FACULTY SENATE

TASKFORCE ON DISTANCE EDUCATION

2014-15

WRIGHT STATE UNIVERSITY

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Please see all text in highlighted areas that is addressed in this visual way as a recommendation by the TDE.

ACKNOWLEDGMENTS

TASKFORCE CHARGE AND RESPONIBILITIES

The Taskforce on Distance Education shall develop methods for identifying and evaluating educational opportunities suitable for distance learning aligned with the university vision and mission that facilitates increased student accessibility, market expansion and sustainability. With the goal of promoting student success, the taskforce shall:

1. Recommend university standards for terminology and designations of categories of distance education pedagogy, delivery methods and mechanisms to communicate these standards to the university.

2. Assess current distance education activities and infrastructure to determine current institutional strengths, weaknesses, and opportunities.

3. Formulate distance learning objectives and market strategies including assessments of needs, potential audience, required investments and academic pedagogies.

4. Recommend potential changes in policies and procedures regarding distance education strategies, delivery modes, and supporting infrastructure to the Faculty Senate.

5. Recommend incentives and support to encourage individual faculty to strategically participate in distance education.

6. Recommend implementation strategies and incentives to encourage departments and colleges to reach new markets and improve student success through distance education.

7. Assess existing classroom infrastructure including furniture, fixtures, layouts and technology; and recommend infrastructure for a classroom(s) of the future to support active learning, distance learning and other novel pedagogical delivery methods.

The committee will forward their recommendations to the Faculty President prior to the final meeting Faculty Senate Executive Committee in April 2015.

TASKFORCE MEMBERSHIP

The taskforce shall be chaired by the Faculty Director of CTL, and be composed of two (2) members, including the chairs, of the Information Technology Committee, Undergraduate Curriculum Committee, Undergraduate Academic Policy Committee and the Building and Grounds Committee. The committee shall include representatives from the Office of Curriculum and Instruction, the Office of Computer and Technology (CaTS), the Center for Teaching and Learning (CTL) who shall be non-voting, ex officio members of the committee. In addition, the committee may add additional non-voting members as need to address specific policies and procedures.

TDE MEMBERSHIP ROSTER

VOTING MEMBERS

Deb Arms - UCAP/CoNH

Chris Beck - CoLA

Gary Burns - CoSM

Gavin Doll - USG Representative

John Gallagher - CECS

Burhan Kawosa - RSCoB

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Gina Oswald - CEHS

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Courtney Simons - Lake

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Sheri Stover - CEHS

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EX OFFICIO MEMBERS

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Chris Roberts - Associate Director, CTL

Fernando Smith - Managing Director of Online Programs, RSCoB

Tom Webb - Director, Office of Disability Services

KEY FINDINGS AND RECOMMENDATIONS

The role of distance education initiatives at the University is not explicitly stated in its mission, vision, or values statements. Nor is it discussed in the Strategic Plan 2013-2018: Empower. The Taskforce on Distance Education (TDE) recommends that the University make distance education initiatives part of its strategic plan and budget, and set specific goals for these initiatives, culminating in the production of a distance education and e-learning strategic plan for 2016-2021.

The consistent use of terminology concerning distance courses and programs is critical for meeting compliance requirements, reporting to accreditors, and providing clear and effective consumer information. TDE recommends that the University adopt a standard set of definitions for distance courses and programs.

Between Summer 2013 and Fall 2014, 1,837 distinct courses were offered, of which 526 (or 28.6%) were offered as online (i.e., Web 1 or Web 2) courses. During the same period, 10,331 course sections were offered, of which 1,462 (14.1%) were offered as online sections. Of the online sections, 1,109 were offered 100% online (Web 1) and 353 were offered as Hybrid-Mixed Web/In-Person (Web 2). Student enrollment in online course sections has increased from 4,608 students in Fall 2013, to 6,357 students in Fall 2014, a 37.9% increase.

Between Summer 2013 and Fall 2014, the success rate in undergraduate distance courses was 83% (81% in traditional courses); the success rate in graduate distance courses was 94% (96% in traditional courses). It is worth noting in this context, however, that according to the TDE faculty survey, the majority of distance courses (84%) had un-proctored assessments: exams were proctored in only 8% of distance courses, quizzes in 5%, and both exams and quizzes in 3% of such courses. In light of recent cases of "course-for-hire" violations of University academic integrity policy in distance courses, it appears that more work needs to be done to determine whether the relative paucity of proctored assessments in distance courses can in part explain their success rate.

Of the 13 public universities in the State of Ohio, all but two – the University of Akron and Wright State University – have dedicated distance learning centers, five of which are managed by provost-level administrators. The Taskforce on Distance Education would have benefited from being able to consult with a unit responsible for coordinating all aspects of distance education at the University, including: terminology, policies and procedures, marketing and communications, faculty incentives, student success and accessibility, infrastructure, and the scholarship of teaching and learning as it pertains to distance education. TDE recommends that the University, at a minimum, allocate additional resources to expand the roles and responsibilities of the Distance Education team within the Center for Teaching and Learning in order to have the capacity to coordinate the many facets of distance learning at the University.

According to the Course Addition, Modification, and Deletion Procedure, approved by Faculty Senate in March 2015, "Courses approved prior to the date of this policy are assumed to have been approved for face-to-face, semester length, on-campus delivery by appropriately credentialed WSU faculty, unless otherwise specified in the course approval workflow. Any prior approved courses that depart from those conditions must submit a course modification for approval." Since many of the currently offered distance learning courses were originally approved to be offered face-to-face and on campus, this change in policy has significant curricular review process ramifications. TDE recommends that the University Academic Policy Committee (UAPC) determine

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when and how departments and programs are to begin implementing this policy, and submit its recommendation to Faculty Senate for review.

TDE recommends that UAPC write a policy that would allow a course originally approved for face-to-face delivery to be provisionally offered as a distance course as a one-time solution in case of emergency. For the course to be offered in subsequent terms as a distance course, the department or program should submit a course modification request in workflow.

The Agreement between Wright State University and the Wright State University Chapter of the American Association of University Professors (hereafter, CBA 2014-2017) stipulates: "The provisions of this Agreement shall take precedence over any practices, policies, or procedures which are inconsistent with its terms" (Section 1.3). TDE recommends that AAUP-WSU conduct a survey of faculty members teaching distance courses to gauge satisfaction with the terms of Article 21 of the CBA 2014-17, which addresses "Distance Learning."

The additional financial remuneration and course release policy for "Program" and "Multi-section" distance courses compares favorably to those at other institutions, and the activities required of faculty receiving such incentives are in line with practices at other institutions. TDE recommends that the University continue to incentivize faculty participation in "Program," "Multi-section," and "Dual-mode" distance courses at current levels.

Research supports the perception of faculty members teaching online courses that the amount of work required to design and teach such courses is substantially greater than the amount of work needed to design and teach a face-to-face, on-campus course. TDE recommends that the University and AAUP-WSU negotiate a memorandum of understanding to provide compensation and/or course release time to faculty members who develop and teach each new "Standard" distance course, as defined in Article 21 of the CBA 2014-2017.

A faculty member who agrees to develop "Program" or "Multi-section" distance courses is required to enter into a signed agreement that stipulates, among other things, "the Member's roles and responsibilities as part of a course development team," the specific terms of which are stated in appendices to the signed agreement. TDE recommends that the University and faculty members assigned to teach distance courses continue to collaborate to create appendices to the signed agreement that are tailored to faculty members' distance learning training, skills, and experience.

Faculty who receive training in instructional design and technology for online learning report higher levels of confidence in their ability to develop and deliver quality distance courses. TDE recommends that first-times teachers of distance courses who are receiving a course release be directed to the Center for Teaching and Learning and the Instructional Design for Digital Learning program offered in the College of Education and Human Services for training in the use of distance learning technologies, instructional design, and related topics.

Not all students enrolled in courses with a significant online component are prepared for (or even aware of) the technical requirements and proficiencies needed to succeed in them. The TDE faculty survey indicates strong faculty support for an online student orientation program. TDE recommends that CTL work with faculty, students, and the Student Academic Success Center to create one or more online orientations to assess student readiness, simulate the online learning environment, and troubleshoot technical problems, and that such orientation(s) be incorporated into all introductory-level undergraduate courses, at the discretion of faculty teaching the courses.

At the request of the TDE, the Office of Disability Services has produced a timely and urgent report on online accessibility. The report suggests that it is just a matter of time before a student with a disability files a complaint concerning the accessibility of Wright State distance courses with the Department of Justice. TDE recommends that the University create a taskforce on online accessibility charged with proposing recommendations to ensure accessibility compliance.

Distance Learning Terminology

In the roughly two decades since the creation of the first online education courses, several types of educational delivery models have emerged. These models can be described in terms of both modality and the method of course design. This fact has led to the proliferation of terms to connote different types of web-based courses, which has led in turn to terminological inconsistency in the literature and practice of online teaching and learning.

Wright State University has not adopted a single set of definitions for online courses.

In preparing its recommendations for university standards for terminology and designations of categories of distance education pedagogy and delivery modes, the Taskforce on Distance Education (TDE) identified four sources of definitions currently in use at the University:

1. Article 21 of the Agreement between Wright State University and the Wright State University Chapter of the American Association of University Professors Tenure Eligible and Tenured (TET) Faculty 2014-2017 (hereafter, CBA 2014-17), defines "distance learning" as "a planned teaching/learning experience that makes significant use of any of a wide spectrum of instructional technologies to reach students who are separated by physical distance from the teacher. Distance learning includes but is not limited to:

1) synchronous distribution e.g. face to face interaction provided through room based-video, desktop-based video, or other modes of interactive audio and video conferencing, 2) asynchronous distribution, e.g., web-based or internet-based online courses/sections or 3) some combination of the above and/or through such other technologies as identified, provided, and supported by the University" (Section 21.1).

The University and the AAUP recognize four types of distance learning courses: Standard, Program, Multi-section, and Dual-mode:

- "'Standard' distance learning courses are assigned pursuant to Section 21.2 and 21.2.1 and are, in all other respects, considered to be the same as classes taught in a classroom" (Section 21.5.1).

- "'Program' distance learning courses are developed and taught as part of a collection of courses or a planned collection of courses (a majority of which are distance learning) that leads to a graduate degree, an undergraduate major or minor, a certificate, or the equivalent" (Section 21.5.2).

- "'Multi-section' distance learning courses are developed to be taught as classes divided into sections. The Member who develops the course product will teach the class by serving as course director, teaching one section, and overseeing adjuncts or graduate students (facilitators) who teach other sections and serve as graders" (Section 21.5.3).

- "'Dual-mode" distance learning courses are taught when faculty agree to teach a video-based distance education section of a course they are simultaneously teaching as a conventional classroom course. Although the syllabi for the two sections may be identical in many respects, the syllabus for the video-based section must (1) describe the students' available means for active engagement with the instructor and (b) provide virtual hours" (Section 21.5.4).

2. According to the WSU Undergraduate Curriculum and Academic Policy Committee (UCAPC) Procedures and Guidelines for

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Distance Education Programs, "Distance Education is defined, for the purposes of accreditation review, as a formal educational process in which the majority of the instruction occurs when student and instructor are not in the same place. Instruction may be synchronous or asynchronous. Distance education may employ correspondence study, or audio, video, or computer technologies" (http://www.wright.edu/academic-affairs/policies/distance-education-program-development-and-approval). This definition is identical to that stated in the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA) 2000 "Guidelines for Distance Education."

3. According to the WSU Graduate Council Manual, "Distance education is defined as a formal educational process in which the majority (>50%) of the instruction occurs when student and instructor are not in the same place. Instruction may be synchronous or asynchronous. Distance education may employ correspondence study, audio, video or computer technologies. Distance education programs as defined herein are governed by an agreement of the regional accrediting associations. Wright State University is subject to policies and procedures disseminated by the North Central Association of Colleges and Schools" (http://www.wright.edu/graduate-school/graduate-council-manual-guidelines-for-approval-and-conduct-of-graduate-distance-education-programs).

4. The WSU Registrar divides online courses into two categories:

- Web 1: Web Only (100% online)

- Web 2: Hybrid-Mixed Web/In-Person (1-99% online)

These definitions are used for scheduling courses. Department and program course schedulers identify Web 1 and Web 2 sections on the Schedule Draft/Proof by way of an

Attribute. Initially, departments and programs submit data on a Schedule Draft (Round 1). After the data are entered in Banner, departments and programs review for data accuracy on the Schedule Proof (Round 2) and make edits. After the data are updated in Banner, departments and programs have a final chance to proof on Wings Express once the schedule is released. Throughout the data entry process (Draft and Proof Rounds) the Registrar works with course schedulers to identify and remedy data inconsistencies. Before registration a report indicating Web 1 and Web 2 offerings is created for the Ohio Board of Regents. Web 1 and Web 2 data is audited at this time and the Registrar again works to address and remedy any inconsistencies.[1]

Thus, there are multiple definitions of distance learning courses and programs at the University. The first three categories of definitions above are arguably too vague or imprecise for compliance, accreditation and consumer information purposes. The UCAPC 2005 definition of distance education is based on the NCA 2000 guidelines; NCA is now defunct and the HLC definition of distance education has since changed. As for the Web 1 and Web 2 designations, it is unclear whether department and program schedulers are working from written definitions. TDE members and the Office of the Registrar agree that it would be prudent to provide course schedulers with written definitions. Additionally, the Web 2 (i.e., 1-99% online) designation potentially includes courses -- specifically, courses with less than 75% online instruction and Interaction -- that federal agencies and our regional accrediting agencies would not consider as distance or online courses. This fact could potentially lead to inaccurate reporting of distance learning initiatives at the University.

Regional and state accrediting agencies have developed guidelines to help institutions determine how to categorize their distance education courses and programs. The Higher

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Learning Commission, Wright State's regional accrediting agency and federally recognized Title-IV gatekeeper, defines distance delivered courses as "those in which all or the vast majority (typically 75% or more) of the instruction and interaction occurs via electronic communication, correspondence, or equivalent mechanisms, with the faculty and students physically separated from each other." HLC defines a distance-delivered program as those "certificate or degree programs in which 50% or more of the required courses may be taken as distance-delivered courses."[2] The Ohio Board of Regents (OBR) defines an online course as "a course where most (>80% of the content is delivered online; typically the course will have no face-to-face meetings." The OBR defines an online degree is one "where most (>80%) of the degree can be completed online." The OBR also chooses to define blended and hybrid courses and degrees, a classification not recognized by the HLC. According to the OBR, a blended/hybrid course is "a course that blends online and on-ground delivery; substantial content is available online and there are a reduced number of face-to-face meetings."[3]

The consistent use of terminology concerning distance courses and programs is critical for meeting compliance requirements, reporting to accreditors, and providing clear and effective consumer information. The Taskforce on Distance Education therefore recommends that the University adopt the following terminology:

Distance courses are planned teaching/learning experiences that make significant use of any of a wide spectrum of instructional technologies to reach students who are separated by physical distance from the instructor (Table 1).

- **Online learning** courses are those in which 75% or more of instruction and interaction is offered online. Wright State University defines online learning courses by two instruction modes:

  ◊ **Online** courses are those in which all (100%) of the instruction and interaction occurs via electronic communication, correspondence, or equivalent mechanisms, with the faculty and students physically separated from each other. Day/time should NOT be listed in course schedule for fully asynchronous courses. Day/time should be listed in course schedule for fully synchronous courses. Banner coding to be determined by the University Registrar. Special note on schedule for asynchronous courses should read: This section is a 100% online course with no face-to-face class sessions. Special note on schedule for synchronous courses should read: This section is a 100% online course with scheduled online class sessions.

  ◊ **Online with Face-to-Face** courses are those in which the vast majority (75-99%) of the instruction and interaction occurs via electronic communication, correspondence, or equivalent mechanisms. These courses use both online and face-to-face modes of instruction and interaction and require students to meet face-to-face, in person for one or more class sessions. Day/time should be listed in course schedule. Banner coding to be determined by the University Registrar. Special note on schedule should read: This section is an online course with a face-to-face component being conducted at scheduled times.

- **Hybrid/Blended** courses are those in which a significant amount (50-74%) of the instruction and interaction occurs via electronic communication, correspondence, or equivalent mechanisms. These courses use both online and face-to-face modes of

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instruction and interaction and require students to meet face-to-face, in person for one or more class sessions. Day/time should be listed in course schedule. Banner coding to be determined by the University Registrar. Special note on schedule should read: This section is a hybrid/blended course with __% of the course being conducted online.

- **Dual-mode** courses are those in which faculty teach a video-based distance learning section of a course they are simultaneously teaching as a face-to-face course. Day/time should be listed in course schedule. Banner coding to be determined by the University Registrar. Special note on schedule should read: This section is a dual-mode course conducted at scheduled times.

Distance/online programs are those certificate or degree programs in which 50% or more of the required courses may be taken as online and online with face-to-face courses, as defined above.

TDE recommends communicating the above definitions to department and program schedulers, department, college, university, and graduate curriculum committees, and other units as appropriate. The department chair, program director, or their designee should inform the University Registrar when a course section will be offered in an Online, Online with Face-to-Face, Hybrid/Blended, or Dual-mode format. They should do this when the course schedule is submitted.

TDE recommends that every department and program review all of its existing Web 1 and Web 2 courses, as currently defined, to determine which of these courses satisfy regional and federal accrediting guidelines for distance courses, as defined in those guidelines.

Table 1

Proposed Distance Course Terminology				
Courses	Instruction and interaction occurs via the LMS, electronic communication, or equivalent mechanisms	Percent offered online	Scheduled class sessions	Day/time listed in Course Schedule
Online (asynchronous)	All	100%	No	No
Online (synchronous)	All	100%	Yes	Yes
Online (Face-to-Face)	Most	75-99%	One or more	Yes
Hybrid/Blended	Significant	51-74%	One or more	Yes
Dual-mode	Some	Variable	Yes	Yes

The Current State of Distance Education in Higher Education and at Wright State University

Distance education (DE) is currently the fastest growing segment in higher education. This growth is driven in part by the many perceived benefits of e-learning initiatives. Students in general, and non-traditional students in particular, appreciate the increased flexibility and diversity in course offerings, as well decreased time to degree, that distance courses and programs make possible. According to a 2012 Coalition of Contingent Academic Labor (COCAL) survey of online faculty across the United States, the top reasons faculty are teaching online include reaching new, geographically dispersed populations, bringing in new sources of tuition revenue, and supplementing traditional, face-to-face courses.[4] According to a survey tracking online education in the United States, 70.8% of chief academic officers at higher education institutions agree that online education is critical

positive increases throughout the last decade, can be attributed to the State Authorization regulations enacted by the Department of Education in 2010, which required higher education institutions that offered DE courses to students in a state in which it is not physically located to seek the state's permission to offer such courses.

With more students taking distance education courses, chief academic officers and faculty members teaching online courses have identified a number of barriers that can potentially compromise the legitimacy of distance education. These barriers include academic integrity concerns in online courses, lower retention rates in distance education courses, and the increased effort required to deliver a successful online course.[6] Concerns

5,257,279 STUDENTS WERE ENROLLED IN A DISTANCE LEARNING COURSE IN THE UNITED STATES IN 2013

for their institution's long-term strategy, an increase of over 20% since the survey started in 2002.[5] National student enrollments in DE courses have steadily increased at public institutions since 2002. While the latest data show that growth in distance education enrollments is slowing, it is important to note that DE enrollments are still continuing to rise at four-year public universities. DE enrollments have dropped by 8.7% (66,600 students) at private, for-profit institutions. This drop in enrollment in private, for-profit institutions, which had previously seen

about the academic integrity of distance courses has grown in recent years. According to the WICHE Cooperative for Educational Technologies (WCET), "student authentication in distance education has been an issue of interest to federal policy makers for several years."[7] Passage of the Higher Education Opportunity Act of 2008, combined with federal rule making, has resulted in new regulations requiring accrediting agencies to assure distance education programs have processes in place to verify student identity.

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Title 34 of the Code of Federal Regulations requires institutions that offer distance education courses to have identity verification measures in place, that, at the minimum, include a secure login and password.[8] Lawmakers have considered increasing the minimum guidelines of requiring a secure login and password to more advanced measures of identity verification that may include remotely proctored exams or other technologies that are effective in verifying student identity, but nothing has changed in the law.

According to a 2014 audit of Title IV of the Higher Education Act Programs completed by the US Department of Education Office of Inspector General, the rapid growth of distance education has created unique oversight challenges and increases the risk of school noncompliance with the law and regulations.[9] These regulations give schools guidelines to address distance education issues associated with verification of student identity, attendance, and fraud. Title IV regulations define which types of courses are eligible for federal financial student aid; and those which are not. A distinction in types of courses where the student and the instructor are physically separated has been made clear in the last decade, categorizing certain courses as either correspondence courses or distance education courses.

A correspondence course is not a distance education course.[10] Correspondence courses are similar to distance courses in that the student and the instructor are not in the same physical classroom space and that instructional materials can be provided by electronic transmission. The difference in the two classifications, however, lies in how the student interacts with the instructor. In a correspondence course, interaction between the instructor and the student is limited and primarily initiated by the student. Distance education means education that uses technologies such as the internet to deliver instruction to students who are separated from the instructor that supports regular and substantive student-instructor interaction, either synchronously or asynchronously. These distinctions matter because Title IV regulations also mandate that students cannot receive federal financial aid for correspondence courses, but they can receive financial aid for distance education courses. Therefore, an institution's ability to monitor the types of courses they offer is imperative to remain Title IV-eligible.

FULLY ONLINE PROGRAMS AT WRIGHT STATE UNIVERSITY

Doctoral Programs
Nursing Practice (DNP)

Master's Programs
Administration of Nursing and Health Care Systems (M.S.)
Advanced Curriculum & Instruction (Ed.S.)
Business Administration (M.B.A.)
Educational Technology - Health Professions Applications (M.Ed.)
Educational Technology - Instructional Design for Digital Learning (M.Ed.)
Human Factors Engineering (M.S.)
Information Systems (M.I.S.)
Logistics & Supply Chain Management (M.S.)
Nursing: Family Nurse Practitioner or Nursing Education (M.S.)
Principalship (M.Ed.)
Rehabilitation Counseling for Chemical Dependence (M.R.C.)
Rehabilitation Counseling for Severe Disabilities (M.R.C.)
Superintendency (Ed.S.)
Teacher Leader: Curriculum & Instruction (M.Ed.)

Bachelor's Programs
RN-BSN Nursing Degree Completion Program (B.S.N.)

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According to two previous institutional reports (Appendix C in the present report), distance education courses were first offered at Wright State University in 1996, beginning with one nursing course in the Family Nurse Practitioner graduate program taught by Dr. Margaret Graham. By the year 2000, the University was offering four online degrees in Rehabilitation Counseling, Human Factors Engineering, Family Nurse Practitioner, and the RN-BSN degree completion program. During these four years, more than 7000 students had taken a distance course at WSU. The reports included such recommendations as strengthening student success, increasing online student support services, and providing student training, and also suggested substantial support for faculty in the areas of training, compensation, and a support center.[11]

In assessing current distance learning initiatives and infrastructure at the University, the Taskforce on Distance Education collected and analyzed data from the past 5 semesters, starting with Summer 2013 and ending with Fall 2014. In that timeframe, 1,837 distinct courses were offered, of which 526 (28.6%) were offered in a distance format—Web 1 or Web 2 (*Figure 1*).

526

1,837
TOTAL
COURSES
OFFERED

1311

● F2F
● WEB1/WEB2
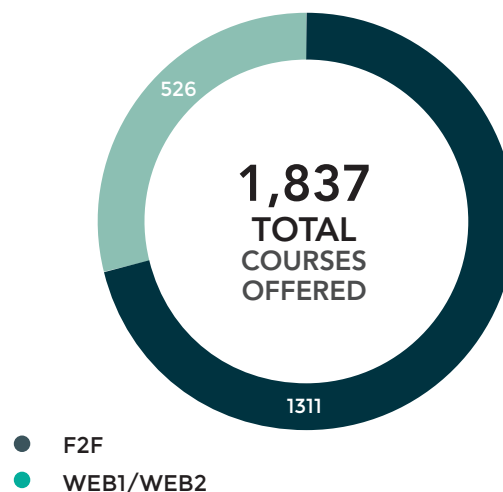
Figure 1 (Based on Summer 2013 - Fall 2014 Data)

28.6%
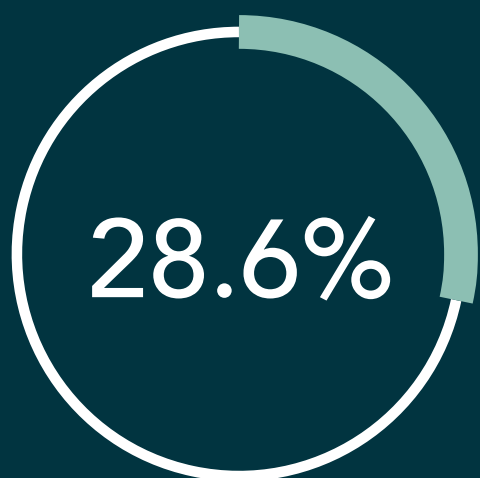
OF COURSES OFFERED BETWEEN SUMMER 2013 AND FALL 2014 WERE OFFERED IN A DISTANCE FORMAT (WEB 1 OR WEB 2)

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Over the past five semesters, 10,331 course sections were offered, of which 1,462 (14.1%) were offered in a distance format—Web 1 or Web 2 *(Figure 2)*.

Of those 1,462 distance course sections, 1,109 were offered as 100% online courses (Web 1) and 353 as Hybrid-Mixed Web courses (Web 2) *(Figure 3)*.

