

Dear CCI Assessment Subcommittee:

This document contains several pieces to aid our discussion of possible vetting criteria for Distance Learning (D) courses as requested by CCI. Please find below the following:

1. CCI minutes excerpt to provide context for request
2. TELR's on-line course assessment rubric
3. The "Distance Education Report" which defines "D" and Hybrid ("Q") courses and discusses fee structures. You will likely not need to read all of this, but I found it helpful to consider the definition sections.
4. This web link to a resource TELR is working on to help faculty answer the question, "What is entailed in teaching online?" (Caveat: work in progress.) The tour of eLearning Technologies is interesting: <http://telr.osu.edu/teachonline/>

--Kate

1.

Excerpt from 1/30/09 approved CCI minutes:

Distance Learning Discussion (guests: Joanne Dehoney, Mike Mangino, Melissa Beers, Tom Nygren, Ellen Furlong) see attachments

A. (Dehoney) 2006 committee defined Distance Learning (D) as courses taught 100% at a distance with no meetings. Hybrid defined as 70% distance and up to 30% meeting. (Q designation, which does not appear in academic handbook.) A standard recommended by committee but not fully implemented.

1. What are D and Q criteria? Defined by % being taught at a distance. Where are there? In 2006 committee report. Dehoney to send to C&A Office to be distributed to CCI. % OBoR Ohio Learning Network adopted these standards and committee decided to adopt this as a standard. Other places have a 50/50 split, which can result in saving classroom resources.
  - a. Is flexible accessibility part of the definition? Synchronous vs. Asynchronous work is not part of committee's recommended definition.
  - b. If a podcast is available, is that DL? If students are not required to be there then it is considered distance.

2. Criteria have been developed and are on TELR web site. Dehoney to send. TELR currently running workshops to help faculty. TELR is well-suited to consult with single faculty developing courses, but not as well suited to assist larger efforts.

B. 6 DE programs, designed developed and implemented by a department or college. See Moser 2002 committee report handout outlines DE questions and where one can find support and answers. Programs are listed on TELR web site as a service to students looking for DE courses.

C. The E-Learning Strategies committee is working now, chaired by Alutto, 9 faculty members looking at e-learning generally including how technology

supports learning in classroom. Report due in late February and university community will have opportunity to widely vet the report.

D. Psych D course: from Columbus campus. Sociology in Mansfield would like to put together a distance learning for their campus and wanted to know about approval process. Is there anything different about the mode of delivery that would keep it from achieving a GEC learning outcome? Psych has all same requirements, uses same assessment tools and has same asmt plan as classroom-based courses. Students are held accountable for same work, including embedded testing, reflection papers, surveys and no significant differences have been noted in student learning. This lack of difference is well-documented in literature, but it is highly dependent on communication between faculty and students, translating live cues to on-line communication cues. If the course is well-designed, no significant learning outcomes are noted.

E. Theatre 100: syllabus p 2: note on live performance viewing choice – are students exempt from seeing a play on campus? To date, no one has been unable to come to campus to see a show, but eliminating geographical boundaries changes expectations. Someone in another state would have to document and get approval for a live performance from instructor. Another challenge has been facilitating group work, but has thus far been successful. A perception is also that regional campus students can be taking Columbus D courses thus decreasing their enrollments. “Poaching” can go both ways, or at least the perception thereof.

F. Writing courses: could efficacy of GEC requirements come into question? Currently no different approval process for D courses at ASC college and CCI levels. There many ways to develop ways to facilitate and assess oral presentations on line.

G. Art Education: How did Clayton Funk move a completely face to face class to completely on-line (AE 160) (send to CCI) Tripled enrollment on line and increased enrollment in lecture. Students talking more on line and are more involved. Much discourse on student groupwork. Lectures are not just lectures anymore; students do eurythmic practice and groupwork as well as projects. Appraising an art form is one way to evaluate with careful rubrics. In future students will assess each other’s work using the rubrics thus developing a better critical understanding of the evaluation of others work. This evaluation process can be evaluated as well. D course has a lot of identity formation (through interactive places for discourse, increased access to media via the internet, group work places) which has been extensively proven to improve student learning. Student learning styles play into D choices. Asynchronous teaching is an advantage for many students as well as discussion because many students will discuss more in an on line environment. On line lectures can take many formats (describe)

