

Restructuring Plan for Distance Education at SIUC

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Distance Education Council

Table of Contents

PERSONNEL AND ADMINISTRATIVE SUPPORT SERVICES	1
Office of Distance Education and Off-Campus Programs:.....	1
DCE Staffing Associated With Academic Credit Courses:	1
Military Programs:	2
Instructional Design and Faculty and Student Support:.....	2
Tuition & Fees:.....	5
Registration, Admissions, & Financial Aid:	5
Student Affairs:	6
Advising:.....	6
Library services:	7
Textbooks:.....	7
Testing services and proctoring:	7
Technological Needs:	8
FINANCIAL MANAGEMENT	10
Compensation:.....	10
Revenue:.....	10
Start-up Funding.....	12
Program Development Reserve.....	13
MIGRATION OF CURRENT OFFERINGS	16
ILP – Individualized Learning Program	16
Web Based Semester Based Courses:	18
Interactive Video:	19
Off-Campus Academic Programs/Off-Campus Degree Programs:.....	19
ASSESSMENT	20
DISTANCE DELIVERY ACCREDITATION APPROVAL	21
CONCLUSION.....	21

This document serves as the report for restructuring distance education and was developed by the Distance Education Council and its subcommittees under the direction of the Associate Provost for Academic Administration. The Council has reviewed the current distance education offerings for Southern Illinois University Carbondale and provides the following plan in regard to the transition of the program from its current oversight within the Division of Continuing Education (DCE).

PERSONNEL AND ADMINISTRATIVE SUPPORT SERVICES

Office of Distance Education and Off-Campus Programs:

The Office of Distance Education and Off-Campus Programs will be created under the Associate Provost for Academic Administration for distance and off-campus programs. This is critical in order to comply with requirements for a campus-wide approval of distance education by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC-NCA). Oversight and administration of all distance and off-campus education will be the responsibility of this office.

Currently, there are several offices for off-campus programs housed in the colleges, and a review of the services offered through these offices to eliminate duplication of efforts will be necessary. While it is understood that there may continue to be a need for these offices due to the uniqueness of the programs offered, the responsibilities of these college-level offices will be largely redistributed to the new office. All distance education services currently housed in the Division of Continuing Education will be moved into this new office and the current staff will be reassigned as discussed below. This office will be established in the spring 2011 semester.

DCE Staffing Associated With Academic Credit Courses:

Currently, there are full-time staff positions, extra-help positions, and graduate assistant positions associated with the credit activities portion of DCE. In addition, there is a budget for several student assistant positions. Most of these positions are funded through revenue generated by the Individualized Learning Program (ILP), so any changes to the ILP will be made with consideration given to the reallocation of these salary dollars. Any significant decrease in revenue in ILP will force the need for alternative funding sources to support these employees. Further analysis is provided in the *Financial Management* section below. The possibility of the transferring employees to other areas of the university as the distance education programs are redistributed from DCE to the colleges is currently under review.

This evaluation will include a review of current position descriptions and responsibilities, as well as an assessment of the need for additional training and possible reclassification to better support the distance education initiative. Susan Logue will work with Susan Edgren and Sandy Rhoads (credit free activities area of DCE) to accomplish this. This reassignment and restructuring should occur in the spring 2011 semester. At this time, we do not anticipate the need to reduce personnel given the restructuring plans. In addition, the development of a strategic plan including a review of existing services provided by the credit-free activities area will be necessary to ensure the continued success and growth of this department. Susan Logue will work with Susan Edgren and Sandy Rhoads to develop this strategic plan.

Military Programs:

The Office of Military Programs (OMP) is involved in several aspects of assisting in program and course approval. As with the college-level off-campus program offices, a review and evaluation of the responsibilities of the OMP will facilitate a redistribution of responsibilities, including moving some aspects of the current process to the Office of Distance Education and Off-Campus Programs. OMP plays a very important role in the relationship between SIUC and a number of military bases and programs, and their assistance will continue to be vital, as marketing and providing distance education to military personnel is a strong component of this distance education initiative. It is recommended that this Office be moved under the Office of the Associate Provost for Academic Administration in order to effectively and efficiently coordinate the distance education and military programs activities. It may be necessary to revise the name of this unit once the redistribution is complete in order to more clearly reflect the responsibilities of the Office of Military Programs.