1462

10,331
TOTAL
COURSE
SECTIONS

8869

- ● F2F
- ● Distance/Online
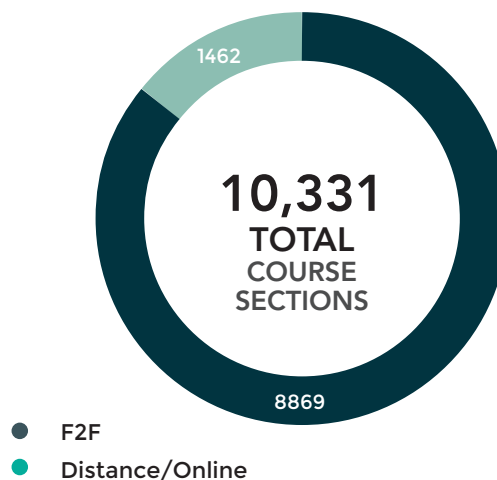
Figure 2 (Based on Summer 2013 - Fall 2014 Data)

353

1,462
TOTAL
WEB1 & WEB2
COURSE SECTIONS

1109
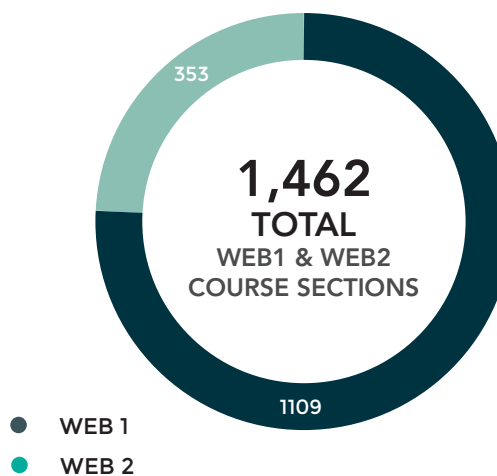
- ● WEB 1
- ● WEB 2

Figure 3 (Based on Summer 2013 - Fall 2014 Data)

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The data over the past five semesters show an increase of 36.8% in the amount of Web 1 course sections offered from Fall 2013 to Fall 2014. There was a similar increase (34.7%) of hybrid course sections offered from Fall 2013 to Fall 2014 *(Figure 4).*

Every college on campus has offered at least one distance education course, with the College of Education and Human Services, the College of Liberal Arts, and the College of Engineering and Computer Science offering the most distance learning course sections. One college, the College of Nursing and Health, offers more distance learning course sections than face-to-face course sections *(Figure 5).*
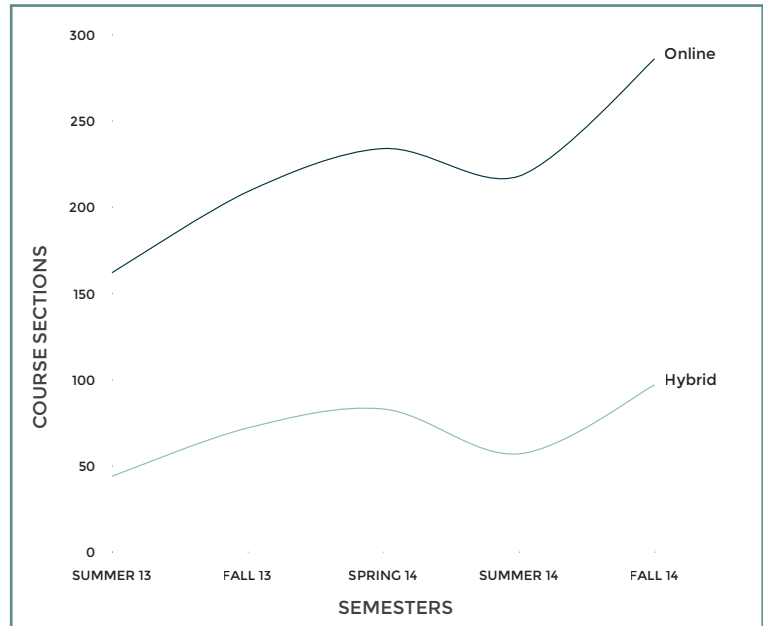
Figure 4 Distance course sections by semester & course type
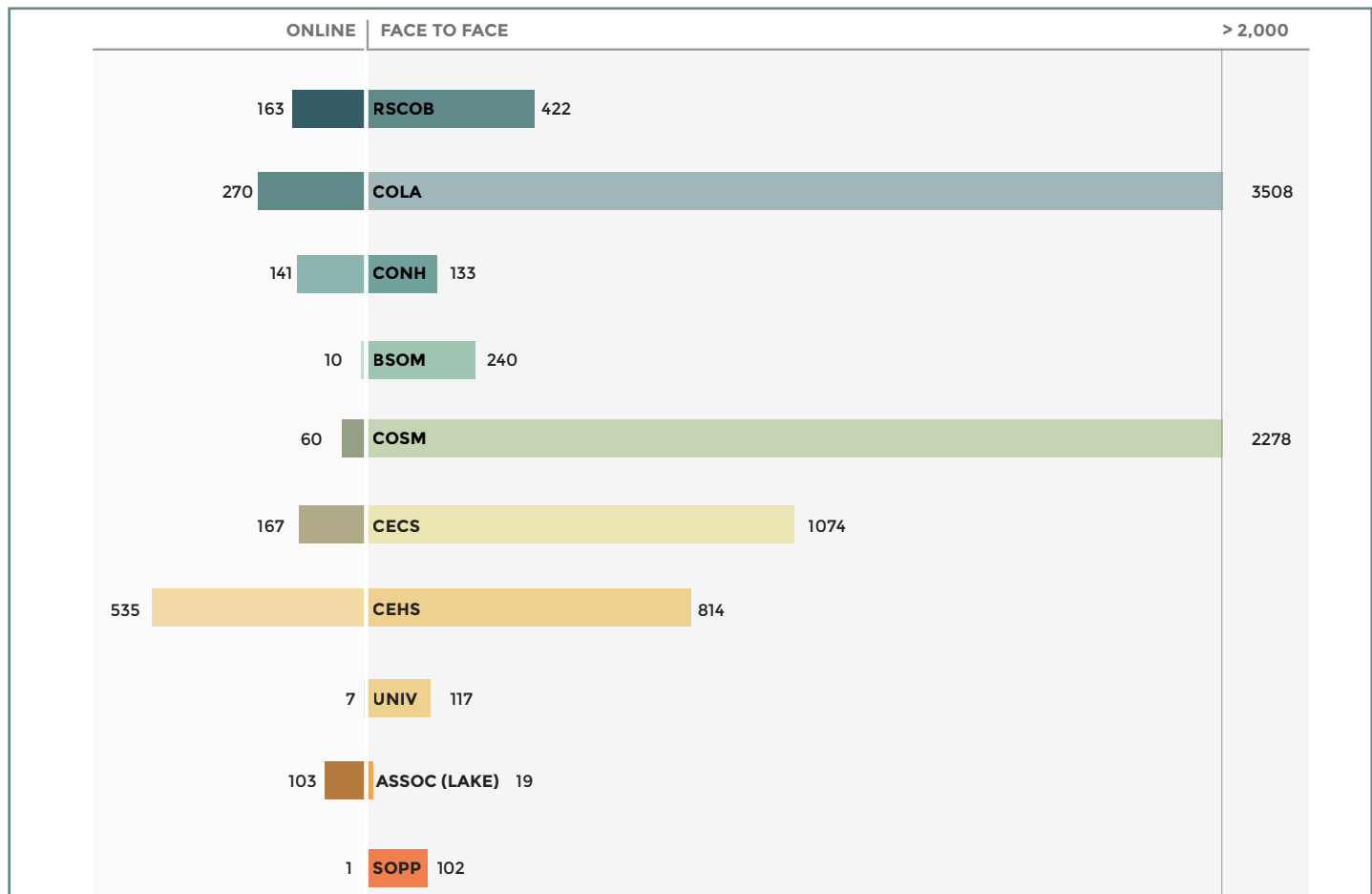
Figure 5 Distance course sections by College (compiled from Summer 2013-Fall 2014 data)

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Student enrollment in distance course sections has also increased, from 4,608 students in Web 1 and Web 2 courses in the Fall 2013 semester, to 6,357 students in the Fall 2014 semester, a 37.9% increase (*Figure 6*).
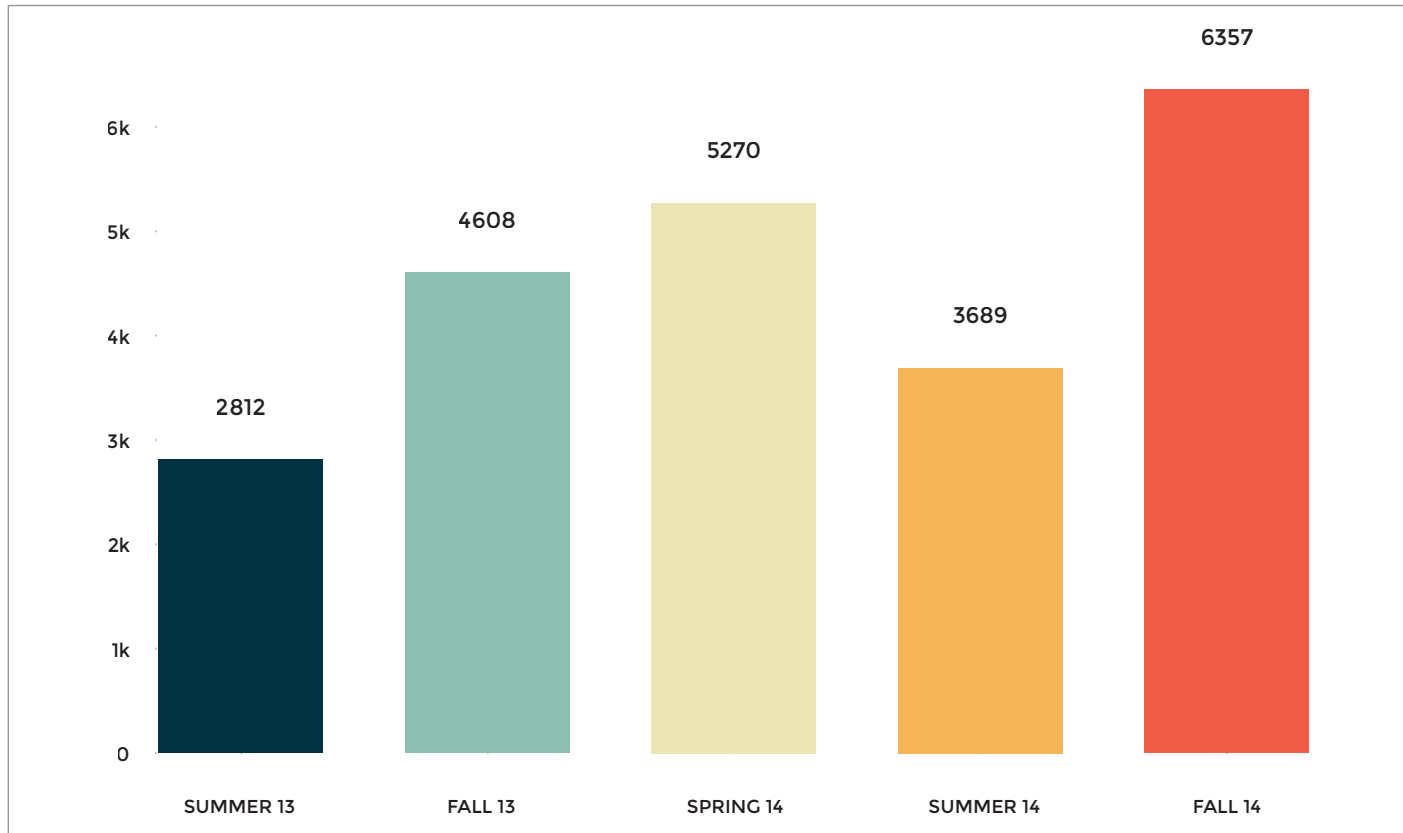
Figure 6 Student enrollment in distance course sections by semester

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FACULTY SURVEY FINDINGS

From January through March 2015, the Taskforce on Distance Education collected feedback from faculty, students, administrators, and staff regarding current distance education activities, infrastructure, incentives, and support at Wright State. The Taskforce developed and distributed a survey to faculty members who have taught or are currently teaching a distance course within the last five semesters.

TDE identified 753 courses categorized as Web 1 or Web 2. A total of 753 emails were sent to 316 faculty members. Email responses indicated that 35 of these emails reached recipients who did not teach the indicated course, that the course was non-traditional (e.g., graduate independent study), or was not a distance education class. (This may reflect terminological confusion among faculty, department schedulers, and the Office of the Registrar, which would support the recommendations presented in Section 1 of the present report.) This reduced the target population to 718 courses and 306 faculty. Responses were received for 300 courses from 133 faculty, representing a respectable response rate of 41.78% for courses and 43.46% from faculty. A total of 219 responses came from Web 1 courses (73%), 66 from Web 2 (22%), and 15 were not classified (5%). Responses were categorized into five groupings as they relate to online courses: content delivery, required face-to-face in-

person activities, academic integrity, faculty support, and student support.

Distance learning courses at the University are delivered both asynchronously and synchronously. Almost all of these courses use the university learning management system, Pilot, to deliver content. For the majority of courses, 132 (46%), content is delivered asynchronously only; for 93 (32%) courses, content Is delivered both synchronously and asynchronously; for 47 (16%) courses, content is delivered synchronously only. A number of courses indicated no online content delivery mode, and comments from faculty indicated that the question was poorly worded for Web 2 courses where content was primarily delivered face-to-face. An additional open-ended question asked faculty to indicate the platform used to deliver content, with 216 of 221 (97.7%) of the respondents indicating Pilot as the primary method of delivering online content.

Interestingly, a significant number of online courses require in-person, face-to-face activities. A survey question asked faculty to describe components of their course(s) that required a physical presence. A total of 72 faculty responded (Table 2).

Note that a single course could have multiple components.

Table 2

Physical Activity	Frequency
Research/Clinic Residency	25
Face-to-face Meetings (e.g., lecture, discussion, group, etc.)	24
Exams	16
Orientation	12
Presentations	7
Progress Reports	3
Thesis/Dissertation Activity	2

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Nationally and here at Wright State, faculty and administrators alike are concerned about academic integrity in online courses. Anecdotal feedback from faculty members indicated that there is growing concern about cheating in undergraduate online courses. These concerns include course-for-hire, test-for-hire, cheating on exams, and plagiarism. The Taskforce is aware of at least one recent case in which students who admitted to hiring third parties to complete all online course assessments and giving non-WSU third parties their university usernames and passwords, thereby compromising university network security, were ultimately expelled from the University. Despite these concerns and demonstrated violations of university and course academic integrity policies, the majority of courses surveyed (84%) did not have any form of proctoring. Exams were proctored in 14 (8%) courses, quizzes in 8 courses (5%), and both exams and quizzes were proctored in 6

(3%) courses. Additionally, faculty were asked an open-ended question about the kind of the proctoring deployed: 19 courses required in-person testing, 16 courses relied on question randomization and time limits, and 10 courses used online tools such as Respondus lock down browser and Proctorio.

Faculty members were asked about additional infrastructure or support needs for their distance education course. Several faculty indicated that they did not require additional support or infrastructure, or praised the support from the Center for Teaching and Learning (CTL) and its Distance Education team. These responses are not included in this section. Only responses indicating the need for support are included below (Table 3) and duplicates have been omitted. Full responses are presented in Appendix A.

Table 3

Topic/Area	# Comments
Tool Availability/Update	21
Support for Tools	20
Video Related Assistance	17
Assessment/Proctoring Tools	13
Training Needs	12
Best Practices/Faculty Collaboration	10
University Policy/Structure	8
Access to Content/Templates	5
Teaching/Grading Assistance	4
Hardware Requirements	3
Student Training	1
Note. Based on 79 comments. Comments could fall into more than one category.	

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Finally, faculty were asked about additional infrastructure or support needs for students in distance education courses. Several faculty replied in the negative, indicating that students did not require additional support or infrastructure, or praised the support from CTL, CaTS and the Student Technology Assistance Center; these responses are not included in this section. Only responses indicating needs for support are included below (*Table 4*) and duplicates have been omitted. Full responses are presented in Appendix A.

Table 4

Topic/Area	# Comments
Orientation to Online Courses	20
Training/Tutorial Needs	13
Technical Support	11
Tool Updates/Improvements	6
Faculty Training/University Policy	6
Tutoring/Testing Services	6

Note. Based on 47 comments. Comments could fall into more than one category.

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Distance learning at Wright State University is decentralized. Rather than create a separate unit to coordinate and manage all distance learning services, the University has relied on enterprising faculty in existing academic units to develop and deliver distance learning courses and programs, often with the support of centralized units including the Center for Teaching and Learning, Computing and Telecommunications Services (CaTS), and the University Libraries.[12] Some colleges have their own dedicated distance learning support teams. According to a recent EDUCAUSE study of e-learning in higher education, "institutions with a dedicated e-learning center are more mature in their e-learning initiatives" and "were twice as likely as those managing e-learning through any other single means to consider themselves e-learning leaders or innovators."[13] Of the 13 public universities in the State of Ohio, all but two – University of Akron and Wright State University – have dedicated distance learning centers. Five of these centers are managed by provost-level administrators (see Table 4). WSU's Center for Teaching and Learning is not a dedicated distance learning center in this sense, nor does it currently have the capacity to serve as such in the ways that other centers do at

institutions like Bowling Green State University, Miami University, Ohio State University, and the University of Cincinnati.

The Taskforce on Distance Education would have benefited from being able to consult with a team responsible for coordinating all aspects of distance education at the University – terminology, policies and procedures, marketing and communications, faculty incentives and support, student success and accessibility, and infrastructure, and the scholarship of teaching and learning as it pertains to distance education. The lack of such a team has meant that Taskforce members have had to consult diverse sources within and outside the University, making the collection, analysis, and presentation the materials contained in the present report an unnecessarily complex and time-consuming task.

TDE recommends that the University allocate additional resources to expand the roles and responsibilities of the Distance Education team within the Center for Teaching and Learning so that it will have the capacity to coordinate the many facets of distance learning at the University.

Table 5

Institution	Head of Distance Learning	Title	Department Name
Kent State University	Deborah Huntsman	Associate Vice President, Continuing and Distance Education	Office of Continuing and Distance Education
University of Cincinnati	Chris Edwards	Assistant Vice President for eLearning Technology	The Center for Excellence in eLearning
Ohio University	Deboarah Gearhart	Vice Provost for e-learning and strategic partnerships	e-campus
University of Toledo	Barbara Kopp Miller	Associate Provost for Online Education	Learning Ventures, University of Toledo Online

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Table 5 continued

Institution	Head of Distance Learning	Title	Department Name
Miami University	Beth Rubin	Assistant Provost	eLearning Miami
Bowling Green State University	Paul Cesarini	Executive Director of the Center for Faculty Excellence	eCampus
The Ohio State University	Rob Griffiths	Senior Director of Distance Education	Office of Distance Education and eLearning
Central State University	Jean-Jacques Medastin	Director of Online Learning	Center for Innovation and Distance Learning
Cleveland State University	Caryn Lanzo	Director, Center for eLearning	Center for eLearning
Shawnee State University	Catherin Bailey	Director of Distance Learning	Distance Learning
Youngstown State University	Millie Rodriguez	Director	Office of Distance Education
Akron University	Jeanetter Carson	Manager	Audio Visual Services/Distance Education Services
Wright State University	Todd Pavlack	Manager, Distance Education	Center for Teaching and Learning

Formulate distance learning objectives and marketing strategies

Distance learning initiatives are widespread and continue to grow in number in higher education. According to the EDUCAUSE Center for Research and Analysis, "More than two thirds of academic leaders believe that online learning is critical to the long-term strategic mission of their institution."[14] Wright State University aspires to be "Ohio's most learning-centered and innovative university," and seeks to "transform the lives of our students and the communities we serve" by "build[ing] a solid foundation for student success at all levels through high-quality, innovative programs." Because distance learning initiatives can contribute to increased enrollments and revenue, enhance an institution's reputation, and enrich the teaching and learning experience for faculty and students alike, distance learning initiatives are one way to advance the University's mission and realize its goals in terms of academic quality, program distinctiveness, student access, and educational attainment. It does not appear, however, that the role of distance learning at the University has been explicitly stated in its mission, vision, or values statements. The Taskforce on Distance Education, for example, was unable to find any discussion of distance learning initiatives – past, current, or prospective – in the Strategic Plan 2013-2018: Empower.

Because the role of distance learning is not stated in the University's mission, vision or values statements, TDE considers it premature to formulate distance learning objectives and marketing strategies, and therefore recommends forming a university distance learning committee to determine online learning objectives and market strategies, culminating in the production of a distance education and e-learning strategic plan for 2016-2021.

As part of the University's distance education and e-learning strategic planning process, TDE recommends that a quality assessment (e.g., the Online Learning Consortium scorecard) be distributed to senior administrators, online program coordinators, faculty teaching distance courses, and the appropriate service units (e.g., CTL, CaTS, University Libraries, the Office of Disability Services [ODS], and the Student Academic Success Center [SASC]), and that the data be collected and analyzed by college distance learning committees and a university distance learning committee.

Policies and Procedures concerning Distance Education at Wright State University

The taskforce reviewed policies and procedures concerning the curricular approval process and teaching assignments as they pertain to distance education.

THE CURRICULAR APPROVAL PROCESS FOR DISTANCE LEARNING COURSES AND PROGRAMS

The CBA 2014-17 stipulates that "Distance learning courses shall be subject to the same Department, College, and University procedures for review and approval of curriculum changes as apply to non-distance learning courses" (Section 21.1.1). Academic units have primary responsibility for determining the University's undergraduate course inventory. Until recently, academic units proposing a new course were instructed to submit a course inventory request and attach a syllabus indicating, among other things, "method of instruction," but not the mode of instructional delivery (http://www.wright.edu/ucapc/0002/process/invchg.htm). Beginning in March 2015, when Faculty Senate approved the Course Addition, Modification, and Deletion Procedure (approved by UAPC in February 2015), academic units proposing a new course are instructed to indicate on the syllabus the "mode of instructional delivery" and the location of instruction (http://www.wright.edu/administration/senate/documents/CourseAdditionDeletionProcedure.pdf). In other words, syllabi for new distance learning courses should henceforth specify under "method of instruction" that the course is a distance learning course. Above, TDE recommends that the University adopt standard terminology for distance learning courses, which is critical for compliance requirements, accreditation reporting, and clear and effective consumer information. Here, TDE recommends that

academic units use the standard terminology when proposing new undergraduate distance learning courses.

TDE recommends that academic units proposing new distance learning courses indicate under "mode of instructional delivery" the specific type of distance learning course being proposed: Online, Online with Face-to-Face, Hybrid/Blended, or Dual-mode.

The same course addition, modification, and deletion policy stipulates: "Courses approved prior to the date of this policy are assumed to have been approved for face-to-face, semester length, on-campus delivery by appropriately credentialed WSU faculty, unless otherwise specified in the course approval workflow. Any prior approved courses that depart from those conditions, must submit a course modification for approval." This would appear to mean that academic units offering a distance section of a course originally approved for face-to-face, on-campus delivery must now submit a course modification request specifying, among other things, the mode of instructional delivery. Many of the distance courses currently offered at the University were originally approved to be offered face-to-face and on-campus, so this change in policy has significant curricular review process ramifications. It is unclear to TDE members that all the possible ramifications are understood by key stakeholders at the University.

TDE recommends that UAPC determine when and how departments and programs are to begin implementing this policy with regard to courses currently being offered online that were approved for face-to-face, semester length, on-campus delivery, but not distance/online delivery.

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For the sake of consistency in procedures for review and approval of undergraduate and graduate curriculum changes, TDE recommends that the Graduate Council review and consider adopting the same course addition, modification, and deletion policy that the Faculty Senate recently approved for undergraduate courses.

TDE recommends studying the feasibility of creating a course attribute in workflow for distance learning courses (Distance Learning), as defined above, and including Distance Learning in the course catalogue description for distance courses. Workflow requests to add or modify a course (including requests to modify courses originally approved for face-to-face, semester-length, on-campus delivery) should identify the type of distance course (i.e., Online, Online with Face-to-Face, Hybrid/Blended, and Dual-mode). Course syllabi for distance courses should follow the guidelines for all courses, indicating the primary mode of delivery (i.e., synchronous or asynchronous), the percentage of online instruction and interaction, and, as appropriate, the number of face-to-face, in-person class meetings.

TDE recommends that UAPC write a policy that would allow a course originally approved for face-to-face delivery to be provisionally offered as a distance course as a one-time solution to an emergency situation. For the course to be offered in subsequent semesters as a distance course, the department or program should be required to submit a course modification request in workflow.

With FERPA and ADA compliance, academic integrity, technical and faculty support considerations in mind, TDE recommends that the University and AAUP-WSU consider negotiating a memorandum of understanding requiring faculty teaching distance courses to use the university learning management system, Pilot, to deliver the courses.

TDE recommends further study of the Procedures and Guidelines for [Undergraduate] Distance Education Programs (http://www.wright.edu/ucapc/newguide/distance.htm) and the Guidelines for Approval and Conduct of Graduate Distance Education Programs (http://www.wright.edu/graduate-school/graduate-council-manual-guidelines-for-approval-and-conduct-of-graduate-distance-education-programs) to determine whether changes to the guidelines would be appropriate.

TEACHING ASSIGNMENTS AND FACULTY OVERSIGHT OF DISTANCE EDUCATION AT THE UNIVERSITY

The CBA 2014-2017 stipulates that "the decision to offer a distance learning class shall be made by the Dean of a College or a designee, who shall first consider (a) whether the course content is appropriate for a distance learning format, (b) whether the individual Member's background, experience and skills are reasonably suited to teaching via distance learning, and (c) whether the class size is conducive to effective student learning" (Section 21.2). In practice, this means that college deans or their designees determine which distance learning courses will be offered at the University. It also makes college deans or their designees chiefly responsible for quality control of these courses.

The CBA 2014-17 also stipulates that "Bargaining Unit Faculty in each college shall designate an existing committee or form a new committee to receive and make recommendations about issues that may arise regarding curricular standards, course quality, faculty preparation and support for distance learning" (Section 21.3). These committees currently do not exist in all of the colleges. Until these committees are designated or formed, faculty oversight of curricular standards, course quality, faculty preparation and support for distance learning will be limited to faculty participation in the curricular review process.

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TDE recommends that faculty members move expeditiously to designate or create college distance learning committees to receive and make recommendations about issues that may arise regarding curricular standards, course quality, faculty preparation and support for distance learning, pursuant to Article 21 of the CBA 2014-2017.

TDE also recommends that the college distance learning committees move expeditiously to select members to serve on the University Distance Learning Committee, which is to receive and make recommendations concerning any major changes to the technology or course management system that supports distance learning, as well as recommendations regarding issues brought to the Committee by the AAUP-WSU or the University, pursuant to Article 21 of the CBA 2014-2017.

As noted above, faculty members may request a distance learning teaching assignment, but deans or their designees decide whether to offer distance learning courses. Faculty members cannot be compelled to teach a distance learning course, except as set forth in the CBA 2014-17 (Sections 21.5.2.4, 21.5.3, and subsections). Faculty who develop "Program" and "Multi-section" courses are assigned to teach the courses "at the discretion of the University and for a period of up to five years" (Sections 21.5.2.4 and 21.5.3.4). These same faculty members are required to "make minor revisions as necessary to keep the material current for a period of up to five years (Sections 21.5.2.3 and 21.5.3.3). The matter of "major revisions" to "Program" and "Multi-section" courses requested by the University is discussed in Section 5 of the present report. The rights of use of "Program" and "Multi-section"

course products are set forth in the CBA 2014-17 (Sections 21.5.2.5, 21.5.2.6, 21.5.3.5 and 21.5.3.6). Faculty who teach all courses as distance learning courses in a given term "must still maintain sufficient on campus office hours to meet the reasonable needs" of their advisees (Section 21.7).

TDE recommends that AAUP-WSU conduct a survey of faculty members teaching distance learning courses at the University to gauge satisfaction with the terms of Article 21 of the CBA 2014-17.

Faculty Incentives and Professional Development Opportunities at Wright State University

Who teaches online courses in higher education institutions? What motivates faculty to teach online courses? In what ways, if any, are faculty trained to design and deliver online courses? These questions informed the TDE investigation of current faculty participation in distance education at Wright State University.

Nationally, it is clear that higher education faculty members of all ranks are involved in online teaching and professional development. To judge from a study of some 10,700 faculty from 69 colleges and universities across the country, "full- and part-time faculty, those at every stage of their career, and those on the tenure track, as well as those outside of the tenure track, are all involved in online instruction." In 2009, it was estimated that approximately one-third of all faculty had taught an online course. "When asked why they teach online, faculty consistently provide student-centered reasons," often citing "meet student needs for flexible access" or the "best way to reach particular students" as reasons to teach online.[15] In addition to these reasons, faculty members rely on extrinsic rewards to motivate online teaching, as well as institutional support to achieve quality outcomes and sustain the endeavor.

FACULTY INCENTIVES FOR ONLINE COURSE DESIGN, DELIVERY AND PROFESSIONAL DEVELOPMENT

More than a decade ago, L. D. Fink identified "recognition and reward" – and faculty participation incentives in particular – as a key factor in affecting "change in the quality of educational programs" and ensuring "effective instructional development."[16] The author of a recent study of faculty incentives for online course design, delivery, and professional development cogently concludes, "Higher Education institutions with a goal of increasing online instruction must…be cognizant of the need to invest in the faculty in order to maintain and improve the quality of online education programs."[17] This investment makes sense in light of the fact that not only do faculty members perceive developing and teaching online courses to require more work than traditional courses, but "research supports the perception that the amount of work for the design and preparation of an online course is substantially greater than the amount of work needed to prepare a traditional course." Should Wright State University wish to expand its online course and program offerings, it is worth remembering that "faculty members perceive this additional effort, in both design and delivery, as the greatest barrier to becoming involved in online instruction."[18]

To judge by Article 21 of the CBA 2014-2017, Wright State administrators and faculty members agree with the proposition that robust incentives and institutional support are required to develop and deliver online courses. Wright State incentivizes faculty participation in distance education in primarily two mutually exclusive ways: additional financial remuneration or course release.

