



DISTANCE EDUCATION:
STRATEGIC PLANNING IN
DESIGN AND IMPLEMENTATION

2013

Topics

- What Is Distance Education?
- Online Enrollment Trends
- Online Penetration Rates by Discipline
- Online Degree Rates BA and AA
- Acceptance by Colleges
- Faculty Acceptance of Value and Legitimacy of Online Education

Topics

- Department of Education 2009 Report: On Average, Higher Education Students' In Online Learning Conditions Performed Better Than Those Receiving Face-To-Face Instruction
- No Significant Difference in Higher Education Students' Learning between Traditional and Online Teaching
- Acceptance by Employers



Topics

- Reasons for Distance Education Programs
- Barriers to Distance Education
- Executive Level Support Critical for Success
- Overall Management Strategy
- Collaborative Institutional Effort



Topics

- Infrastructure
- Summary of Best Practices in Distance Education when Applied to Smaller Universities
- Administrative Structure for Distance Education Program
- Faculty Issues

Topics

- Student Issues
- Course Classification
- Phases of Online Course Development
 - Course Development and Maintenance;
 - Course Scheduling and Staffing;
 - Course Delivery;
 - Course Evaluation;
 - Tracking and Coordination.

Topics

- Online Course Development Culture Shift
– From Bubble Up Development Process to Planned Curriculum
- Coordinate with HR, Registrar, Academic Department, Faculty, Staff (IT), Students and Community



Topics

- Administrative Issues
 - Human Resources
 - Registrar
 - Website
- Competing Priorities Barrier
- Digital Equality Issues
 - Student Computer Equipment Requirements

What Is Distance Education?

- Basically, distance education happens when students and teachers participate in the same classes together, but from separate physical locations.
- Synchronous classes happen live, while in asynchronous classes, students and teachers participate at different times.
- ITV and videoconferencing, as well as live online chats or telephone conferences, are some examples of synchronous activities.
- Online discussions, email, and pre-recorded lessons are examples of asynchronous activities.

Videoconferencing

- Also called “instructional television,” (ITV), videoconferencing is live, two-way video and audio across a digital network. Students and instructors can see and talk to each other in real time, from different “sites,” usually with a TV and microphones placed somewhere in the room. The instructor can talk with students at other ITV sites, while also teaching students who are present in an on-campus classroom.
- Participating in a videoconferencing course requires access to a videoconferencing site. Many tribal communities now have videoconferencing facilities.

Online Learning

- Online learning usually happens within special courseware, such as Blackboard. Students are given access to their online courses when they enroll. Online activities can be synchronous or asynchronous. Some courses also use video and audio recordings. Students can check their class calendar, download reading materials, participate in discussions, take quizzes, and upload assignments.
- Participating in an online course requires regular, reliable access to the Internet.





Online Enrollment Trends

■ National Trends – (Sloan Report)

- **2002-2003 22.9%**
- **2003-2004 18.2%**
- **2004-2005 35%**
- **2005-2006 9.7%**
- **2006-2008 12.9% (4 Million Students
[20%] Enrolled in Online Course, Fall 2007)**

Online Enrollment Trends

National Trends – (Sloan-C)

2002-2003		+22.9%
2003-2004		+18.2%
2004-2005		+35.0%
2005-2006		+ 9.7%

Online Penetration Rates by Discipline – Sloan Report 2008

- **Business 33% (Public Institutions - 43%)**
- **Liberal arts and sciences, general studies, humanities 32% (Public Institutions - 45%)**
- Health professions and related sciences 32%
- Education 31%
- Computer and information sciences 30.5%
- Social sciences and history 28%
- Psychology 24%
- Engineering 16%

Online Degree Rates BA and AA

– Sloan Report 2008

- Liberal arts and sciences, general studies, humanities BA: 12% AA: 48%
- Business BA: 22% AA: 38%
- Social sciences and history BA: 11%
AA: 44%

Acceptance by Colleges

- More colleges find online education programs critical to success.
- Survey: Online Education is Critical to the Long-term Strategy of My School – Fall 2007
 - Public 70.7%
 - Private 47.1%
 - Nonprofit 53.2%
 - Under 1500 Student Enrollment 48.0%

Sloan Report, Staying the Course Online Education in the United States, 2008


Faculty Acceptance of Value and Legitimacy of Online Education - Fall 2007 – Sloan Report 2008

