Summary Report: Online Course Initiative
April 2021

Synopsis
The Online Course Initiative (OCI) launched in Summer 2020 with the short-term goal of creating well-designed courses to meet immediate student need during the COVID-19 crisis. Spanning the three terms of the initiative, 120 faculty developed 105 unique courses offered in 167 new online sections across six schools and colleges. Total enrollment reached nearly 12,000 students (64.1% of registered undergraduates).

In addition to the short-term achievement, the OCI reached longer-term goals of expanding UO's online portfolio, and investing in institution's teaching culture and curricular innovation. Faculty expanded their skills and knowledge through high-touch training and individualized support. Further, UO Online and TEP built online guides, training materials, and resources for the initiative that will live on as best-practice guidance. As we conclude this initiative and look to the future, the Office of the Provost will actively engage with faculty, academic units, and deans to strategically build on the curricular online assets. In addition, our expanded ability to deliver in online and remote modalities offers considerable opportunity for strategic growth and program development.

Initiative Overview
Following the rapid pivot to remote teaching in response to the pandemic, the provost convened a Student Success and Remote Teaching Task Force in April 2020 charged with:

1. Building on the work faculty had completed to transition their courses into remote formats.
2. Providing a forward-looking plan for remote and online education focused on student success that would inform decision-making and strategic investments.

As a first priority, the task force recommended accelerating production of online courses that impact large numbers of UO undergraduate students. The rationale for this recommendation emphasized that online courses provide flexibility in the face of multiple teaching challenges including: social distancing; students and faculty with disabilities; students with family responsibilities and other caregiving demands on their time; and the physical constraints for high-enrollment classes. While an advantage during the pandemic, selection of these courses for development also allows curricular innovation for student success and timely completion of degrees, enhanced support for instructors, and long-term pedagogical benefits in enhancing strategic online offerings.

Based on these recommendations and with the support of President Mike Schill and Provost Patrick Phillips, UO launched an ambitious Online Course Initiative (OCI) to design online versions of high-impact undergraduate courses from disciplines across the university. Goals of the initiative were three-fold:
1. Ensuring that we have engaging, well-designed versions of key courses that impact large numbers of UO undergraduates.
2. Expanding online course offerings strategically, with a view toward longer-term student success benefits.
3. Investing in UO's teaching community in a time of crisis by providing training and support for faculty, and by facilitating faculty conversations around engaged, inclusive, and research-informed practices.

The initiative launched in summer 2020 and concluded in spring 2021. The third and final cohort of faculty course developers completed construction of courses that are being taught online for the Spring 2021 term. Appendix A (pp. 5-7) lists courses developed during the OCI. Appendix B (pp. 8-10) details participating faculty and roles.

Key Elements and Participants

Courses were considered for inclusion in the initiative based on enrollment history as well as curricular need around courses that impact the most students, thereby maximizing curricular innovation and UO's investment. The list of prioritized courses and associated faculty was refined based on feedback from deans and department heads before invitations were extended to faculty course developers. Courses targeted for this initiative were built by faculty members (113) who were scheduled to teach the courses, with support from instructional designers. To boost instructional design capacity, eight career faculty members with expertise in online instruction were selected and trained as faculty fellows to work alongside UO Online instructional designers. This model was selected because of the volume of courses to be developed, as well as the ability to train fellows to serve as local resources in their units after the initiative had ended. Total cost for the OCI, for faculty fellow and course developer stipends, along with OPE, is $757,180.

Faculty course developers and faculty fellows benefited from additional training, as well as direct support. Faculty fellows participated in a two-week facilitated training and earned certification in Applying the Quality Matters Rubric for quality assurance of online courses. Faculty course developers participated in UO-developed training co-led by UO Online and TEP, met weekly with an assigned instructional designer or faculty fellow, and worked to build courses in Canvas over a 10-week period prior to teaching. In some cases, two or more faculty members who were scheduled to teach the same course collaborated on a unified course build, with a goal of cohesive student experience across all class sections.

The initiative focused on asynchronous online courses based on benefits of this modality for students, and on the long-term value for faculty and academic units. For students, asynchronous online courses maximize time flexibility, which can be a significant benefit for those who must manage multiple obligations, such as jobs and childcare. Offering online versions of key courses helps students manage schedule conflicts and complete their degrees without delays. For faculty, the components of an online course—such as Canvas materials, brief recorded lectures, assignments, and formative assessments—become assets they can use in future terms at UO, whether teaching online or in the classroom. This is consistent with the goal of investing in UO's excellent teachers, not just courses. Faculty often comment that designing an online course refines their teaching skills by expanding their portfolio of teaching strategies.