Q: Assessment rubrics: Do we need additional approval for D courses as distance learning becomes more pervasive? Would it be right to call for separate approval for D courses? Comment: instructor does not feel it necessary because learning outcomes data showed no difference. Unique delivery modes can have same learning results. Alternative section of a standardized class (assignments, exams) alternative method of delivery with same learning results. Demand from students

have sustained this course. As D learning increases, concern that there is no separate approval process. 1500 students taking Psych 100, 100 on line AE 160 350 on line, 200 in lecture in AU 300 in lecture, 650 total students SPH has huge summer on line institute program – against approval process and in favor of an assessment process. This would avoid curricular drift and we have an ongoing GEC assessment process

Q: How do you assess someone in a real distance learning situation? (i.e. not coming in for exams) Sylvan learning centers will proctor exams on location as well as other proctoring networks Another possibility is adapting exams.

Q: Workload difference? Putting on line course together is more work.

Motion to institute an approval process for D courses value in sharing information

Q: How does handoff of D courses occur? Carmen facilitates the capitalization of resources with regard to handing off D courses to new instructors. Instructors can use these to modify as desired. Could recorded lectures be used over and over? What are the implications for intellectual property and investment rights and copyright for work.

Q: What proportion of a total major or minor could be done through DL? Art Ed has a Masters program on line with 2 summer residencies of one week each, 8 hours a day.

Comment: Not in favor of an approval process because that would entail a new administrative process, but would prefer a regular reporting process. There is a need to respect the faculty members right to change the delivery system.

TELR- difficult to get a handle on student experiences. However, assessment data is being collected by the courses.

Service Learning outcomes are different and vetted by specific roundtable, while D courses have the same learning outcomes as the existing course. D courses need not be versions of existing courses. Assessment of D courses in particular can highlight additional benefits of these courses.

Suggestion for those already offering courses to develop a web page for what works with a distance learning course. Dehoney has a set of criteria (Quality Matters) to send.

Can this investigation be assigned to assessment subcommittee? Yes.

## 2. Rubric

## Online Course Review Rubric\*

I. **COURSE OVERVIEW:** The overall design of the course is transparent to the student.

	Standards	Look for	✓
1	The organization of the course is easy to understand.	Clear navigation and support for getting started in the course.	
2	A statement introduces the student to the course and to the structure of the learning experience.	A statement communicating the learning process, including course schedule, communication modes, types of activities, etc.	
3	Course contains a visible, well-constructed syllabus.	A syllabus providing information on course objectives, expectations, requirements, and grading.	
4	"Netiquette" expectations communication are clearly stated.	Rules of conduct for participating in the discussion board, communications and/or for email content.	
5	Minimum technology requirements, student skills, and, if applicable, prerequisite knowledge in the discipline, are clearly stated.	Technology skills and requirements and academic course prerequisites.	

II. **LEARNING OBJECTIVES:** Learning objectives are clearly defined and explained. *These materials a*

	Standards	Look for	✓
1	Course learning objectives describe outcomes that are measurable.	Objectives describing student performance in observable terms.	
2	The learning objectives of the course are clearly stated and understandable to the student.	Learning objectives that are free from jargon, confusing terms, and puzzling syntax.	
3	Instructions to students on how to meet the learning objectives are adequate and easy to understand.	Instructions to succeed in the course (narratives, bulleted list, and charts) are clear and complete.	

III. **ASSESSMENT:** Assessment strategies are linked to learning objectives and both summative and formative.

	Standards	Look for	✓
1	The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.	Relationships among assessments, objectives, and learning activities; assessment formats measure the stated learning objectives.	
2	The grading policy is transparent and easy to understand.	Clear description of activities that will affect students' grade.	
3	Assessment and measurement strategies provide individual and contextual feedback for student.	Ongoing performance feedback provided via course tools such as gradebook, dropbox, discussion board, news.	

## Online Course Review Rubric\*

IV. **RESOURCES AND MATERIALS:** Instructional materials are comprehensive enough to achieve learning objectives.

	Standards	Look for	✓
1	The instructional materials support the stated learning objectives and have sufficient breadth and depth for the student to learn the subject.	Content provided in variety of ways, including the textbook, PowerPoint presentations, websites, lecture notes, outlines, and multimedia.	
2	Instructional materials are presented in a format appropriate to the online environment, and are easily accessible to and usable by the student.	Navigation link(s) devoted to "Resources" in the Content.	
3	All resources and materials used in the online course are appropriately cited.	Citations, copyright statements, references, etc.	

