

# Academic Programs and Learning Innovation

## Annual Report

AY 2017-18

In August 2017, the Provost's Office realignment brought existing centers, offices, programs, and projects together under the umbrella of Academic Programs and Learning Innovation (APLI). These units formed a foundation that allows OSU to provide high quality programs, clear academic pathways, and transformative educational experiences to students on campus and around the world. Coming together from different parts of the university, each of the APLI units has a distinct organizational context that informs the University strategic planning and direction.

- **Enrollment Management (EM)** includes Financial Aid, Admissions, Registrar, Scholarships, and Pre-College Programs as well as information technology capacity to support these units.
- **Transformative Learning (TL)** includes the Center for Teaching and Learning (CTL), Difference Power Discrimination (DPD) Program, Writing Intensive Curriculum (WIC) Program, Undergraduate Research, Scholarship and the Arts (URSA), Enhancing STEM Education (ESTEME), Army ROTC, Navy and Marines ROTC, Air Force ROTC, and leadership for strategic initiatives such as the APLU Adaptive Learning Initiative and the recently funded HHMI *Inclusive Excellence@Oregon State*. This unit provides 1) comprehensive faculty centered support to improve and equalize course/program based student learning and success, 2) data infrastructure and coordination for the Colleges to scale academic experiential learning, and 3) academic excellence in the Baccalaureate Core across all OSU campuses.
- **Extended Campus** is home to eCampus, OSU Summer Session, Open Oregon State, the OSU Ecampus Research Unit (ECRU), and OSU Professional and Continuing Education (PACE) and the new addition of OSU GO. This unit provides access to a variety of high-quality learning opportunities, in hybrid and online modalities, to students throughout the world.
- **Academic Programs & Assessment (APA)** works to maintain the integrity, quality and structure of the 228 degree programs, 29 certificate programs, 227 options, 176 minors and approximately 8000 courses offered at OSU. APA provides information and guidance on all matters related to academic policies, procedures, programs and curriculum development, assessment, and planning.

The work of these units is further enhanced through OSU's collaboration with the University Innovation Alliance (UIA). The UIA is a consortium of 11 Research Institutions sharing ideas and data to graduate more low-income and first generation students from college. Since the UIA was formed, OSU's student experience has improved along several student success metrics over the last three years, including:

- A 17% increase in degrees awarded to undergraduates (744 more students). This includes 122 degrees awarded to low-income students.
- An increase in credit completion rates and successful progression to sophomore, junior, and senior class standing both overall and for low income students.

With a focus on faculty engagement and data-driven action, **APLI** has helped to advance and equalize student success, stimulate learning innovation and ensure academic excellence over the past year.

### 1. Performance Indicators:

#### Student Success

- The Gates Foundation funded *APLU Adaptive Learning Initiative* completed redesign and implementation of adaptive courseware in four large enrollment courses (course annual enrollments totaling over 5600 students). Courses saw double digit decreases in DFWU rates with simultaneous reduction in course opportunity gaps. Additional redesign in 10 courses are slated for AY 2018-19.

- Beginning Fall 2017, **Financial Aid** implemented a new program as part of the UIA Completion Grants Initiative that provides micro-grants to students with financial need who are approaching graduation but unable to register for classes for the next term due to account balance holds. Combining UIA philanthropic funding with OSU's match, the Beaver Completion Grants program will provide \$287,000 in micro-grants, assisting approximately 96 students per year over the next three years. So far in 2017-18, the Office of Financial Aid awarded a total of over \$52,000 micro-grants to 62 OSU students.
- Nearly \$50 million in campus-managed scholarships were awarded to 10,726 students. The **Scholarship Office** awarded over \$38 million in tuition waivers to new and continuing OSU students.
- The OSU Advising Toolkit, co-designed by advisors and the **UIA** fellow, was launched in December 2017 and provided resources and training to help advisors integrate data-informed, proactive outreach strategies into their work helping students succeed.
- **Army, Navy, Marine, and Air Force ROTC** units served 243 student cadets, commissioned 50 officers, celebrated 13 cadets with distinguished honors, and provided over \$3 million in scholarships and support.