Results and Impact of the Initiative

Number of courses: The online course initiative enlisted 121 faculty (113 course developers and eight faculty fellows) to develop 105 unique courses. Some of these redesigned courses have been offered in multiple terms or taught by multiple instructors, leading to 167 new online course sections offered across fall, winter, and spring terms this academic year. Courses came from six different UO colleges and schools (CAS, COD, COE, LCB, SOJC, and SOMD), and 41 academic departments. Across the three terms, 11,770 unique students (64.1% of registered undergraduate students) have enrolled in at least one of these redesigned courses. Students who enrolled in at least one initiative-designed course in the fall

were more likely to re-enroll in UO courses for winter term than students who took no initiative-designed courses in fall.

Student Experience in Fall Term: At the end of each term, students complete course student experience surveys. At the writing of this report, the surveys have been collected and analyzed for fall term. For courses in the initiative that were taught by the same instructor in Fall 2019 and Fall 2020, surveys following the redesign showed the greatest improvement in "Level of Challenge," "Organization," "Assignments and Projects," and "Accessibility." Notably, improving organization and accessibility were emphasized during the OCI as hallmarks of effective online courses. Across campus, student course ratings were higher in Fall 2020 relative to Fall 2019. Compared to other large-enrollment courses, OCI courses were rated as having a larger increase in "Organization," "Instructor Communication," and "Active Learning" than large-enrollment courses not in the Online Initiative.

Megan, a senior Business Administration major, wrote in her survey: "The WEB classes that I've taken have been great and well organized. It's a HUGE benefit to be able to pause a video lecture when I feel my mind wandering and take a quick break and then re-engage. I have been extremely disappointed that there are so few WEB classes and they always fill up quickly, which would lead me to believe others share this perspective with me. Not to mention as a nontraditional student who works full-time, having access to WEB classes makes it easier to juggle my responsibilities."

Post-Initiative Reflections

This initiative was unprecedented at UO in terms of scale (the number of online courses developed simultaneously), aggressive timeline, a focus on high-enrollment courses, and the reach into academic units that have historically shied away from online delivery. Structured interviews were conducted with faculty fellows and UO Online instructional designers to understand what was most improved about OCI courses, what areas proved most difficult for instructors in developing online courses, how the initiative was successful, and where we could improve our methods for helping faculty transition to online teaching in the future. Consistent themes from the interviews are summarized as follows:

How online courses were improved: Mirroring student feedback (above), faculty fellows and instructional designers described courses as being more structured, organized, and consistent over time – students knew what would happen in the course and how to be successful. Because of this and the asynchronous online modality, courses were more flexible for students with varying schedules and time constraints. The "instructor presence," the feeling that instructors are actively engaged with their online course and available for guiding students, was also noted as a highlight of how the courses were developed.

Challenges for instructors: Many of the instructors in the online initiative were completely inexperienced with online teaching. The transition to asynchronous teaching modalities was challenging for many, especially having to learn new technology tools (Canvas, Panopto, etc.). Another challenge was understanding and implementing accessibility standards in online classes, for example, providing alternative text for images, captioning videos, and making resources accessible to all students.

Successes of the initiative: Faculty fellows and instructional designers frequently noted the future benefits of the initiative, including that exposure to online teaching increases the confidence of faculty, and that the teaching resources that were developed will be useful in future online classes, as well as

being an important resource to support student learning if courses were to return to a traditional classroom format. Faculty fellows especially enjoyed their roles and ability to collaborate with colleagues from different disciplines on their teaching.

Areas for improvement: Some instructors wanted more technology tools integrated into Canvas to support their teaching, both more campus-wide tools and more rapid availability. More one-on-one support would be helpful because faculty are at different levels of experience with teaching and need different amounts of support. Instructors may need more support and training for creating resources for students that meet accessibility standards. Many instructors have never taken or taught an online course before and want more examples of high-quality online course offerings to support their transition to online teaching.

Next Steps

During the spring 2021 term, Associate Vice Provost Carol Gering, in collaboration with Interim Vice Provost of the Division of Undergraduate Education and Student Success Kimberly Johnson, will meet with academic units to discuss the strategic role of online courses in their curricula. Questions to be addressed include:

1. How can academic units leverage online assets created during the initiative to improve student success, reduce pain points, and make programs more nimble?
2. What are the value propositions of online courses for students and for faculty?
3. What is the optimal number of online courses to offer within undergraduate academic programs to support timely degree completion and to meet departmental needs?
4. Can we use online courses to better serve UO's non-traditional and transfer students?
5. What areas should we target next? What are the curricular-driven priorities for online or hybrid courses within academic units?