V. **LEARNER INTERACTION:** The design of the course allows instructor-student-content interactions.

	Specific Review Standards	Look for	✓
1	The learning activities promote the achievement of stated learning objectives.	Class discussions, case studies, simulation exercises, practice quizzes, etc.	
2	Learning activities foster instructor-student, content-student, and if appropriate to this course, student-student interaction.	Self introductions, feedback on assignments, discussion posting and responses, group projects, group discussion postings, etc.	
3	Clear standards are set for instructor response and availability (turn-around time for email, grade posting, etc.)	Statements about instructor's response time for email, grade posting, discussion posting and instructor's availability for meeting (in-person or online).	
4	The requirements for course interaction are clearly articulated.	Statements about required student participation in discussion and email (how many times, how long, what grade credit, etc.).	

## Online Course Review Rubric\*

VI. **COURSE TECHNOLOGY:** Course technology enriches instruction and enhances student learning.

	Specific Review Standards	Look for	✓
1	The tools and media support the learning objectives of the course and are integrated with texts and lesson assignments.	Connections between learning objectives and media and technology tools used. Whether technology is used appropriately not for the sake of using technology.	
2	Technologies required for this course are either provided or easily downloadable.	Clear instructions telling students how to obtain needed plug-ins and software packages, if the course requires any.	
3	The course instructions articulate or link to a clear description of the technical support offered.	A link to the technical support center (8help) website.	

VII. **ADA COMPLIANCE:** The course is accessible to all students.

	Standards	Look for	✓
1	The course acknowledges the importance of ADA requirements.	An ADA Statement – a statement informing how to gain access to ADA services at OSU.	
2	Web pages provide equivalent alternatives to auditory and visual content.	Alternative means of access to course materials, for example, an audio lecture or a video clip need to have a text transcript.	
3	Web pages have links that are self-describing and meaningful.	File names and web hyperlinks with meaningful names, for example "Take Quiz 1." HTML tags or accompanying text links.	
4	The course demonstrates sensitivity to readability issues.	Formatting (bold, italics, color coding); alternate webpage (non-color-coded format); relevant formatting and color coding.	

*\*These materials adapted from the Quality Matters model of online learning assessment: <http://www.qualitymatters.org/>*

# Final Report of the Distance Education Fee Process and Policy Committee

April 20, 2006

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## Executive Summary

Distance Education (DE), globally, nationally, and within the State of Ohio, continues to grow, yet the number of DE programs and courses at The Ohio State University has remained relatively constant. This can be attributed to Ohio State's lack of cohesive vision for DE, its lack of policies and practices conducive to offering online learning, and its lack of an organizational support model with requisite services. Nonetheless, there is a groundswell of interest by Ohio State's academic chairs and faculty to offer DE courses and programs, and there is demonstrated market demand for online versions of many of Ohio State's courses and degrees.

In September 2005, Barbara R. Snyder, Executive Vice President and Provost, and William J. Shkurti, Senior Vice President for Business and Finance, convened a committee of staff and faculty to examine distance education (DE) practices and recommend tracking and fee-setting policies. The committee was asked to respond to two charges:

### **Charge 1: Recommend a policy for assigning the appropriate designation to distance education courses in the current student information system.**

The committee recommends a two-tiered designation system. A distance education course is assigned the "D" suffix and must be taught 100% online. Students enrolled in "D" courses *do not* have to come to a physical location to take the course. Alternately, a hybrid course is assigned a "Q" suffix and requires that students come to a physical location for one or more face-to-face meetings. In order to be labeled a distance-education, hybrid "Q" course, the place-bound component must constitute less than 30% of the total course. By standardizing on this 70/30 split, Ohio State will be aligned with Ohio Learning Network's (OLN) online course-catalog inclusion requirements and will be in compliance with the Ohio Board of Regents' Higher Education Information (HEI) system's data collection processes.

### **Charge 2: Recommend a policy for establishing fees for distance education classes.**

Inconsistencies exist among fees being charged for credit-bearing, distance education courses and degree programs across Ohio State's campuses. Some units run courses and programs through the standard university fee structure using the central accounting, billing and assessment processes while others choose to work with Continuing Education (CED) and adhere to a modified third-party contract model.