### Learning Innovation

- In coordination with three colleges, **Ecampus** supported the provost's Portland initiative in bringing three new bachelor's programs in business, psychology and human development and family sciences to Portland-area students. These hybrid programs will launch in fall 2018. **EM** delivered critical infrastructure needed to the launch these programs by implementing new admissions application functionality.
- **Transformative Learning (TL)** established *Inclusive Excellence@Oregon State* through a \$1 Million Howard Hughes Medical Institute grant. A summer academy supported by this grant will provide training and support for 100 faculty to create more inclusive classrooms and active learning in STEM courses.
- The **CTL** provided training and support for the Hybrid Initiative. There are now 189 hybrid sections (up 23%) serving 8163 students.

### Academic Excellence

- For the fourth straight year, U.S. News & World Report ranked Oregon State **Ecampus** in the top 10 nationally for online education and was ranked No. 6 (of 350+ higher education institutions) in the category of Best Online Bachelor's Programs. **Ecampus** serves learners in all 50 states and 50 countries, delivering 50 undergraduate and graduate programs and over 1,200 classes. In AY 2017-18, 23,362 students took at least one class online generating 282,000 student credit hours.
- To ensure a curriculum of highest quality and integrity, **APA** began a comprehensive review of the University's 65 Academic Policies and Procedures. To date, **APA** has completed 75% of the entire review process. This is the first comprehensive policy review in over 15 years. In addition, 500 pages or archived web pages were reviewed, updated and redesigned in order to create the new **APA** web site which now contains all necessary policies, processes and information to help the campus navigate academic planning and curriculum development.

## 2. Education and Learning:

- **EM** Information Technology provided Salesforce support to enable new functionality to the Graduate School, Honors College, Admissions, Advising, Pre-College Programs, International Programs, and Registrar.
- The **CTL** Tuesday Teaching Talks provided workshops for faculty and instructors with 638 participants from 16 departments (105% increase) with 20 faculty completing the certificated series.
- **The Admissions and Scholarships Offices** provided increased levels of support to college and support units for recruitment, and coordination of scholarship packages.
- **Registrar** and **Financial Aid** Offices enabled innovative course offerings such as 2-5 week terms and term extensions available Fall 2018.
- **Office of the Registrar** streamlined graduation process reducing the time to clear requirements from 5 to 2 weeks.
- **EM** established the Financial Care Team and created an automated, web-based referral system to support response times of 24 hours or less.
- **EM** initiated the New Student Recruitment Council to develop a plan for aligning and progressing recruitment goals.
- After year 1, the **UIA** collaboration project **Monitoring Advising Analytics to Promote Success (MAAPS)** reported higher retention rates for low income students in the Treatment cohort (82% for Treatment vs 79% for Control groups). OSU's overall retention rate for low income students during this same period was 78%.
- The newest **UIA** project, *Bridging the Gap from Education to Employment*, was launched Spring 2018. This project seeks to translate student success from college to careers by enhancing campus career services to meet unique needs of all students. This is a collaborative project with 6 other UIA institutions.
- **Ecampus** and a College of Science team won a [WCET WOW Award](#), given to institutions that "implement exceptionally creative technology-based solutions to contemporary challenges in higher education" for the online BI20X series' 3D virtual microscope.
- **Ecampus** and the Department of Speech Communication launched OSU's online version of COMM111: Public Speaking thereby expanding access to this important back core course to distance students. There were 90 enrollments in the inaugural offering with additional sections planned for next year.
- The **Ecampus** student success team witnessed a 96% acceptance rate for Canvas success site invitations and increased engagement with success counselors this year. A newly designed and simplified communications plan was developed to walk new students through the steps they need to complete to enroll in their first term. A communications plan was also developed to better serve non-degree-seeking students as they navigate registration. The student success team is transitioning to a model that focuses on the full student life cycle and looks at creative interventions to better support those demonstrating warning signs of academic distress.
- The **Ecampus** course development and training (CDT) unit supported faculty in the development and redevelopment of 188 classes, including training, instructional design and media development, plus

course development funding to buy out faculty time. CDT guided 333 faculty and graduate assistants through various workshops and trainings.