Instructional Design and Faculty and Student Support:

Several areas listed below were identified as major issues to review in regard to instructional design (ID) efforts as the campus expands its focus on online courses and programs. The success of these courses and programs will be dependent on the instructional design support. ID should be curriculum driven and pedagogical. It is important that the learning objectives drive the instruction and the design of these courses to assure their quality and to meet accreditation requirements.

Ultimately, a centralized distance education ID team will be in one dedicated campus location. As the distance education initiative grows, the campus will require more personnel to handle the ID workload. This team should include several instructional designers, a web designer, a video

producer/photographer, a digital imaging specialist, and other appropriate support staff, including technical specialists that support ID. Several of these positions currently exist in Instructional Support Services (ISS) at Morris Library, but not in sufficient numbers to support the expansion of online offerings. Currently, ISS has only one full-time instructional designer who handles ID for both on and off-campus course settings. DCE has a staff member who does some ID, and two staff members in IT work on web development for AIS and Banner. In addition, some colleges have staff members who work on course design as part of their assignment. A substantial amount of staff effort in ISS is currently devoted to support faculty and students utilizing the Blackboard learning system. We will conduct a full evaluation of the current operations in ISS and make an assessment of how this unit should evolve in order to plan for appropriate levels of support for both faculty and students. We have had an initial conversation with an expert in the field from the University of Illinois Springfield (UIS) who indicated that he could be available for such an evaluation. UIS Online has been the recipient of over \$3,000,000 in grants from several agencies, most notably the Sloan Foundation. The ultimate goal is to create a Center for Teaching Excellence that incorporates the best and most valuable of existing ISS activities while growing the service to provide a more comprehensive support unit for distance education and on campus teaching. This assessment will occur during the spring 2011 semester, with a full report including recommendations and an action plan to be available by the end of the semester.

With the increasing number of faculty creating online courses for the first time, or modifying current courses for hybrid or online delivery, it will be necessary to develop a suite of training opportunities to assist faculty in the development and delivery of hybrid and distance education courses. ISS has traditionally provided instructional workshops and should be charged to do so again. Working with the Office of Distance Education and Off-Campus Programs, ISS staff will identify and develop a series of workshops, as well as a timeline for delivery beginning in the fall semester 2011. In addition, a short course in online competency will be developed for assessment of online students' technology aptitude prior to the start of a program or course. This short course, which may need to be modified depending on the program or course, will either be developed by ISS staff or purchased from a commercial provider. This course will be developed or purchased and implemented over the course of the spring and summer 2011 semesters, and will be available beginning in the fall 2011 semester.

The Support Units Committee of the Distance Education Council will develop guidelines for consistency in course development and delivery. A centralized website for faculty will be created including information on the following:

- Preparation time for course development

- ADA compliance

- Standardized course templates

- Best practices for development of online education

- Best practices for delivery of online education

- Resources for assistance in course/program development

- Options for textbooks & E-books

- Course scheduling form

- Links to forms needed for new program development and modification of existing programs

- Assessment templates

- General information about distance education at SIUC

In addition, DCE currently has a distance education website for students and faculty that provides very good resources and links to other available resources and services. This site will be evaluated and redesigned as necessary to reflect the new organization and initiatives. Information from the DCE site will be merged with the above information to create one comprehensive site. Particular emphasis should be placed on database driven content to streamline the management of information. Responsibility for this will be given to ISS in conjunction with the Office of Distance Education and Off-Campus Programs. It is likely that we will need to add staff dedicated exclusively to web development and database management for this project. In addition, the subcommittee is investigating the possibility of linkage between this website and SalukiNet. The new website will be created during the spring and summer 2011 semesters and will be available for the start of the fall 2011 semester.

Support for online students is currently provided through DCE. It is imperative that we provide one single point of contact to respond to a variety of distance education student needs. Staff in DCE currently field questions from students and either provide the answers or direct them to the appropriate offices on campus. This service will be transferred to the Office of Distance Education and Off-Campus Programs. Staff will be reassigned from DCE to the Office to do initial screening of calls and direct

students to the appropriate area to address their concerns. This will involve significant coordination of effort across several departments including ISS, Information Technology, Enrollment Management, and the colleges. This restructuring will occur during the summer of 2011 and will be in place for the start of the fall 2011 semester.