The committee recommends that all non-third-party, credit-bearing "D" courses taught 100% online, and all hybrid "Q" courses be required to use the standard university fee structure and central accounting, billing and assessment processes. The CED contract model may continue to be used to support third-party-paid continuing education programs. These represent both credit and non-credit courses and programs that business and industry contract with Ohio State to offer.

The committee also recommends that the Provost revisit and consider accepting the 2001 Moser Distance Learning and Continuing Education Committee's recommendation to implement and invest in a "one-stop-shop" DE support concept.

The committee members, strongly supported by the Senate Fiscal Committee, emphasize that these recommendations represent only a small facet of what is required to design, implement and sustain a successful distance education operation. If distance education is going to thrive and grow at Ohio State, these recommendations must be valued and implemented within the broader context of the university's academic mission and planning processes.

# Final Report of the Distance Education Fee Process and Policy Committee

April 20, 2006

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## I. Introduction

In 2000, The Ohio State University's *Academic Plan*<sup>1</sup> clearly delineated the role of distance education in advancing the institution as a national leader and world-class institution. The authors proclaimed "our continuing education programs, supplemented increasingly by distance learning, make lifelong learning a reality for all citizens." They also stressed "no change factor is more evident than the continuing and ever-more-rapid growth of technology, which affects not only what is taught but how, e.g. online learning." The document concluded that, while this was not a current strength at Ohio State, "we would not be a great university unless we helped our students - whatever their field of study - become fully conversant with the latest available technologies."

Much has transpired in five years. While distance education (DE), as a mainstay of Research 1, higher-education institutions, has not panned out to be the revenue-generating panacea it was hyped to be in the late nineties, the Sloan Foundation<sup>2</sup> reported that online enrollment in the United States has increased from 1.98 million in 2003 to 2.35 million in 2004, primarily within the community college and for-profit higher-education sectors. Closer to home, according to a 2002 poll commissioned by Ohio Learning Network (OLN)<sup>3</sup>, nearly 60 percent of Ohioans surveyed wanted to take courses online because they viewed them as convenient and flexible. OLN's 2005 Annual Report<sup>4</sup> corroborates this interest by reporting that institutions statewide have experienced steady growth in DE enrollment (Ohio State being an exception).

While the use of educational technologies by Ohio State faculty to complement face-to-face teaching has steadily increased, the number of DE courses, degree programs, and certifications has remained relatively constant over this five-year period. In the spring of 2002, the Registrar's Office reported 61 courses designated with a "D" for distance learning, and in Autumn 2005, they reported 63 courses.

The lack of growth of DE at Ohio State can be attributed to numerous factors. First and foremost, at the highest echelon, Ohio State lacks a cohesive vision for DE across its campuses. Ohio State's *Academic Plan 2005 Update*<sup>5</sup> emphasizes investing in technology to enrich our teaching and learning environment, but no longer refers specifically to distance education. Second, to put a course, degree, or certificate program online at Ohio State is a long, arduous, and costly process that entails working with a variety of disparate units internal, and often external, to the university. A few colleges and units have invested in their own expert instructional design and technical support structures. For the majority of faculty and departments, there is no central infrastructure or resource to provide guidance, resources, and support for analyzing the market need, designing and developing content, promoting and delivering DE courses and programs, and for addressing and fulfilling the unique needs of the non-resident learner. Lastly, Ohio State lacks policies and practices conducive to offering online learning. This struggle is evident by the formation over the last decade of numerous committees and task forces chaired by Deans Cassady, Gold, Ripley, Moser, and other leaders to define and debate the merits of DE, develop revenue distribution and funding models, and conceptualize organizational support strategies (Appendix 1). Although they

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<sup>1</sup> The Ohio State University Academic Plan (2000). (<http://www.osu.edu/academicplan/preface.php>).

<sup>2</sup> Sloan Consortium Report (2005). "Growing By Degrees: Online Education in the United States," November, 2005. ([http://www.sloan-c.org/resources/growing\\_by\\_degrees.pdf](http://www.sloan-c.org/resources/growing_by_degrees.pdf)).

<sup>3</sup> University of Cincinnati's Institute for Policy Research (2002). "Poll Shows Ohioans Want Degrees Online," June 6, 2002. (<http://www.olin.org>).

<sup>4</sup> Ohio Learning Network (2005). "Bounded Exuberance: e-Learning in Ohio Annual Report," December 2005. ([http://www.olin.org/about\\_olin/pdf/Bounded-web.pdf](http://www.olin.org/about_olin/pdf/Bounded-web.pdf)).