- Public Institutions: 68.7%
- Private Nonprofit Institutions: 46.8%
- Private For Profit Institutions: 69.7%



Department of Education 2009 Report: On Average, Higher Education Students' In Online Learning Conditions Performed Better Than Those Receiving Face-To-Face Instruction

- **Evaluation of Evidence-Based Practices in Online Learning Meta-Analysis and Review of Online Learning Studies.**
- **Systematic search of research literature from 1996 through July 2008 found that, on average, students in online learning conditions performed better than those receiving face-to-face instruction.**



No Significant Difference in Higher Education Students' Learning between Traditional and Online Teaching

- Many studies have shown no significant difference in higher education students' learning between traditional and online teaching. Russell T. L. (1999) Chapel Hill, North Carolina State University. Also Website: www.nosignificantdifference.org.



Acceptance by Employers

- Studies show employers growing acceptance of online education degrees for employment purposes. Many employers pay for online education college courses for employees.

Acceptance by Employers

Online Degrees have the same Level of Respect as Face-to-Face Degrees – Fall 2006

	Fully Engaged **	Engaged *
Agree	53.5%	26.8%
Neutral	41.7%	61.1%
Disagree	4.8%	12.1%

Source: Sloan C, Online Nation: Five Years of Growth in Online Learning By L. Elaine Allen and Jeff Seamon, October 2007 page 20

*Engaged: Online offerings will be critical but not yet in formal strategic plan.

**Fully Engaged: Has online offerings that are considered part of the strategic plan.



Reasons for Distance Education Programs

- Expanding geographical reach of institution – over 70% of public and private institutions agree on this reason.
- Remote or rural areas – lack of student accessibility to college sites or desired curriculum.
- Increasing rate of degree completion.



Reasons for Distance Education Programs

- Economic downturn – more persons seeking educational opportunities.
- Lower costs.
- Student engagement.
- Scheduling alternatives.
- Offer personalized instruction.



Reasons for Distance Education Programs

- Teacher interest.
- Student requests.
- Appeal to non-traditional students.



Barriers to Distance Education

- Funding – 68%
- Need for Professional Development – 32%
- Digital Equality – 30%
- Integration into Curriculum – 28%
- Competing Priorities – 25%

Figures from Project Tomorrow 2008



Executive Level Support Is Critical for Distance Education Program Success

- Culture change is challenging.
- New policies.
- New procedures.
- Listen and acknowledge concerns, accommodate if possible, but stay on course.
- Persevere.



Executive Level Support Is Critical for Distance Education Program Success

- Collaborative effort between administration, faculty, students and community.
- Training for administration, faculty and students.
- IT Support.



Overall Management Strategy

- Plan
- Organize
- Develop and implement policy, procedures and processes
- Budget
- Staff
- Commit, acquire and use resources
- Manage
- Critique



Collaborative Institutional Effort


- Vision – Courses, Degrees, Certificate Programs
- Mission
- Goals
- Objectives
- Outcomes



Collaborative Goals

Example

- Institutional buy-in.
- Timing (e.g., Winter 2011).
- Determine number of programs to be offered via Distance Education.
- Determine courses to be offered via Distance Education.
- Assure deliverability.
- Market Distance Education availability.



Infrastructure

IDEAL - NM (Innovative Digital Education and Learning in New Mexico)

- New Mexico - first state to create statewide eLearning system that from its inception encompasses all aspects of learning from traditional public and higher education environments to teacher professional development, continuing education and workforce education.

IDEAL- NM

- IDEAL-NM initiative announced by Governor Bill Richardson on October 27, 2006, followed by legislation in 2007 session.
- Implementation of statewide eLearning delivery system for P-12, higher education, and state agencies. This includes statewide software licensing for Blackboard, Learning Management System (LMS).



Infrastructure Selected by IAIA - Blackboard

- Hardware
- Software
- Information Processing
- Information Storage
- Compatibility
- Computer Security
- Other Resources




Blackboard Issues

Support IAIA website.

Provide phone and email support.

Licensed training, along with tutorials for faculty, staff and students, which may be placed online available. See Handout from New Mexico State University (“NMSU”) with examples of online faculty and student tutorials.