Tuition & Fees:

As a result of the Finance Management Committee (FMC) review, a Distance Education Fee of \$59.00 per credit hour was approved December 9, 2010, by the Board of Trustees to be effective for the spring 2011 semester. Students registered for distance learning and off-campus courses will not be charged mandatory student fees other than the Information Technology Fee, Student-to-Student Fee, and Student Services Fee. The funds generated from this fee will be used to provide resources and services to support distance education. The tuition rate charged for online courses will be the applicable tuition rate for the individual student (in-state rate, out-of-state rate, etc). This will result in a transparency regarding the tuition rate charges regardless of the class being offered on campus or online. The mandatory fee structure will be different for on campus and distance education courses as reflected in the Board Matter on distance education fees. Although there is some concern regarding our ability to attract out-of-state students if we charge out-of-state rates for online courses, this is typical for other universities in Illinois. This distance education fee will be capped at 12 hours as are other mandatory fees. If a student has a blended schedule of both on campus and online courses, the on campus courses are counted first in the assessment of mandatory fees.

Registration, Admissions, & Financial Aid:

The impact upon the Financial Aid Office will be driven by the number of distance education students, whether the courses qualify for financial aid, and how the students would be admitted and/or classified. Students can receive Title IV aid for distance education courses under the following conditions: the courses must belong to a recognized degree program, the school must have the capability to effectively deliver distance education programs as determined by the accrediting agency for the department, and the program must have been approved by the accrediting agency. Short-term certificate programs of less than one year offered via distance education are eligible for Title IV aid, and they are not considered correspondence programs.

Distance education students must be identified from regularly enrolled students so data can be properly extracted and utilized. This will require a reporting, monitoring, and packaging process to be developed and implemented. IT processes will be developed to automatically process these students as we do now for off-campus and Military Programs students. This will be completed by the end of the spring 2011 semester and will be implemented for the fall 2011 semester.

There are conflicting opinions regarding the ILP courses, as noted below in the ILP section. Enrollment Management feels these courses should be structured in an 8 or 16 week format and should be completed by the end of the term or semester. This allows for proper distribution of financial aid. Keeping the section dates within the current term keeps us in compliance with clearinghouse and federal regulations. The Registration Office will dedicate a person to work with distance education registration.

Instructional methods are now being assigned in Banner. This allows for proper coding of courses. Initial validation tables are: colloquium, distance education, individualized learning, independent study, laboratory, lecture, quiz, seminar, studio, and web based ILP.

Student Affairs:

The Council has identified several units within Student Affairs that will be directly impacted by further expansion of on-line and distance education offerings, including the legislatively mandated offices of Disability Support Services and Veterans Services. In addition, other affected offices include Student Judicial Affairs for cases of student conduct and Career Services for both career exploration and job listings. These offices are not fee-based, so access to those services is currently available and little, if any, modification would be necessary. Other units within Student Affairs are exploring with their colleagues at other institutions the types of services offered to students taking classes on-line. It is not anticipated that any additional staffing in Student Affairs areas will be necessary to support our distance education students.

Advising:

Advising distance education students will be handled by the academic units. At this time, the Council feels that there is not enough information to determine where additional staffing will be needed. During the initial phase, it is believed that the additional workload can be absorbed by the advisement staff already in place in the unit. However, as programs grow and additional staff needs are identified, it is

imperative that advisement staff in the departments and colleges work closely with administration in their department/college to shift resources as appropriate. Additionally, Pre-Major Advisement will act as the Advisement Office for non-degree unit distance education students.

Library services:

There should be no need to modify our current library services for distance students. It will be important to ensure that faculty members utilize online resources as much as possible, and as appropriate, for assignments. Some training or informational sessions provided by the library staff may be necessary to help faculty identify resources that are relevant and available to distance learners. Faculty should also be encouraged to use open source resources to the extent possible. The library currently hosts a comprehensive website for faculty and students involved in distance education. This website will be modified as necessary, particularly to incorporate new links when the Office of Distance Education and Off-Campus Programs website has been developed. As noted elsewhere in this document, additional services and resources will be developed to assist faculty and students involved in distance education courses and programs.