- **Ecampus** provided \$50,000 in funding to support the OSU Online Writing Suite (OWS), giving distance students expanded access to Oregon State-based tutoring services. Services include opening sessions in Week 1, providing a 24-hour feedback turnaround and synchronous grammar services, and implementing a new survey tool to capture student feedback.
- **Ecampus** launched 15 new programs and tracks online at the undergraduate and graduate level, including a biology minor, four new options in the natural resources bachelor's degree, two new MBA tracks and bachelor's and master's degrees in public policy.
- **Ecampus** expanded course access to high school students at the Instituto Alberto Einstein (IAE) in Panamá City, Panamá who are now able to take online writing, math and Spanish courses delivered by OSU Ecampus. This partnership has resulted in 29 IAE students taking courses with **Ecampus** this year, and a more formalized partnership with IAE is being explored.
- **TL** led the effort enabling transcript visible, non-credit recognition of student participating in one of six academic experiences referred to cumulatively as Experiential Learning. A template syllabus and course proposal provide guidance to Colleges and a mechanism for managing this process.
- **Undergraduate Research, Scholarships, and the Arts (URSA)** program, whose participants have a 98% retention rate, redesigned programming and collaborated with Deans to triple the number of URSA-Engage student awards to 116 and double participation of underserved and underrepresented students. This year, 231 students presented at the Celebrating Undergraduate Excellence (54% increase from last year). To date, **URSA** has created hundreds of student-faculty partnerships and supported over 3,200 students.
- **Writing Intensive Curriculum (WIC)** Program had 356 **WIC** courses offered by 38 departments in 9 colleges enrolling 7460 students. This year, 39 **WIC** courses reviewed or recertified
- **Difference, Power and Discrimination (DPD)** Program celebrated its 25th Anniversary with 100 attendees at the celebration. AY2017-18, there were 261 **DPD** courses offered by 14 departments in 7 colleges enrolling 8175 students. **DPD** provides faculty support and training through the **DPD** Summer Academy, seminars, and workshops.
- Through **Enhancing STEM Education (ESTEME)**, Evidence-Based Instructional Practices including Peer Instruction, POGIL, Coop, and Learning Studios were implemented in 58 courses across 10 Science and Engineering units (17,145 enrollments). **ESTEME** pedagogically trained 315 undergraduate Learning Assistants who facilitated learning in 36 courses (8,570 enrollments) in 9 Science and Engineering units.
- **APA** managed the preparation and review process of 22 Category I and 1500 Category II proposals. Three new course designator proposals (NUR, SE, IB) were also reviewed and approved. In addition, the office provided edits and suggestions to an additional 4000 Cat I and II draft proposals, including proposals sent back for revision and expedited proposals.

- **APA** supported implementation of new Curriculum Proposal System (CPS) software through writing, standard operating procedures (SOPs) for Category I, Abbreviated Category I, New Location Category I, Category II and Expedited Category II proposals.
- **APA** guided four Undergraduate Academic Program Reviews, facilitated development and approval of seven Undergraduate Programs Action Plans in response to external reviewers' reports after their UAPR site visit review, and prepared for six upcoming program reviews scheduled for AY 2018-19.
- OSU had 100% of its Undergraduate Academic Programs report on annual assessment activities. **APA** provided written feedback to each unit on their assessment process through the use of a rubric designed to assess the robustness of their process. This information was shared with the programs and administrative leadership.