Faculty members who are assigned to develop "Program" or "Multi-section" distance learning courses "will receive payment of no less than $5000 to develop the course," and $5,500 starting in Summer 2017. Should the University subsequently request "major revisions" of these courses, the revisions "will be considered new material, and the payment to the Member [who developed the original course] will be consistent with the payment for the original development and proportionate to the portion

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of the material subject to major revision." In other words, faculty members who complete major revisions of distance learning courses at the request of the University receive additional financial remuneration. In addition, for "Multi-section" distance learning courses, "for each additional section taught by a facilitator under [the Member's] direction, the Member will be paid $500 (no less than $550 starting in Summer 2017) for the use of the distance learning course." Should a faculty member who develops a "Multi-section" course wish to be relieved of teaching the course and request that another faculty member "use the course product during a specified term(s) and the University agrees… the Member who developed the course and the faculty member who teaches the course will each receive $250 per section taught by a facilitator (no less than $275 starting in Summer 2017)." Finally, faculty members who develop "Dual-mode" distance learning courses "will receive $500 when at least one student enrolls in the video-based distance education section of a course," and "the Member will be paid for a course overload when the total number of students enrolled in the conventional classroom and the distance learning sections exceed the class size limit of the conventional classroom section" by percentages stipulated in Article 21 of the CBA 2014-2017 (Sections 21.5.2.2, 21.5.2.3, 21.5.3.2, 21.5.3.3, 21.5.3.5, 21.5.4.1).

Faculty members who are teaching or have taught "Program" and "Multi-section" courses are not eligible for course releases "because they are assisted by a course development team and compensated monetarily." Nor are course releases available to faculty members who develop "Dual-mode" courses "whose 'Standard' distance learning course… is limited to audio, video, or conferencing technologies, or who have taught a distance learning course in the Fall 2014 or earlier" (Section 21.6).

"Standard" distance learning courses are in almost all respects "considered to be the same

as classes taught in the classroom. Except for classes taught in the summer or as overloads, 'Standard' distance learning classes are taught without extra compensation, except as set forth in Section 21.6" (Section 21.5.1). Section 21.6 stipulates that "If a Member's first distance learning teaching assignment a Wright State University is a 'Standard' distance learning course…that Member will receive release time equal to one standard course within the College, during which time the Member will participate in training provided by the University in the use of distance learning technologies, instructional design, and related topics" (the professional development requirement of the course release stipulated in this section is discussed below).

TDE asked college deans the following question: "In addition to the provisions of Article 21 of the CBA, in what ways does your college incentivize faculty to participate in distance education? All but one college responded to this question, and it appears that at least two of the colleges have provided additional incentives for teaching innovations grants related to online teaching initiatives.

TDE finds that the additional financial remuneration practices at Wright State University for "Program" and "Multi-section" distance learning courses compare favorably to other institutions, and that the activities required to receive the incentives (discussed below) are in line with practices at other institutions.[19]

In light of these considerations and the scholarly consensus that the amount of work required to develop and teach online courses is substantially greater than the amount of work required to prepare and teach traditional courses, TDE recommends that the University continue to incentivize faculty participation in "Program," Multi-section" and "Dual-mode" distance learning courses at current levels.

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In light of the extra work required to develop and deliver each new online course, TDE recommends that the University and AAUP-WSU negotiate a memorandum of understanding to provide compensation and/or course release time to faculty members who develop and deliver each new "Standard" distance learning course.

Such incentives constitute one way to address the greatest barrier to faculty participation in distance education – namely, the additional effort required to design and teach online courses. Another way to encourage faculty members to participate in distance education initiatives is to provide them with robust professional development opportunities.

SUPPORT: PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR ONLINE FACULTY AT WSU

In addition to the incentives discussed above, institutional leaders need to provide support to secure faculty participation in distance education initiatives. According to the Dean of the School of Professional Studies and the Director of Online Development at Brown University, "There is no substitute for positive, authentic, front-line experience with quality online education. Faculty who are well-supported by their institution and online learning specialists become the most effective champions for online learning and can address their peers' concerns."[20]

Not surprisingly, faculty who receive training in instructional design and technology for online learning report higher levels of confidence in their ability to develop and deliver quality online courses.[21] But training faculty members to teach online has benefits that extend beyond the virtual classroom. The authors of a research project that focused on evaluating a training course for instructors who are making the transition to teaching online (Maryland Online's Certificate for Adjunct Online Teaching [COAT]) find "that the experience of being situated as students in an authentic online course focused on online teaching and learning positively influenced [research participants'] later online teaching, campus-based teaching, and nonteaching professional practice." (This finding resonates with TDE members who have experience teaching both online and on-campus.) Two principles for designing training for online instructors emerged from the COAT research project: "Training for online instructors should be designed using a situated learning perspective that positions instructors as students in an authentic learning environment that is similar to the targeted teaching environment." Second, "Training for online instructors should prepare participants for diverse teaching situations which might include requirements to (re)design online courses and opportunities to teach in emerging learning environments."[22]

Wright State University provides an array of online teaching professional development opportunities, some of which are tied to the incentives discussed above. According to the CBA 2014-17, faculty members assigned to teach a specific distance learning course "will receive in writing a response to any written request(s)… for any equipment, software or support that [they feel] is needed to offer the class." Moreover, "the University will make a good faith effort to provide necessary support," including "needed training, consultation on instructional design, and technical assistance" (Sections 21.2.2-3). TDE finds that the University provides this support primarily through the Center for Teaching and Learning (CTL), Computing and Telecommunication Services (CaTS), and the University Libraries, discussed below.

A faculty member who agrees to develop a "Program" or "Multi-section" distance learning course enters into a signed agreement with the University that specifies, among other things, "the Member's roles and responsibilities as part of a course development team" (Section

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21.5.2.1 and 21.5.3.1. Examples of the signed agreement and related appendices appear in the present report as Appendix D: Agreement and Appendices for Faculty Teaching "Program" and "Muliti-section" Distance Learning Courses. Note that these are meant to serve as templates and to be revised in light of specific course needs and faculty competencies). In other words, faculty members who are assigned to teach distance courses are required to develop the course with the assistance of a "content" or "course development team." Exactly who or what unit(s) constitutes this team is not specified in the CBA. The specific terms concerning the course to be developed and its delivery, including the roles of the faculty member and the course development team, are stated in appendices to the signed agreement. In some but not all cases, CTL staff and the WSU Distance Education/MIS staff are listed among the members of the content development team.[23] TDE understands that the membership of the content delivery team is a matter to be negotiated by the University and the faculty member assigned to teach a specific distance learning course.

TDE recommends that the University and faculty members assigned to teach distance learning courses collaborate to create appendices to the "signed agreement" that are tailored to faculty members' distance learning training, skills, and experience.

The CBA 2014-17 also stipulates "preparation for teaching distance learning" for faculty members teaching a "Standard" distance learning course for the first time. As noted above, such members "receive release time equal to one standard course within the College, during which time the Member will participate in training provided by the University in the use of distance learning technologies, instructional design, and related topics" (Section 21.6). It is not clear to TDE members how, by whom, and whether this training requirement is enforced.

TDE recommends that first-time teachers of "Standard" distance learning courses who are receiving the course release be directed to the Center for Teaching and Learning and the Instructional Design for Digital Learning program in the College of Education and Human Services for training in the use of distance learning technologies, instructional design, and related topics, pursuant to Section 21.6 of the CBA 2014-17.

The Center for Teaching and Leaning at Wright State University offers training in online teaching and learning. Participants in CTL workshops (Appendix E) learn how to design and deliver online and web-enhanced courses, as well as how to use the university's learning management system (LMS), Pilot. Participants who complete at least 10 hours of training from a selection of specialized workshops earn an Online Teaching and Learning Certificate.[24]

The Center for Teaching and Learning also offers support for faculty creating distance education courses through its Distance Education creative team. The creative team – comprising instructional designers, a video editor, a motion graphics artist, graphic designer, and web programmer – guide faculty through a course development process that includes the completion of a course developer's guide, followed by content creation and the design of interactive activities, and ending with a turn-key Pilot course. The unique partnership between faculty members and the creative team allows the former to focus on providing subject matter expertise and content, with the creative team offering instructional design guidance and recommending effective ways to visually present and deliver the content. The creative team stays current with innovative technologies that help faculty maximize their course development to create high quality, student-centered distance learning courses.

The College of Education and Human Services

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(CEHS) at Wright State University offers a master's degree and two certificate programs that train students in instructional design and the use of digital technologies in online and blended-learning courses (Appendix F). The Master of Education in Educational Technology: Instructional Design for Digital Learning (IDDL) program combines the two IDDL certificate programs (IDDL-1 and IDDL-2) into one learning experience. The program provides training in the principles of instructional design and delivery of online and blended-learning courses, as well as in the scholarship and research methodologies associated with the design, delivery, and assessment of such courses. The program prepares students to become instructional designers armed with the tools needed to bring innovative teaching and training practices into educational, corporate, and governmental settings. The IDDL certificate programs can be completed independently.[25]

The entire program is taught in an online environment. All of the courses are designed according to the most current research on effective online pedagogies. As a result, participants not only learn about effective teaching practices, but also get to experience these practices as students in an online learning environment. Courses include a synchronous weekly webinar, which is recorded and archived for participants who cannot attend the "live" sessions.

Two colleges at Wright State University have dedicated staff members who support online teaching. The Raj Soin College of Business at Wright State University has a Managing Director of Online Programs, and the College of Engineering and Computer Science has a Director of CECS Distance Education and Marketing Programs and an Assistant Director for Distance Education (http://cecs.wright.edu/distance). These members work, often in concert with CTL staff, to provide training and support to faculty in the design and delivery of online courses and in the use of educational technologies.

Based on the above considerations and the results of the TDE faculty survey:[26]

TDE recommends that CTL create an "Introduction to Online Teaching" course to be delivered 100% online. This training for online instructors should incorporate two key principles from the COAT project: (1) "Training for online instructors should be designed using a situated learning perspective that positions instructors as students in an authentic learning environment that is similar to the targeted teaching environment." (2) "Training for online instructors should prepare participants for diverse teaching situations which might include requirements to (re)design online courses and opportunities to teach in emerging learning environments."

TDE recommends that CTL conduct a survey of faculty who have taught or are currently teaching online with the goal of assessing CTL's current distance education and instructional technology programming and tailoring future programming to faculty needs.

TDE recommends that CTL develop video tutorials for all Pilot training to complement its current on-campus Pilot workshops.

TDE recommends that CTL provide faculty with a list of non-WSU distance education–related professional development opportunities, including but not limited to Quality Matters (https://www.qualitymatters.org/professional-development) and the Online Learning Consortium (http://onlinelearningconsortium.org/learn/workshops/).

TDE recommends that CTL, CaTS and the Student Academic Success Center (SASC) collaborate to provide faculty with a fact sheet and video tutorial on Pilot basics and institutional support services to distribute to students.

TDE recommends that CTL and the Office of

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Disability Services collaborate to provide faculty with resources to ensure that online, hybrid/blended, and web-enhanced courses are ADA compliant.

TDE recommends that CaTS install the Pilot Live plugins to all campus computers.

Promoting Student Success in Online and Hybrid/Blended Courses

Concerning Charge 6 of the Taskforce on Distance Education: Without clear guidance with regard to the role of distance learning in the university mission, vision, and values statements, TDE considers it premature to recommend implementation strategies and incentives to encourage departments and colleges to reach new markets through distance education. TDE therefore focuses in the present report on the question of how best to promote student success through current and future distance learning courses and programs.

Institutions of higher education invest considerable sums to expand their portfolio of online and hybrid programs for a variety of reasons. One reason is to promote student success. The TDE approached the question of how best to promote student success by reviewing research on best practices in online pedagogy and student preparation; collecting and analyzing data provided by the WSU Office of Institutional Research; conducting surveys of WSU online teaching faculty and students; reviewing current institutional support for e-learners; and reviewing online student evaluation forms and procedures.

Research on best practices in online pedagogy and student preparation suggests that well designed and effectively delivered online courses can not only improve students success rates overall, but can also improve retention and success rates of "at-risk" populations.[27] Research also suggests, however, that a number of factors are directly related to student success. These factors include: student preparedness; course design that ensures accessibility and facilitates student interaction; availability of robust technical and academic support; and frequent student-instructor interaction.

Student preparedness is one of the most accurate predictors of student success in college, regardless of mode of instruction. Similar to other institutions across the nation and the State of Ohio, the level of student academic preparedness varies at WSU. Research suggests that the skills needed to succeed in college – e.g., the ability to manage time, adhere to a course schedule, sustain interest and time-on-task, seek support, and complete assignments in a timely manner – are arguably even more critical in a self-paced, asynchronous online course environment.[28] New undergraduate students in particular often have varying levels of access to online resources and proficiency in using educational technology, and yet such access and proficiency impact the student experience in online courses. New students of all skill levels also face the challenge of understanding and using the university's learning management system, Pilot. According to studies on student success in online classes, the learning management system should not be an impediment to students new to distance learning.[29]

Interestingly, data provided to TDE from Wright State's Office of Institutional Research (Appendix G) show the success rate in undergraduate distance courses (83%) is higher than the success rate for on-campus, face-to-face courses (81%). In other words, undergraduates enrolled in distance courses are succeeding at a rate comparable to that for face-to-face courses. Additional inquiry is needed to determine online student success rates in lower- and upper-level undergraduate courses. Not surprisingly, graduate online courses at WSU have even higher success rates – 94% compared to 96% in face-to-face courses.[30] Results from a 2013 WCET survey on Managing Online Education show that the national estimated average course

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success rate for four-year institutions is 82% in online courses and 86% in face-to-face courses. The same survey also indicates that, overall, on-campus completion was better than online course completion by an average of 4.6%.[31]

Yet despite these WSU student success rates, the TDE faculty survey indicates that online instructors consider many first-time online students to be unprepared to succeed in online courses. According to faculty, these students mistakenly expected a lighter workload and sometimes performed worse than face-to-face students due to unfamiliarity with educational technology, including Pilot.[32]

A recent study by the Education Advisory Board helps put these concerns into a broader context. It finds that "[s]tudents enrolled in courses with a significant online component are often unprepared for (or even aware of) the technical requirements and proficiencies expected of them, resulting in difficulty navigating the course structure, extensive early-term troubleshooting by instructors, and even dropped coursework." This claim resonates with TDE members and surveyed faculty who have taught introductory-level online courses. Unfortunately, "[s]mall, low-effort fixes aimed at addressing student preparedness" – such as a self-readiness checklists, a FAQ list, or video tutorial – "typically fail to alleviate the problem."[33] A more promising solution, exemplified by Brandeis University's School of Graduate Professional Studies, is an online orientation course that simulates online learning, provides resources for troubleshooting technical problems, familiarizes students with the components of the online learning environment, and facilitates community building among online instructors and students.

The TDE faculty survey indicates strong support for the idea of creating an online orientation that would inform students of the technical requirements and proficiencies expected of them. Other institutions have reported a rise

in both student success and student satisfaction following the implementation of mandatory online student orientation.[34] While mandatory online orientations may result in a small decrease in enrollment in distance learning courses, research shows that there would likely be a more significant increase in student retention and completion.[35]

TDE recommends further study of the merits of making online orientations mandatory for undergraduates enrolled for the first time in online and hybrid/blended courses.

TDE recommends that CTL create one or more online orientations to assess student readiness, simulate online learning, troubleshoot technical problems, and familiarize students with each component of the online course environment.

TDE recommends that an online orientation be incorporated into all introductory-level undergraduate courses, at the discretion of faculty teaching these courses.

TDE recommends that fully online programs create online orientations tailored to the needs of students accepted into these programs. These orientations should build upon the general online orientation, described above, and address the skills and qualities students need to succeed in particular online programs. Program orientations could be used either in place of the general online orientation or as a supplemental orientation, at the discretion of faculty teaching in the program or program directors.

To aid both students and advisors, TDE recommends that CTL work with online instructors and students and the Student Academic Success Center to create a student e-learning learning handbook. Print and electronic versions of this handbook should be made widely available to students.

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The University currently supports students enrolled in online and hybrid/blended courses in several ways. Centralized support of e-learners includes the services offered by CaTS, WSU Libraries, the Student Academic Success Center (SASC), and the Office of Disability Services (ODS). Institutional support is a key factor in promoting student success in e-learning environments.[36]

Beyond orienting students to the technical requirements and proficiencies needed to succeed in online and hybrid/blended courses, students require sustained technical support. The CaTS Help Desk is currently open Monday-Thursday 8:00 am to 10:00 pm, Friday 8:00 am to 6:00 pm Friday, Saturday 12:00 pm to 6:00 pm, and Sunday 12:00 pm to 9:00 Sunday. Given that a majority of WSU students surveyed report completing online work in the evenings and on weekends, technical support should be available to accommodate needs at these times.[37]

In light of the results of the TDE student survey, TDE recommends that CaTS consider expanding the hours of operations of its Help Desk to better accommodate the needs of the university's e-learners. TDE further recommends that CaTS work with online and hybrid/blended instructors to deepen understanding of the CaTS-related support needs of these students.

The Student Academic Success Center (SASC) should be a valuable resource for students in online and hybrid courses. To judge by a review of information available online and in print, SASC does not currently offer many services tailored to the needs of these students.

TDE recommends that the SASC conduct a survey of students enrolled in online and hybrid/blended courses to determine the ways in which SASC can better serve these students' needs. TDE recommends working with students, online instructors, and CTL to create services tailored to the particular needs of online and hybrid/blended learners.

WSU Libraries also support students enrolled in online and hybrid/blended courses. For a list of library services tailored to these students' needs, see Appendix H.

Faculty training in online course design and delivery is another important factor in promoting student success.[38] WSU faculty surveyed specifically requested making training in online instruction easier to access. (For more on faculty professional development opportunities at WSU, see Section 4 of the present report.)

At the request of TDE, the Office of Disability Services has produced a report (Appendix I) concerning online course accessibility that is both timely and urgent. At other institutions, complaints by students with disabilities have resulted in the U.S. Department of Justice (DOJ) coming to campuses to "negotiate" faculty requirements and resources to ensure accessibility compliance. It is the opinion of the ODS direct that the University is on borrowed time before a student with a disability files a complaint with DOJ regarding online course accessibility.

TDE recommends that the University appoint a taskforce on online accessibility to propose recommendations to ensure accessibility compliance.

Finally, TDE reviewed the student evaluation forms currently used in online courses. Evaluating student success and student satisfaction with online courses requires an approach distinct from that used in evaluating face-to-face courses. At the very least, different kinds or questions – ones tailored to the e-learning environment – are required.[39] The current online student evaluations lack several key components needed to evaluate the success

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of online courses. These include gauging the user-friendliness of the LMS, student satisfaction with online interactions with faculty and other students, and student perception of the online course schedule and workload.

TDE recommends that the current online student evaluation be reviewed for possible improvements to the quality of the instrument. Currently, the completion rate of student evaluations for online courses is far lower than it is for comparable face-to-face courses. TDE therefore also recommends that the delivery method for these online student evaluations be reviewed with the goal of increasing accessibility and completion rates.

TDE members recognize that the recommendations presented in this section may increase workload of faculty and support staff and require additional resources. As demonstrated above, research suggests that these initiatives and the resources they require pay significant dividends in terms of student success.

Assess Existing Classroom Infrastructure

The State of Ohio has been proactive in terms of providing schools with technologies and resources to offer distance education courses and developing distance education policy. In 1998, the Ohio House of Representatives established the Interactive Video Distance Learning (IVDL) pilot that provided funding and technology to schools so that students and educators could access information, human, and electronic resources to improve learning. IVDL uses video cameras, microphones and other related hardware to deliver content from an instructor based in one location to a group of students in another, physically separate location. According to the two prior institutional distance learning reports, Wright State has been using the IVDL system since its inception at the state level. Rather than offer full degrees using the system, the College of Engineering and Computer Science, the College of Education and Human Services, the College of Nursing, and the Raj Soin College of Business have used IVDL to expand the number of classes in support of their onsite degree programs.[40]

As the popularity of online education has increased at Wright State, the IVDL infrastructure has subsequently decreased. Now, physical classrooms can be used to support distance learning courses in other ways, from content capture to digital delivery. With this in mind, TDE assessed the current state of Wright State's classroom infrastructure as it relates to distance education by gathering information about the classrooms from CaTS, which currently manages the design and maintenance of all classrooms on campus. New room designs should allow for the seamless capture and delivery of content in a traditional face-to-face class to remote learners at their own computers. This is different than IVDL in that IVDL is a point-to-point system, whereas a new distance education room could be described as a point-to-many points system.

These new rooms need to be built with the latest technology to support online delivery.

In 2014, a major campus wireless upgrade was completed with significant coverage increases for main campus and the residence halls. However, CaTS representatives do not believe there is the ability to teach a class in every classroom using only wireless technologies and have every student in the classroom be connected wirelessly as well. With this shortfall in mind, CaTS is making sure new classrooms under construction, such as those in the new Student Success and Classroom Building, are equipped with adequate wireless technology to support up to three devices per student. 20% of the classrooms on campus have been converted from analog to digital technology, a conversion that is necessary for future distance learning applications.[41]

The College of Engineering and Computer Science, in conjunction with the Center for Teaching and Learning, has designed a new room that will be used to capture/record a traditional class and broadcast it live to remote learners. The distance students will be able to see the class from different perspectives provided by three cameras around the room, with each student having control over their own view. In the new design, distance students, whether watching the class live or watching a recorded version, will be able to interact with the on-campus class through text questions. Audio will be recorded from the instructor and students in the physical classroom. As the room is in the early design stages, the capabilities have not yet been fully realized or finalized.

To ensure that future classrooms are designed with the possibility of distance delivery in mind, TDE recommends including a CTL instructional designer/instructional technologist on current and future classroom modernization and maintenance committees.

Endnotes

[1] TDE correspondence with Office of the Registrar, March 26, 2015.

[2] HLC definitions for distance education and distance-delivered courses and programs can be accessed here: https://www.ncahlc.org/Monitoring/glossary-institutional-change.html

https://www.ncahlc.org/Monitoring/distance-delivery.html.

[3] OBR *Guidelines & Procedures for Academic Program Review* (November 2014), p. 54. https://www.ohiohighered.org/sites/ohiohighered.org/files/Academic-Program_Review_Guide_DRAFT4_020415.pdf

[4] Helena Worthen, "What Do We Know About Teaching Online?" Academe, September 1, 2013.

[5] I. Elaine Allen and Jeff Seaman, "Grade Level: Tracking Online Education in the United States, 2014 - OLC." Online Learning Consortium. February 1, 2015.

[6] Allen, "Grade Level"

[7] Patrick Lane, "Managing Online Education 2013: Practices In Ensuring Quality." WCET Advance. December 12, 2013.

[8] See 34 C.F.R. § 602.17, http://www.ecfr.gov/cgi-bin/text-idx?SID=9d09fc3d139d48cbc9a527d650761862&mc=true&node=se34.3.602_117

[9] U.S. Department of Education, Office of Inspector General, *Title IV of the Higher Education Act Programs: Additional Safeguards Are Needed to Help Mitigate the Risks That Are Unique to the Distance Education Environment: Final Audit,* ED-OIG/A07L0001 (Washington D.C., 2014), 83.

[10] See 34 C.F.R. § 600.2, http://www.ecfr.gov/cgi-bin/text-idx?rgn=div8&node=34:3.1.3.1.1.1.23.2

[11] Institutional Distance Learning Reports appear in this report as Appendix C

[12] See, for example, *Distance Learning at Wright State University 2001-2006*, p. 1 (Appendix C).

[13] Jacqueline Bichsel, *The State of E-Learning in Higher Education: An Eye Toward Growth and Increased Access* (Research Report) (Louisville, CO: EDUCAUSE Center for Analysis and Research, 2013), p. 13. Available from http://www.educause.edu/ecar.

[14] Ibid., p. 6.

[15] Jeff Seaman, *Online Learning as a Strategic Asset: Volume II: The Paradox of Faculty Voices: Views and Experiences with Online Learning* (New York: Association for Public and Land-grant Universities, 2009), 3, 7.

[16] L. D. Fink, *Creating Significant Learning Experiences* (San

Francisco: Jossey-Bass, 2003), 198, as discussed in Jennifer H. Herman, "Faculty Incentives for Online Course Design, Delivery, and Professional Development," *Innovative Higher Education* 38 (2013): 408.

[17] Herman, "Faculty Incentives," 409. Herman's study investigated the use of five types of incentives – additional financial remuneration, course releases or other time incentives, recognition in tenure and promotion, retention of intellectual property rights, and technology reward – offered to faculty members for each of four different activities – design an online course, teaching an online course, completing a faculty development program requiring fewer than eight hours of the faculty member's time, and completing a faculty development program requiring eight or more hours of the faculty member's time.

[18] Herman, "Faculty Incentives," 399. On the time and effort required to develop and deliver online courses, see M Ouellet, "Overview of Faculty Development: History and Choices," in K. J. Gillespie and D. L. Robertson, eds., *A Guide to Faculty Development* (2nd ed.; San Francisco: Jossey-Bass, 2010), 3-20; W. W. Fish and L. E. Wickersham, "Best Practices for Online Instructors: Reminders," *Quarterly Review of Distance Education 10* (2009): 279-284; C. Chou and C. C. Tsai, "Developing Web-based Curricula: Issues and Challenges," *Journal of Curriculum Studies* 34 (2002): 623-636; N. Harrison and C. Bergen, "Some Design Strategies for Developing an Online Course," *Educational Technology* 40 (2000): 57-61; Z. L. Berge, "Barriers to Online Teaching in Post-Secondary Institutions: Can Policy Changes Fix It?" *Online Journal of Distance Learning Administration* I, 2 (1998).

[19] According to Herman ("Faculty Incentives," 404), reported amounts range from $300 to $6000, "and the activities required to receive the incentive can include online course design or development, teaching an online course, developing an online course to e taught in the summer, teaching such a course for the first time, and developing a course that must be reviewed by an internal college committee."

[20] Karen H. Sibley and Ren Whitaker, "Engaging Faculty in Online Education," *EDUCAUSE Review* (March 2015). Retrieved from http://www.educause.edu/ero/article/engaging-faculty-online-education.

[21] M. Elliot, N. Rhoades, C. M. Jackson and B. J. Mandernach, "Professional Development: Designing Initiatives to Meet the Needs of Online Faculty," *Journal of Educators Online* (2015):160-188; K. A. Meyer, and V. S. Murrell, "A National Survey of Faculty Development Evaluation Outcome Measures and Procedures," *Online Learning*, 18, 3 (2014): 1-18. M. M. Alsofyani, B. Aris and

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[22] Julie Shattuck and Terry Anderson, "Using a Design-Based Research Study to Identify Principles for Training Instructors to Teach Online," *Review of Research in Open and Distance Learning* 14 (5) (2013): 205, 203. The authors point to several recent studies with similar findings.

[23] Templates of the agreement and appendices are in Appendix D.

[24] Information concerning CTL-related online teaching and learning training, including a list of FY 14 distance learning workshops, is in Appendix E.

[25] The academic programs of study for the CEHS M.Ed. in Educational Technology and the IDDL certificates are in Appendix F.

[26] The TDE faculty survey is in Appendix A.

[27] Adam Driscoll, Karl Jicha, Andrea N. Hunt, Lisa Tichavsky, and Gretchen Thompson, "Can Online Courses Deliver In-class Results? A Comparison of Student Performance and Satisfaction in an Online versus a Face-to-Face Introductory Sociology Course," *Teaching Sociology* 40:4 (2012): 312-331; S. Lewis, A. Whiteside, and A. Garrett Dikkers, "Autonomy and Responsibility: Online Learning as a Solution for At-Risk High School Students." *Journal of Distance Education* 29:2 (2014): 1-11.

[28] Brian Wolff, A. Michelle Wood-Kustanowitz, and Jennifer M. Ashkenazi, "Student Performance at a Community College: Mode of Delivery, Employment, and Academic Skills as Predictors of Success," *Journal of Online Learning & Teaching* 10:2 (June 2014): 166-178; Marie Fetzner, "What Do Unsuccessful Online Students Want Us to Know?" *Journal of Asynchronous Learning Networks* 17:1 (January 2013): 13-27.