Textbooks:

The DCE and the Student Center Bookstore have established practices that work well for distance students. Bookstore staff members retrieve the course listings from the DCE website and identify the textbooks for the courses. However, in the new structure, departments within colleges will need to notify the bookstore regarding course offerings as they do with their on-campus courses. The Bookstore staff will then provide links to the ISBNs for the books that are added to the online courses, and provide a link to the Bookstore as well, which is current practice. Students can purchase their books online through the Student Center Bookstore or through other online vendors using the ISBNs to find the books. Again, faculty should be encouraged to use open source resources and e-books to the extent possible as appropriate.

Testing services and proctoring:

The testing services that are currently in place in DCE will be maintained. This unit handles testing at SIUC for online learners, ILP students, and other distance education students. This unit will be organizationally relocated within the Office of Distance Education and Off-Campus Programs. In addition, the unit makes arrangements for off-site proctoring services for students at a distance. Other

institutions have formal arrangements through a network of proctoring programs around the globe, and we will create such an arrangement for our program as well. The Support Units Committee is continuing research on identity management and computer lockdown products that could be utilized to reduce the need for off-site proctors, which will continue through the spring semester of 2011, with a recommendation to the Office of Distance Education and Off-Campus Programs in the fall semester of 2011.

Technological Needs:

Technology must support the instructional design needs identified by faculty, students, and the curriculum, rather than adapting instructional design to fit the available technology. The University should utilize one main learning management system (e.g., Blackboard) for all online courses and programs both on- and off-campus. At the same time, there must be flexibility within the institution to allow additional software solutions for individual programs and courses as appropriate and necessary. It is imperative that there be a redundancy structure in place to ensure access to courses in the inevitable event of a hardware and/or software failure. This structure is currently in place with the Blackboard system.

Currently, there are two facilities with the appropriate space and design needs on the SIUC campus where the learning management system and other distance education on-line resources could be hosted. Morris Library has a server room where Blackboard is currently hosted, and Information Technology has a data center where other campus IT services are hosted. Both spaces meet the basic requirements of physical and logical security, electrical power, connectivity and bandwidth, ease of access, environmental factors, and accessibility during disasters. Both spaces also have room for expansion as the programs and related technological support needs grow. Included in the recommendations regarding ISS will be a recommendation on the location of servers and support staff for the learning management system. The Provost assigned a task force in fall 2010 to investigate options to the current Blackboard learning management system and a recommendation has been made to the Provost.

Currently, traffic on the Blackboard servers competes with the other traffic on our campus network. Since a prediction of bandwidth is impractical, the University will make an initial bandwidth allocation

and then monitor usage and reallocate as necessary. Funding for additional bandwidth will be borne in part, through funding from the distance education fee as well as on-campus funding sources.

FINANCIAL MANAGEMENT

Compensation:

Compensation for instruction will be handled as part of the standard workload assignment or as an overload assignment. The Council has developed new compensation forms for overload assignments. The draft Overload Policy has been reviewed by the constituency groups and is currently being revised for final distribution. The new policy should be in place in February of 2011. The Compensation Policy for Continuing Education and Internal Consulting Activities will also be revised to remove references to compensation for credit activities. This process will be completed by the end of the spring 2011 semester.

Revenue:

Currently, DCE distributes 28.6% to the central administration and the remaining 71.4% is made available for use by the college/department, with the specific distribution determined by the program/course agreement. However, additional costs are charged against the 71.4% by the Provost's Office to cover costs such as employee benefits and enrollment management. The Financial Management Committee, working with Accounting Services, has identified what costs need to be paid and has revised the distribution in order to eliminate the need to pull back more money after it has been allocated to the college/department. In order to accomplish this, an initial distribution will be made to the Provost's Office to cover these costs. In this new model, the distribution will go to the college, with the College Dean distributing revenue to departments to support their program development and delivery based on previously approved plans developed by the department or program and college.

The revenue model developed for the College of Business on-line MBA program appears to be a good model for development of new programs. However, it is not practical to use this model for course development, as it would be difficult to determine many of the costs that are included in this model (e.g., telephone costs). The College of Business model is a cohort model, so it is possible to project future costs. Revenue will vary for colleges and departments without cohorts. As mentioned above, distance education courses and programs administered through DCE currently distribute tuition revenue with 28.6% to the University's Central Income Fund and 71.4% to DCE from the Program Delivery Charge (PDC). Also, an estimated 6% of the PDC share on Individualized Learning Programs (ILP), Interactive Video, and Distributed Learning is retained by the Provost's Office to cover fixed costs, resulting in a

net PDC of approximately 69% to DCE to administer the courses and programs. The current model resulted in the following tuition revenue allocation during fiscal year 2010:

FY10 DCE TUITION DISTRIBUTION MODEL - ACTUAL

Central Income Fund	\$ 1,388,476	27.22%
Program Delivery Charge	3,612,237	70.80%
Support Costs - Provost	101,014	1.98%
Total Tuition	<u>\$ 5,101,727</u>	<u>100.00%</u>

It should be noted that the actual distribution percentages do not match the model. This difference may be generally attributed to the application of payments and refunds in the student receivable system.