### 3. Research and Creative Work:

- OSU contributes to rigorous evaluation with each University Innovation Alliance project to understand the impact of the specific project interventions on campus student success outcomes. OSU's **MAAPS** advising program is one of 11 UIA sites for the **Monitoring Advising Analytics to Promote Success (MAAPS)** research study funded by a \$8.9M First in the World grant from the US Department of Education. Utilizing a randomized-controlled trial design and meeting the standards of the What Works Clearinghouse, the **MAAPS** study incorporates advising and student records data from over 10,000 first-generation and low-income college students to characterize the effect of proactive, intensive academic advising interventions on retention and progression. Evaluation of the completion grants and education to employment projects are underway as these are both new initiatives launched in 2017-18, with findings expected in Summer 2018.
- The **Ecampus Research Unit's (ECRU)** "Research in Action" podcast showcases the work of OSU researchers and others nationally, increases research literacy and builds a researcher community. As of May 2018, more than 110 episodes have been published and downloaded over 127,000 times by listeners from all 50 states and over 90 countries.
- Three **ECRU** faculty fellows completed projects in FY17-18, and an additional seven fellows launched projects for FY18-19. A total of 18 ECRU fellows have received funding to conduct research on online teaching and learning since the program launched in fall 2015.
- The **ECRU** published the first five papers in a new white paper series on online teaching and learning research design and methodology authored by ECRU research fellows.
- The **ECRU** launched the Online Efficacy Research Database with more than 210 citations across 74 discrete disciplines from 156 academic journals. Since it was launched in November 2017, the database has had more than 8,000 pageviews from 36 countries.
- **Ecampus** hosted the 11th annual Faculty Forum, a one-day, on-campus event where faculty share innovations and best practices in online course development and teaching. It was attended by approximately 200 faculty, advisors and other staff.

- The **ECRU** formed the Collaborative Higher Education Research Group with colleagues from 20-plus institutions across the United States to share information and strategies for researching online teaching and learning through quarterly web conferencing meetings.
- The **ECRU** published a report on student device preferences for online education.
- The **ECRU** launched a call for papers for a new white paper series on online research to be collaboratively published with IDEA.
- In FY17-18, the **ECRU** designed and launched three studies on long-term online instructors' experiences and attitudes; an author demographics study for peer-reviewed online education and administration journals; and a study of student outcomes in various course modalities based on the length of time the course has been taught.
- The **ECRU** published one research report and facilitated five webinars to disseminate research findings from a national study on instructional designers' research engagement.
- The **ECRU** is editing two books with Stylus Publishing ("High Impact Practices in Online Education" and "The Business of Innovating Online") to be released in fall 2018 and winter 2019, respectively. **Ecampus** leadership and an instructional designer contributed chapters to both volumes. Five members of **Ecampus** leadership also wrote chapters in and contributed to another book, "Leading and Managing e-Learning."
- The **ECRU** won a national research award from UPCEA in recognition of its study on instructional designers' training and engagement on research in teaching and learning.
- The Associate Provost for **EM** sponsored a CSSA student in completing a comprehensive study of student loan indebtedness at OSU. Results are distributed to the deans.
- Ruffalo Noel Levitz (RNL) provides OSU with two **EM** services: Forecast Plus – assigns predictive value/score to prospective students on likelihood of applying and enrolling at OSU. **Admissions** uses this data to prioritize and target recruitment resources. Financial Aid Leveraging – analyzes and predicts student sensitivity to cost.

#### **4. Outreach and Engagement:**

- OSU's participation as one of 11 founding members of the **University Innovation Alliance** has strengthened OSU's reputation as a student success focused university and facilitated engagement with numerous external partners including a network of peer institutions as well as major philanthropic organizations such as the Bill & Melinda Gates Foundation, Strada Education Network, and Great Lakes Education Philanthropy. At the inaugural UIA National Summit for Student Success Innovation and Campus Transformation Atlanta, GA, this past April, OSU was featured with highly visible contributions including remarks by President Ray and a TED-style talk by Dr. Susana Rivera-Mills, as well as a process mapping workshop designed and facilitated by OSU's UIA Fellow.
- **EM** signed OSU on to become members of the Common Application beginning August 1st for Fall 2019 freshmen applicants. This move is projected to increase non-resident applications by up to 20%.