[29] Shanna Smith Jaggars and the Community College Research Center Columbia University, "Online Learning: Does It Help Low-Income and Underprepared Students? CCRC Working Paper No. 26. Assessment of Evidence Series." *Community College Research Center, Columbia University* (January 1, 2011).

[30] See grade distribution table for online and F2F WSU courses in Appendix G

[31] Russell Poulin, "Managing Online Education 2013: Practices in Ensuring Quality," WICHE Cooperative for Educational Technologies, accessed March 23, 2015, http://wcet.wiche.edu/advance/managing-online-education-survey

[32] See TDE online faculty survey in Appendix A.

[33] Education Advisory Board, *Online and Hybrid Course Prioritization Guide: 10 Strategies for Promoting Enrollment growth and Student Success* (The Advisory Board Company, 2014), p. 16.

[34] Kona Renee Jones, "Developing and Implementing a Mandatory Online Student Orientation," *Journal of Asynchronous Learning Networks* 17:1 (January 2013): 43-45; Marwin Britto and Susan Rush, "Developing and Implementing Comprehensive Student Support Services for Online Students," *Journal of Asynchronous Learning Networks* 17:1 (January 2013): 29-42.

[35] Michael Herbert, "Staying the Course: A Study in Online Student Satisfaction and Retention," *Online Journal of Distance Learning Administration*, 9:4, Winter 2006.

[36] Jon E. Travis and Grace Rutherford, "Administrative Support of Faculty Preparation and Interactivity in Online Teaching: Factors in Student Success," *National Forum of Educational Administration & Supervision Journal* 30:1 (September 2012): 30-44.

[37] See the TDE online student survey in Appendix B.

[38] Steven Shaha and Heather Ellsworth, "Predictors of Success for Professional Development: Linking Student Achievement to School and Educator Successes through On-Demand, Online Professional Learning," *Journal of Instructional Psychology* 40:1-4 (March 2013): 19-26.

[39] Liz Fayer, "A Multi-Case Study of Student Perceptions of Online Course Design Elements and Success," *International Journal for The Scholarship Of Teaching & Learning* 8:1 (2014): 1-27; David A. Armstrong, "Students' Perceptions of Online Learning and Instructional Tools: A Qualitative Study of Undergraduate Students Use of Online Tools," *Turkish Online Journal Of Educational Technology - TOJET* 10:3 (July 1, 2011): 222-226.

[40] See, for example, Distance Learning at Wright State University 2001-2006, p. 1 (Appendix C).

[41] TDE correspondence with CaTS, March 20, 2015

Faculty Survey

To gather additional information for Charge 2, TDE identified 753 course sections identified as Web 1 or Web 2. A total of 753 emails were sent to 316 faculty. Email responses indicated that 35 of these emails reached recipients who did not teach the indicated course, that the course was non-traditional (e.g., graduate independent study), or was not a distance course. This reduced the target population to 718 courses and 306 faculty.

RESPONSE RATE AND SAMPLE CHARACTERISTICS

Responses were received for 300 courses from 133 faculty, representing a respectable response rate of 41.78% for courses and 43.46% from faculty. A total of 219 responses came from Web 1 courses (73%), 66 from Web 2 (22%), and 15 were not classified (5%).

OFFICE HOURS

Faculty were asked if they held office hours on-campus, online, or both for the specified course. Most courses, 162 (54%), had both online and on campus office hours, 61 (20%) courses had online office hours only, 55 (18%) courses had on campus office hours only, and 20 (7%) courses did not have office hours.

CONTENT DELIVERY

The majority of courses, 132 (46%), had content delivered asynchronous only; 93 (32%) courses had both synchronous and asynchronous content delivery, while 47 (16%) had synchronous-only content delivery. A number of courses indicated no content, and text comments from faculty indicated that this question was poorly worded for Web 2 courses where content was primarily delivered live in the classroom.

An additional open-ended question asked what platform was used to deliver content. Of the 221 responses, 216 indicated Pilot (97.7%). Each of the following was mentioned: CSE VCSL, Course Studio, Facebook, Noodle, Publisher Proprietary Platform, TK20, VoiceThread, and Wordpress.

USE OF TECHNOLOGY AND ASSIGNMENT TYPE

Faculty were presented with a series of check boxes and asked to indicate which technologies/assignments were utilized in their courses. The table below presents their responses.

Technology/Activity	Count	%
Written Assignments	269	91%
Dropboxes	256	86%
Discussion Boards	214	72%
Videos	159	54%
Online Quizzes	152	51%
Turnitin	144	49%
Group Work	119	40%
Online Exams	109	37%
Face-to-face meetings/physical presence activity	106	36%
Pilot Live/Blackboard Collaborate/Adobe Connect/etc.	96	32%
Tegrity	64	22%
Camtasia	30	10%

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Faculty were also asked to comment on additional elements of their online course(s). The list below captures the majority of these elements in alphabetical order.

- Audacity
- Case Studies
- Digital readings
- Field Trips
- GoogleDocs
- IHI Open School
- Interactive video lectures
- iTunesU
- On campus exams
- Nearpod
- Proprietary online homework management system/ lab system
- Skype/conference calls
- Student recorded presentations
- VoiceThread
- Web Links
- Weebly
- YouTube

ACTIVITIES REQUIRING A PHYSICAL PRESENCE

Faculty were asked to describe course components that required a physical presence. A total of 72 faculty responded. Below are the number and type of responses provided. Please note that a single course could have multiple components.

Physical Activity	Frequency
Research/Clinic Residency	25
Face-to-face Meetings (e.g., lecture, discussion, group, etc.)	24
Exams	16
Orientation	12
Presentations	7
Progress Reports	3
Thesis/Dissertation Activity	2

PROCTORED EXAMS AND QUIZZES

The majority of courses (147 [84%]) did not have any form of proctoring.

Exams were proctored in 14 (8%) courses, quizzes in 8 courses (5%), and both were proctored in 6 (3%) courses. Additionally, faculty were asked an open-ended question about the nature of the proctoring: 19 courses required in-person testing, 16 courses relied on question randomization and time limits, and 10 courses used online tools such as respondus lock down browser and Proctorio.

GROUP MEETINGS

A total of 119 courses indicated that they had group projects. Faculty were asked to indicate whether group projects were conducted online, in person, or at the group's discretion. Faculty were able to select more than one response: 59 courses had group work that was conducted at the group's discretion, 57 courses had group work that was conducted online, and 31 courses had group work that was conducted in person.

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UNIVERSITY SUPPORT FOR FACULTY TEACHING DISTANCE EDUCATION COURSES

Faculty were asked about additional infrastructure or support needs for their distance course(s). Several faculty replied in the negative, indicating that they did not require additional support or infrastructure, or praised the support from CTL and its Distance Education team; these responses are not included in this section. Only responses indicating needs for support are included below and duplicates have been omitted. Full responses are presented below the summary table.

Topic/Area	# Comments
Tool Availability/Update	21
Support for Tools	20
Video Related Assistance	17
Assessment/Proctoring Tools	13
Training Needs	12
Best Practices/Faculty	10
Collaboration	10
University Policy/Structure	8
Access to Content/ Templates	5
Teaching/Grading Assistance	4
Hardware Requirements	3
Student Training	1
Thesis/Dissertation Activity	2
Note. Based on 79 comments. Comments could fall into more than one category.	

COMMENTS (PRESENTED ALPHABETICALLY AND UNEDITED)

- 1) On campus YouTube-type service like Kaltura for faculty and students to use /

2) Heirachy so we can add competencies to track for my program / 3) Ability to add templates to reuse in my program in Pilot / 4) Internal electronic portfolio system for students to use to document their meeting competencies for accredidation / 5) Robust accrediting tracking for students meeting competencies

- A better (i.e., faster response time) for storing Camtasia videos. This can be quite lengthy at times.

- A proctored exam site

- A testing center would be most helpful along with established relationships with other testing centers around the nation.

- Ability to make grading rubrics with point ranges. For example, excellent might be 4-5 points, very good 3-4 points, etc. where I could give someone a 4.3 for excellent, but not perfect.

- Ability to obtain statistical analysis for online exams.

- Ability to share video and proper software on classroom computers to be able to use Pilot Live with the students who attend on the Dayton Campus.

- Accurate technlogy updates for discussion boards, case studies and dropboxes including summer version of course

- Additional training on how to make effective instructional videos, other online tools that may be helpful. I would like to see some "best practices" sessions across colleges where we can learn how others have set up their courses, things they do that have worked and things that have not worked. There is much we can learn from each other. I would also like to see a test proctoring office established where our students can come in to take tests at a time that is convenient to them, still maintaining the flexibility of the online course, yet ensures proper due dilligence against cheating.

- An easy way to capture and edit video from lectures. Proctored locations to take quizzes

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or exams

- Animate the case studies!

- Assistance has been very good, however, I would like to see better instructions for setting up the online grade book and discussion boards.

- Better facilities to develop a video

- Better in-class recording facilities, lighting and sound systems.

- Better support for Mac users on Pilot

- Better video recording capabilities

- Could use "YouTube" type service like Kaltura for faculty AND students to use.

- Definitely we need more support for online instructors. There's very little communication about issues occuring (i.e., Respondus issues, other developments, etc.,) or regarding future initiatives being explored (i.e., testing software to assist with test integrity...found out from someone not related to CTL/CaTS that a beta test is being undertaken on an integrity software package). WOuld be nice to communicate that to online instructors.

- Definitely would like some help setting up class- just making time has been an issue. / II would be interested in more leadership and direction as to to how to make the course more dynamic and the apporpriate tools to do so.

- Design elements could be improved in my class, specifically when I try to bring in historical/cultural points. I'm no "tech expert" so I am pretty limited to powerpoint. A larger guidance on designing my recorded lectures would be very helpful.

- Discussion forums are extremely beneficial for online/distance courses. However, Pilot's discussion forum is cumbersome at best and makes it hard to follow the flow of a discussion.

- Extra pay in recognition that creating a course that is 100% ready on-line by the first day of class (since the content must be asynchronous, per CONH) is a LOT of work, much more than the face-to-face classes I teach.

- GAs, graders, testing centers, recording labs, software such as Respondus' CourseSmart

- Grad assistants to help faculty load all materials.

- Greater availability to hardware. Borrowing microphones, Elmos, etc. from CATS/CTL is not convenient, especially for last minute changes or additions to courses. At a minimum I would suggest that each college have several sets of microphones, tablets, etc. that can be used in faculty offices or at home. In a perfect world, WSU would supply each faculty member teaching or developing an online course with their own hardware.

- Have a testing center that can ensure the integrity of online exams, and having relationships with service providers off campus (e.g., Sylvan) who can proctor online exams for students who can't come to WSU.

- Help me create video content. I recently learned on my own how to take already created videos on youtube and add in questions / but if there were a feature for creating videos that would be great. Also if there were a way to put musical examples on an online quiz or exam without their being identified by the students taking the exam

- Help uploading content and quizzes tests

- I am fortunate to have a TA (because of my high teaching load) - but some assistance with the grading is necessary. Also it would be VERY nice if all the functions of these on-line classes work as they should. Often students do not have up-to-date computers with the capability of running some of the functions of the class (the lecture modules and the videos). Students complain that the lectures are glitchy - and my lectures

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were created by the on-line team across the street run by Todd Pavlack with supposedly the best technology - my class was created through the new COLA on-line model that Dean Sobolik has been promoting. The lectures overall are indeed a superior product - however, they do not run as well as I was told they would. Also all my class videos are posted to Course Reserves - created by Dunbar library. If students do not have Firefox and Quicktime (and apparently some computers are too old to download Quicktime) - the videos will not run. There must a way to allow for these functions to run more effectively on more types of computers. Or students need to be told that they need a certain type of computer in order to take an on-line class!

- I felt like I had to learn to use Pilot without help. Thanks goodness I had another instructor that I could go to for help. It would be nice to have received some sort of directions on its use.

- I have become (through trial and error) competent in creating course content, but I would really appreciate drop in times where I could meet with someone to help "clean up the look" of my class. I feel like i would be bothering someone to ask those questions now.

- I have experienced some problems linking library resources to course. One issue is the links to particular articles keep changing from semester to semester. It would be nice reduce the number of clinks it takes to pull up a library article in pilot. Overall a smoother or seamless process for accessing library material. Here I am referring to the online journals.

- I think it should be mandatory that faculty attend a workshop or two on Pilot methods. The discussion area is confusing, the testing can be problematic, and the popular gradebook option is cumbersome.

- I want to record my lectures and discussions.

However, the recordings do not remain beyond the semester. I want to be able to retain recorded lectures, not loose them after the end of the term.

- I would like a more accessible and easy chat feature

- I would like more information on proctoring through Pilot

- I would like to be able to tape my lectures and retain them with blackboard, they only stay for the duration of the course.

- I would like to learn about some other options in addition to PILOT. I also think it would be helpful to have online training modules for some of the more "advanced" aspects of PILOT. Many of the features that I use I had to kind of figure out on my own along the way. Although that is something I don't mind doing, there are still features that I haven't used (more advanced aspects of using groups and linking learning objectives). / Also, I'm never sure, with an online class, if the students can be expected to "attend" an online chat/discussion. If there is no definite class time for the course, can they be expected to be "virtually present" at an online interaction?

- I would like to see ways that can better support online students to give class presentation, and for online students to take time-limited quizzes and exams. The exam format need to be more flexible to include multiple choices, essay, solving math oriented problem by inputting equations as well as drawing figure as necessary.

- Id like to see more tutorials. The ones we have are good but they should all be in one place and faculty input should be requested in their development.

- Ideas for levelling active learning strategies online

- IDOL consultation

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- Improved PILOT LIVE (need improved video conferencing ability)

- Improved quiz security.

- Is there a way to allow faculty to provide time limited final exam? The final exam is not simply multiple choices. It will consist of essay, solving maths problems that require inputting equations, drawing figures etc. Right now, pilot is not able to provide such ability.

- It would be great if breakout groups could be created so that powerpoints could be uploaded - then, as class begins, move students randomly into the groups. Currently, it's an either or - either you create the groups and move them at that time OR create breakout rooms and have to manually move students individually.

- Make sure that all student know how to use on-line material.

- More help to assist with uploading tests and content, etc

- More statistical analysis for test questions / PILOT LIVE needs to be upgraded

- More videos of a few of the basics of Pilot / Continued updating of library use and research videos -- more available documenting of some of what is presented in f2f library visits

- NearPod

- NearPod accounts

- Pick the best video tool, chat tool, testing tools, etc., and provide support university-wide

- Provide an email the week before class on who/department which will be filming the lecture. I've found that the first week is always rough and you never know who to call. The CATS number is in every classroom, but CATS routinely reminds us that they don't film lectures, but they don't have the contact info for distance learning either.

- Real-time broadcast of lectures through the internet, and the ability of students to ask questions during lecture.

- Recording and archiving of online lectures outside of current section.

- Remote proctoring solutions

- Some students rarely observe the lecture videos. University should consider enforcing required viewing of 80-90% of lectures. It is not a big problem for EE-7150 type courses that are taught entirely using powerpoint slides. However, I teach several highly math-oriented classes with online sections where I go over material on the white board. For such courses, it is important for students to watch the videos. Otherwise, it becomes a self-taught mail-order course, and not an online course delivery experience.

- Support with Camtasia recording and editing, currently hosting using Screencast, would like to have a faster solution through the campus but was told it was not possible with the turnaround times that are needed for our program. Please stop taking down Pilot during the weekend before the semester starts as that is when our students are on campus and learning about each course.

- Tablets and 4G connections for faculty, so that students can access them whenever and whereever they need

- Technical assistance when delivering BC webconferences.

- Technical support should be available for every online class. That is, a tech person should be available and on web conference calls to support student technical needs and to help manage the technical aspects of the call. Faculty alone on the call compromises quality by dividing professors attention to technical issues as opposed to teaching academic content. i

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FACULTY SURVEY

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- Testing center on campus and off campus.

- The ability to broadcast in real-time, through the internet, would be nice to have.

- The CTL staff is very good at providing help. / The Pilot online help is not good.

- The distance learning staff does good work, but they are currently overloaded as WSU works to launch so many new courses at once. The most direct result of this is that the eye-catching animation of the lectures which was promised was only partly delivered in the development of my lecture videos. I don't blame them, but the videos are more static in appearance than would be ideal.

- The process for redevelopment of online courses needs to be more clearly defined.

- The process for the redevelopment of early online courses to make them up-to-date with current online practices is needed.

- The stylus to annotate on the desktop computer is extremely coarse-grained. It may support drawing some arrows. But if you want to write something, it usually does not work well.

- There needs to be an overarching office to manage the creation, content, and delivery of WSU online courses. The current staff is doing a great job, but has the potential to be stretched a bit too thin is more professors want to put their courses online.

- This is a theory oriented class. Some online students do not access or watch the lecture videos completely. They miss information or don't learn the subjects because of that. Please consider watching complete videos a requirement for all on-line students.

- Video host and streaming

- We are currently using an instructional design team that will enhance how this course is delivered

- We need proctoring capability - for this as well as other classes in which I want to use online quizzes.

- WebCT provided a simpler and cleaner Discussion experience . . . but in Pilot Discussion is cluttered and complicated in comparison. I am looking to wholesale change the course to avoid Pilot difficulties.

- While I don't know if I would use it or not, a college-level Pilot template could be beneficial.

- Would like to know more about proctoring capabilities in conjuction with Pilot.

- Yes, there is. I have had to create my course on my own though I have had assistance from CTL. I do know that CoLA has worked with CTL to turn some courses into online course with all the 'bells and whistles.' It would be nice if I could add some of those bells and whistles too.

- Yes. I would like access to professional development in how to best design online lessons and how to use the technology. I am at the Lake Campus, and I feel like I don't have sufficient access to help with Pilot, and hardly any teaching development at all.

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UNIVERSITY SUPPORT FOR STUDENTS

Faculty were asked about additional infrastructure or support needs for students in their distance course(s). Several faculty replied in the negative, indicating that students did not require additional support or infrastructure, or praised the support from CTL and STAC; these responses are not included in this section. Only responses indicating needs for support are included below and duplicates have been omitted. Full responses are presented below the summary table.

Topic/Area	# Comments
Orientation to Online Courses	20
Training/Tutorial Needs	13
Technical Support	11
Tool Updates/Improvements	6
Faculty Training/University Policy	6
Tutoring/Testing Services	6

Note. Based on 47 comments. Comments could fall into more than one category.

COMMENTS

- Online orientation about Pilot when they register.
- Absolutely--I can't tell you how many students tell me that they think they learn best in the traditional face-to-face format, yet they spend virtually every waking moment connected in an online world. This disconnect is important and should be explored more fully. / / Online learning requires students to assume more responsibility than in many traditional face-to-face courses, and because it is less familiar to them, they believe that any anxiety they feel means that online courses are not for them. / / Students can learn just as well in an online environment--and this should be encouraged of them! I would love to see Wright State offer more online courses and even online degrees--and offer students a basic intro to taking online courses.
- All students need to have knowledge of the material and the on-line learning that is available. Many times, this type of learning environment seems to mesmerize them and at times frustrate them.
- APA, integrated writing, libarary searches, and turnitin.com tutorials
- Beginning of term assistance to become familiar with Pilot & BC.
- Better access to technical support and more reliable recording equipment.
- Better interface on pilot to access material.
- Have the UT students orient to PILOT so that they know how to get on etc.
- Higher-quality videos should enhance the delivery process.
- I am becoming increasingly militant on this point. I have taught or am teaching a total of 5 sections amounting 450 registered students in these sections. This experience has taught me that many students are not ready to take a fully online course. Please understand that I am not talking about theory or ideology, but actual, on-the-ground experience. When I have time, I will assemble the numbers, but it is clear that the dropout rate is far higher for the online version than my regular sections of the same size. The students do worse on similar writing assignments because I cannot offer them direct guidance. Learning on one's own is not easy for young learners who struggle as it is. Older students are far more capable of doing this. My recommendation would be to strongly discourage first year students

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from taking asynchronous classes, and the university should develop some guidelines, tutorial backup for 1st and 2nd years who do. We must abandon the mantra that online courses are good for everything and everyone, regardless of their preparation.

- I believe that students need to be fully educated BEFORE they take an on-line course. Certainly some students who take an on-line class know what they are signing up for - but I have found that more than a few students sign up for it EXPECTING less lecture (and there actually is - instead of 3 hours of "lecture" per week they would receive in a face-to-face class - they have more like 1-1 1/2 hours per week but some complain even this is too long), less assignments, and generally less work - and they are resentful that they are receiving somewhat equivalent amounts of work (although as I said, in reality it is a less). I have had many students tell me that it should be easier simply because it is on-line. Some of them have significant issues with self-motivation - and simply cannot schedule appropriately to do well in the class - despite my best efforts at designing a class that is as "user-friendly", organized, and transparent as possible. Indeed, I have had some students sign up for my class without much prior knowledge of how to actually work a computer (I have had some older students who said they had very little prior experience with the functions necessary for an on-line class)! / Students need to understand: / 1.) They are receiving as many credits as a face-to-face class - and the work is equivalent. / 2.) They must be able to know how to work a computer - and also be told that they must have access to a certain type of computer to take an on-line class (the class functions will not work with older out-of-date computers). / 3.) They must understand that if something goes wrong with their personal computer that the professor cannot fix those issues. / 4.) They

must be able to schedule and time-manage effectively for an on-line class. / In sum, students need to prepared before taking an on-line class - and need to have some expectations clearly defined before they sign up for an on-line class. /

- I continually hear that WSU is short staffed in providing support. Online education programs require weekend and evening support.

- I have a lot of older students who do not have basic computer skills such as knowing how to upload an attachment. It would be great if help of that sort was more visible.

- I have had several issues with Respondus Lock Down Browser and receiving panic phone calls or emails from students. With the Lock Down Browser I find the Help Desk is no able to resolve or help them during their issues. I normally have to contact Chris Roberts during normal business hours and reset the quiz. This is not all the time, but this past Fall I had several issues with the lock down browser either locking up, not saving answers, or the student was unable to submit the quiz.

- I have taught biostatistics both totally on-line and totally face-to-face. Trying to teach statistics totally on-line is a mistake. The students often feel lost, no matter how available I try to make myself and how much I encourage them to talk to one another using the "Discussion" feature on Pilot or any other methods (email, Facebook, phone, etc). Some classes lend themselves to on-line learning. Statistics does not. By the time the students are ready to do their projects at the end of the program (2-3 years later), they have forgotten EVERYTHING.

- I really think consistency from faculty is needed. We also could be using more

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standardized videos of how to do things.

- I think that the Raj Soin College of Business has a great idea with formating the home page of the online business courses to look the same, so that once students see the format in one class, they will feel like "old pros" by the time they move on to another class as it will look familiar in general format.

- I think that the university offers great support, but I had a difficult time convincing my students to take advantage of that support, even when they were clearly struggling with things like Pilot Live.

- I will be moving to Camtasia and may require a microphone. Other faculty need laptops that can accept writing.

- I would like a better CHAT feature in Pilot.

- I would like to be able to tape my lectures and retain them with blackboard, they only stay for the duration of the course.

- I would like to see some mechanism for proctoring exams/quizzes at offsite locations. Having students come to campus to take exams somewhat defeats the purpose of online/distance education. It is also difficult or impossible for some students who may be far from campus.

- Instructions for the students to get into the online course whether they have one or not.

- Maybe an "introduction to online learning" tutorial...

- More communication from someone else other than the professor regarding the rigors of an online class. Too many students think an online course is going to be "easier" than an in-person course, and fail to understand the level of discipline needed to be successful, and then get irate with instructors because it is "too hard." If this were communicated more en masse, this type of misperception can be corrected.

- Online orientate resources

- Online tutoring services, a testing center, short videos to instruct on the usage of digital resources, better integration of drop dates, more appropriate rules for dropping courses for distance students, better explanations of parking rules for when they occasionally come to campus to visit with faculty, more appropriate explanations of WSU resources available to them such as discounted software, services for students with disabilities, email account, etc.

- Orientation

- Orientation for new graduate students held online to orient them to important things they need to know.

- Orientation to online learning

- Perhaps a guided tutorial to help new students navigate the course management system

- Perhaps address at some point (maybe in UVC 1010?) how online classes require a different degree of self-scheduling that other face-to-face models.

- Proctored locations to take quizzes or exams.

- Small user freindly modules on how to use pilot and Tegrity. Students are new to the distance technology and I have to create step by step videos because the pilot/ tegrity tutorials are either printed and do not look like the online version due to updates, confusing or to technical. / / Students new to the university have requested some sort of technology orientation before the first day of class so they are prepared to use pilot, dropbox and tegrity.

- Some mechanism for feedback of how the online delivery is working or not working for

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them.

- Some students struggled to open the video lectures. It took a while to download or they could not view them at all. Some of the lectures I had to post on Youtube and they could then view them.

- Student success center should have online academic integrity training and other online learning assessment

- Student Success Center support tailored to online students

- Students may need dedicated facility in Pilot system to support their online exam. / / My class is interactive. But I am not sure the questions from students in classroom are picked up by the microphone carried by me.

- Students occasionally have difficulty logging on or downloading, 24/7 support is helpful, especially as quizzes and other assiments are typically due on Sunday evenings.

- Students should have a clear system notification when they register for an online course. Many of my students were not told that the course was online until close to the beginning of semester (when I sent out a "welcome" email). Students also need a bit better way to work in groups as the current Pilot structure makes discussion groups a bit unwieldy.

- Tablets for eligible students to borrow

- Testing/proctoring center

- The students usually contact me first regarding any Pilot or Tegrity issues. I always explain they need to contact CaTS to get a ticket noted. I hear most of the time the Help desk is "helpful" and their issues are resolved. I don't know if their is an online tutorial for anyone starting an online course available. Something general that all faculty

could use would be great with the students!

- Video tutorials for students who are not familiar with Pilot.

- Yes, orientation to the online environment. Also a specific helpline for online students open 24/7,

Student Survey

1. If money is not a factor, do you prefer an e-book or printed textbook?

#	Answer	Bar	Response	%
1	E-Book		60	14%
420	Printed Textbook		360	86%
	Total		420	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.86
Variance	0.12
Standard Deviation	0.35
Total Responses	420

2. Do you know what these different WSU course designations mean?

#	Answer	Yes	Not Sure	No	Total Responses	Mean
1	Web 1	17	80	352	449	2.75
2	Web 2	14	76	349	439	2.75

Statistic	Web 1	Web 2
Min Value	1	1
Max Value	3	2
Mean	2.75	2.76
Variance	0.27	0.25
Standard Deviation	0.52	0.50
Total Responses	449	439

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3. Which of the course designations would you prefer for distance education courses?

#	Answer	Bar	Response	%
1	Web 1, Web 2, etc.		50	13%
2	100% Online, Hybrid, etc.		335	87%
	Total		385	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.87
Variance	0.11
Standard Deviation	0.34
Total Responses	385

4. Have you ever taken an online course (a class with a majority of instruction and activities online) at Wright State?

#	Answer	Bar	Response	%
1	Yes		243	54%
2	No		210	46%
	Total		453	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.46
Variance	0.25
Standard Deviation	0.50
Total Responses	453
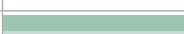
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5. Where do you regularly complete online coursework?

| #	Answer	Bar	Response	%
1	On Campus		36	16%
2	At Home		189	84%
3	Other		1	0%
	Total		385	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.85
Variance	0.14
Standard Deviation	0.37
Total Responses	226

6. How satisfied were you with the quality of the course?

#	Answer	Bar	Response	%
1	Very Dissatisfied		13	6%
2	Dissatisfied		20	9%
3	Neutral		58	26%
4	Satisfied		89	40%
5	Very Satisfied		44	20%
	Total		224	

Statistic	Value
Min Value	1
Max Value	5
Mean	3.58
Variance	1.17
Standard Deviation	1.08
Total Responses	224

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7. Are you aware that some online courses require you to log in and participate in lectures at designated times only?