Summary of Best Practices in Online Education When Applied to Smaller Universities

- Small schools are hampered as a result of severely constrained resources, among which are personnel, money, infrastructure and time. Study by Citadel Military College resulted in chart shown below regarding best practices.


Best Practice	General Application	Problems for One Small University	Recommendations for Small Universities
Administration			
Reasons for adopting online strategies	The institution should be clear about why it is going online, e.g., outreach, revenue, etc.	There is often confusion about the goal of online learning and, hence, loss of focus.	Small schools should insist that administration, faculty and support personnel “be on the same page,” clearly grasping the impetus and goal for the mission; time for planning should be non-negotiable.
Commitment and support	Adequate financial support and technological infrastructure should be committed to the task.	Because of limited resources, much of the responsibility for locating and securing resources is left up to the instructor.	Top to bottom buy-in needs to be in place before launch; sufficient IT resources must be committed to the task to ensure success; marketing should communicate a realistic sense of course demands.
Training	Intensive instructor preparation for online teaching should be provided.	Instructors tend to opt-in only if they have prior experience, technology skills, or a unique desire for online instruction.	Effective selection of faculty and intensive technical and pedagogical preparation is essential, even if this means starting small and growing slowly.
Faculty incentives	Rewards should be structured to encourage participation.	Rewards are mainly intrinsic and do not adequately compensate for preparation time and effort.	Even if extra pay is out of the question, rewards (course-release time, GA assistance, budget, or recognition) ought to be a deliberate part of the compensation package.

Best Practice	General Application	Problems for One Small University	Recommendations for Small Universities
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Course Design and Delivery			
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Selection of Delivery Platform	Deliberate attention should be devoted to selecting the platform to support the online course.	Often the existing learning management system is imposed upon the course, regardless of fit; instructors must adapt.	Small schools cannot afford the luxury of multiple course delivery platforms; a single serviceable multi-use platform that can serve the off-line, blended and online course formats is most effective.
Course preparation	Materials should be available early, be organized and clear, be meaningful and relate to outcomes.	Frequently instruction is delivered much as in-class, but posted online.	Training may have to be delivered by off-campus sources, seminars, webinars or specialized conferences and training programs if on-campus resources are limited.
Pedagogy	Active, collaborative learning that engages students in higher-level critical thinking should be the rule.	Online learners are often adults, but instruction is frequently delivered in a pedagogical style.	Special attention needs to be paid to teaching methods, recognizing that many of the courses will likely be directed at adult learners; special instruction in andragogy may be in order.
Class management	Regular, personalized contact and prompt feedback should communicate high expectations; backup for failed technology should be in place.	Instructors may not have the release time and resources to make high levels of interaction easily possible; technology support tends to be one-layer deep.	Preparation needs to be devoted to the intense interaction that online learners require; uninitiated faculty should be apprised of the quantity of time needed to monitor, track, and reply to students without help from other personnel.

Best Practice	General Application	Problems for One Small University	Recommendations for Small Universities
		Measure of Success	
Learning success	Qualified students should be recruited and selected for online learning; screening should occur to verify requisite skills.	Whoever enrolls is accepted and instructor compensate or make do; there is a danger of online cannibalizing on-campus classes.	Have mechanisms in place to address the technological competence of online students and student support resources; acknowledge the extensive amount of time required to meet student expectations for instructor access.
Faculty engagement and success	Qualified faculty, those with requisite skills, preparation, teaching style, and temperament for online, should be recruited for these courses.	Online faculty often consist of whoever is willing to take on the task; little preparation required, just willingness.	Provide faculty with a proportional sense of the requirements of online teaching, materials preparation, teaching methods and incentives to pre-empt a failed sense of accomplishment; in faculty evaluation, acknowledge the experimental nature of the trial run.

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- Pedagogy: teacher-centered learning. Teacher viewed as authority figure and student not generally involved in decisions/actions related to learning.
 - Andragogy: student-centered learning; students needs and wants are central to process of teaching; self-directed learning (students responsible for and involved in their learning to a much greater degree).