Tuition revenue allocated to the University’s Central Income Fund should be maintained at the current level in order to avoid a campus budget shortfall. In addition, certain fixed costs must continue to be covered. These include contributions for support areas such as Enrollment Management, Audit Expense, and Group Health Insurance expense.

To eliminate the need to pull back revenue from the Colleges during the fiscal year and to provide a clear understanding of revenue available to the unit, it is recommended that 2% of tuition revenue be initially distributed to the Provost’s Office to cover support costs. Beginning with the fall semester 2011, Medicare/Social Security expenses for employees, in the past paid from DCE accounts, will be direct charged to the Colleges as they pay the salaries. This will apply to programs as well as courses.

In order to maintain the Income Fund close to the fiscal year 2010 level, the allocation of tuition revenue will initially be established at a 70.5% - 27.5% percent split, with 2% allocated to the Provost for support costs:

PROPOSED DCE TUITION REVENUE DISTRIBUTION

Current Fixed Costs

Provost for support costs	2.0%
Central Income Fund	27.5%
College	<u>70.5%</u>
Total	<u>100.0%</u>

It is recommended that the revenue split be reevaluated annually, at least for the first several years. Adjustments to decrease the percentage allocated to the University’s Central Income Fund, thus

increasing the percentage allocated to the colleges, are the expected result as distance education enrollment increases.

The suggested initial allocation is based on the assumption that enrollment will remain flat. This scenario also does not cover certain fixed costs of approximately \$400,000, primarily salaries, which are currently paid by DCE. DCE currently appears to subsidize expenses in support of credit-free activities, such as workshops, classes, and camps, with revenue earned by credit activities and from the DCE state appropriated account. A better matching of revenues to expenses would likely result in an annual deficit in the credit-free activities account. It is recommended that there be a comprehensive review of funding for credit-free activities to bring costs more in line with the revenue generated from this unit. It should be noted that credit-free activities have historically been supported through state appropriations.

Start-up Funding

Start-up funding in the amount of \$500,000 will be made available each year for development of new programs. Initial start-up funding is available by using a portion of the cash balances in the DCE Contractual Activities account and other local accounts, and from using a prorated portion of the DCE cost recovery programs carry-forward:

START-UP FUNDING - existing cash	
DCE cash held in local accounts	\$ 350,000
Allocation of Cost Recovery Programs Carry Forward	150,000
Total	<u>\$ 500,000</u>

A portion of the existing cash in these accounts is required for continuing operations, and some is earmarked for departments who have earned the revenue, but it appears there is sufficient cash available to establish the initial start-up fund. It should be noted that this is a one-time source of funds.

Another potential source of start-up funding is a portion of the Distance Learning Fee. The \$59 per credit hour fee is designed to cover the costs of course development including professional services for design and development, startup costs, instruction and administrative support, and the necessary infrastructure to support course development and delivery. Using online credit hours generated in fiscal year 2010, the Distance Learning Fee is expected to result in revenue of approximately \$200,000 in fiscal year 2011.

Cash reserves and cost recovery carry forward will be used for the first year's start-up funds. For the second and third year, we will use the Distance Learning Fee of \$59 per credit hour to partially cover the start-up funds. The remaining \$300,000 for each of these two years will be identified from central administration funds. After the third year, the colleges that received first year start-up funds will have to repay that funding to the Provost's Office. Each year thereafter, \$500,000 will be returned to the Provost's Office from the colleges. This will result in a self-sustaining start-up fund of \$500,000 per year.

The start-up funding program will be initiated in the summer of 2011 for funding in the fall of 2011. This program will be administered by the Distance Education Council, which will make recommendations for funding to the Office of Distance Education and Off-Campus Programs. Application forms will be developed by the FMC of the Distance Education Council.