#	Answer	Bar	Response	%
1	Yes		153	66%
2	No		72	32%
	Total		225	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.32
Variance	0.22
Standard Deviation	0.47
Total Responses	225

8. When registering for online classes, do you know the difference between web 1, web 2, and hybrid?

#	Answer	Bar	Response	%
1	Yes		1	1%
2	No		186	82%
3	Somewhat		39	17%
	Total		226	

Statistic	Value
Min Value	1
Max Value	3
Mean	2.17
Variance	0.15
Standard Deviation	0.39
Total Responses	226

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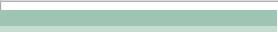
9. How satisfied are you with the user-friendliness of online learning tools used in past courses?

#	Answer	Bar	Response	%
1	Very Dissatisfied		5	2%
2	Dissatisfied		10	4%
3	Somewhat Dissatisfied		20	9%
4	Neutral		41	18%
5	Somewhat Satisfied		48	21%
6	Satisfied		83	37%
7	Very Satisfied		18	8%
	Total		225	

Statistic	Value
Min Value	1
Max Value	7
Mean	4.95
Variance	1.99
Standard Deviation	1.41
Total Responses	225
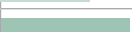
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10. What time of day do you typically complete online coursework (choose all that apply)?

#	Answer	Bar	Response	%
1	Morning		46	20%
2	Afternoon		83	37%
3	Evening		150	66%
4	Night		118	52%
5	Weekends		133	59%

Statistic	Value
Min Value	1
Max Value	5
Total	226
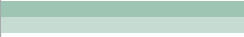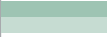
11. Have online classes made it easier to complete your degree?

#	Answer	Bar	Response	%
1	Yes		133	59%
2	No		35	16%
3	Somewhat		57	25%
	Total		225	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.66
Variance	0.73
Standard Deviation	0.86
Total Responses	225

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12. What online course activities have had the most impact on your learning (choose all that apply)?

#	Answer	Bar	Response	%
1	Discussion Board		94	43%
2	Recorded Lectures		119	55%
3	Live Lectures		36	17%
4	Email		85	39%
5	Quizzes		120	55%
6	Online Office Hours		12	6%
7	Phone		7	3%
8	Other		26	12%

Statistic	Value
Min Value	1
Max Value	8
Total	217
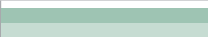
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13. Who do you first contact for technical issues with online coursework?

#	Answer	Bar	Response	%
1	Professor		152	67%
2	Textbook Publisher		2	1%
3	CaTS		55	24%
4	Other		18	8%
	Total		227	

Statistic	Value
Min Value	1
Max Value	4
Mean	1.73
Variance	1.16
Standard Deviation	1.08
Total Responses	227

14. Are you aware that some online courses require you to log in and participate in lectures at designated times only?

#	Answer	Bar	Response	%
1	Yes		112	55%
2	No		90	45%
	Total		202	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.45
Variance	0.25
Standard Deviation	0.50
Total Responses	202

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15. Who do you first contact for technical issues with online coursework?

#	Answer	Bar	Response	%
1	Professor		118	60%
2	Textbook Publisher		1	1%
3	CaTS		60	30%
4	Other		18	9%
	Total		197	

Statistic	Value
Min Value	1
Max Value	4
Mean	1.89
Variance	1.26
Standard Deviation	1.12
Total Responses	197

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16. What are some of the reasons you have not taken any online courses at Wright State?

- Too easy
- While I plan on possibly taking future online classes in the summer, I feel it takes away from the traditional learning experience.
- I prefer to learn from physically being in class rather than being on the computer. I find that the computer can often cause me to be distracted and I will not learn as well.
- not available for my major/school
- Haven't been interested in any courses that are online.
- No classes for program offered online.
- All my classes have fit into my schedule on campus
- I've not had cources offered yet online that I want to take and I like the in class experience.
- I am not aware of this course , so I have not taken
- Usually not available in my major.
- Most of the classes I needed for undergraduate and graduate school were not offered online. I am taking two online courses this summer though.
- I'm a medical student. My courses are determined for me.
- Upon survey from the seniors I learnt that taking online classes is a risk factor at wright state university.So I didn't try to take it.
- No need to
- Not available in my program, do not want to have to still meet at designated times (would rather work at my own pace)
- I am currently taking CS2210 online. I also have access to the video lectures from CEG4400 which come in handy if I miss a class. I enjoy the flexibility these classes offer because I work and go to school full time

- Not offered. I really hope they would offer some courses online. That would save me two hours in commute time.
- No graduate courses
- Not offered for classes I need
- I prefer in class instruction. It serves as better motivation to learn material and I like how if there are any questions they are immediately answered. I also feel that it is harder to convey a concept through typing and writing than speaking so it is easier to ask a question and receive an answer where you can know immediately if they understood what you were asking.
- I have not seen online courses offered for the classes I want to take
- I just haven't had to yet.
- I prefer in class format better than online format.
- none offered for courses I need.
- I honestly didn't know it was a thing. I'm glad it is! Taking some online class over the summer sounds like a wonderful idea. It's kinda odd, that I receive a lot of unnecessary information from Wright State, I didn't even know there was online classes. You guys need to fix that. As far as textbooks go, I would prefer both. It's nice and convenient to have access to your textbook wherever you are, without having to carry a heavy book. However, studying or doing problems is much more enjoyable using the printed textbook. I would buy textbooks from WSU if they weren't insanely priced, but I'll save that for another survey... But yeah, I think it would be a great idea if WSU expanded online classes.
- New Student
- Not interested
- Courses for my major are often not available as an online course.
- I do not like how they are structured.

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- My program does not require any online classes.

- I do not have internet at home.

- Because I would forget the assignments and probably forget I'm even taking the class

- None of the courses were offered online

- I have not noticed any offered in MS of Human Factors Engineering. I have taken some distance classes and enjoy the freedom they allow me to take classes that would otherwise not fit into my schedule.

- This is my first semester. I wanted to have the full experience.

- not available in physics and math that I am aware of.

- Have not been available

- I haven't had to

- WSU doesn't offer enough online classes, especially in the college of business.

- To the best of my knowledge there aren't any offered for my major

- The online courses aren't ones I need and I prefer to be in the classroom in person where I can see & interact with the professor. I learn best when I can ask questions. I had a class that was in person 1 day a week and "virtual" 1 day a week. The professor did a good job using the "chat" feature on pilot live so that we could ask questions when we weren't there in person so it was okay... as long as the technology worked. A couple of times the video feed died and we had to call the professor & tell him. He couldn't fix it so he posted the recording of the lecture and a copy of his notes.

- None of the classes I need to take are available online.

- None available for my chosen avocation (engineering).

- I am new to university

- I prefer in class learning

- I prefer going to class in person.

- I prefer to interact with professors. I feel that it helps with the learning process

- I know nothing about them.

- Prefer being in classroom. Also, not ready to take one yet, but I have taken online classes in the past at Sinclair Community College.

- Not sure how much of my time it will take up when I already have 15 credit hours of regular classes

- I have awful luck with technology.

- My professors are inclined to fault the company's software for a few hours before trying to fix the situation themselves or for help.

- I don't feel as it is a full use of my money.

- I am a spring intake.

- I'm shit at self-motivation.

- Course I need are not offered online

- I like to be taught in class rather than online because I feel like I learn better that way. I have always had classes in school so I do not feel like changing now. Also, I do not know

- how online classes are formatted and I would worry about not being able to access the class work if my internet is down.

- I am a graduate student and most of our classes are in person. I have taken online courses at Sinclair Community College and the University of Cincinnati. Sinclair's Angel system worked well overall and instructors in the classes I took were active in online discussions. At the University of Cincinnati, Blackboard created various issues for both professors and students, and most of the classes were fairly hands-off and essentially started by the professor then just let Blackboard take care of grading.

- Has not been offered to me yet, however, I plan to take one this summer.

- The times have not worked out for me

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- I feel I learn better in an interactive environment.

- I prefer a classroom setting.

- None of the classes that I need are offered online, and I am also afraid if I took online courses that I wouldn't do any of my work.

- This is my first semester. I haven't needed too yet. I looked into it for the summer but I needed advisor approval and that's just too much extra work to get registered for a class.

- There are a few online courses in our department. So i preferred going class. I would suggest online courses would also help students to be more flexible.

- Not required

- my course was not offered

- I am nervous the class will be really challenging not getting direction from a professor in a classroom.

- I have not had the opportunity presented to me. All of my classes thus far have been strictly offered in the classroom.

- I prefer classes in person because I think it gives more opportunity to learn from both the professor and from peers asking questions. Often peer-to-peer learning is a helpful tool in learning and you miss this frequently from online classes

- I do not learn well this way

- Graduate coursework does not require it.

- I didn't pay much attention to the online courses because I can attend the classes directly and in that way I can personally meet the professor to get the answers to the questions which I get in the class

- None of the class I have taken are offered online

- I'm completely beside myself that you feel a need to ask this question. Engaging people over a distance is always, always inferior to engaging them in person. The state and I are paying a lot of money for me to have faculty, and I expect to have actual contact with them. This isn't YouTube, folks. Moreover, I've seen in-person courses ruined, and by that I mean RUINED, by the mere presence of distant learners who bog the class down with broken technology and an instructor who simply cannot tell what pace to proceed at, as so many learners cannot be heard from. Moreover, to present an online course well is far more work, not less, than presenting in person. Need proof? Look up Yaser S. Abu-Mostafa's Learning from Data telecourse, which uses roughly 3,000 progressive slides to deliver his material. Leave distance learning to the giants, considering that the actual distance to the pupils once they are out of the room doesn't matter. The State of Ohio simply doesn't have enough money to make Wright State remotely good at distance learning. That's not our purpose or charter, and we need to stick to what we can do, and do that very well.

- There aren't enough offered, I also like to take my major courses in a class with a professor present to obtain a better understanding of the material

- classes I need to take are not offered online

- Internet connection is not good enough where I live

- That I learn better with the interaction of other people and know I'd put online course work off until the last minute.

- We have very less interaction with professor

- Haven't gotten the chance and I like being in the actual class better than being distracted at my computer.

- i do not trust my computer

- I have taken a hybrid course but most of my classes are not offered as an online course.

- I would rather have an in class setting where

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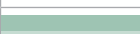
I can personally see the professor and ask my questions face to face

- None of the classes I need are offered online. IF they were, I would absolutely take them.

- Not offered.

- Not needed

- There are not very many lower level classes online and I learn better when I'm in a physical classroom.

- I prefer to be in a classroom, too many distractions for me when I take online classes.

- because none of the classes were avaliable

- They don't offer it for the classes I need for my dilploma

- No need. I learn better at school too.

- i would rather go to campus and be there in person for my classes as i learn more from visual and hands on activities

- For my major, they don't have any online courses. But I'd like having some.

- Don't have most of my classes offered online

- I learn more in person and traditional classrooms. While I've performed well in online classes at other institutions, I did not put as much effort into learning the material and thus

- felt like I wasted the opportunity.

- Online versions of the engineering classes I need are not available. Plus, I'm on Scholarship for full-time undergraduate education, so no need to miss out on the interaction offered by traditional classes.

- Fill up fast

- There are not enough available for higher level courses.

- All filled before I could register, not enough online classes available.

Statistic	Value
Total Responses	145

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17. What is your year in school?

#	Answer	Bar	Response	%
1	Freshman		52	12%
2	Sophomore		52	12%
3	Junior		60	14%
4	Senior		94	23%
5	Graduate		159	38%
	Total		417	

Statistic	Value
Min Value	1
Max Value	5
Mean	3.61
Variance	2.00
Standard Deviation	1.41
Total Responses	417

18. What is your Age?

- 23
- 23
- 20
- 19
- 19
- 21
- 19
- 25
- 44
- 19
- 23
- 21
- 36
- 34
- 24
- 27
- 19
- 28
- 28
- 24
- 39
- 42
- 18
- 23
- 23
- 19

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- 21
- 24
- 58
- 23
- 46
- 23
- 44
- 23
- 19
- 21
- 24
- 58
- 23
- 46
- 23
- 44
- 23
- 19
- 22
- 21
- 51
- 26
- 22
- 19
- 23
- 25
- 20
- Prefer not to answer
- 20
- 22
- 20
- 23
- 20
- 21
- 27

- 24
- 41
- 29+
- 36
- 40
- 19
- 30
- 23
- 31
- 20
- 23
- 22
- 21
- 20
- 18
- 41
- 39
- 22
- 20
- 20
- 19
- 22
- 29
- 24
- 22
- 21
- 19
- 27
- 27
- 18
- 44
- 21
- 19
- 35

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- 20
- 21
- 24
- 20
- 22
- 23
- 23
- 19
- 29
- 21
- 27
- 23
- 20
- 25

Statistic	Value
Total Responses	411

19. What is your major?

- Marketing
- liberal studies
- Biomedical Engineering
- Biological Scineces
- Computer Engineering
- Computer Science
- Computer Science
- medicine
- Computer Engineering
- Computer Science
- Rehabilitation Counseling- Chemical Dependency
- Psychology

- Education
- counseling
- Medicine
- Sports Science
- I/O Psychology and Human Factors
- Business
- Accountancy/Financial Management
- Master's of Science in Leadership Development
- Social Work
- Computer science
- EE
- Industrial and Human Factors Engineering
- Middle childhood education
- Accounting
- Motion Picture Production
- Principal Licensure
- Computer science
- Mba
- Masters in Accountancy
- MBA
- Educational Leadership
- Nuraing
- N/A
- Financial Services
- Cyber Security
- International Business
- ME
- Nursing
- Microbiology and immunology
- BSME and BSCE
- Psychology
- Prefer not to answer
- Theatre Design/Technology

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- cs
- Marketing
- Psychology
- dance
- Mechanical Engineering
- INtegrated language arts
- computer science
- Text Response
- Psychiatric Mental Health Nurse Practitioner
- MBA
- Master in Public Health
- MBA
- History education
- I/O Psych PhD
- Business Economics
- Doctorate of medicine
- Mechanical Engineering
- Acc/Fin
- Biomedical Engineering
- Languages
- Biological sciences
- Computer science
- Electrical Engineering
- Nursing
- History
- Business Management
- Mechanical egr
- Middle childhood education
- EE
- Social and Applied Economics
- biomedical engineering
- IHE
- English
- Sociology

- History
- Education Technology
- CS
- Cyber Security
- MIS
- Biomedical Engineering- Traditional
- Education
- Marketing
- Accounting
- Mechanical Engineering
- Finance and Accounting
- English
- Occupational leadership
- Mechanical
- Clinical Laboratory Science
- MEIE
- PT
- Leadership
- Accounting
- Accounting
- Electrical Engineering
- Accountancy & Finance

Statistic	Value
Total Responses	404

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20. How many hours a week do you work at a job?

- 28
- 28
- 28
- 15
- 25
- 28
- 20
- 0
- 0
- 4
- 30
- 20
- 55
- 20
- 20+
- 0
- 16
- 24
- 40
- 60
- 20
- 0
- 0
- 0
- 10-15
- 10-40
- 20
- 0
- 50
- 40
- 45
- 28

- 12
- 0
- 37
- 30
- 26
- 0
- 0
- 15
- 35
- 30
- Prefer not to answer
- 40
- 0
- 23
- 10
- 14.5
- 30
- 45
- 40
- 30
- 40
- 20
- 40
- 0
- 20
- 0
- 10-15
- 0
- 20
- 0
- 18
- 6
- 40
- 40

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- 10
- 12.5
- None
- 30
- 20
- 20
- 30
- 0
- 40
- 15
- 50
- 40
- 0
- 40
- 20
- 20
- 40
- 25
- 0
- 30
- 20
- Na
- 20
- 0
- 0
- 40
- 38
- 20
- 20
- 12
- 25-30
- 0
- 110
- 10

Statistic	Value
Total Responses	396

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21. Are there any additional comments about online coursework, distance education, or other related areas that you would like to provide?

- I dislike the variation in professors who utilize online learning and those who do not.

- While overall I am satisfied with distance learning at WSU, I have found that many courses are described as having meeting times via Blackboard Collaborate. However, once the course starts, this is not the case.

- ALL classes need to be available to take online... EVERY.SINGLE.ONE.

- Online Math Classes are miserable.

- Overall, I have enjoyed my online courses. However, I think that Tegrity is a mess; it simply does not work sometimes and can be very frustrating. Also, some professors do not update their lectures.

- I took a few online courses in undergrad for the flexibility of being able to complete the work on my own schedule. If I was only able to access lectures at certain times, I may not have taken the course online. In one case I also chose an online course because I was highly uninterested in the content and knew I would not be able to focus on it in a classroom setting, but I did very well in the online format.

- The core business major courses need to be made more available as online courses every semester.

- Please have online options for degrees like Online Masters in Engineering Managment

- My only problem with online courses is that almost all of the ones I've taken have required some sort of travel/group meeting/other offline component at some point during the semester. The reason I take online courses is so that I can get ahead of the game when it comes to gen ed requirements and take a heavier courseload than I could handle if I had to physically be somewhere during the week. Overall, it's been pretty flexible, but if I'm at a point in the semester where I can only do schoolwork after getting home from work at 1:00 in the morning any museum visits and such are a little challenging.

- can I provide a feedback about my on campus classes here..??

- It would great if WSU had more options for online ed, especially for Gen Eds.

- Udacity.com provides a very cool online experience for education

- SOME online classes were excellent: MBA 5300 and the other MBA foundation classes are well done. MBA 5800 (stats) highly encourages a weekly session, but also has it recorded. It previews the weekly quiz and that is very relevant. Tegrity lectures for MBA 5300 were wonderful and very useful to return to in MBA 7300. My worst experience with online learning was MBA 7200 Economics. While I did wonderfully on the Foundation, the online class consisted of a text and a test. I spent a lot of time on Khan Academy videos. I need multimodal learning for online. I would REALLY love to get lectures I can listen to on my COMMUTE, too. 30 minute snippets would be awesome!

- It is a great tool and should be used more often by instructors.

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Its only a matter of time before most classes are hybrid.

- Hiring some professors whose native tongue is English. The cultural differences as well as the language barrier causes extreme difficulties for grad and non traditional students. As well, they are not very inviting when it comes to assistance or clarity.

- none.

- The online classes at Wright State are too few and too infrequent. This is glaringly obvious when compared to Sinclair Community College which has a wide variety of online classes available in almost every field every semester. For electrical engineering the classes are essentially nonexistent. This is somewhat understandable, however even the core classes have few online options as compared to Sinclair. Reading teacher reviews at ratemyprofessors also suggests the online classes are poorly implemented.

- I think that it is extremely important that students, professors and all involved in education feel comfortable using technology. I think that it is a great help to students when a class is offered online as well as a hybrid course. Please continue to offer these courses and provide your professors with the opportunities to receive professional development on how to teach online classes and making online classes interactive thus successful for all!

- Def get more online classes and spread the word about online classes! I get "cats" emails weekly, I wouldn't mind receiving one email telling me I have the option to take online classes!

- I took an online class while in high school while in PSEO and was really busy with senior year stuff and always forgot about deadlines. Deadlines are really hard with an online class because you don't go to a class where you are reminded to turn stuff in, even if just by your classmates or going to class remind you oh hey I have stuff to do or study.

- There needs to be more online classes offered. I have taken every class I could online.

- I currently live in Columbus. Distance learning and online classes were the easiest for me this semester because otherwise it would takes me 3 hours for a round trip. As much as the online class has been convenient, I've had a terrible experience. In addition to being enrolled in an online course, I'm also taking a distant learning class. After signing up, and waiting for the syllabus, I found out the class was group projects only. I feel penalized in this class because it is hard for me to participate. I shouldn't be required to come in and give presentations or meet with a group. In my opinion, that should be a benefit of distant learning. Doesn't seem to be that way. Luckily, this is my last semester and I just have to put up with the nonsense for a few more weeks and I'll be done!

- I have only taken one online course, HST 1200, and like it very much because it is a gen. Ed. For me. I would not like to take core classes online at all, but for Gen Ed's online

- courses are great

- Nahhh

- None

- Tests and quizzes at the beginning are not a true representation of what is

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learned during the course

- I enjoy taking distance education classes whenever possible. I am saddened to hear that WSU might / is restricting students from taking distance education classes only when they documented reasons for taking them. I really like that distance education classes allow me to view/review the classes at my own pace. This allows me to use my time more efficiently in which I can repeat sections where I am having difficulty hearing or understanding the material, and I can speed up where I already understand what the teacher is reiterating.

- working full time, school full time, and volunteering and church 3 times a week make trying to regularly attend class difficult. Having the flexibility of online classes really helps ease the burden of fitting education into a busy schedule. I wish there were more classes available online

- I take a lot of online courses from edX, Coursera, and Stanford. Your study should be seeking out people who have experience with outside online learning and gather what they see as good/bad about online education.

- Better communication between professors and students about when materials will be uploaded

- There needs to be more class offered online, or they shouldn't promise can do degree totally online. There seems be other schools ahead of WSU on the online classes, why is that?

- In my experience, online courses assign busy work that does not contribute to learning the material. Because of the online nature of the class instructors

feel the need to compensate in some way.

- Online coursework: NOT a fan. If I have to do it by hand, I will take my time and write out my answers neatly because I know an actual person will see what I have done. If I have to click bubbles and fill in the blanks online, I scribble down scratch work and throw it away. My motivation to do the work well and neatly plummets because no one will see my work, just the final score. It's silly, perhaps, but it's true. We had online homework for general chemistry. That's when I noticed this.

- I wish there were more online courses available. Each semester, especially for psychology, it's the same classes offered online. I liked online a lot more than actually going to class because it fits better for my busy schedule, is more convenient, and I feel less stress and pressure since I can work throughout the day on assignments. I like the freedom it gives me to work at my own pace, and I especially like when everything is available from the beginning of the semester so I can finish quickly with the class and be ahead.

- No.

- No.

- Provide a search tool to search the specific course.

- Nope

- What's distance education?

- I would not be where I am in my degree without distance education- it's such a relief for students who are highly self-motivated, learn well on their own, and often cannot make it onto campus because of work, chronic illness,

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disability, etc. and I highly suggest growing WSU's distance education even further to include more courses!

- Pilot > Course Studio... Professors need trained to use either of them anyway and I'm tired of finding out I signed up for a class that does not clearly portray the description in the synopsis given when registering.

- Online course work containing group work is a pain in the ass..

- Online coursework is good if there is consistent feedback and it isn't all left up to computerized grading. Discussion pages are good only if it doesn't come off as busy work but actually stimulates conversations which then can be factored into the grade.

- There is really no reason that most WSU courses cannot be online. Every other college is doing it.

- I have multiple disabilities that make coming to the campus and getting to class safely (especially in bad weather) difficult. I also have a hearing impairment. there a very few class offered on-line. Currently, all the classes I need to complete my degree are offered only in the traditional manner, which is very difficult. I don't think I would have been as successful in statistics (A-96average) if it had not been online with close caption. More on-line courses need to be offered. I do not believe that WSU is very accommodating to the needs non-traditional students.

- I wish online classes had more interaction. Due to the hours I work I can't always make it to class on campus.

- More online classes would be very beneficial for me.

- I wish there were more online courses offered.

- The quality of the recorded should be better.

- Yes, I have had one class which was unsatisfactory to me; this was due to inattention given to the class by an adjunct faculty instructor. She rarely logged in to check our posts and was un-attentive to our email requests for assistance. This is not a technical problem, but does make online learning less satisfactory.

- I would really like to have more lessons and experiences that come directly from the professor. The courses I have taken usually involve the following: read the text book, complete a quiz, post a discussion topic, respond to at least 2 other posts, write a paper to turn in and repeat, week after week. I really like to have either recorded/live lectures, videos or other online content that draws from the experiences of the professor.

- Course work is good but the people like TA's are not giving marks for the student work which makes students loose his confidence. international students are serving thousands of dollars as fee and now if they dont get enough marks due to some fellow TA's. Try to improve the quality of study along with the good TA's. Thank you.

- I'm taking 19 credit hours of classes for six classes. One class is online.

- WSU needs more online and evening classes, especially in the gen eds.

- no

- I believe I did. Thank you for asking.

- I like online courses when they have flexible schedules - that's the whole

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point of taking a class online! If I wanted a more structured class, I would take it in person.

- I do wish that the professors would reach out to the student before the class goes live. I have only had one professor do that so far and it was nice to get an email explaining the course and what it will include. It made it more personal.

- Yes, I found some of them needed online lectures and more support. I felt that the statistics course was not very user friendly and more time consuming/busy work that actual instruction. For this course, I felt very little support for a difficult subject. Especially when the instructors tasks were different than the online tasks. While it may be a "Weed out" course, it needs to be more student friendly and not simply hours of problems that are not explained well in any coursework. Another course, had lectures but not reference to the online lectures in the phone in sessions. More instructor interaction online would have been helpful.

- The capstone program is a terrible experience. At no point in my WSU have I been asked to do a thesis until my Capstone. The amount of work is ridiculous and not helpful in my career. It is not worth the money that I paid for the class.

- If I am paying full price for my education, I want a real person. I don't want to teach myself. I am paying thousands of dollars for someone to TEACH, not for someone to upload some videos and tell me when to read what chapters. I can read a text book and get the basic info for FREE. Rarely do people really put thought into online discussions

for classes and how can you really test people on information that YOU did not provide while they're home... suddenly everything is open book. Obtaining a college education should be challenging because of the material being taught not because you can't figure out why tegrity wont upload a video.

- 15 hour per week of clinicals

- It is the future of education. Lets embrace it.

- Most distance classes still require too much juggling with schedules in order to make it to campus to take tests and give presentations. With today's technology, there should be a method to take tests and give presentations online even with disparate schedules.

- Some of the online features, such as subscribing to a discussion board thread, are listed but do not work. CaTS has not been helpful in advanced questions about technology,

- but seem knowledgable about simple connection issues. Some of the courses seem to be run like a traditional course instead of an online course. (I have taken distance learning programs from other univerisites as well.) Many of the course specifics are unclear, and the documentation is more complicated that necessary.

- Would love to have these for at least some of the ECE classes

- When I did the online classwork I was a Chemistry major that worked 20+ hours a week. The flexibility of online courses that were a do at your own pace were great for my core curriculum electives because it allowed me to flex the gen ed around the demands of my classes required for my major rather

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than when the professor desired it to be done. It helped relieve stress as it was a class that I was able to push out of my mind during times when I was preparing for major exams.

- The course should be recorded so that students can review each class at any time. And student should be able to communicate with professor during the class. It would be fantastic if there are one or two online courses every semester for every major.

- Of the online courses I've taken (IHE-6400, MBA-5100, IHE-6010, IHE-6410, IHE-6420, MBA-7600) , the ones that were designed to be online (MBA-5100, MBA-7600) were at least double the the quality learning experience from those traditionally taught courses where the lectures are recorded and posted online for distance students (IHE-6400, IHE-6010, IHE-6410, IHE-6420). Professors who teach these courses are often unable to effectively set expectations of online versus in-class students without seeming as though they're making it easier or harder on one party or the other. Also, there is a significant difference in the quality of the online learning environment for a course that is designed to be taken online from a traditional course offered as distance. Whereas one employs specific tools to make distance learning intuitive and easy, the other employs a hodgepodge of tools (CECS Distance Ed Videos that occasionally fail to load, Pilot, Email).

- Tegrity only works on certain browsers

- After using pilot for four years, I have a better grasp on it and know how to use it; however, when I took my first online class at WSU (2011-2012), I didn't know how to use pilot and it made

learning the material and completing the work difficult. Maybe provide a non-credit course that students can take to tutorial Pilot? Similar to the course Sinclair Community College provides students to learn how to use their online ANGEL system.

- The most difficult issue that I have experienced with on-line courses is the software utilized to attend live lectures. There is often log-in or sound issues.

- I really wish there were more higher level online classes.

- All of my graduate courses are online because of the demands of my job and family. I would like to participate in face-to-face activities so that I would feel that I am not all alone.

- I have been in the program nearly a year and do not know anyone well.

- Nope

- Not at this time.