Appendix A: Courses Developed Through Online Course Initiative

School/College	Division	Course Identifier	Course Title
CAS	Social Sciences	ANTH 145	Principles of Archaeology
CAS	Social Sciences	ANTH 170	Introduction to Human Origins
CAS	Social Sciences	ANTH 171	Introduction to Monkeys and Apes
CAS	Social Sciences	ANTH 173	Evolution of Human Sexuality
CAS	Social Sciences	ANTH 175	Evolutionary Medicine
CAS	Social Sciences	ANTH 270	Introduction to Biological Anthropology
CAS	Natural Sciences	ASTR 122	Birth and Death of Stars
CAS	Natural Sciences	ASTR 123	Galaxies and the Expanding Universe
CAS	Natural Sciences	BI 130	Introduction to Ecology
CAS	Natural Sciences	BI 132	Introduction to Animal Behavior
CAS	Natural Sciences	BI 150	The Ocean Planet
CAS	Natural Sciences	BI 199L	Special Studies Happiness Neuroscience
CAS	Natural Sciences	BI 211	General Biology I: Cells
CAS	Natural Sciences	BI 214	General Biology IV: Mechanisms
CAS	Natural Sciences	CH 111	Introduction to Chemical Principles
CAS	Natural Sciences	CH 221	General Chemistry I
CAS	Natural Sciences	CH 222	General Chemistry II
CAS	Natural Sciences	CH 223	General Chemistry III
CAS	Natural Sciences	CH 331	Organic Chemistry I
CAS	Natural Sciences	CH 335	Organic Chemistry II
CAS	Humanities	CINE 230	Remix Cultures
CAS	Humanities	CINE 265	History of the Motion Picture I
CAS	Humanities	CINE 267	History of the Motion Picture III
CAS	Natural Sciences	CIS 122	Introduction to Programming and Problem Solving
CAS	Humanities	CLAS 110	Classical Mythology
CAS	Humanities	CLAS 201	Greek Life and Culture
CAS	Social Sciences	EC 202	Introduction to Economic Analysis: Macroeconomics
CAS	Humanities	ENG 280	Introduction to Comic Studies
CAS	Humanities	ENG 480	Modern American Superhero
CAS	Natural Sciences	ENVS 203	Introduction to Environmental Studies: Humanities
CAS	Natural Sciences	ERTH 101	Exploring Planet Earth
CAS	Natural Sciences	ERTH 306	Volcanoes and Earthquakes
CAS	Social Sciences	ES 101	Introduction to Ethnic Studies
CAS	Humanities	FLR 250	Introduction to Folklore
CAS	Social Sciences	GEOG 142	Human Geography

CAS	Social Sciences	GEOG 342	Geography of Globalization
CAS	Social Sciences	GLBL 250	Value Systems in Cross-Cultural Perspective
CAS	Social Sciences	HIST 102	Making Modern Europe
CAS	Social Sciences	HIST 308	History of Women in the United States I
CAS	Natural Sciences	HPHY 322	Human Physiology I
CAS	Natural Sciences	HPHY 324	Human Physiology II
CAS	Natural Sciences	HPHY 371	Physiology of Exercise
CAS	Humanities	HUM 102	Humanities II
CAS	Humanities	HUM 103	Humanities III
CAS	Humanities	LING 150	Structure of English Words
CAS	Natural Sciences	MATH 105	University Math I
CAS	Natural Sciences	MATH 111	College Algebra
CAS	Natural Sciences	MATH 241	Calculus for Business and Social Science I
CAS	Humanities	PHIL 101	Philosophical Problems
CAS	Humanities	PHIL 102	Ethics
CAS	Humanities	PHIL 110	Human Nature
CAS	Humanities	PHIL 120	Ethics of Enterprise and Exchange
CAS	Humanities	PHIL 130	Philosophy and Popular Culture
CAS	Humanities	PHIL 340	Environmental Philosophy
CAS	Natural Sciences	PHYS 153	Light, Color, and Vision
CAS	Natural Sciences	PHYS 201	General Physics
CAS	Natural Sciences	PHYS 204	Introductory Physics Laboratory
CAS	Social Sciences	PS 102	Thinking Like a Social Scientist
CAS	Social Sciences	PS 106	Power, Politics, and Inequality
CAS	Social Sciences	PS 111	Introduction to Political Science
CAS	Social Sciences	PS 201	US Politics
CAS	Social Sciences	PS 297	Introduction to Environmental Politics
CAS	Natural Sciences	PSY 202	Mind and Society
CAS	Natural Sciences	PSY 302	Statistical Methods in Psychology
CAS	Natural Sciences	PSY 308	Developmental Psychology
CAS	Social Sciences	SOC 204	Introduction to Sociology
CAS	Social Sciences	SOC 207	Social Inequality
CAS	Social Sciences	SOC 304	Community, Environment, and Society
CAS	Social Sciences	SOC 317	Sociology of the Mass Media
CAS	Social Sciences	WGS 101	Introduction to Women's and Gender Studies
COE		CDS 201	Communication Disorders in Society and Media
COE		FHS 216	Diversity in Human Services