Program Development Reserve

As stated above, the goal is to use revenue generated by the distance education fee to fund new start-ups. Initial start-up funding would then be returned to the central administration after the third year so that it can be redistributed to new programs on a revolving basis.

In order to establish a reserve within the colleges for program development, the colleges will be allowed to retain funds for use in future fiscal years using the calculation of excess fund guidelines as mandated in the Legislative Audit Commission (LAC) University Guidelines 1982, as amended 1997. The LAC guidelines prescribe a working capital allowance defined as the sum of the highest month's disbursements in the fiscal year; liabilities payable within the State's lapse period; and deferred income (summer semester revenues not yet earned). This calculation will be performed at the close of each fiscal year using the distance education revenues and expenses within each college. Any reserve in excess of the allowable amount within the college will be returned to the Central Income Fund of the University.

Budget Purposes used to hold the reserve have been established within each college's distance education unit and will also be used to hold development funds provided by the administration. Reserves will be budgeted for expenditures in the following fiscal year.

The FMC has divided activities into separate tasks and is on track to complete these tasks (along with supporting statements, worksheets, and other work products) by March 2011. Ongoing activities include:

- **Create New Program Budget-Planning Worksheets:** Identify and create Excel-based budget planning worksheets to aid units in maintaining responsible control over program proposals, forecasting, and regular financial monitoring.
- **Create Net-Revenue Plan Worksheets:** Develop a worksheet that allows units to outline the plans for use of net-revenue generated from their programs.
- **Draft Policy Statements to Support Budget Model Implementation:** The budget model will include a requirement for policy statements detailing principles and process for implementing portions of the model.
- **Develop Start-Up Funding Application:** The application document will include justification for the program; support for the initiative from the appropriate department, program, and college; and any matching funding from the department, program and college.

All courses and programs will be run through the cost-study model. Separate state accounts will be created for these courses and programs that allow for coding necessary to accurately track faculty effort. This structure has been developed and put in place as a pilot during the spring 2011 semester. Course scheduling will be handled in the same manner as on-campus courses. The new Distance Education Scheduling Request form is being utilized as a pilot to schedule the spring 2011 courses to be offered at the community colleges. The current DCE form contains information unrelated to scheduling that will no longer be relevant or is otherwise unnecessary for scheduling purposes.

PROGRAM PROPOSALS

Proposals to offer distance education programs will be approved in a similar manner as on-campus academic programs with the addition of oversight by the Distance Education Council. Proposals may or may not request start-up funding.

Currently, all program proposals are submitted by the College Dean to the Provost. Program proposals to offer new and existing academic programs through distance education will be reviewed by the Distance Education Council under the direction of the Associate Provost for Academic Administration. Proposals will include an explanation of program planning that describes the procedures for monitoring program expenditures and program revenues, and expectations for student credit hours to be generated. In addition, the proposal must include a four year Net Revenue Plan for the use of revenue generated from the program. It is expected that this revenue will be used for faculty research development, program reinvestment, and program development. If start-up funding is requested, application forms for the startup funding must be submitted and reviewed with the program proposals. Repayment details for these start-up funds must be included within the Net Revenue Plan.

MIGRATION OF CURRENT OFFERINGS

The Council has analyzed the current DCE offerings and provides the following analysis and plan for transitioning to avoid disruption to distance learners while realigning services as determined by the new structure.

ILP – Individualized Learning Program

By definition, the Higher Learning Commission does not include ILP courses as “distance education courses” because ILPs do not meet the required amount of interaction between the student and instructor and because the interaction is primarily initiated by the student. Our ILP courses are considered correspondence courses by the HLC and are self-paced. There were seventy ILP courses offered in the fall 2010 semester. Thirty-three courses were offered through paper-based correspondence or web-based, eleven through paper-based correspondence only, and twenty-six were web-based only. The web-based courses are taught in the same manner as the traditional correspondence courses, but they are set up as a course in Blackboard. This is primarily utilized for turning in assignments and corresponding to the instructor. In most instances, the study guide used for the print-based course is merely scanned and placed online, with no additional instructional design.

Faculty members are paid \$35 per credit hour per student to “teach” these courses, and they are paid after the student completes 50 percent of the course.

