, outreach/continuing education offices, student union). Offices wanting more posters should contact ONE.



Students Speak Out On Distance Education . . .

"I have just celebrated my 52nd birthday and can now celebrate the attainment of a life-long goal - a college education! I know there are many other students like me, people who for one reason or another must deal with life and may be unable to obtain an education in the traditional way. For them, as for me, your program [is] the answer to our dreams!" [Oregon State University student]

"I love not having to commute to a campus and fight for parking. I like that I can work at my own pace. I feel as if I learn more through online classes because it's up to me to know and understand the information and get my homework in on time. I think this experience has given me a strong work ethic and made me more of a self-starter on projects." [Portland Community College student]

"As a student with [a physical disability], e-learning remains a practical alternative to the challenges of attending traditional campus classes. The biggest obstacle to earning my degree is physical; walking to classes is painfully difficult and carrying the requisite supplies compounds the problem. Distance education – whether on tape, over cable, or online – is truly a godsend." [University of Oregon student]

"I live 1.5 hours away and am able to fulfill my Portland State University degree requirements much more easily with the online courses. I work fulltime so daytime classes are not an option." [Portland Community College and Portland State University dual enrollment student]

"I like my entire web-delivered classes. I like that I can ask a question whenever I want and get feedback on an assignment so I can continue working on it right away. I don't have to wait until the next class and show up with it not ready to be handed in. I like how the teachers have a discussion requirement. In a traditional class, only a few people seem to do the talking. Online, everyone has to put in input. I find the interaction between students to be potentially far more educational and focused than in the classroom." [Portland Community College student]

"I can't say enough good things about you as an instructor and being able to take the class online. If this technology was available when I was [first] going to college, I'm convinced that I would have done a lot better!" [Clackamas Community College student]

"I like that I can determine my schedule around this form of education. Having assignments due weekly instead of bi-weekly really allows me to handle the workload better. I have also found that my communication skills have increased since online forums challenge me to express myself clearly and concisely. Being able to take online classes has allowed me to be a fulltime student every quarter since I started school." [Portland Community College student]

"Online classes are just as challenging and far more convenient. They are the wave of the future. This course really introduced me to the art world. Until now, I had never really taken the subject seriously. I would like to thank the instructor again for a great class." [University of Oregon student]

"I like online classes because I get more out of them. No one is interrupting me while I am studying like in class. I can do it when I have time as long as I meet the instructor's deadlines. It is a more convenient & fulfilling way to educate myself. I would take all my classes online if offered." [Portland Community College student]

"I work fulltime 50 hrs + so I like the flexibility I have with the WebCT courses. This about my 10th course through this delivery method and I am pleased. I wish more courses that applied to my degree were available through WebCT. These courses are just as much if not more effective in the learning process than the campus classrooms. One feature I really think is great is the Bulletin Boards. If I have a question I am able to post my question to the class as a whole and not just the instructor. Also it stays posted giving us time to come back to the questions and possibly answer more of the question." [Portland Community College student]

"[Course] was accommodating to my busy schedule compared to class at specific times or places. I love the flexibility . . ." [Rogue Community College student]

ONE Staff

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Participating Institutions

■ *Public Universities:* Eastern Oregon University, Oregon Health & Science University, Oregon Institute of Technology, Oregon State University, Portland State University, Southern Oregon University, University of Oregon, Western Oregon University ■ *Community Colleges:* Blue Mountain Community College, Central Oregon Community College, Chemeketa Community College, Clackamas Community College, Columbia Gorge Community College, Lane Community College, Linn-Benton Community College, Mt. Hood Community College, Oregon Coast Community College, Portland Community College, Rogue Community College, Umpqua Community College ■ *Independent Colleges/Universities:* George Fox University, Marylhurst University, Pacific University, Western Baptist College ■ *Elementary/Secondary:* COOLSchool, Portland State University's Independent Study Program, Oregon Public Education Network (OPEN), Southern Oregon Online School (SOOS)

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