Design		ARCH 201	Introduction to Architecture
Design		ARCH 202	Design Skills
Design		ARCH 492	Environmental Control Systems II
Design		ARH 204	History of Ancient Mediterranean Art
Design		ARH 205	History of Western Art II
Design		ART 101	Understanding Contemporary Art
Design		ART 111	The Artist Experience
Design		ART 115	Surface, Space, & Time
Design		ART 116	Core Interdisciplinary Laboratory
Design		ARTD 252	Interactive Digit Arts
Design		PPPM 201	Introduction to Public Policy
LCB		FIN 311	Economic Foundations of Competitive Analysis
LCB		MGMT 335	Launching New Ventures
LCB		MGMT 415	Human Resources Management
LCB		MKTG 311	Marketing Management
LCB		OBA 311	Business Analytics I
LCB		OBA 312	Business Analytics II
LCB		OBA 335	Operations Management
PER		PEMB 101	Meditation I
SOJC		J 100	Media Professions
SOJC		J 101	Grammar for Communication
SOJC		J 201	Media and Society
SOJC		J 211	Gateway to Media
SOJC		J 212	Writing for Communicators
SOJC		J 320	Gender, Media, and Diversity
SOJC		J 350	Principles of Public Relations
SOJC		J 385	Communication Law
SOJC		J 396	International Communication
SOJC		J 460	Brand Development: [Topic]
SOMD		MUS 125	Understanding Music
SOMD		MUS 264	US Popular Music 1930 to 1965
SOMD		MUS 265	US Popular Music 1965 to 2000
Unclassified		UGST 199	Special Studies Tackling Tests
Unclassified		UGST 199	Special Studies Tackling Text
Unclassified		UGST 199	Special Studies Tackling Time

Appendix B: Faculty Participating in Online Course Initiative

School/College	Division	Faculty	Role
CAS	Humanities	Alvarado, Ramon	Developer
CAS	Humanities	Aronson, Michael	Developer
CAS	Humanities	Chamberlain, David	Developer
CAS	Humanities	Eckerman, Christopher	Developer
CAS	Humanities	Gopal, Sangita	Developer
CAS	Humanities	Johnson, Mark	Developer
CAS	Humanities	Kelp-Stebbins, Katherine	Developer
CAS	Humanities	Knowlton, Kenny	Developer
CAS	Humanities	Laskaya, Anne	Developer
CAS	Humanities	Lowthorp, Leah	Developer
CAS	Humanities	Muraca, Barbara	Developer
CAS	Humanities	Payne, Doris	Developer
CAS	Humanities	Ralda, Oscar	Developer
CAS	Humanities	Saunders, Ben	Developer
CAS	Humanities	Sirois, Andre	Developer
CAS	Humanities	Stern, Michael	Developer
CAS	Humanities	Wojcik, Daniel	Developer
CAS	Natural Sciences	Banavar, Jayanth	Developer
CAS	Natural Sciences	Barber, Nicola	Developer
CAS	Natural Sciences	Bell, Ted	Developer
CAS	Natural Sciences	Colbert, Phil	Developer
CAS	Natural Sciences	Connolly, Amy	Developer
CAS	Natural Sciences	Doxsee, Ken	Developer
CAS	Natural Sciences	Exton, Deborah	Developer
CAS	Natural Sciences	Fisher, Cassy	Developer
CAS	Natural Sciences	Fisher, Scott	Developer
CAS	Natural Sciences	Frey, Ray	Developer
CAS	Natural Sciences	Giachetti, Thomas	Developer
CAS	Natural Sciences	Greenbowe, Tom	Developer
CAS	Natural Sciences	Haley, Michael	Developer
CAS	Natural Sciences	Henderson, Kristen	Developer
CAS	Natural Sciences	Hodges, Sara	Developer
CAS	Natural Sciences	Hulslander, Cristin	Developer
CAS	Natural Sciences	LeMenager, Stephanie	Developer
CAS	Natural Sciences	Lonergan, Mark	Developer
CAS	Natural Sciences	Matern, Philip	Developer
CAS	Natural Sciences	McCormick, David	Developer
CAS	Natural Sciences	Measelle, Jeffrey	Developer
CAS	Natural Sciences	Micklavzina, Stan	Developer