- I did some of my graduate school pre-req course work on-line with another institution while working full time. I am lucky enough to have been able to leave the work force for now to concentrate full time on going to school for my graduate degree. I feel like in person, on the ground instruction works best FOR ME, for accounting classes. I would not dare, however, to say that I do not feel that on line instruction is not a good thing or not an effective tool at all (for others, for other types of classes). It may be because of my age, type of courses, etc. I just know that I feel like I am learning more now that I am a full time student in the classroom.

- Many of the distance rooms have a lot of technical problems and need updated equipment.

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- Difficult knowing who to contact for program guidance questions/concerns

- I have found my online courses to be a waste of time, and only took courses online if there was not an option to take it in person. The instructors do not invest any time in the classes, and make no effort to ensure you learn and retain the material. I have received "A"s in my online coursework but do not feel that they taught me anything.

- I wish there were more classes being offered online. Its very helpful for people who work or those who have children but cannot afford much daycare. It would allow those parents to stay home with their children and still be able to get an education.

- N/A

- Online courses are making it possible to attend and complete classes I would not have been able to in the past.

- Students need options and flexibility in scheduling. If WSU offered online classes it may raise the graduation rate of 40%

- I wish more classes were offered online

- Love 100% online. Listening to lectures either as PowerPoint or watching the lecture does not help me at all. Prefer all class content be available from the start, not as soon as you complete task A, you can see task B, then complete task B, you can see task C, etc. This type of format is extremely not helpful for staying on task and completing everything at home with a toddler. Would like a search engine in main PILOT to make accessing specific things easier instead of needing to click through different files first.

- For my experience, my online course

doesn`t satisfied me. The professor and all the students in that course had discussed about this and all of us agreed that online lecture can`t provide enough information for that course. Sometimes face to face talk with professors are needed for the course. But some how online courses do save a lot of times.

- For students taking the computer science online lecture sections, I wish there was an option to attend the lab sections in person. I did not schedule the in-person lectures due to schedule conflicts but could have (and wanted to) attend the in-person lab sections but I was not permitted even though there were vacancies.

- no

- I think that the course schedule should be more clear as to whether there is a designated meeting time for online classes.

- N/A

- Grading system should be changed. Like A, A+, B, B+,C,C+....

- I started my education at Sinclair Community College, and took few online classes there; I really LOVED their online classes. I was surprised by their quality and content. In all classes, we had to log in 2 or 3 times per week, we had to interact with students and the teacher. The level of participation was really high. Those classes had a high level of professionalism. And at Sinclair, they have wide variety of different online courses available. When I came to WSU, I expected to find the same kind of online classes. I was very disappointed. First, I was able to find only one online class that fit in my program. I took it but besides

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sending the syllabus to us, the teacher did not interact with any of us for the full semester. We did not have group discussion, we did not have to log in every week, nothing! This was really poor teaching. The only thing I did was 3 online quizzes and wrote one paper.

- would like more recorded lectures would like more guided powerpoints/ teacher notes to accompany assigned text would like designated sign-in time to speak with the prof

- Discussion boards are extremely time consuming, busy work to get class credit but from my experience have not proven to be quality conversations and positive learning assignments. You have to rely on peers to post in order to provide comments, and the comments received back tend to be trivial so therefore not quality interactions. The amount of posts and replies required in the courses I have taken seem to be overwhelming and unrealistic.

- Yes, why do we have spring break when our professors give us a crap load of work to do over spring break. Kind of defeats the purpose.

- I prefer completely online courses. I took a biology course online at a different school and the labs were adapted so they could be done using household products at home, such as extracting DNA from strawberries.

- Having the flexibility to watch a recorded online class session rather than a live session is critical for busy professionals/parents to complete online courses. I have young children that demand my attention as soon as I get home from work which prevents me from being able to attend most live sessions. I usually do my coursework

after they go to bed which is often at 930pm. It gives me a little time to focus on the recorded session/quizzes, etc. without interruption.

- I commute from Cincinnati and online lectures would be great during inclement weather. Last semester I was in a car accident.

- Online classwork makes completing your degree much easier. While college is my primary 'job', I still do have to complete other responsibilities, such as a job and field study experience that also takes up a lot of time. A majority of online classes are flexible and allow you a week or so to complete the required amount of coursework, which is greatwhen trying to work around jobs, field experience and the other classes that one must take on campus. I highly suggest more online classes to reach the broad view of students that attend WSU.

Statistic	Value
Total Responses	135

Prior Institutional DL Reports

Distance Learning at Wright State University 2001-2006

I. Introduction

The recognition that student learning in the 21st century will increasingly occur outside the four walls and the limited time frame of the traditional classroom is driving universities to expand the scope of instruction provided through distance learning methodologies. Wright State University's use of distance learning as a method of providing instruction continues to grow as faculty continue to integrate instructional technologies into their teaching. Rather than create a separate unit to direct and manage distance learning classes, Wright State has sought to integrate distance learning into the existing academic units while creating centralized support capabilities within the Center for Teaching and Learning, the University Libraries, and Computing and Telecommunications Services.

Distance learning is not a fad. By the end of the time period envisioned in this plan virtually every course offered by Wright State University will utilize some form of distance learning methodology. This does **not** mean that Wright State will become a virtual university. Rather, it means that technology, especially the Internet, will continue to change the way students experience Wright State University. For some students this will mean that they will find increased use of online instruction in their onsite classes. For others, it will mean that their classes will use a mixture of onsite and virtual instruction. Still others will earn Wright State University degrees without ever attending an onsite class.

Distance learning will also expand opportunities for current Wright State University students who face a variety of barriers that prevent them from attending all onsite classes. Currently, conflicts between class and work or family schedules can prevent a student from attending classes. This is an especially acute problem for students in upper division courses required for their major or graduate courses, courses that are offered on a limited basis. A student's timely progress toward completion of his or her degree requirements can thus be stymied by the inability to schedule specific courses because of conflicts with work or family schedules, and/or conflicts with other required courses.

In addition to meeting the needs of currently enrolled students, distance learning classes can encourage new populations of students to enroll in college courses. By providing Ohio residents an anytime, anywhere flexibility, online courses can ease the transition into college for many new students. With only 17% of Ohio residents currently possessing a bachelor's degree, the potential market for attracting new students to Wright State University is great.

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The potential market of new students, however, should not lead to the conclusion that distance education will automatically generate large amounts of additional resources for Wright State University. In a study of the experiences of six universities with distance education, the Alfred P. Sloan Foundation concludes that even when the cost of developing a distance learning course is kept to a relatively modest $5,000 to $15,000, distance education programs do not generate profits for a university.

In spite of these concerns, Wright State University's investment in technology must continue to grow. The options available and the expense of technology dictate the need for a clear vision of how the university should use instructional technology to enhance student learning. The limited life-span of technology also means that the university needs to adopt a sustainable level of technology.

To date, Wright State University has made a considerable investment in technology and distance education, in response to the recommendations of various university committees on distance learning, college technology plans, and our experience to date with distance education. While some financial investment in technology—the faculty computer initiative, expansion of the number of student computer labs, the building of electronic and video-based classrooms—is visible, a sizable amount of the university's investment has built an infrastructure that is visible only when it fails. Moreover, in addition to new money, the university has reallocated significant existing resources towards the support of technology. Wright State University is therefore in the position of building a distance learning plan on an existing solid foundation of technology.

II. Definitions

For purposes of this plan, *Distance Learning* is defined as:

> **Using information technologies to provide learning opportunities beyond the bounds of the traditional classroom. Typically, instructor and students are physically separated during all or most of the course.**

Included in this definition is a recognition that the distinction between onsite classes and distance learning classes will become less meaningful as faculty use various forms of technology to support student learning beyond the traditional four walls of the classroom or the 50-minute class period. Even now, there are commonly three different types of distance learning classes:

Video-based (IVDL) -- Classes in which the instructor and the students are together at the same time, but are in different locations. Class is taught in specially equipped rooms capable of supporting two-way **audio and video** interaction between sites.

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Web-only -- Classes taught entirely online, which thus can be taken virtually anywhere. Course content, discussions, interactions, resources are facilitated by a faculty member within a web-course management system (WebCT).

Mixed-mode -- Classes taught through a mixture of online and onsite instruction. The instructor uses the onsite sessions to strengthen the online learning environment with periodic onsite activities. Students must still attend a limited number of onsite class sessions.

Although not strictly a distance learning format, a fourth category of classes, Web-enhanced, is also included in many definitions of distance learning classes.

Web-enhanced Class -- Classes where the instructor uses the web to strengthen the onsite learning environment with online resources, discussions, and/or activities. Online activities may be a requirement. Students must still attend all class sessions on campus.

The distinction between a Mixed-mode distance learning class and a Web-enhanced class is that the onsite meetings associated with a Mixed-mode class are designed as an enhancement of the online instruction. In contrast, in a Web-enhanced class, the online portion of the class is designed to support the onsite instruction.

III. Status of Distance Learning

Wright State University currently offers all three types of distance learning classes as well as Web-enhanced classes. Between Winter Quarter 1999 and Spring Quarter 2001, the university offered 33 Video-based courses, 24 Web-only courses, 4 Mixed-mode courses, and over 462 Web-enhanced Courses. Faculty involvement in these types of classes has been high with over 488 faculty having taught some version of one of these types of courses. In addition, almost 8,300 students have enrolled in one of these types of courses since Fall 1999.

Currently, the ability of students to complete a fully online (Web-only) degree is limited to one undergraduate degree in Nursing (RN-BSN) and two master's degrees (Rehabilitation Counseling and Human Factors Engineering). In addition, students can complete a graduate degree in Family Nurse Practitioner through taking a mixture of Web-only and onsite courses. This number will double over the next five years.

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IV. Projections: The Plan

Assuming that existing trends continue, between 2001 and 2005, instruction provided through distance learning forums will continue to grow as follows:

A. Approximately 10 percent of all instruction provided by Wright State University will be done through Web-only, Mixed-mode, and Video-based classes. This percent is consistent with the projections of other four year institutions in Ohio. By Spring Quarter 2006, a total of 158 courses within eight degree programs will be taught either as Web-only or as Mixed-mode courses. An additional 25-30 courses within onsite degree programs will be taught through a Web-only format. Over 40 courses will be taught using IVDL technology.

B. The offering of full degrees programs in a Web-only or Mixed-mode format will primarily occur at the graduate level. Two graduate degree programs in Rehabilitative Counseling and Human Factors Engineering will be offered in a Web-only format. Graduate degrees in Masters of Science in Teaching, Family Nurse Practitioner, and a Masters in Business Administration will be offered in a Mixed-mode format. Undergraduate students will be able to complete all requirements for Wright State University's General Education Program and complete an undergraduate degree in Nursing for RN students in a Web-only format. In addition, undergraduate students will have access to a degree in Organizational Leadership through a Mixed-mode format.

C. Wright State University will continue to actively seek opportunities to participate in the joint development of fully online (Web-only format) degrees and programs with other academic institutions. A model for such joint development is the Regents Scholars Program for Mathematics and Science Teachers. Wright State University is one of eight universities in Ohio collaborating to create a fully online graduate degree program in Mathematics and Science. Students enrolled in any of the eight university Master's program will be able to complete a portion of their coursework online and transfer the credits back to their host university. Each of the eight universities within the program will offer a select number of courses in a Web-only format.

D. While the university will not offer any full degree programs through video-based instruction, Wright State will continue to expand the number of Video-based classes focusing primarily on increasing the number of shared sections between the Dayton and Lake campuses. By

Fall 2005, a projected total of 40 classes per year will be taught using video-based instruction.

These projections are made in a rapidly fluid climate for higher education. Thus, Wright State University will need to continuously monitor the enrollment within distance education courses as well as the enrollment experiences of other universities to adjust these projections as needed.

V. Web-only and Mixed-mode Distance Learning Curriculum

Table 1 reports the projected time line for the development of the Web-only or Mixed-mode courses within the seven degree programs and General Education. As the table indicates, by Fall 2005 a total of 225 Web-only, Mixed-mode, and IVDL courses will exist. This number includes an additional 184 courses.

Table 1
Timeline for Distance Learning Course Development

	FY2002	FY2003	FY2004	FY2005	FY2006	Total
Undergraduate						(Additional)
General Education	6	12	9	9	3	39
Nursing:RN to BS*	4					4
Organizational Leadership	2	14	6			22
Graduate						
Rehabilitative Counseling	6	11	3			20
Human Factors Engineering	6	13	1			20
Nurse Practitioner**	3					3
MST	6	6	3			15
MBA		6	6	6	2	20
Other Courses						
IVDL***	4	4	4	4		16
Web-based courses within onsite majors	12	8	4	4	2	25
Totals	49	74	36	23	7	184

* 10 courses have already been developed for this degree. An additional 4 courses will be added
** 7 courses have already been developed. An additional 3 courses will be added
*** 24 IVDL courses have already been developed. An additional (projected) 16 will be added

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Predicting exactly which courses or degree programs will be Web-only versus Mixed-mode is difficult. The faculty who develop the courses and degree programs are in the best position to determine which format best fits the learning objectives of the specific course and the overall degree program. The uncertainty, however, does inject a note of caution in the predictions on the enrollment of new versus existing students. The experience of other universities is that Mixed-mode classes are more likely to attract students already enrolled in other onsite courses. While some onsite students will also seek to enroll in Web-only courses, these classes are more attractive to those students who find any onsite requirement a barrier to enrolling in a course.

The Center for Teaching and Learning has had some interaction with the faculty likely to develop the distance education courses listed in this plan. These discussions would predict the following:

- The majority of distance education courses within the General Education curriculum will be taught within the Web-only format. This prediction is based on the fact that onsite students will continue to enroll primarily in the face-to-face sections of General Education. The distance education General Education sections will be targeted to those students who are not likely to have access to the campus.

- The majority of the distance education courses within the undergraduate Nursing program will be taught within the Web-only format. The focus of this degree is as a degree completion program targeted towards those students who are already employed within the health care field throughout the country. The requirement of an onsite component for a course would be a major deterrent to enrollment.

- The majority of the distance education courses within the undergraduate Organizational Leadership program will be taught within a Mixed-mode format. This predication is based on discussions with the program coordinators.

- The majority of the distance education courses within the graduate Rehabilitative Counseling program will be Web-only. The courses within the degree program are already being developed using this format.

- The majority of the distance education courses within the graduate Human Factors program will be Web-only. The courses within the degree are already being developed using this format.

- The majority of the distance education courses within the graduate Masters of Science in Teaching will be Mixed-mode. This predication is based on discussions with the faculty developing this program.

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- The majority of the distance education courses within the graduate Nursing program will be Mixed-mode. This predication is based on discussions with the faculty developing this program

- The majority of the distance education courses within the Masters in Business Administration will be Mixed-mode. This predication is based on some discussions with faculty and the experiences of other universities.

- The majority of distance education courses offered as part of an onsite degree program will be Web-only. This predication is based on the belief that these courses will exist as an alternative to onsite courses rather than a replacement of onsite sections. Adding a partially onsite course to offset enrollment pressures in a completely onsite course, for example, would not be a reasonable strategy. Most of the anticipated distance education courses associated with onsite degree programs will exist as degree completion courses or courses designed to meet the needs of a subset of students seeking an asynchronous course.

The frequency of distance learning course offering will vary by program. Most of the graduate level distance learning courses will be offered only once a year while the General Education courses will be offered every quarter. Table 2 reports the anticipated total number of distance learning courses the university will offer as part of the seven degree programs, the General Education program, and in support of various onsite majors across the five years. By Spring 2006, the university will have offered over 1087 sections of the Web-only, Mixed-mode and IVDL classes.

Table 2
Total Number of Distance Learning Sections by Year

	FY2002	FY2003	FY2004	FY2005	FY2006	Total
Web-only or Mixed-Mode	75	160	206	228	228	897
IVDL	34	36	40	40	40	190
Total	109	196	246	268	268	1087

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Distance Undergraduate Programs and Degrees

The three new degree programs and the General Education program were selected for development online because they have the highest potential for attracting new students to Wright State University.

General Education – The ability of students to complete the university's general education requirements online will enhance satisfaction and retention of current Wright State students and attract new populations of students. Qualified high school students, for example, could begin taking required general education classes online while completing their high school education. Wright State University's current population of PSEOP students evidence the potential market for these classes. Students who are currently enrolled in other institutions might also find the convenience and quality of online Wright State University General Education classes attractive. The option of completing particular General Education courses online for currently enrolled students will also allow the university to better manage existing classroom space and address the continuing problem of closed classes.

Organizational Leadership -- This degree program has as a specific targeted population students who complete the two-year program at Wright State University's Lake Campus and want to continue working towards earning a bachelor's degree. For many of these students, the commuting distance between their residence and the Dayton campus is a barrier to continuing to take fully onsite courses once they complete their associate's degree. The availability of this degree as a combination of Web-only and Mixed-mode courses would provide a continued opportunity for Lake campus graduates, as well as those from other two-year schools, to take Wright State University classes. Online courses within this program will also allow greater flexibility to students on the Wright State University Dayton campus whose course and/or work schedules make it difficult for them to complete the program onsite in a timely manner.

Distance Learning Graduate Program and Degrees

Masters of Science in Teaching – The changes in licensing requirements for Ohio school teachers, coupled with the addition of a science component to the state's proficiency requirements, has increased the desire for K-12 school teachers to earn a Master's Degree of Science in Teaching. Currently, Wright State University is one of the few institutions in the nation that offer such a degree. While the lab components of this degree prevent completing all requirements online, the program can be structured to provide the majority of the instruction online with a minimum of onsite contact.

Masters in Business Administration – The demand in business for executives with MBA's, coupled with the difficulty of balancing work and family expectations, makes an online option for an MBA an attractive alternative. While this is a very competitive online market, Wright State University is in a position to attract significant numbers of students into this major. The convenience of anytime learning coupled with access to

face-to-face coaching or other forms of focused onsite meetings, would provide currently employed business executives with the opportunity to earn an advanced degree without major disruptions to their work and family schedules. By combining online learning with focused onsite facilitation, Wright State University would meet the needs of most of the business executives who want the convenience of online education, but want access to onsite support to complement their learning experience.

VI. IVDL Curriculum

Even though no full degree program will be offered completely through Video-based instruction, the Colleges of Engineering and Computer Science, the College of Education and Human Services, the College of Nursing, and the College of Business will expand the number of IVDL classes in support of their onsite degree programs. Most of the current IVDL courses are directed towards graduate students who began their program on the Dayton campus and are seeking to complete their coursework by attending classes at the Lake campus. Additional courses are directed to currently employed K-12 teachers who are seeking to complete a Master's Degree in Educational Leadership.

The current average of 12 courses a quarter will expand to 15 courses a quarter as the colleges continue to move towards the model of graduate students taking core courses on the Dayton campus and completing elective courses closer to their homes or workplaces.

VII. Expected Outcomes

A. Enrollment Projections

Of the total 1,087 distance learning classes, 630 sections will be undergraduate level courses and 457 sections will be graduate level courses. Assuming that the undergraduate enrollment will average 25 students per section and graduate enrollment will average 15 students per section, a total of 15,750 undergraduates and 6,855 graduate students will enroll in Web-only, Mixed-mode, and IVDL classes.

Projecting the ratio of existing to new students in distance education courses is difficult. Based on the experiences at other universities, it is safe to assume that a sizable proportion of undergraduate enrollment in Web-only, Mixed-mode, and almost all of the students enrolled in the IVDL courses will consist of students enrolled in other onsite courses. In contrast, most of the Web-only and Mixed-mode graduate students will represent new populations of students who are attracted to the degree program because of their inability to complete their degree fully onsite. Assuming that 50% of the undergraduate enrollment in Web-only/Mixed-mode courses and 80% of the enrollment in IVDL courses consist of students also taking onsite classes (either at the Dayton or Lake locations) and that 90% of the graduate Web-only/Mixed-mode students represent a population of students who would not otherwise be taking classes, Wright State University can expect to attract an additional 7,575 undergraduate student enrollments and 4,385 additional graduate student enrollments.

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Table 3
Projection of New-Student/ Existing-Student Enrollment

	Undergraduate				Graduate			
	Sections	Students (25/per Section)	Percent New	Total New	Sections	Students (15/per Section)	Percent New	Total New
IVDL	40	1,000	20%	200	170	2,550	20%	510
Web-only/Mixed mode	590	14,750	50%	7,375	287	4,305	90%	3,875
	630	16,250		7,575	457	6,855		4,385
Percent New	47 % of total enrollment				64% of total enrollment			

B. Revenue Projections

Table 3 contains the revenue and expense projections for the distance learning plan. Revenue projections for Web-only and IVDL courses are based on the assumptions that undergraduate and graduate tuition will continue to increase at an average rate of 5% per year, the amount of state subsidy for both undergraduate and graduate courses will remain at the FY 2002-03 levels. The projections also assume in-state enrollment. In addition, the revenue projections assume a 4-quarter hour credit rate for both undergraduate and graduate classes. Given the above, distance learning courses will generate a total of $28,608,520 in tuition and subsidy by Spring 2006. Based on the enrollment projections, 47% of the undergraduate level enrollment and 64% of the graduate level enrollment reflect new students. Thus, $15,644,655 of the $28,608,520 will come from new student enrollments.

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VIII. Additional Resource Needs

All forms of distance learning have four general categories of resource needs: **infrastructure**, **faculty development**, **instructional support,** and **student support**.

Infrastructure

Infrastructure needs reflect the expenses associated with building and maintaining the technology associated with distance learning courses. This technology includes Turnpike, the IVDL classrooms, the routing systems for video signals through the Master Control Room in the Television Center, and the DS3 lines to connect the university to the Internet. There is a direct parallel between the costs of building and maintaining the physical environment for the onsite classes and the technology costs associated with building and maintaining the technology required for the virtual classes. Just as the academic units are not expected to budget for the heating, custodial, and physical maintenance of onsite classrooms, they should also not bear the costs associated with the infrastructure of the virtual classrooms. Fortunately, most of the infrastructure needs for distance learning will be met by continuing to maintain and upgrade the technology already in place to support the infrastructure needs of existing academic and administrative units.

The current planned capital budget for the university already allocates $1 million in funds for upgrades to the network, electronic storage capacity, and cataloging systems in support of all Web-based courses. The University will also continue to fund, at a level of approximately $200,000 a year, the faculty computer initiative as a cost-shared program between the Colleges and the Provost's Office..

The University Libraries will continue to provide a wide range of electronic databases and resources, increasingly full-text, that offer online access in support of all Web-based classes. As distance learning offerings expand, it may be necessary to provide more online resources in targeted subject or degree areas. It is important for the Libraries to work closely with academic departments to identify distance learning initiatives early in the process to determine if new resources are needed. In addition, it is essential that the University Libraries and the Center for Teaching and Learning continue their current collaboration on appropriate interfaces between Web-course management systems and library resources and services.

There are currently four IVDL classrooms at the Dayton campus and two classrooms at the Lake campus. The Center for Teaching and Learning allocates one full time staff member to support classes taught in these rooms. In addition, the Center's engineering staff provides technical and maintenance support for the infrastructure associated with the IVDL classrooms. Given current projected use of these rooms for IVDL classes, the number of rooms and staffing levels are sufficient. There is a need to establish a

permanent maintenance budget, however, to allow for equipment and signal routing replacement.

The two existing servers supporting distance learning will need to be replaced in FY 2005 and FY2006. The anticipated one time cost for each server is $25,000. The Center for Teaching and Learning should be provided with a $20,000 maintenance budget to support the six IVDL classrooms and the Master Control room.

Faculty Development

Faculty development needs associated with distance learning include providing faculty with the knowledge and skills necessary to support student learning within a virtual class. Support for faculty development is the shared responsibility of the individual faculty member, the department, college, and Provost's Office. Most of the faculty development needs for distance education can be met through reallocation of existing resources.

Currently the University offers a wide variety of technology training through the Center for Teaching and Learning, the University Libraries, and Computing and Telecommunication Services. While no staff is solely dedicated to this function, a sizable amount of staff resources from all three units support faculty training. The University's collective bargaining contract with bargaining unit faculty provides compensation to faculty for the development of Web-only courses. Currently this compensation is not tied to any specific program of course development. Faculty seeking to develop a Web-only course thus work with staff on an ad hoc basis.

Experience with the faculty developing Web-only courses within the existing three programs indicates that this ad hoc approach is not sustainable. Faculty need to participate in a structured experience that provides a systematic approach to the design and development of an online course. The University should therefore provide compensation to any faculty member developing a Web-only or Mixed-mode course and tie this compensation to participation in a structured faculty development course coordinated by the Center for Teaching and Learning. Faculty scheduled to teach a Web-only or Mixed=mode course within one of the eight degree programs should have first priority in accessing training.

Sufficient staffing and resources within CTL already exists to provide support for a structured faculty development course. One-time money in the amount of $10,000 would be needed to purchase course content material for a structured faculty development course.

The current contract between the University and the faculty union provides compensation or release time to bargaining unit faculty for the development of distance education courses. Bargaining unit faculty can receive a one course reduction in teaching load or an overload contract for developing a distance learning course and an additional one course reduction in teaching load or an overload contract the first time they teach a distance learning course they develop. Assuming that the University provides compensation in the

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form of a $1,500 overload contract for the development and first-time teaching of a distance learning course, the 184 additional distance learning classes that will be developed as part of the distance learning plan will cost the University a total of $678,960 in one-time money for salary and benefits.

Instructional Support

Instructional support encompasses providing assistance to faculty in the design, material development, and hosting of distance learning courses. Distance Learning courses are not mere adaptations of onsite courses to an online or IVDL environment. Rather, Distance Learning courses entail significant instructional design efforts as well as the creation of course materials suited to the requirements of the technology. Expansion in the level of instructional support will be necessary to support the creation of the additional 151 Web-only or Mixed-mode courses envisioned by this plan.

There are currently six staff positions within the Center for Teaching and Learning supporting all formats of the Web-based classes (Web-only, Web-enhanced, and Mixed-mode). In addition, some of the colleges have onsite staff support to assist faculty in creating and posting Web-based materials. Computing and Telecommunication Services also provides support for Web-based classes in the form of network maintenance, Help desk, and server support.

In the creation of course materials for Web-only, Mixed-mode, and Web-enhanced courses, faculty can choose to utilize the support staff within their college or from the Center for Teaching and Learning. The projected resource needs of the Web-only and Mixed-mode distance learning classes contained in this plan will require that the university match faculty access to instructional support depending on whether they are working on a Web-only/Mixed mode course or a Web-enhanced course. To facilitate the above, the following guidelines are recommended:

1. The Center for Teaching and Learning will have primary responsibility for supporting Web-only and Mixed-mode distance learning courses. This includes providing training, one-on-one Instructional Design consultation, creation or purchase of course materials, and hosting of all distance learning courses.

2. Faculty will assume greater responsibility for the design and production of materials for Web-enhanced classes. Limited staff and resource support will come from Departmental and College resources. The Center for Teaching and Learning will provide faculty development support in the form of training and, as resources permit, will continue to fully support the hosting of Web-enhanced courses on the university's distance learning server(s). The University Libraries will continue to provide access to online materials and electronic course reserves for web-enhanced classes. Computing and Telecommunication Services will provide Help Desk assistance to students and faculty and maintain the infrastructure necessary to provide online access to web-enhanced courses.

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The University should continue to allocate additional resources to support the development of Web-enhanced courses. Increasingly, however, staff support for Web-enhanced courses should be shifted to the Colleges. The Center for Teaching and Learning should continue to provide faculty training for all forms of instruction technology. The Center for Teaching and Learning should also continue to allocated a portion of its production resources to support the creation of course materials for Web-enhanced courses. The priority, however, will need to shift to support the needs of the distance education classes.

Curriculum Design – Support for continuing modifications in the four current Web-only/Mixed-mode Distance Learning programs while simultaneously introducing over the next five years four additional programs in General Education, Organizational Leadership, Masters of Science in Teaching, and Masters in Business Administration will not be possible with the current staffing level of one instructional designer and one web designer. Collectively, the eight online academic programs and the 25-30 additional Web-only courses represent almost 180 new courses.