Administrative Structure for Distance Education Program

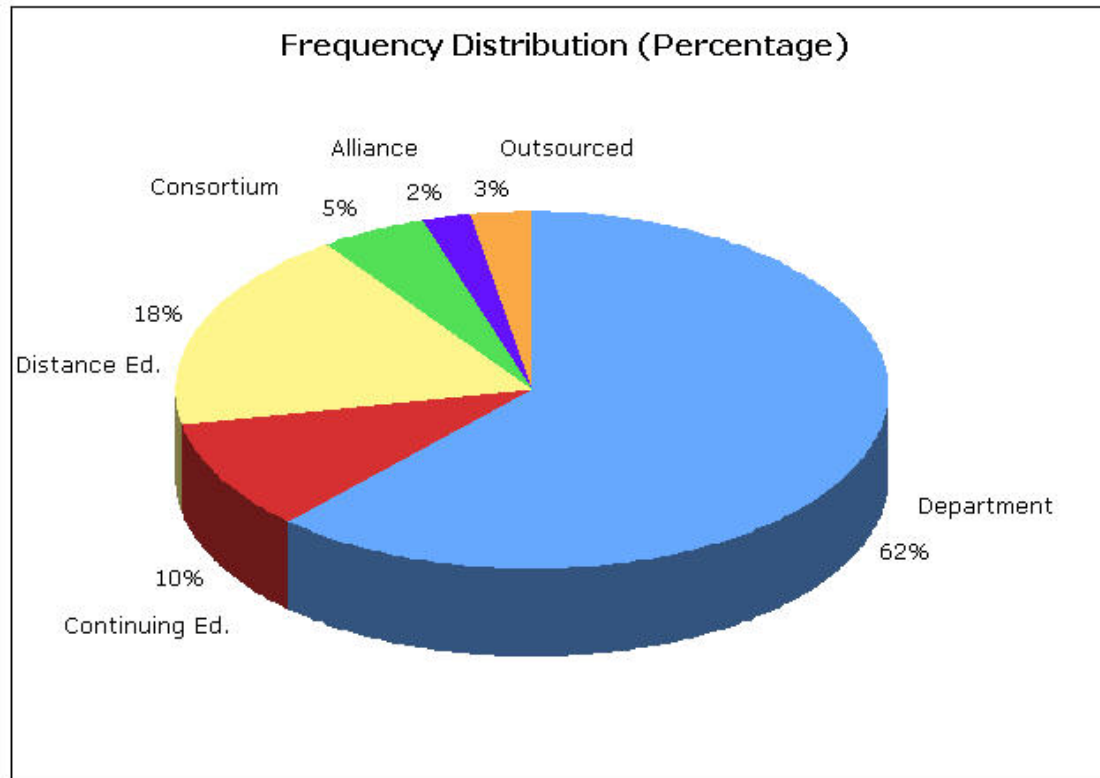
Administrative Structure for Distance Education Program

- Options include:
 - having Distance Education in Academic Department (62%);
 - having Distance Education in CLE Department (10%);
 - creating a Distance Education Unit (18%);
 - using consortium with other colleges (5%);
 - forming alliance with other colleges (2%);
 - outsourcing (3%).