CAS	Natural Sciences	Policha, Tobias	Developer
CAS	Natural Sciences	Price, Mike	Developer
CAS	Natural Sciences	Scannel, Billy	Developer
CAS	Natural Sciences	Schlenoff, Debbie	Developer
CAS	Natural Sciences	Smith, Brian	Developer
CAS	Natural Sciences	Su, Xiaobo	Developer
CAS	Natural Sciences	Tingey, Craig	Developer
CAS	Natural Sciences	Watkins, James	Developer
CAS	Natural Sciences	Wood, Michelle	Developer
CAS	Social Sciences	Beck, Erin	Developer
CAS	Social Sciences	Blumenthal, Scott	Developer
CAS	Social Sciences	Brence, Steven	Developer
CAS	Social Sciences	Buck, Daniel	Developer
CAS	Social Sciences	Bufalino, Jamie	Developer
CAS	Social Sciences	Fitzpatrick, Scott	Developer
CAS	Social Sciences	Fujiwara, Lynn	Developer
CAS	Social Sciences	Gash, Alison	Developer
CAS	Social Sciences	Heinz, Annelise	Developer
CAS	Social Sciences	Kauffman, Craig	Developer
CAS	Social Sciences	Lievanos, Raoul	Developer
CAS	Social Sciences	Lowndes, Joe	Developer
CAS	Social Sciences	Luebke, David	Developer
CAS	Social Sciences	Mitchell, Ronald	Developer
CAS	Social Sciences	Replogle, Elaine	Developer
CAS	Social Sciences	Scott, Ellen	Developer
CAS	Social Sciences	Snodgrass, Josh	Developer
CAS	Social Sciences	Sterner, Kirstin	Developer
CAS	Social Sciences	Ting, Nelson	Developer
CAS	Social Sciences	Urbancic, Mike	Developer
CAS	Social Sciences	Vasquez Tokos, Jessica	Developer
CAS	Social Sciences	White, Frances	Developer
CAS	Social Sciences	Wooten, Stephen	Developer
CAS	Social Sciences	York, Richard	Developer
CAS	Natural Sciences	Bala, Jagdeep	Fellow
CAS	Natural Sciences	Barber, Nicola	Fellow
CAS	Humanities	Khalsa, Harinder	Fellow
CAS	Natural Sciences	Pennefather, Jordan	Fellow
CAS	Natural Sciences	Price, Mike	Fellow
CAS	Humanities	Recktenwald, Nick	Fellow
CAS	Humanities	Rice, Jennifer	Fellow
LCB		Ford, Erik	Fellow

COE		McLaughlin, Karen	Developer
COE		Muruthi, James	Developer
COE		Nese, Rhonda	Developer
Design		Dahl, Sonja	Developer
Design		Elzeyadi, Ihab	Developer
Design		Givens, James	Developer
Design		Harper, Jamie	Developer
Design		Irvin, Renee	Developer
Design		Michlig, Christopher	Developer
Design		Morgan, Donald	Developer
Design		Park, John	Developer
Design		Seaman, Kristen	Developer
Design		Williams, Daisy-O'lice	Developer
LCB		Ao, Wallice	Developer
LCB		Jin, Ming	Developer
LCB		Lillegard, Nathan	Developer
LCB		Starr, Tina	Developer
LCB		Vahdati, Yasamin	Developer
LCB		Yin, Fang	Developer
LCB		Yuan, Hong	Developer
PER		Taylor, Renee	Developer
SOJC		Abdenour, Jesse	Developer
SOJC		Blaine, Mark	Developer
SOJC		Butler, Charlie	Developer
SOJC		Chavez, Christopher	Developer
SOJC		Foxman, Maxwell	Developer
SOJC		Gleason, Tim	Developer
SOJC		Heyamoto, Lisa	Developer
SOJC		Kjellstrand, Torsten	Developer
SOJC		Martinez, Gabriela	Developer
SOJC		Milbourn, Todd	Developer
SOJC		Morrison, Dan	Developer
SOJC		Mundy, Dean	Developer
SOJC		Newell, Bryce	Developer
SOJC		Pompper, Donalynn	Developer
SOJC		Sen, Bish	Developer
SOJC		Smith, Hollie	Developer
SOMD		McWhorter, Brian	Developer
SOMD		Wayte, Larry	Developer
UGST		Hagen, Dan	Developer