Even if the University seeks to outsource some of the design needs of online courses, there is still a need for onsite staff to work with faculty in adapting course materials to the needs of Wright State University students. More importantly, experience with onsite courses indicates that faculty constantly seek to improve the quality of their courses through adoption of new textbooks, exercises, lecture materials. The same quality improvements will occur with online courses.

To meet the above needs, the Center for Teaching and Learning will need two new FTE's in the form of one additional instructional designer and one additional web designer to support distance learning courses. The total cost of these two positions is $105,000

Content Materials – Wright State University should expand its capacity to provide course content material suitable for Web-only and Mixed-mode courses. Given the cost of developing such materials in-house, the University should actively seek course content materials from external vendors. There will still be a need, however, to have a limited internal capacity for creating course materials. This capacity will be necessary to assist faculty in modifying content materials purchased from an outside vendor to fit the needs of their particular course. In addition, since the University will be targeting primarily new markets of students, there may not be suitable course content available from outside sources.

The Center for Teaching and Learning currently has two staff positions dedicated to the creation of course content for Web-based courses. The Center also allocates a proportion of the money it receives from the Technology Fee to purchase the equipment and software needed to create course content. The only source of funding currently available for the purchase of course materials is through the use of grant money.

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The Provost's Office should create an initial pool of $30,000 for faculty and academic units to purchase course content materials for Web-only courses from external vendors. This pool should increase proportionately as the number of distance learning courses increase.

Student Assistance for Material Creation-- One underutilized resource for the creation of course materials is students. With appropriate training, supervision, and equipment, students have the capacity to create (or modify) a wide range of course materials for Web-only/Mixed-mode classes. Expanding the use of students would allow the University to create a sufficient internal capacity for the creation and modification of course content without the need to add additional staff. The Center for Teaching and Learning has sufficient staff to provide support to a small staff of "Tech Rangers.'

The Center for Teaching and Learning should be provided with one graduate student position and five undergraduate positions to form a production staff for the creation of materials for Web-only courses. The total cost of these positions would be $60,000 plus a graduate tuition waiver.

Production Equipment -- The current amount of money allocated for the purchase of equipment and software will not be sufficient if a cadre of students begin to develop course materials for faculty. The budget for equipment will need to expand proportionately with the number of students hired to create course materials. Generally, the university should seek external support for the purchase of new equipment. The maintenance of that equipment, however, falls within the responsibility of the university.

The Center for Teaching and Learning should receive a $25,000 a year maintenance budget to repair and upgrade production equipment and to purchase software for the creation of course materials.

Hosting of Web-based Courses -- Wright State University currently hosts the majority of Web-enhanced, Mixed-mode and Web-only courses on two onsite servers utilizing WebCT as the course management software. The Center for Teaching and Learning devotes one staff position in support of these servers. Since both servers are physically located within Computing and Telecommunication Services, additional staff support is provided by CaTS to maintain the reliability of the Web-based courses.

The current staffing levels are sufficient to meet the needs of hosting all three forms of Web-based courses. There is no cost advantage in separating Web-enhanced, Mixed-mode and Web-only courses onto different servers. There will be a need to replace the current servers within the next four years and to upgrade the current version of WebCT to the enterprise version. This version will allow the university to link WebCT into the student data base. The current state-wide license for WebCT will expire in August 2002. The State of Ohio anticipates a significant increase in the cost of renewing the license.

Wright State University should purchase the license for the Enterprise version of WebCT. The anticipated cost of this license is $75,000 a year.

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2001-2006

Student Support

The extension of course offerings online entails more than adding new sections to the course catalog. Equally important is the extension of related university services to students who will never physically step onto campus.

Student Portal – Student access to university services through a single portal is the highest priority for distance learning. The university should create a "one-stop" web page as the entry point for student access to both academic and administrative services. An ideal portal would allow single source user authentication for student access to WebCT, academic records, library resources, and financial accounts. In addition, a student portal enhances the university's ability to disseminate information to students about campus activities, link students to specific university, college, and departmental information, recruit new students, and remain in contact with alumni.

Significant parts of a Wright State University portal are already in place or in the planning stage. Currently the university is actively seeking external funding to complete work on developing the student portal and upgrade the university's internet connectivity.

Assuming that Wright State University is successful in securing external support to complete this project, no new funding is needed to develop the student portal. If Wright State University does not receive the external grant, then additional internal resources in the amount of $150,000 will be necessary to complete the student portal and upgrade the university's internet connectivity. Regardless, CaTS should be provided a maintenance budget of $20,000 a year to provide continuous support for the portal and $50,000 per year to maintain the quality of he university's internet connectivity.

Administrative Student Services -- Over the next two years the university will provide a variety of services to students via the Web through Raider Online eXpress (ROX). These services include: 1) Grades, 2) Student Schedule, 3) Class Offerings, 4) Wright One Card Transactions, 5) PIN Services, and 6) Password Reset, 7) Wright One Card Statement, 8) BAR Bills, 9) Registration Preparation Info, 10) Registration, and 11) Fee Payment. Fee Payment will likely require additional hardware/software to be purchased to facilitate credit card transactions. These additional resources will also be used to facilitate credit card transactions across the university.

The next phase of the project will be to integrate ROX with other external services. In addition there are a number of other services that have been identified to be included in ROX such as 1) Unofficial Transcript, 2) Address Change, 3) Parking Permit Requests, 4) Financial Aid Scholarship Application, to name a few. These additional services will be added as time allows. It is also possible that the Degree Audit Requirement System (DARS) will be made accessible through the Web at some point in the future.

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Assuming that current support levels are maintained, no new funding is needed to complete the development of these services. CaTS, however, should be provided with a maintenance budget of $30,000 to provide continuous support and upgrades to the package of services.

Help Desk and CaTS Support – As the number of Web-only distance learning courses grows, Wright State University should expand the capacity of the Help Desk to respond to faculty and student computer-related questions to reflect the 7 day-a-week, 24 hour-a-day learning environment. Expanding to this level of service will require the addition of two FTE staff positions. Wright State should also provide an 800 number to the Help Desk to allow students to access needed assistance without incurring a long distance charge.

The CaTS Help desk should be allocated one additional staff position in 2005 and a second in 2006. In addition, resources should be provided to CaTS to lease a toll-free 800 number for the Help desk. The cost for each staff position is approximately $35,000 (salary and benefits). The cost of the 800 number is approximately $30,000.

Total additional net expenses for all parts of the Distance Learning Plan, excluding instructional expenses, equal $2,442,821 over the five year time period.

IX. Conclusion

The 21st century university will support student learning through a mixture of onsite and virtual instruction. The virtual classroom will become an increasingly important part of how Wright State University meets the needs of its students. By 2006, the current distinctions between onsite and distance learning classes will have less meaning. Onsite instruction will adopt many of the instructional methods and tools that are now associated with distance learning courses. Distance learning classes will find ways to connect students in virtual communities that will mirror today's onsite courses.

Investing now in building the capacity to support the virtual classroom is as important as investments in the university's physical classrooms. Marginalizing the funding of distance learning technology in favor of the physical attributes of the university will create a university focused on the needs of the 20th century learner rather than those of the 21st century. This plan will enable the university to continue its leadership in preparing our students to meet the challenges of the 21st century.

Distance Learning at Wright State University
Strategic Plan
2007-2011

Executive Summary

Distance Education will continue to be part of Wright State University's mission. Embedded in the 2003-2008 Strategic Plan is the goal to diversify and enrich curriculum and make it more accessible, responsive, and flexible.

Based on data from the Ohio Learning Network (Table 1), Wright State University ranks in the middle of four year universities in Ohio in the number of students enrolled in one of our distance learning programs. On average, the four-year institutions within the state enrolled an average of 1,528 during the fall term in 2004. Wright State University enrolled 1,493.

In total numbers, Wright State University exceeded the number of total distance learning sections projected in the 2000 – 2006 Distance Learning Plan. As of the end of winter session 2005, the university has offered 1,082 sections. Of this number 145 were Video-based distance learning sections and 937 were Web-based distance learning sections. A total of 138 online courses were developed. Data from the Office of Institution Research reports that a total of 12,885 students enrolled in one or more of the 937 online distance learning courses.

Over the next five years, Wright State University will develop 8 additional online graduate degrees, 3 additional undergraduate degrees, and continue to expand the number of online General Education courses. In addition, a wide variety of individual online courses will be developed within the colleges. The university will continue to offer a limited number of video-based distance learning classes with minimal growth in the number of these classes.

By the end of 2011, Wright State University will have developed a total of 441 courses and offered over 2,600 sections of online courses. Assuming the enrollment in these courses mirror our last five years, a total of 36,000 students will enroll in an online distance learning course.

To accomplish the projections Wright State University would need to maintain the current rate of support for video-based distance learning and at least double the number of support staff and increase funding for web-based. The rate of this increase would depend on when specific degrees were developed.

Distance Learning at Wright State University
Strategic Plan
2007-2011

I. Introduction

In the latest survey of the status of distance education conduced by the Sloan Consortium the number of students who study online is increasing at a rate far in excess of the rate of growth in the overall higher education student population. The study reports an average annual enrollment growth rate of 18.2%. This rate greatly exceeds the overall growth rate in the higher education student body. Overall online enrollment increased from 1.98 million in 2003 to 2.35 million in 2004.The online enrollment growth rate is over ten times that projected by the National Center for Education Statistics for the general postsecondary student population.

In Ohio, nearly 45,000 students completed an online distance learning course in the fall of 2004—15,000 more students than the previous year. The current Ohio Learning Network catalog reports that there are currently 46 institutions in Ohio offering 154 degrees and certificates. In the fall of 2004, the Ohio Board of Regents reports that a total of 600,000 students were enrolled in one of Ohio's colleges or universities. The Ohio Learning Network reports that on average 350,000 Ohioans annually enroll in one of the 3,200 course selections offered by colleges and universities in Ohio.

Distance Education will continue to be part of Wright State University's mission. Embedded in the 2003-2008 Strategic Plan is the goal to diversify and enrich curriculum and make it more accessible, responsive, and flexible. This goal is consistent with those of other universities. The Sloan Consortium report finds that the proportion of institutions which believe that online education is important to their long-term strategy continues to increase, growing from 48% of all institutions in 2003 to 53% in 2004 and 56% in 2005.

Two university strategic plans have implications for Wright State's plans for distance learning. The University's Enrollment Management Plan identifies a goal of increasing the university's enrollment by 1-2% annually or 1,883 additional students in fall of 2011. While this plan does not indicate how many of these students will be enrolled at a distance, the fact that nationwide the growth in the number of distance learning students is far exceeding the growth rate of onsite students would suggest that providing opportunities for students to take distance learning classes will need to be part of any strategy to meet this goal. This plan also assumes that Wright State University will maintain its current retention rate. This assumption is at risk if other Ohio universities attract Wright State students to their online courses.

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The Report of the Classroom of the Future found that the growth in enrollment and changes in scheduling blocks for on-site classes is placing additional demands on classrooms on the main campus. *As great as this pressure is, it would have been significantly more if distance learning courses had not freed an average of six classrooms a quarter over the past five years.* This reported concluded that to meet projected enrollment growth entirely with onsite classes would require the university create between 25 and 30 new classrooms of 50 students or less and 2-3 additional classrooms of 90 and above. The report is unable to identify where these additional classrooms are to be built. Other universities have look at distance learning as an alternative to building onsite classes. Oklahoma State Regents found, for example, that distance learning program costs are about the same as traditional class costs because the technology costs about equal to facilities and utilities costs.

Distance Learning also contributes positively to student retention. A 2005 study by South Dakota's Board of Regents found 42 percent of the students enrolled in its distance-education courses were located on campus at the university that was hosting the online course. Other universities also have students mixing and matching online and "face-to-face" credits. As many as 9,000 students took both distance and in-person classes at Arizona State University in 2005. In a study conducted at Wright State University, 75% of the students enrolled in one of our distance learning courses in 2004 were simultaneously enrolled in an onsite course. Given the growth in the opportunities to easily transfer courses taken online from other Ohio universities into Wright State, our ability to maintain our total credit hour production will necessitate providing students with the opportunity to take more courses online.

Based on data from the Ohio Learning Network (Table 1), Wright State University ranks in the middle of four year universities in Ohio in the number of students enrolled in one of our distance learning programs. On average, the four-year institutions within the state enrolled an average of 1,528 during the fall term in 2004. Wright State University enrolled 1,493.

II. Definitions

For purposes of this plan, *Distance Learning* is defined as:

Distance Learning is defined as a formal educational process in which the majority of the instruction occurs when student and instructor are not in the same place. Instruction may be synchronous or asynchronous.

Guidelines for distinguishing between Web-enhanced courses and Web-based courses

To assist faculty and administration in distinguishing between web-enhanced classes and web-based classes that contain limited face-to-face contact between faculty and students, The Center for Teaching and Learning offers the following two guidelines:

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Amount of Face-to-Face meeting time

A distance leaning course uses face-to-face meeting time as an extension of the online instruction whereas a web-enhanced course uses the internet as an extension of the face-to-face instruction. As a general rule, a class that meets face-to-face for 30% or more of its credit-hours (9 hours for a 3-credit course or 12 hours for a 4-credit course) would be a web-enhanced course rather than an online course.

Instructional Strategies

A distance learning course uses instructional strategies that take advantage of the asynchronous nature of the internet. A web-enhanced course would use the web as a means to clarify or extend the learning that occurs within the face-to-face instruction. A web-enhanced class, for example, might post lecture notes on the web or ask students to continue a classroom discussion online. A web-based class would be more likely to utilize chat rooms or virtual labs to accomplish the same learning objectives. As a general rule, a distance learning course may rely on two or more of the following course activities as the major instructional components for the course:

· threaded discussions

· Collaborative projects

· peer review

· problem-based or project-based learning

· service learning

· simulations

· chat groups

· virtual labs

· e-mail

· web-based research

· learning objects

III. Status of Distance Learning

In total numbers, Wright State University exceeded the number of total distance learning sections projected in the 2000 – 2006 Distance Learning Plan. The plan projected a total of 1,043 sections of video-based and web-based distance learning courses would be offered over the five year plan. As of the end of winter session 2005, the university has offered 1,082 sections. Of this number 145 were Video-based distance learning sections and 937 were Web-based distance learning sections. With two quarters remaining, Wright State will probably exceed the projected total by over 200 sections.

The 2000 – 2006 Distance Learning Plan had projected that the university would develop seven online degrees and provide an online General Education option. Table 2 reports the outcomes of these projections. Of the seven degrees, four were developed and approved by NCA. An online General Education option was not completed. In addition, the Raj Soin School of Business developed and gained NCA approval for an M.S. in Logistics and Supply Chain Management. Wright State University currently offers five online degree programs and a broad mix of distance leaning classes. A total of 138 online courses were developed.

The university tracks student enrollment data only for those courses that are part of a degree program (Table 3). These numbers, however, significantly under report the actual number of students enrolled in a distance learning course because most distance learning courses are not part of a fully online degree program. Of the 1,082 sections taught between 2000 and 2006, 605 or 56% were not associated with any degree program. Data from the Office of Institution Research reports that a total of 12,885 students enrolled in one or more of the 937 online distance learning courses.

IV. Projections

Table 4 reports the results of a survey of Colleges conducted in fall 2005 on the anticipated development of distance learning courses.

Based on this data, Wright State University will develop 8 additional online graduate degrees, 3 additional undergraduate degrees, and continue to expand the number of online General Education courses. In addition, a wide variety of individual online courses will be developed within the colleges. The university will continue to offer a limited number of video-based distance learning classes with minimal growth in the number of these classes.

Table 5 translates the colleges' plans into projections on the number of distance learning courses that will be developed and the corresponding number of sections of these courses that will be offered over the next five years.

Distance Learning Plan
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Assuming the university maintains the current number of distance learning course offerings and adds the projected number of degrees/certificates, Wright State University will experience a significant growth in the number of distance learning courses. By the end of 2011, Wright State University will have developed a total of 441 courses and offered over 2,600 sections of online courses. Assuming the enrollment in these courses mirror our last five years, a total of 36,000 students will enroll in an online distance learning course.

These projections, while tentative, are probably an underestimation of the number of courses that will be developed and the number of sections that will be offered. This observation is based on the university's experience during the 2001-2006 time period where despite NOT developing three of the seven projected degrees, the number of sections exceeded projections by over 200 sections. Other institutions in Ohio report similar experiences. The 2005 Ohio Learning Network developed four case studies of universities in Ohio. The report observes that "one of the unexpected outcomes across the four institutions is enrollments exceeding projections."

VIII. Resource Needs

Projecting resource needs exclusively for distance learning classes is problematic because of the dual use nature of technology. Online student services are used by both onsite and distance learning students. The addition of bandwidth benefits both onsite and distance learning students. The identification of the costs of faculty to teach the projected distance learning courses is complicated by how many of the courses will be developed/taught by tenure track vs. other types of faculty, if the distance learning course replaces an existing section of an onsite course or is a net addition to the curriculum, and potential changes in the collective bargaining agreement.

The 2007-2011 Distance Learning Plan acknowledges that each college will need to consider the costs of faculty compensation for distance learning courses into deciding the timelines for developing the degrees projected within this plan and in how frequently they offer a particular distance learning course. In addition, the plan does not attempt to apportion the costs of developing online student services, basic internet infrastructure, online library resources, etc. for onsite students vs. distance learning students. Table 6 contains projections on the additional resources needed to accomplish achieve the projections provided by the colleges.

Resource Needs for IVDL Classes

There are currently three IVDL classrooms on the Dayton campus and one classroom on the Lake campus. The Center for Teaching and Learning allocates one full time staff member to support classes taught in these rooms. In addition, the Center's engineering staff provides technical and maintenance support for the infrastructure associated with the IVDL classrooms. Given current projected use of these rooms for IVDL classes, the number of rooms and staffing levels are sufficient. The equipment in each of these rooms

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and some of the equipment needed to route the signals among the rooms will need to be replaced.

Resource Needs for Web-based Classes

There are currently eight staff positions within the Center for Teaching and Learning supporting web-based classes. (web-only, web-enhanced, and mixed-mode). In addition, some of the colleges have onsite staff support to assist faculty create and post web-based materials. Computing and Telecommunication Services also provides support for web-based classes in the form of network maintenance, Help desk, and server support.

The university has made a significant investment over the past five years in production equipment to support the creation of materials for web-based courses. This equipment includes servers, video-streaming and video-editing equipment, multimedia computers, and associated software.

As large as this investment has been, the university will not be able to maintain the existing level of support for all three forms of web-based distance learning classes (web-only, web-enhanced, and mixed-mode) without substantial increases in staffing and equipment.

The best indicator of the types of resources the university will need to accomplish the projections contained in this plan is to look at the experience of other universities. In Ohio, the University of Toledo currently supports 676 online courses and 20 online degree programs. The Ohio Learning Network identifies the University of Toledo as one of their model programs for how universities should develop quality distance education for Ohio residents. By 2011, Wright State University will support 441 online courses and 16 online degree programs. On average, Toledo offers 722 online sections per year. Wright State University will offer an average of 520 sections per year. The largest difference between the two programs is that the majority of degrees at Toledo are on the undergraduate level whereas the majority of degrees at Wright State are at the graduate level.

In support of their distance learning program, the University of Toledo has 24 fulltime employees and five student workers. The total operating budget for this unit is $4.0 million. Wright State currently has 8 fulltime staff and three student workers. The total operating budget for this unit at Wright State is $550,000. This data would indicate that to accomplish the projections Wright State University would need to at least double the number of support staff and increase funding from the current level of $550,000 to $4.0 million. The rate of this increase would depend on when specific degrees were developed.

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IX. Conclusion

Technology is an integral part to delivering educational services in higher education. Wright State University has chosen to be a catalyst for educational excellence in the Miami Valley, meeting the need for an educated citizenry dedicated to lifelong learning and service. To meet this mission, the university will need to continue to expand the opportunities for learning beyond the confines of the physical boundaries of the campus. Fulfilling this distance learning plan will insure that Wright State University will continue to meets its commitment to educational excellence.

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**Distance Learning Plan
2007-2011**

Table 1
Total Distance Learning Completions by Participating Institutions
(autumn 2004)

Institution	DL Students		Percentage		
			Graduate Students	Attending More than One Institution	DL Who Were Full Time
Bowling Green State University	615		17%	3%	62%
Cleveland State University	1,633		58%	4%	26%
Kent State University	1,476		51%	2%	41%
Ohio State University	2,011		20%	2%	79%
Ohio University	174		0%	0%	93%
University of Akron	897		34%	3%	54%
University of Cincinnati	1,977		39%	2%	29%
University of Toledo	3,481		6%	2%	75%
Wright State University	1,493		37%	3%	63%
Total	13,754	Avg 1,528	30%	2%	57%

Source: OLN Annual Report. December 2005

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Distance Learning Plan
2007-2011

Table 2
Distance Learning Projected Degrees and Outcome

Degree/Program Identified in the 2000-2006 Plan	Number of Courses Developed
Master of Rehabilitation Counseling (MRC)	21
Human Factors Engineering	12 (Not counted in total because these consisted of videotapes of lectures sent to students)
RN to BSN Nursing Degree Completion	26
Family Nurse Practitioner Master's Program	22
Organizational Leadership	2
Masters in Science of Teaching	0
Masters in Business Administration	0
General Education	17
Misc	50
Total	138

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Table 3a
Wright State University
Enrollment in Distance Learning Degree Programs
2000-2001

Program	Primary Modality	2000		2001	
		Graduate Headcount	Under Graduate Headcount	Graduate Headcount	Under Graduate Headcount
Human Factors Engineering	Video/CD ROM Internet	10		47	
Rehabilitative Counseling	Internet	8		148	
Nurse Practitioner	Internet	8		0	
RN to BSN Completion	Internet		97		294
Logistics-Supply Chain Management	Internet				

**Table 3b
Wright State University
Enrollment in Distance Learning Degree Programs
2002-2003**

Program	Primary Modality	2002		2003	
		Graduate Headcount	Under Graduate Headcount	Graduate Headcount	Under Graduate Headcount
Human Factors Engineering	Video/CD ROM Internet	80		99	
Rehabilitative Counseling	Internet	280		317	
Nurse Practitioner	Internet	33		125	
RN to BSN Completion	Internet		397		446
Logistics-Supply Chain Management	Internet				

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**Table 3c
Wright State University
Enrollment in Distance Learning Degree Programs
2004-2005**

Program	Primary Modality	2004		2005	
		Graduate Headcount	Under Graduate Headcount	Graduate Headcount	Under Graduate Headcount
Human Factors Engineering	Video/CD ROM Internet	53		29	
Rehabilitative Counseling	Internet	38		33	
Nurse Practitioner	Internet	37		52	
RN to BSN Completion	Internet		62		70
Logistics-Supply Chain Management	Internet	25		22	

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Table 4
Wright State University
New Distance Learning Degrees/Certificates
2007-2011

College	Current Distance Learning Degrees or Certificate Programs	Anticipated Distance Learning or Certificate Programs		Comments
College of Education and Human Services	Master of Rehabilitation Counseling (MRC) that has two foci choices – severe disabilities and chemical dependency.	Teacher Education	Wright Charter college Alternative educator license facilitated.	No degrees are involved. Interest in developing individual classes but no total program development has been indicated.
		Educational Leadership	*Organizational Leadership –BS *Career & Technical Education – licensure (BS level) *Principal – MEd and/or licensure *Teacher Leader – MEd *Educational Technology – computer/technology <u>and</u> library media – MEd and/or licensures *Curriculum & Instruction: Prof. Development MEd. and/or licensure	Some classes in each of these programs are currently developed for online only delivery and some currently delivered in a mixed mode. OL and CTE are the only undergraduate programs. OL leads to a degree; Career & Technical Ed does not at this time.

Table 4
Wright State University
New Distance Learning Degrees/Certificates
2007-2011
Continued

		Human Services	Mental Health Counseling – MS Rehabilitation Services –BS	Exploring this as well as other counseling programs.
		Health, Physical Education and Recreation	No interest indicated	Possible areas for future development could be health education and school nurse licensure..
		Division of Professional Development	Professional development workshops on varied topics. Working with *thinkTV* to support the delivery of video/computer based instruction.	Market demands the packaging and delivery of professional development that is not time or place-based. "How to teach Advanced Placement classes" in conjunction with the College Board are being considered for future offerings..
College of Engineering and Computer Science	Human Factors Engineering	M.S. in Engineering	Biomedical Electrical Industrial	Possible areas for future development

Table 4
Wright State University
New Distance Learning Degrees/Certificates
2007-2011
Continued

Lake Campus		Certificate program in Medical Office Application	Additionally, the OIS Department will develop the following on line courses: Keyboarding Medical terminology Records management Machine transcription Professional development Word processing

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Table 4
Wright State University
New Distance Learning Degrees/Certificates
2007-2011

College of Liberal Arts			CoLA is going to investigate expanding GE offerings. We are also going to study the possibility of offering the Liberal Studies on-line.
College of Nursing and Health	RN to BSN Nursing Degree Completion Family Nurse Practitioner Master's Program	Doctorate of Nursing Practice which may have a significant online portion	Some beginning planning with Premier Health Partners has looked at IVDL offerings Students can complete a majority of the core courses in the M.S. degree online Almost half the courses in the School Nurse Practitioner Program can be completed online

Table 4
Wright State University
New Distance Learning Degrees/Certificates
2007-2011
Continued

| Raj Soin College of Business | M.S. in Logistics and Supply Chain Management | Masters in Information Systems | The college may offer the MBA degree via Video-based instruction to students in India

Certificate Program through the Center for Economic Education |
School of Medicine			
School of Professional Psychology		No plans to develop any new distance learning certificate and degree programs over the next five years	May develop a psychological practice management course on-line over the next 5 years
College of Science and Mathematics			
University College			

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Table 5
Wright State University
Projected Number of Courses and Sections
2007-2011

Degree: 2000-2006	Degree: 2007-2011	Number of Courses Within Degree/ Program (estimated)	Anticipated Number of Sections Offered 2007-2011	Assumptions
Master of Rehabilitation Counseling (MRC)		21	105	Will continue existing frequency of offering
Human Factors Engineering		12 (not counted in total)	60	Will continue existing frequency of offering
RN to BSN Nursing Degree Completion		26	130	Will continue existing frequency of offering
Family Nurse Practitioner Master's Program		22	110	Will continue existing frequency of offering
M.S. in Logistics and Supply Chain Management		10	40	Will continue existing frequency of offering. Developed in 2008
General Education		27	270	Will increase the number of courses from 17 to 27 and offer two sections of each course per quarter per year

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Table 5
Wright State University
Projected Number of Courses and Sections
2007-2011
Continued

Misc. Courses		100	900	Will continue existing frequency of offering. New courses will be added and taught consistent with current rates of expansion
	Organizational Leadership –BS	25	200	Will offer two sections per year of each course. Developed in 2008
	Rehabilitation Services –BS	25	150	Will offer two sections per year of each course. Developed in 2009
	Career and Technical Education – BS	25	100	Will offer two sections per year of each course. Developed in 2010
	Principal – MEd and/or licensure	20	100	Will offer one section per course per year. Developed in 2007

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Table 5
Wright State University
Projected Number of Courses and Sections
2007-2011
Continued

	Teacher Leader – MEd	20	80	Will offer one section per course per year. Developed in 2008
	Educational Technology – computer/technology and library media MEd and/or licensures	20	60	Will offer one section per course per year. Developed in 2009
	Curriculum & Instruction: Prof. Development MEd. and/or licensure	20	40	Will offer one section per course per year. Developed in 2010
	Mental Health Counseling – MS	20	25	Will offer one section per course per year. Developed in Year 2011

**Table 5
Wright State University
Projected Number of Courses and Sections
2007-2011
Continued**

	M.S. in Engineering	30	150	Three Concentrations. Will offer one section per concentration per course per year. Developed in 2008-2010
	Doctorate of Nursing Practice	20	100	Will offer one section per course per year. Developed in 2007
	Masters in Information Systems	10	40	Will offer one section per course per year. Developed in 2008
Totals		441	2,600	

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Distance Learning Plan
2007-2011

Table 6
Additional Projected Resource Needs (Base Budget Increases)

Capacity	2007	2008	2009	Fiscal Year 2010	2011
Video-based Distance Learning					
Rooms	70,000	70,000	70,000	70,000	70,000
Infrastructure	60,000	68,000	78,000	90,000	100,000
Web-based Distance Learning					
Licenses	40,000	50,000	60,000	70,000	80,000
Equipment	80,000	85,000	90,000	95,000	100,000
Operating	120,000	240,000	360,000	480,000	600,000
Totals:	370,000	513,000	658,000	805,000	950,000
Staffing	2 FTE 1 Student	2 FTE 1 Student	2 FTE 1 Student	2 FTE	2 FTE

Agreement and Appendices for Faculty Teaching "Program" and "Muliti-section" Distance Learning Courses

AGREEMENT TO DEVELOP
A PROGRAM DISTANCE LEARNING COURSE
(Pursuant to Article 21 of the NTE/TET Collective Bargaining Agreement)

FACULTY MEMBER, DEPARTMENT, COLLEGE

COURSE NUMBER AND TITLE

This Agreement between NAME OF THE FACULTY MEMBER (referred to below as "the faculty member") and Wright State University specifies the terms for creation, production, and maintenance of WSU Distance Education course COURSE NUMBER, COURSE TITLE developed during the XXXX semester for initial offering during the XXXX semester.