A subcommittee has reviewed the Individualized Learning Program and made recommendations in regard to oversight and the transition into academic areas. Several issues have been identified in transitioning ILP courses, and there has been discussion of the need to continue to offer print-based courses. In particular, deployed military students in remote locations around the globe may be participating in the print-based courses, indicating that there may be a continuing need to offer print-based versions, or some other alternative, to a limited degree.

Currently, we offer open enrollment for ILP courses, so students can enroll in the courses until the twelfth week of a semester. On-campus students often enroll in these courses after they have

dropped a course and this action has affected their financial aid. They also take these courses as a way to get the one last course they need in order to graduate. Registration for these courses is very problematic. In the current system, there are three sections for each course in any given semester. This results in more work for faculty in the posting of grades.

Students have 20 weeks to complete a course. An extension may be requested following the 20 weeks if they have completed 20% of the coursework and pay the \$35 extension fee. DCE has worked with the Registrar's Office to utilize the existing No Show (NS) grade placement. If a student completes zero percent of the coursework within the 20 week period, they are assigned a grade of NS. If a student has completed some work, but less than 20%, they receive a Week 3 (W3) on their transcript and are still responsible for the course charges. If a grade is not submitted for the student at the end of the semester, they are automatically given an incomplete for the course, whether or not they have completed any work in the course. The incomplete is converted to a grade of "F" at the end of one year, consistent with on campus courses. In order to track the student's progress, DCE has created a database because of all the possible variables. The automatic extension outlined by DCE will be modified to bring practice in compliance with University Policy regarding grading and scholastic regulations. This will be completed by the end of the summer 2011 semester.

There has been some concern expressed about the quality of the delivery methods and instructional materials for these courses. In some cases, Departments and Colleges have indicated that they have had very little, if any, input into the development, revision, and review of these materials even though the Department Chair and the Dean have to sign off on the agreement between the faculty member and DCE. It is important to note that the Director of Core Curriculum does review all core courses. The quality of instruction is also a concern, as typically, there is little interaction between the student and the faculty member except for the turning in of assignments and receiving of grades.

While the ILP Committee initially recommended leaving the existing ILP structure within DCE in place and allowing for transition at a later time, others on the Council felt that ILP should be moved as part of the initial transition plan. After further consideration, it has been determined that ILP

courses will be moved to the newly created Office of Distance Education and Off-Campus Programs. Staff working on ILP courses will be reassigned to the Office of Distance Education and Off-Campus Programs. These responsibilities include interacting with students concerning registration, delivery of course materials, tracking student progress, etc. Academic advisement will continue to be handled by the academic units. Registration, however, will be processed by Enrollment Management in a similar manner as other academic courses. This will likely create an increase in workload for staff members in some academic units and will need to be monitored, as stated earlier. However, the re-direction of registration into the academic units will allow for oversight within the appropriate academic unit. The University will have to be agile enough to address staff needs quickly. This will also allow the FTEs to be counted in the appropriate academic unit. As part of the transition, we will study the financial model that is currently in place for these courses. Until the review has been completed, the \$35 per credit hour structure will remain in place. Ultimately, distribution of revenue should be handled in the same manner as all other distance education courses. We will consider using the existing payment structure for faculty (\$35 per credit hour), but manage this within the academic units. This also will result in additional workload within the departments and will need to be monitored. The credits generated from these courses will not be counted in the cost study during this interim period.

Web Based Semester Based Courses:

These are typical online courses, to the best of our knowledge. They utilize the Blackboard learning management system for interaction between the student and the instructor. They include web pages for instruction, discussion boards, chat, etc. to create an education environment comparable to a face-to-face course. There were forty of these courses offered for the fall 2010 semester. These courses will be moved out of DCE and into the academic departments.

A faculty member with a 1.0 FTE assignment who taught one or more courses online, received compensation according to the DCE policy, which is 1/2 of one month's salary, unless they teach them as part of their standard teaching load. As stated elsewhere in this document, an Overload Policy is being developed to address compensation for courses taught over and above the 1.0 FTE assignment.

Interactive Video:

This was the first iteration of distance education courses at SIUC and there are currently very few courses that exclusively utilize interactive video as a means for delivery. These are semester based courses and are handled basically in the same manner as the web based semester based courses. These courses will also be moved out of DCE and into the academic departments.