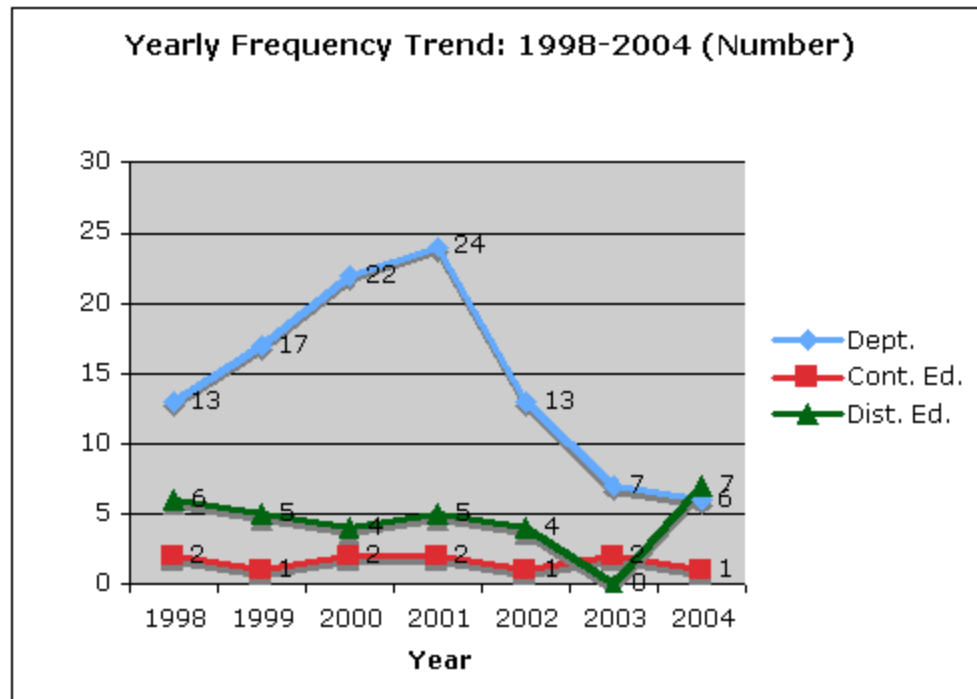
Role of Academic Department

- Academic Department: Predominant administrative structure in online graduate degree programs – 62%: the Academic Department granting the degree has the *lead* in most, if not all, of the curriculum and key administrative duties in offering the Distance Education degree.

Administrative Structure Analysis



Trend in Creating Distance Education Unit Increasing



Consortium Opportunities

- Consortium: Joining other similar colleges to cooperate in the offering of Distance Education degrees. The nature of cooperation for the administration and operations of the degree offerings may vary, but there exists a strong, formal relationship among the members.



Alliance Opportunities

- Alliance: Joining with other universities that may or may not be similar to gain some type and level of administrative or operational service through an entity that is the focal point for the alliance of schools. For example, Digital Pathways at NMSU.



Faculty Issues



Faculty Issues

- Staffing.
- Faculty compensation.
- Professional development – key barrier to overcome. Training, conferences on distance education, etc.

Faculty Support

- Fully online courses exist that teach faculty how to teach online and include the basics of Blackboard that are needed for facilitation. Handout from NMSU Online Website demonstrates Blackboard Faculty Training offered online. Instructional Manuals available as well.



■ Student Issues



Student Support

- Student Evaluation
 - Distance Learning Self-Evaluation Test
 - Technical Skills Evaluation Test
- Student Training
 - Online text training.
 - Online video training.
 - ADA training availability.

Student Support

- Handout from NMSU Online Website and Southwestern Indian Polytechnic Institute (“SIPI”) demonstrates Blackboard Student Training offered online.
- Option: How to Succeed Online course to prepare students to navigate an online course (email, discussion, quiz, submit assignment, etc.) plus discussion of what it takes to be a successful online student.



Student Support

- SIPI offers one credit course on using Blackboard.
- IT help desk for technical support.



Course Classification



Course Classification - Traditional

- Traditional

Course with no online technology used — content is delivered in writing or orally.

Course Classification – Web Facilitated

- Web Facilitated (1-29% Web Usage)

Course that uses web-based technology to facilitate what is essentially a face-to-face course. May use a course management system (CMS) or web pages to post the syllabus and assignments.

Course Classification – Blended/Hybrid

- Blended/Hybrid (30-79% Online)

Course that blends online and face-to-face (F2F) delivery. Substantial proportion of the content is delivered online. Typically uses online discussions and has a reduced number of face-to face meetings.



Course Classification - Online

- 80+% Online

A course where most or all of the content is delivered online. Typically have no face-to-face meetings.

IAIA Distance Education Program

- Evaluate history.
- Inventory courses offered in Moodle format.
- Evaluate who, what, when, how many and why students have enrolled in certain courses.
- Decide on courses to migrate to Blackboard.
- **Take advantage of vendor consulting to help “jump-start” the implementation.**



Phases of Online Course Development

- Course Development and Maintenance;
- Course Scheduling and Staffing;
- Course Delivery;
- Course Evaluation;
- Tracking and Coordination.



Course Development Issues

- In the past, the major focus has been on developing courses – but developing a course is just the first step. Need to overcome curriculum integration barrier. Collaborative effort.

Course Development Issues

- 5 major phases:
 - Course development and maintenance;
 - Course scheduling and staffing;
 - Course delivery;
 - Course evaluation;
 - Tracking and coordination.



Course Development Issues

- Select courses for development based on a selection formula considering enrollment, curriculum usage, and faculty and department readiness.
- Structured course development process will have to be created – e.g., put faculty on a two semester development time line.