Content Creation: The faculty member will be paid a stipend of AMOUNT, $5000 OR MORE ($5,500 minimum beginning Summer 2017) for:
> 1. producing an online course content product as described in Appendix A, and
> 2. participating on a Content Development Team as described in Appendix B.

Payment will be made on DATE, following the faculty member's completion of the online course product as described in Appendix A and participation on the WSU Distance Education Online Content Development Team as described in Appendix B.

The faculty member agrees to teach sections of this course as assigned on-load or as a summer class(es), at the discretion of the University, beginning XXXX semester and continuing through SEMESTER YEAR (up to five years total). The course may also be assigned as an overload with the faculty member's agreement.

The course product, or portions thereof, will only be used by the faculty member, except as follows:
- If the faculty member wishes to be relieved of teaching the course and requests to have another faculty member use the course product during a specified term(s) and the University agrees, then another faculty member may be assigned to teach the course.
- If the faculty member resigns or retires from the University or is on sick, Professional Development or other leave, the University may make the course product available for use by another faculty member for any term that begins within two years of the time when the University receives written notice of the Member's absence.
- If the University terminates or chooses to not continue the faculty member's appointment, the course product will not be used after he or she has left the University.

APPENDIX D

The course product, or portions thereof, will only be used by the faculty member, except as follows:

- If the faculty member wishes to be relieved of teaching the course and requests to have another faculty member use the course product during a specified term(s) and the University agrees, then another faculty member may be assigned to teach the course.
- If the faculty member resigns or retires from the University or is on sick, Professional Development or other leave, the University may make the course product available for use by another faculty member for any term that begins within two years of the time when the University receives written notice of the Member's absence.
- If the University terminates or chooses to not continue the faculty member's appointment, the course product will not be used after he or she has left the University.

The course product, or portions thereof, will only be used at Wright State University.

The faculty member will make minor revisions as necessary to keep the material current until DATE (up to five years; usually the same as the date when the obligation to teach ends). However, major revisions requested by the University will be documented in a separate agreement and will be considered new material. Payment to the faculty member for major revisions will be proportionate to the portion of the material subject to major revision. Thus, if 60% of the material is to be revised under a new written agreement, the faculty member will be paid an additional $3000 (if the original stipend is $5000) for the revisions.
.

Program Distance Learning Course Agreement, p. 2.

The University is responsible for obtaining appropriate permission for the use of any copyrighted items that the faculty member includes in the materials developed pursuant to this Agreement. The faculty member will make a good faith effort to identify all copyrighted items present in the materials he or she develops pursuant to this Agreement, and to provide timely notification of these items to the University. This Agreement does not limit the faculty member's right to use the academic content of the course in other classes taught by the faculty member, in a textbook, or in a scholarly or pedagogical article.

Additional elements can be added to the agreement, but other provisions regarding compensation or intellectual property must be negotiated between the AAUP-WSU and the Provost's Office.

_____   _____
Faculty   Date

_____   _____
Dean   Date

_____   _____
Associate Provost   Date

APPENDIX D

Appendix A
WSU Distance Education Online Course Product

The online course that you are hereby engaged to develop will:

1. Contain traditional course materials:
    1.1. Syllabus
    1.2. Course objectives
    1.3. Module objectives
    1.4. Course outline
    1.5. Course bibliography
2. Contain a minimum of 8 total hours of instructor led/narrated video presentation
3. Be organized in academic modules based upon the course learning objectives
4. Contain content in each module to meet each of the three types of learning styles (visual, auditory, & kinesthetic) and will contain the following:
    1.1. Instructor led/narrated video presentation (1-15 minutes in length per video presentation)
    1.2. Supplemental documentation such as:
        - Text readings
        - Library resources
        - Online resources
        - Notes
        - Maps
        - Images
        - Diagrams
        - Animations
        - Existing media (i.e. YouTube, TED Talks, NPR, News, etc…)
    1.3. Active Learning Activities: each module will be interactive (i.e. student-to-learning material, student-to-student, student-to-faculty) and will also meet each of the three types of learning styles (visual, auditory, kinesthetic) such as:
        - Discussions
        - Team-based projects
        - Interactive simulations
        - Role Play
        - Pilot Live (Reviews)
    1.4. Assessment of student mastery of learning objectives such as:
        - Quizzes
        - Short writing assignments (with corresponding rubrics)
        - Discussion items
        - Team/Individual projects
        - Exams
        - Self-assessment(s)

Video presentation and online interactive asset development will be supported by CTL and WSU Distance Education/MIS staff including: instructional designer(s), animator, video editor, and online multimedia asset developer. Faculty member will provide guidance, subject matter information and review for accuracy.

Content will be uploaded into Pilot LMS by CTL and WSU Distance Education/MIS staff.

Appendix B
WSU Distance Education Online Participation on Content Development Team

Faculty member will participate fully with WSU Distance Education Online Content Development team (consists of: faculty member, CTL staff, and WSU Distance Education/MIS staff).

WSU Distance Education/MIS staff will:
1. Create online interactive content with subject matter expertise/guidance and approval from faculty member
2. Create animations as needed with subject matter expertise/guidance and approval from faculty member
3. Locate appropriate photos, digital images, graphics/B-roll video as needed with subject matter expertise/guidance and approval from faculty member
4. Edit and process video presentations
5. Deliver final video presentations to CTL staff for upload to Pilot

CTL staff will:
1. Direct online instructional design with subject matter expertise/guidance and approval from faculty member
2. Assist with course alignment of learning objectives, course content, activities, and assessments as needed with subject matter expertise/guidance and approval from faculty member
3. Create course template for Pilot
4. Load all course content into Pilot
5. Set up groups, discussion areas, online quizzes/surveys, Pilot Live sessions, etc. as needed with subject matter expertise/guidance and approval from faculty member

Faculty member will:
1. Complete the Online Course Development Checklist
2. Provide subject matter expertise/guidance and approval for content development activities
3. Faculty member will meet and work with CTL instructional designer(s) to design WSU Distance Education Online course
4. Faculty member will meet and work with WSU Distance Education/MIS staff to produce multimedia content
5. Faculty member will record video presentations in WSU Distance Education Online Recording studio.

Estimated Course Development Schedule
(This contract is based upon final completion of online course product and is not dependent upon actual hours for development)

Week 1:
Course Design:
1. Course Planning
   a. Student Profile
   b. Course Description: Course Goals, Learning Objectives, Syllabus, etc
Pilot Training:

Week 2:
Course Design:
   a. Completed Course Plan
   b. Course Assessments: exams, quizzes, papers, projects, group projects
   c. Learning Activities: Discussions, simulations, role play, problem solving, etc.
   d. Learning Materials: text book(s), Powerpoints, outside sources, etc.
Quality Matters Review

Week 3:
Course Design:
1. Review Course Plan for alignment of learning objectives with assessments, learning activities, and learning materials Time on Task
Content Creation:
1. Begin creation of video lecture content
2. Week 1 presentation completed

Week 4:
Course Creation:
1. Weeks 2 and 3 presentations completed
2. Learning Activities Weeks 1 and 2 Completed
3. Assessments Weeks 1 and 2 Completed

Week 5:
Course Creation:
1. Weeks 4 and 5 presentations completed
2. Learning Activities Weeks 3 and 4 Completed
3. Assessments Weeks 3 and 4 Completed

Week 6:
Course Creation:
1. Weeks 6 and 7 presentations completed
2. Learning Activities Weeks 5 and 6 Completed
3. Assessments Weeks 5 and 6 Completed

Week 7:
Course Creation: Weeks 8 and 9 presentations completed
1. Learning Activities Weeks 7 and 8 Completed
2. Assessments Weeks 7 and 8 Completed

Week 8:
Course Creation:
1. Weeks 10 and 11 presentations completed
2. Learning Activities Weeks 9 and 10 Completed
3. Assessments Weeks 9 and 10 Completed

Week 9:
Course Creation:
1. Weeks 12 and 13 presentations completed
2. Learning Activities Weeks 11 and 12 Completed
3. Assessments Weeks 11 and 12 Completed

Week 10:
Course Creation:
1. Week 14 presentations completed
2. Learning Activities Weeks 13 and 14 Completed
3. Assessments Weeks 13 and 14 Completed

Week 11:
Course Design:
1. Review Completed Course
Course Creation:
1. Finalize Presentations, Activities, and Assessments

CTL Training for Online Learning

The Center for Teaching and Learning Online Teaching and Learning (OTL) Certificate

Participants learn how to plan and deliver an online or web-enhanced course as well as how to use the University's course management system, Pilot.

The OTL certificate verifies that you have attended training on how to plan, build, and deliver an online or web-enhanced course, including how to use the university's course management system, Pilot.

To earn the certificate, participants must attend at least 10 hours of training from a selection of OTL workshops.

The following tracks are suggestions to help you choose which workshops you want to attend. You may choose workshops from different tracks to suit your needs.

The names and descriptions of our workshops change from year to year. So the track descriptions below list the topics covered, not necessarily the exact names of the workshops covering those topics.

For more detailed information, call Chris Roberts, X3943.

Basics Track

This track is for faculty who want to teach and manage a course in Pilot but don't need in-depth training on designing and building a course. Choose workshops that address the following topics.

- Pilot Overview
- Quizzes
- Assignment Dropbox
- Content and Accessibility
- Communication
- Grades
- Course Administration

Designer/Builder Track

In this track, you'll learn an instructional design process to help you plan and build your online course in compliance with a respected set of quality standards. In addition, you'll learn to make instructional videos. Choose workshops that address the following topics.

- Pilot Overview
- Developer's Guide
- Camtasia

- Content and Accessibility
- Facilitating Online Learning

Teaching Strategies Track

Aimed mainly at faculty already comfortable using Pilot, the workshops in this track delve into ways to make courses more effective and engaging. Choose workshops that address the following topics.

- Developer's Guide
- Online Communication
- Facilitating Online Discussions
- Camtasia
- Active Learning
- Flipped Classes
- Scale-Up Classrooms

APPENDIX E

List of CTL Workshops

Pilot Overview Part I

Pilot Overview Part II

Pilot: Communicate and Collaborate

Pilot: Quiz Tool

Pilot: Manage Grades and Rubrics

Pilot: Assignment Dropbox and Plagiarism Detection

Pilot: Customize Your Course

Surveys with Qualtrics

Blog It Using Wright State's Academic Blog Site

Tegrity Lecture Capture: An Easy Way to Put Your Presentations Online

Quality Matters/Applying the QM Rubric

Getting Started with Pilot Live

Pilot: Quiz Tool and Respondus

Pilot: Course Admin and Grades

Pilot: Assignment Dropbox with Plagiarism Detection and Rubrics

Blog It Using Wright State's Academic WordPress Blog Site

Pilot Content: Be Faster, Better Looking, and More Responsible

DIY Model for Online Course Development

Library Services and Support for Distance Learning and Web-Enhanced Courses

Getting Started with Camtasia

Camtasia Annotations and Animations

Getting in-depth with Camtasia's Editing Tools

Utilizing a Framework and Developer Guide to Drive Innovation in the Online and Face-to-Face Classroom

Innovative ways to capture content for an online environment or flipped classroom

Pilot Overview

CEHS M.ED. Programs of study in educational technology and IDDL certificates

WRIGHT STATE
U N I V E R S I T Y™

Graduate Program of Study

_____
Name   University ID Number

_____
Address

_____
City, State and Zip

_____
Home Telephone   Alternate Telephone

M.Ed.
_____
Degree

Edu Technology: Instructional Design for Digital Learning
_____
Program Name

A student's program of study is administered by the department or college/school and is subject to approval by the Graduate School. **Since program requirements vary by department and college/school, it is important for students to become acquainted with these specific requirements since they, as well as university requirements, must be satisfied.**

Listed below is a summary of the requirements graduate students must complete to earn a master's degree at Wright State University.
1. Complete a Program of Study form.
2. Complete the requirements for the graduate degree within seven calendar years.
3. Achieve a cumulative grade point/hour ratio of at least a 3.0 in all courses taken for graduate credit (no more than six hours of C are acceptable.)
4. Be registered in the semester the degree is conferred.
5. Successfully complete the exit requirement
6. Present one copy of an approved thesis (if required in program).
7. No more than twelve hours of transfer, non-degree, and/or certification hours my count towards degree.

Exit Proficiency Decided By:
Portfolio_____

Verification By Advisor Upon Completion:

Advisor's Name: _____

Prior to graduation, students must complete must complete an exit project as defined by the department in accordance with section 5.3.4 CEHS Policy & Procedures Manual.

_____
Student Signature   Date

_____
Advisor Signature   Date

_____
Department Chair Signature Date

Course Number		Course Title	Credit Hours
EDT	8110	Learning in a Digital World	3
EDT	8120	Instructional Design for Digital Learning	3
EDT	8130	Making Online Courses Interactive	3
EDT	8140	Learning Management Systems & Evaluation	3
EDT	8150	Digital Professional Development	3
EDT	8210	Applied Psychology Learning Theory for Digital Learning	3
EDT	8220	Instructional Design Concepts and Theories	3
EDT	8230	Digital Scholarship of Teaching: Research Methodologies	3
EDT	8240	Digital Scholarship of Teaching: Lit Review	3
EDT	8250	Digital Citizenship	3
		TOTAL HOURS REQUIRED	30
EDT	8900	Internship (Optional)	3
		TOTAL HOURS	30-33

Section II Deletions / Substitutions			
Course Number		Course Title	Hours

Section III Transfer courses from other universities			
Course Number		Course Title	Hours

APPENDIX F

Graduate Program of Study

_____
Name   University ID Number

_____
Address

_____
City, State and Zip

_____
Home Telephone   Alternate Telephone

Certificate

_____
Degree

Instructional Design for Digital Learning 1 (IDDL-1)

_____
Program Name

A student's program of study is administered by the department or college/school and is subject to approval by the Graduate School. **Since program requirements vary by department and college/school, it is important for students to become acquainted with these specific requirements since they, as well as university requirements, must be satisfied.**

Listed below is a summary of the requirements graduate students must complete to earn the IDD-1 Certificate at Wright State University.
1. Complete a Program of Study form.
2. Complete the requirements for the graduate certificate within seven calendar years.
3. Achieve a cumulative grade point/hour ratio of at least a 3.0 in all courses taken for graduate credit.
4. Successfully complete the exit requirement.

Course Number		Course Title	Credit Hours
EDT	8110	Learning in a Digital World	3
Choose three of the following four courses:			
EDT	8120	Instructional Design for Digital Learning	3
EDT	8130	Making Online Courses Interactive	3
EDT	8140	Learning Management Systems & Evaluation	3
EDT	8150	Digital Professional Development	3
		TOTAL HOURS REQUIRED: **12**	

Section II Deletions / Substitutions

Course Number		Course Title	Hours

Section III Transfer courses from other universities

Course Number		Course Title	Hours

Exit Proficiency Decided By:
_____

Verification By Advisor Upon Completion:

Advisor's Name: _____

Prior to graduation, students must complete must complete an exit project as defined by the department in accordance with section 5.3.4 CEHS Policy & Procedures Manual.

_____
Student Signature   Date

_____
Advisor Signature   Date

_____
Department Chair Signature   Date

APPENDIX F

Graduate Program of Study

WRIGHT STATE
U N I V E R S I T Y™

_____
Name   University ID Number

_____
Address

_____
City, State and Zip

_____
Home Telephone   Alternate Telephone

Certificate

_____
Degree

Instructional Design for Digital Learning 2 (IDDL-2)

_____
Program Name

A student's program of study is administered by the department or college/school and is subject to approval by the Graduate School. **Since program requirements vary by department and college/school, it is important for students to become acquainted with these specific requirements since they, as well as university requirements, must be satisfied.**

Listed below is a summary of the requirements graduate students must complete to earn the IDD-2 Certificate at Wright State University.
1. Complete a Program of Study form.
2. Complete the requirements for the graduate certificate within seven calendar years.
3. Achieve a cumulative grade point/hour ratio of at least a 3.0 in all courses taken for graduate credit.
4. Successfully complete the exit requirement.

Exit Proficiency Decided By:
_____

Verification By Advisor Upon Completion:

Advisor's Name: _____

Prior to graduation, students must complete must complete an exit project as defined by the department in accordance with section 5.3.4 CEHS Policy & Procedures Manual.

_____
Student Signature   Date

_____
Advisor Signature   Date

_____
Department Chair Signature   Date

_____ **Foundational / Pre-requisite course:**
EDT 8110 (Learning in a Digital World) or EDL 7200 (Analysis of Teaching)

Course Number		Course Title	Credit Hours
Choose four of the following five courses:			
EDT	8210	Applied Psychology Learning Theory for Digital Lrng	3
EDT	8220	Instructional Design Concepts and Theories	3
EDT	8230	Digital Scholarship of Teaching: Research Methods	3
EDT	8240	Digital Scholarship of Teaching: Literature Review	3
EDT	8250	Digital Citizenship	3
		TOTAL HOURS REQUIRED: **12**	

Section II Deletions / Substitutions

Course Number		Course Title	Hours

Section III Transfer courses from other universities

Course Number		Course Title	Hours

Institutional Success Rates and Grade Distribution Table

Fall 2012 to Fall 2014: Grade Distribution by Online and Face to Face Courses and Course Level
Wright State University

	A #	A %	B #	B %	C #	C %	D #	D %	F #	F %	W #	W %	X #	X %	Mean GPA	%DFWX	Total
Online																	
Graduate	5,954	72%	1,604	19%	273	3%	54	1%	131	2%	235	3%	63	1%	3.62	6%	8,314
Undergraduate	6,275	45%	3,675	26%	1,731	12%	594	4%	898	6%	697	5%	195	1%	3.01	17%	14,065
Total	*12,229*	*55%*	*5,279*	*24%*	*2,004*	*9%*	*648*	*3%*	*1029*	*5%*	*932*	*4%*	*258*	*1%*	*3.24*	*13%*	*22,379*
Face to Face																	
Graduate	24,123	70%	7,515	22%	1,416	4%	185	1%	344	1%	644	2%	91	0%	3.62	4%	34,318
Undergraduate	98,314	37%	74,500	28%	43,097	16%	16463	6%	17319	6%	13702	5%	4789	2%	2.83	19%	268,184
Total	*122,437*	*40%*	*82,015*	*27%*	*44,513*	*15%*	*16648*	*6%*	*17663*	*6%*	*14346*	*5%*	*4880*	*2%*	*2.92*	*18%*	*302,502*
Graduate																	
Online	5,954	72%	1,604	19%	273	3%	54	1%	131	2%	235	3%	63	1%	3.62	6%	8,314
Face to Face	24,123	70%	7,515	22%	1,416	4%	185	1%	344	1%	644	2%	91	0%	3.62	4%	34,318
Total	*30,077*	*71%*	*9,119*	*21%*	*1,689*	*4%*	*239*	*1%*	*475*	*1%*	*879*	*2%*	*154*	*0%*	*3.62*	*4%*	*42,632*
Undergraduate																	
Online	6,275	45%	3,675	26%	1,731	12%	594	4%	898	6%	697	5%	195	1%	3.01	17%	14,065
Face to Face	98,314	37%	74,500	28%	43,097	16%	16,463	6%	17,319	6%	13,702	5%	4,789	2%	2.83	19%	268,184
Total	*104,589*	*37%*	*78,175*	*28%*	*44,828*	*16%*	*17,057*	*6%*	*18,217*	*6%*	*14,399*	*5%*	*4,984*	*2%*	*2.84*	*19%*	*282,249*

Library Services for Online Teaching and Learning

The WSU Libraries provide the following services and resources in support of online teaching and learning:

- Remote access to thousands of electronic journals, books, databases, and media owned by Wright State and OhioLINK Institutions

- Online borrowing services from WSU Libraries and 89 other OhioLINK institutions, including desktop delivery for many electronic items

- Online research assistance, including email, virtual appointments, instant message, and text

- Web-based or streaming tutorials on information resources

- Online subject and discipline-specific research guides

- Online course reserve system for reserving and uploading course materials to PILOT

- "Embedded Librarian" service for including subject librarians in online courses; this enables librarians to work directly with distance faculty and students and to contribute to the teaching/learning process

- Online Interlibrary Loan Service for obtaining research material which is not available on campus or in the Electronic Journal Center. Many items are immediately and easily available for viewing or printing such as eJournals, eBooks, and media

- Online institutional repository (CORE) for collecting and making available the scholarly output of WSU faculty, staff, and students

- eLearning Studio which provides quiet space for distance students to work on their online courses, take online tests, etc. (This space is intended for students who have insufficient home access to the Internet.)

For more information on these services and resources, please contact: Sheila Shellabarger, Interim University Librarian (sheila.shellabarger@wright.edu).

Office of Disability Services Report On Online Accessibility

Distance Education Task Force

Course Accessibility Recommendations

Objective

Create materials to help Wright State faculty, staff, and graduate assistants find barriers that students with disabilities face in online courses and to fix the majority of accessibility problems.

A required course will also provide a stand-alone resource to help faculty, and those who support faculty, ensure that online course materials meet accessibility standards.

Finally, the materials will provide a structure for the ODS and CTL to collaborate and offer accessibility audits and remediation.

Rationale

For more than 15 years, the CTL promoted accessibility through a workshop or two a term. Faculty were not required to attend. There was no monitoring of course accessibility. The majority of online courses were left unchecked. Most faculty were unaware of whether their courses were accessible and knew nothing about what to do to make them accessible.

At a time when M.I.T., Harvard (Lewin, 2015), the University of Cincinnati and many others (Carlson, 2015) have faced lawsuits and complaints for inaccessible content, Wright State needs to make sure its online environment is as accessible as its famously accommodating physical environment.

To place all the responsibility for accessibility on faculty shoulders, though, is like expecting faculty to build ramps and elevators so students can get to class with wheelchairs. The university needs to support an accessible online environment, just as Facilities Management and Services supports an accessible physical campus.

Of course, faculty will always have a role in ensuring accessibility, as they do in face-to-face classes. These recommendations aim to reduce the burden on faculty by providing tools for support personnel to assist in auditing and fixing online access problems. It will also help faculty who wish to do their own audits.

Audience

These recommendations serve 1) support staff, including the CTL, charged with helping faculty make sure online courses are accessible, and 2) faculty who want to take responsibility for accessibility in their own courses.

Components

Checklist

This table will list accessibility items to look for in a course, include a brief statement with each item about why it's important, and have links to detailed how-to instructions. Based on the World Wide Web Consortium Web Content Accessibility Guidelines, Ohio Web Accessibility Guidelines, Wright State Web Accessibility Standards, and checklists used by other universities, this will provide a key for accessibility audits based on industry standards.

(W3C Web Content Accessibility Guidelines Working Group, 2014) (W3C WAI Education & Outreach Working Group, 2002) (W3C Web Content Guidelines Working Group, 1999) (Ohio Department of Administrative Services Office of Information Technology, 2007) (Wright State University, 2006) (Minnesota State University Moorhead Information Technology Services, 2014) (Porterville College Technology Learning Center, 2011) (Sacramento State Accessible Technology Initiative, 2010)

Articles

These instructions will show how to fix accessibility issues one would be most likely to find in online courses. For example, there is one on headings, one on images, and one on colors. A beginning draft of the site containing these resources is at this address: blogs.wright.edu/learn/accessibility.

Videos and Audio

Most articles will include video tutorials to demonstrate the process. There will also be examples of things students with disabilities do to navigate online courses, such as using screen readers or head mice.

Quick Cards

A set of colorful cards on a key ring will summarize key accessibility items faculty need to keep in mind while making online content. Made with some whimsy, these take the technical tone down a notch to help make the issues less threatening, while putting key points at staff and faculty fingertips.

Page Templates

These are attractively designed page blanks with which faculty may build course content. They add consistency and style to a course, speed up page formatting, encourage using headings correctly, and adapt for small screens and print. These will be an incentive for faculty to participate.

Syllabus Template

An MS Word version of the "WSU Suggested Course Syllabus Template," this will be preformatted for better accessibility and will include instructions for using it in ways that enhance accessibility, similar to one from UD. (University of Dayton Learning Teaching Center Office of Learning Resources, 2014)

Required Accessibility Course

Designed for those who need a structured way to learn accessibility, this will draw on the other elements of the resource in a step-by-step course including hands-on activities. This course may be self-paced, taught by the CTL, or by anyone else on campus that wants to provide this kind of learning.

References and Resources

Key points need to be impeccably annotated and referenced for the greatest credibility. Nothing should be seen as just opinion or as just something nice to do. All must be firmly rooted in high authority, especially the U.S. Department of Education Office of Civil Rights (U.S. Department of Education, 2012) and the World Wide Web Consortium Web Content Accessibility Guidelines (W3C, 2008).

Promotion

This will be promoted at least once each semester by email and yearly with postcards, if the ODS/CTL budget permits. The CTL, in collaboration with the ODS, will also schedule presentations at department and committee meetings, and work to get deans and other decision makers on board to help promote accessibility.

Other opportunities include the CTL activities like Fall in Love with Teaching, the CTL hallway marquee, and the CTL workshops.

Partnership with the ODS, CTL and other key players will help promote departmental and faculty participation in online accessibility.

Obstacles

Resistance

Some faculty and staff view accessibility as a burden—and one that shouldn't lie on their shoulders. By offering accessibility as a service, rather than something they are required to do themselves, we help remove much of the burden.

Promoting the "why" of accessibility is as important as the how. It will also be important to highlight benefits of using a template, and using it correctly.

Dismissiveness

Some not only believe they shouldn't be responsible, but also refuse to believe that they are. Solid legal documentation is essential, preferably with statements from campus and state legal council. Perhaps the best support will come from examples of other university initiatives.

Obscurity

These recommendations will accomplish nothing if no one knows about it. It must be promoted well and often. One of the best ways to promote it will be through alliances with other stakeholders, like the ODS and CTL, and by making the rounds of departmental meetings, especially with selling the idea of training their staff.

March of New Technology

With new technologies come new accessibility issues. It will be important to work out how to make and implement accessibility measures before they are needed.

Course Updates

A course made accessible may not stay accessible as faculty add and update content. Faculty will need some training, both on how to do things themselves and when to get assistance. The content templates and supporting materials will help.

Lack of Auditors

The full success of these recommendations depends on enlisting staff and student workers across campus. If the university and departments are not willing to devote resources to accessibility, the success of these recommendations will be limited. The recommendations will need to be sold to key decision makers, whose help will be needed to shape the program into something that fits the way the university works.

Schedule

Date	Tasks Completed
May 18	First drafts of checklist table and syllabus template
June 5	Template refurbishing finished
July 20	Most how-to articles in place, with references
August 10	Quick Cards finished
August 17	At Least 12 how-to videos in place

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