- **EM** increased funding to the Boys and Girls Club of Corvallis (BGCC) to provide professional development. The BGCC is an OSU partner on an U.S. Department of Education, 21st Century Learning Centers grant.
- **Admissions** expanded the Alumni Volunteer Recruiter program to enhance recruitment efforts, particularly in out of state markets. Forty-nine AVR's utilized this recruitment cycle.
- **Admissions** hosted an increased number of application workshops around the state, with particular focus on rural and urban schools that are traditionally underserved.
- The **Financial Aid** Office participated in more than 100 events, reaching over 15,000 students and parents, prospective and continuing, as well as provided support, resources and training to faculty and staff.
- **Admissions** hand delivered approximately 80 Beaver Boxes to Presidential Scholarship awardees (OSU's top admitted Oregon residents).

##### 5. Diversity and Inclusion:

- Through the **MAAPS** Project, OSU is better understanding the experiences of students from first-generation and low-income backgrounds in navigating our institution. The **MAAPS** advising team play a key role in bringing such underrepresented student experiences to the attention of administrators and campus partners. For example, the Office of Financial Aid adjusted their communications after learning of the difficulty **MAAPS** students experienced interpreting and completing financial aid processes.
- **Precollege Programs** is key in OSU's role to fill the K-12 to-college pipeline, especially with focus on underrepresented groups. Programming through STEM Academy, TAG, SMILE, Beaver Hangouts reached 7,974 K12 students, engaged 198 college student mentors, 120 K12 teachers, and 110 community volunteers.
- **Admissions** developed a website specifically to support and inform undocumented students.
- **Admissions** collaborates with the University's Diversity Community Relations Strategy, Black Student Success, and other cross-campus diversity groups to build relationships and programs in the Portland area and better recruit and serve students of color.
- **Admissions** and **Financial Aid** expanded the number of Spanish translated webpages/sites. **Admissions** implemented Multicultural Mingle in to its Spring Preview as well as offering sessions for prospective students and admitted students in Spanish.
- The Welcome Center, run through **Admissions**, now offers tours and sessions in Spanish and has a team of multicultural tour ambassadors.
- The **Financial Aid** office continued their work in packaging financial assistance for students in the Foster Youth Tuition program, coordinating with the Education Opportunity Program (EOP) who provides student support.
- The **Office of the Registrar** and **Admissions** Gender identity collection in MyOSU for current students was completed and is now available to students, faculty and staff.
- **DPD** Program provided support to 69 faculty to design an inclusive **DPD** course.



- ROTC units recruit and support historically underrepresented students at higher rate than campus average (**Army ROTC** – 18%, **Navy/Marine ROTC** – 21%, **Air Force ROTC** – 15%).
- The **Extended Campus** staff formed the IDEA (Inclusion, Diversity, Equity, Awareness) Team to focus on
- **Extended Campus** marketing proactively reaches underrepresented populations through audience-specific publications, such as the American Indian Science and Engineering Society, which fosters educational and career advancement among American Indians, Alaska Natives and Native Hawaiians in STEM fields. College of Engineering marketing includes intentional recruitment of women into the traditionally male-dominated field of engineering management through advertising with the Society for Women in Engineering.
- **Extended Campus** is currently partnering on a HECC grant awarded to the OSU Veteran & Military Resources office to provide targeted success outreach to military-affiliated students.
- The **Office of Global Opportunities** supported two student interns who developed a pre-departure orientation module on ally-ship abroad, providing all departing study abroad students the insight and skills to be an ally to their peers who may face identity-based (e.g. ethnicity, gender identity, sexual orientation) challenges in new cultural environments.