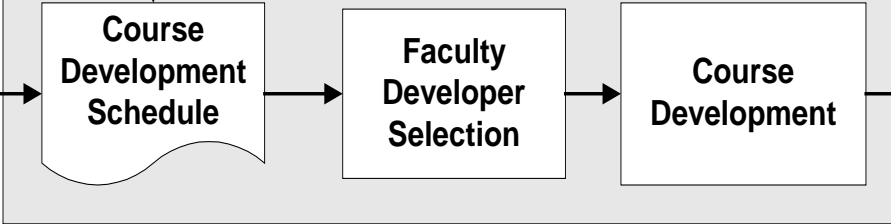


Course Development Issues

- Develop schedule.
- Assure deliverability.
- Put quality review standards in place and initiate a course review process.

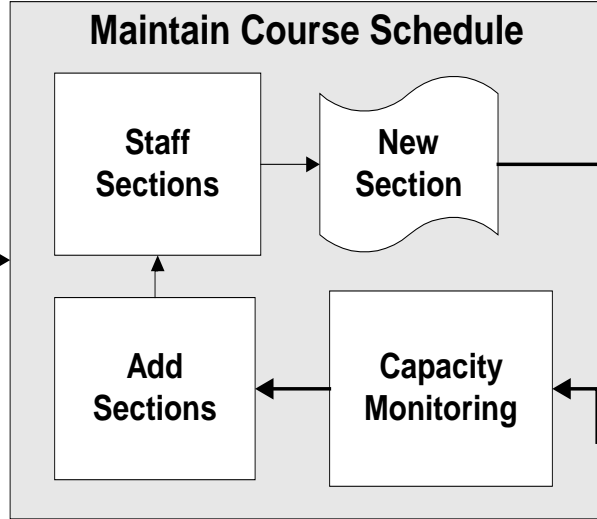
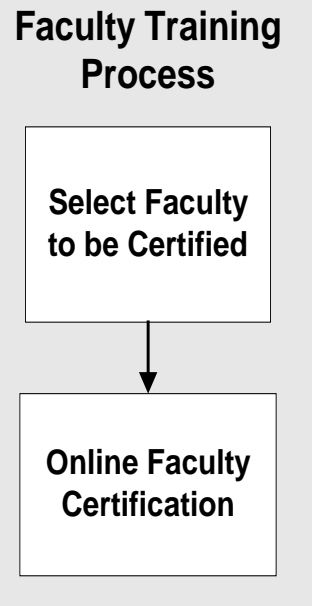
Course Development and Maintenance

Course & Program Selection

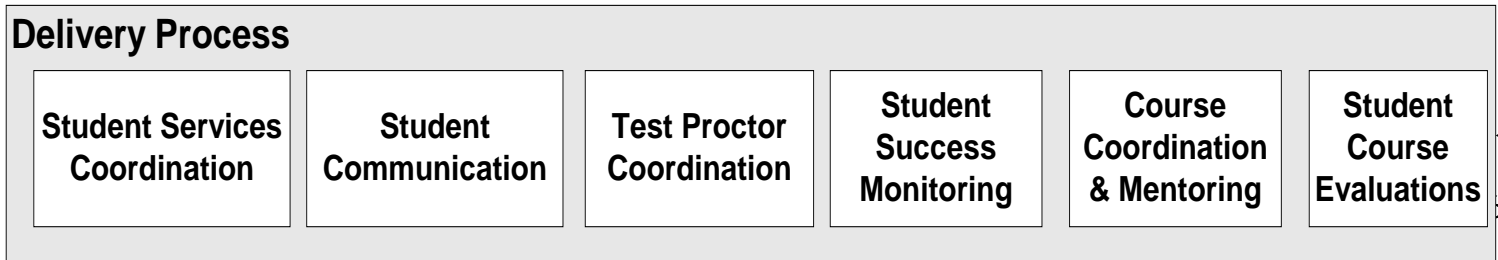


Course Inventory

Schedule History




Quarterly Course Offering Schedule





Maintaining Capacity

- Cooperative effort :
 - Schedule course sections to accommodate demand.
 - Staff the sections.
 - Monitor capacity and add sections if needed throughout the registration cycle.



Avoid Inadequate Capacity Problems

- Distance Education courses close on first day of registration.
- Distance Education courses fill to capacity during registration cycle.
- Students closed out of Distance Education courses due to lack of staff.