Off-Campus Academic Programs/Off-Campus Degree Programs:

These programs deliver face-to-face instruction to various locations including military bases. Recently, there has been a move toward a hybrid approach (a combination face-to-face and online or interactive video). There is significant coordination and management of these programs through the colleges from which the programs originate, but they are administered through DCE. These courses will be moved out of DCE and into the academic departments. As previously indicated, there may be some modification of the responsibilities of the department units, given that administration and oversight will be housed in the Office of Distance Education and Off-Campus Programs. However, no structural changes to existing off-campus program offices within colleges are expected. It is possible that, as the support structure for the campus-wide initiative grows, this may allow for some restructuring within existing off-campus program offices.

Concern for the establishment of codes that allow for rate tables within Banner was expressed; however, it has been determined that this will be a one-time task that will occur at the onset of establishing programs. Additional codes have been created and entered in Banner. Rate tables within Banner have been modified to be sure that students will be coded and billed correctly, even if students are taking a combination of on and off campuses classes.

Tuition and Program Delivery Charges for existing programs will remain in effect. In order to transition these existing programs into the colleges and have them counted as part of the Cost Study, the established rates will be converted to tuition and fees and will be submitted to the Board of Trustees for approval of the differential tuition rate. All existing contractual agreements with agencies remain in effect. As these agreements come up for review and renewal or as new programs and agreements are developed, we will negotiate the rates to include the approved fee structure for Distance Learning and Off-Campus courses.

ASSESSMENT

A university-wide faculty Distance Education Academic Assessment Committee (DEAAC) will be created to assist academic units in the development of detailed assessment processes and a holistic assessment framework for online distance education. Such a faculty committee will ensure that new online courses and programs are an integral part of overall assessment and program review for accreditation purposes. The DEAAC is especially important for the next 3-5 years, when the university can expect a large number of new online programs likely to overwhelm the expertise and the workload of the Campus-Wide Assessment Committee (CWAC), the faculty body normally responsible for overseeing the university's assessment activities. In 2014, oversight of assessment and program review of online education will be passed to the CWAC under the auspices of the Office of Assessment and Program Review (OAPR). Until then, the DEAAC will work in collaboration with the CWAC and the OAPR, both of which will have representation on the DEAAC while it is in operation. The DEAAC will undertake the following tasks:

1. review of assessment plans to be submitted with new distance education degree programs,
2. review annual reporting to the committee for assessing the state of the program in reference to its mission, goals, and learning outcomes, and
3. submit a review of assessment data on distance education programs to the Office of Assessment and Program Review.

Essential benchmarks for success of web-based distance education program delivery will be identified and compiled. These benchmarks will be incorporated into the assessment and evaluation processes for the purpose of improving quality in distance education. In addition, a template utilizing tools to assess the effectiveness of course delivery mode will be developed and included within the website mentioned earlier in this document. The HLC-NCA has identified essential benchmarks for the offering of "technologically mediated instruction" with the posting of *Best Practices for Electronically Offered Degree and Certificate Programs*. The Assessment Committee will categorize these benchmarks into various combined categories of Institution, Program, and Course. This will serve as the foundation for our assessment activities. These activities will be completed by the fall 2011 semester.

DISTANCE DELIVERY ACCREDITATION APPROVAL

The Office of the Associate Provost for Academic Administration has prepared a standard template of responses to the Distance Delivery Application to be submitted to the HLC-NCA. At this time, the application is required to be submitted with each new distance delivery program proposal and the Associate Provost for Academic Administration is assisting departments with the preparation and review of these applications prior to the electronic submission by the Office of Military Programs. It is the goal of the Office of the Associate Provost for Academic Administration to gain university-wide approval for distance education degree program offerings within the institution's accreditation. Upon this approval, distance delivery applications will only be required when the level of offerings are increased as defined by the guidelines of the HLC-NCA.

CONCLUSION

Significant work has been done by the Distance Education Council and the committees, as outlined above. This report is now being distributed to the campus constituency groups for review and comment. Comments should be submitted to Susan Logue, Associate Provost for Academic Administration and are due by the close of business February 28, 2011. After review of the comments, revisions will be made, and the final report will be distributed in late April 2011. Over the course of the summer, transition plans will be finalized and implemented. Programs will be transitioned for the start of the fall 2011 semester. During that semester, courses will also be transferred to the colleges as we determine the new tuition and fee rates and get Board approval. Additionally, the start-up funding program will be initiated in the summer of 2011 with funding to begin in the fall 2011 semester.