#### 6. Employee Development and Support:

- **PACE** demonstrated a significant commitment to serve the university's high-priority needs in the area of training for faculty, staff and student employees. In partnership with the Office of Human Resources and OSU's senior leadership team, **PACE** launched a series of online critical training modules this spring covering topics such as mandatory reporting of child abuse, IT security and more. More than 1,800 faculty and staff have completed at least one required training module. **PACE** will continue to partner with campus partners to help OSU accelerate the delivery of high-quality online trainings.
- All new employees complete orientation modules in Canvas. **Ecampus** CDT created a new onboarding/reference document for instructional designers.
- **Ecampus** CDT offered two internal research and development retreats, one focused on augmented reality and one focused on updating the template for online courses in Canvas.
- **Ecampus** recommended and supported five staff members in their participation in the Outreach and Engagement Leadership Development Program for Executives.
- All position descriptions in the division include time for professional development and service.
- Approximately 90% of all **Extended Campus** staff members participated in an external professional development activity last year, such as a conference or training.
- **Extended Campus** has a staff-led committee called FSH@O (Fun Stuff Happening at the Office) that hosts a welcome coffee for new employees and plans events for employees to interact.
- Following training from the University Innovation Alliance, OSU's **UIA Fellow** designed and led interactive professional development workshops with over 70 OSU faculty and staff to teach how to use process mapping to streamline the student experience in 2017-18. The **UIA Fellow** also facilitated a design

thinking learning community for a cross-campus team of OSU educators to complete a 9-week team-based course on human-centered design from the non-profit design firm IDEO.org

## 7. Resource Stewardship:

- **EM** procured multiple Broader Impact and Outreach NSF grants and other Foundation grants to support programming and FTE in several Pre-College Programs including Mobile Invention camps in rural Oregon, STEM, and SMILE. Tuition and Scholarship donations generated an additional \$232,015 for programming.
- **Admissions** provides ongoing support for the success of OSU Cascades through staffing, systems/technology support, lead generation, coordinating marketing activities, coordinated publications, recruitment events.
- **EM** started the scholarship stewards group to improve scholarship management around campus and share best practices (people from all the colleges and the foundation who are involved with scholarships make up the group).
- **Extended Campus** hired a fiscal strategist to, in part, help forecast and use resources wisely.
- **Extended Campus** piloted an emergency grant fund to provide financial assistance to Ecampus students to help ensure their academic progress is not hindered by an unexpected crisis. To date, five students have received awards, and a total of \$2,500 has been disbursed, with more expected to be awarded by the end of spring term. Evaluation of the pilot will occur in June.
- The **ECRU** provided \$11,359 in professional development funds for seven faculty and staff from six colleges and units in FY17-18.
- **Open Oregon State** serves as a representative on the state's OER steering committee and the OER grant review committee.
- **Open Oregon State** conducted two workshops on how to peer review open textbooks. This was based on training through the Open Textbook Network.
- The Affordable Learning Initiative partnership between **Open Oregon State**, OSU Libraries and the Beaver Store yielded 400+ classes on campus and online using no-cost course materials.
- **Open Oregon State** is developing a pathway that will allow students to choose at least one course in each bacc core category that offers no-cost or low-cost course materials. Several bacc core categories already have multiple such courses for on-campus and online students.
- To streamline processes and build new models to support innovative learning, the division signed an MOU with the **Office of the Registrar** this spring to transition summer classes to the registrar in September 2018. **Extended Campus** had housed OSU Summer Session since 2003.
- Through its collaboration with the **UIA**, OSU has been successful in securing additional resources through philanthropy and grants to support student success projects. To date, OSU received the following funding through the UIA:
  - Data-Informed, Proactive Advising: \$60,554 (Bill & Melinda Gates Foundation)

- Monitoring Advising Analytics to Promote Success (MAAPS): \$749,388 over four years (First in the World grant from the US Department of Education)
- Completion Grants: \$247,889 over three years (Great Lakes Education and Gates Foundation)
- Bridging the Gap from Education to Employment: total grant to UIA of \$2.4 million over three years; OSU portion of this is TBD based on work we propose (Strada Education Network)
- UIA Fellow Personnel Costs: \$140,000 (combination of several philanthropic sources)
- Travel Funding to Attend UIA Campus Convenings: \$43,200 (combination of several philanthropic sources)

OSU's agreement with the **UIA** specifies that some of these funds be matched 1:1. Since the UIA projects OSU elects to participate in are ones aligned with work the institution already desired to pursue, the UIA contributions constitute a helpful addition of funds.

- **URSA** reduced administrative costs 40% by restructuring with a Program Coordinator.
- **TL** partnered with OSU Foundation on fundraising efforts to support student cadets in the ROTC units.