Online Course Development Culture Shift – From Bubble Up Development Process to Planned Curriculum



Online Course Bubble Up Development Process

- Courses developed based on faculty interest.
- Courses developed on a first-come first-served basis.

Online Course Bubble Up Development Process

- Courses controlled by individual faculty.
 - Faculty member proposes course.
 - Faculty member develops course.
 - Faculty member delivers course.
- Multiple versions of a course.
- No FT / PT Distance Education faculty.



Online Course Development Bubbles to Burst

- Course designed for a single faculty member.
- Multiple versions of courses.
- Course offering limited to faculty members schedule.
- Courses offered once or twice and then retired.



Online Course Development Bubbles to Burst

- Low enrollment courses developed.
- Limited capacity in high demand courses.
- No fully online programs.



Online Planned Curriculum

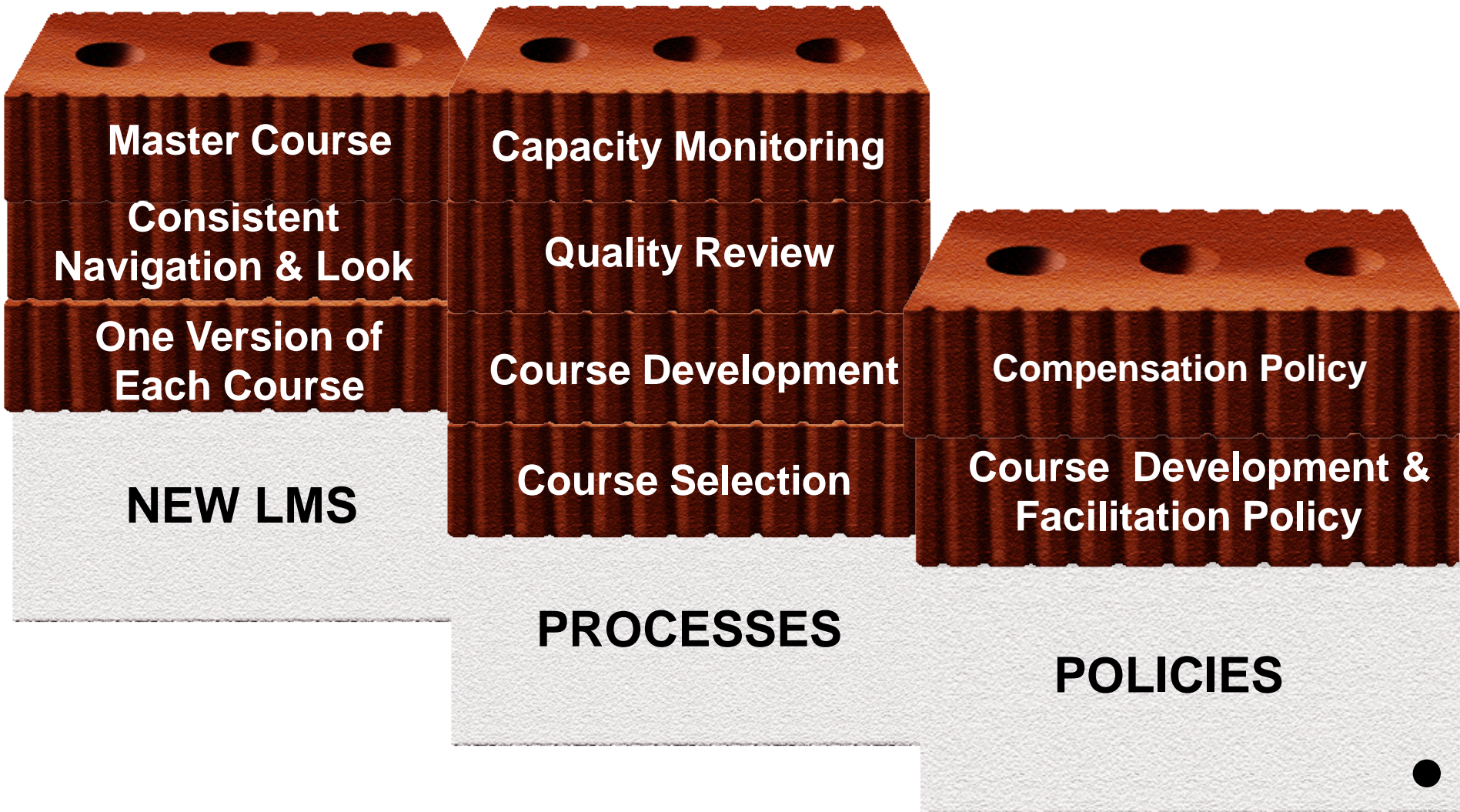
- One version of each course based on official college Master Syllabus.
- Developed by faculty teams in collaboration with Web Course Development Team.
- Cloned into multiple sections.




Online Planned Curriculum

- Facilitated by certified FT & PT faculty.
- Overseen by experienced faculty course coordinators and mentors.

Progress – Cultural Evolution



- 
- **Coordinate with HR, Registrar, Academic Department, Faculty, CLE, Staff (IT), Students and Community (Consortiums or Alliances)**



Administrative Issues

■ Human Resources

- Recruit Distance Education faculty.
- Train present faculty.



Staffing

Academic Department will have to screen and approve Distance Education faculty.

Administrative Issues

- **Registrar Practices (Strong Distance Education IAIA website already developed to build upon – already addresses many issues listed below.)**
 - Ability for public to request information.
 - List of online programs, degrees, certificates.
 - Schedule of online courses.



Administrative Issues

■ Registrar Practices

- Faculty profiles.
- Accreditation information (National and State).
- How to Apply Online
- Application for Online Enrollment
- Financial Aid Information
- Online Payment



Administrative Issues

■ Registrar Practices

- Tuition and expenses.
- Grants.
- Scholarships.
- Loans.
- Payment plans.
- FAQs.

Typical Distance Education Website Contents

- **Critical for public acceptance to show administrative and academic format. Demonstrates commitment of institution. IAIA has well-developed distance education site to build upon.**
- Homepage for College should have link to Distance Education Program.
- Distance Education Degree Program: Degree offered - courses offered, major and minor areas of study, degree completion requirements; faculty profiles; admission requirements; contact for further information.

Typical Distance Education Website Contents

- Introduction to Distance Learning

- Explain Concept

- Degree Programs

- Course Listings

- Prospective Students

- Distance Learning Self-Evaluation Online Test

- Technical Skills Self-Evaluation Online Test

- Tuition, Admission, Financial Aid Information and Forms

- Schedules, Advising

Typical Distance Education Website Contents

■ Current Students



- Administrative Support
- Scheduling, Registration & Payment
- Blackboard Online Learning Help (Licensed Material)
 - Logging In
 - Online Student Training
 - Blackboard Support Contacts
 - Blackboard Tips & Tricks
 - Student FAQ Re Blackboard

Typical Distance Education Website Contents

- **Faculty**
- Online Course Improvement Program
 - Logging In
 - Blackboard Training (Extensive Licensed Material – Online & Workshops)
 - Migrating Content, Creating Content, Course Design Process
 - Blackboard Features for Teaching Your Course, Backing Up Your Course Content, Evaluating Your Course
 - Blackboard Support Contacts
 - Faculty FAQ
 - Abstracts, Articles and Research (e.g., Instructional Technology Council)
- Policies and Procedures
- Course Authorization (Form)
- Distance Education Funds Request (Form)

Typical Distance Education Website Contents

- Help
- Accounts & Passwords
- Recommended but not seen: Glossary of Educational Tools (online at www.edutools.info/glossary)



Competing Priorities Barrier

Competing Priorities Barrier

- Establish importance and value of Distance Education program development to IAIA.
- Provide adequate funding.
- Give program time to develop.
- Classes may take up to 1 year to develop.
- Support FT faculty in designing classes – time away from F2F classroom, compensation.



Digital Equality Issues



Digital Equality Barrier

- Typical student requirement needs are listed in a Handout to this presentation. IAIA Distance Education student population may need assistance in securing computer equipment requirements to overcome student digital equality barrier.



See Handout for Technical Computer Requirements for Distance Education Programs

Supported Operating Systems

Administrative Rights

Productivity Tools

Internet Access


Email Account

Supported Browsers

Browser Settings

Plug-ins

**Technical PC, Laptop, GSP
Specifications**

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- **Thank you for the opportunity to present these ideas concerning Distance Education. Please feel free to ask any questions.**