<sup>5</sup> The Ohio State University Academic Plan 2005 Update (2005). (<http://www.osu.edu/academicplan/2005index.php>).



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collectively authored numerous reports, plans and white papers, only a few of the recommendations have been fully implemented.

Although progress has been slow, there is a groundswell of interest by Ohio State's academic leadership and faculty to offer DE courses and programs, and there is demonstrated market demand for online versions of many of Ohio State's courses and degrees. A steady stream of requests comes into TELR from potential students worldwide requesting Ohio State branded DE courses and degrees, and from our department chairs and individual faculty inquiring about resources available for developing DE programs. CED is funding numerous new DE projects through its *Course Development Grants*, designed to support faculty offering DE using its contract model.

The recommendations of the Distance Education Fee Process and Policy Committee address the appropriate course designation and the establishment of fees for distance education classes. These two issues represent a small, albeit important, component of what is required to design, implement, and sustain a successful distance education support system. The committee, strongly supported by the Senate Fiscal Committee, emphasized that if distance education is going to thrive and grow at Ohio State, these recommendations must be valued and implemented within the broader context of the university's academic mission and planning processes.

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### **II. Committee Charge**

As colleges and departments begin to offer more distance education classes, Ohio State needs to ensure that consistent policies and practices are being followed with regard to (1) assigning the appropriate designation to distance education courses in the student information system and (2) establishing fees for distance education classes.

Barbara R. Snyder, Executive Vice President and Provost, and William J. Shkurti, Senior Vice President for Business and Finance, tasked the chair, Susan E. Metros, Deputy CIO and Executive Director for eLearning, with convening a committee of interested staff and faculty to examine these issues and make recommendations to them regarding future policies based on the following charges:

Charge 1: Recommend a policy for assigning the appropriate designation to distance education courses in the current student information system.

Charge 2: Recommend a policy for establishing fees for distance education classes.

In order to implement a policy in the 2007 academic year, Snyder and Shkurti requested policy recommendations no later than February 2006. However, the complexity of the deliberations delayed completion of this report by approximately two months. Prior to submitting the recommendations, Snyder and Shkurti asked this committee to vet the final draft with the Senate Fiscal Committee. Based on the recommendations of the Senate Fiscal Committee, Snyder and Shkurti may secure input and advice from other groups such as the Council of Deans.

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### **III. Committee Deliberation Process/Methodology**

In the charge letter, Snyder and Shkurti identified specific individuals with firsthand DE involvement to serve on the committee. The chair rounded out membership by adding other relevant faculty and staff from the campus and Ohio Learning Network. All total, there were 12 members, of which three served as ex-officio.

The committee met approximately every two weeks over a four-month period, communicated using email, and accessed shared documents and other related resources using a Carmen site. The committee spent the first two months collecting data and information to define their recommendations. They worked

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with the Office of Institutional Research and Planning to survey counterparts at CIC, Ohio public higher-education institutions, and our peer institutions about how they identified and developed fee structures for DE courses. The committee also interviewed Dean Bobby Moser, Vice President for Outreach and Engagement, Vice Provost Randy Smith, and Tony Basil, Director of the Office of Continuing Education (CED). The last month of meetings was devoted to drafting the recommendations and report. During the course of the committee's engagement, the chair provided the Senate Fiscal Committee with two updates. Senate Fiscal reviewed and approved this final report on April 18, 2006.

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### IV. Committee Membership

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| <ol style="list-style-type: none"><li>1) Linda Bernhard, Associate Professor, College of Nursing</li><li>2) Joanne Dehoney, Director, CIO/TELR</li><li>3) John Lippold, Professor, Department of Industrial, Welding, and Systems Engineering, College of Engineering</li><li>4) Marie Mead, College Fiscal/Personnel Officer, College of Pharmacy</li><li>5) Susan Metros, Professor and Deputy CIO and Executive Director for eLearning, CIO/TELR (Chair)</li><li>6) David Staley, Director, Harvey Goldberg Program for Excellence in Teaching, Department of History, College of Humanities</li><li>7) George Steele, Director for Educational Access, Ohio Learning Network (OLN)</li><li>8) Patricia Stuhr, Professor and Chair, Department of Art Education, College of the Arts</li><li>9) Michael Wright, Associate Registrar, Office of the University Registrar</li></ol> | <p><b><i>Ex-officio members:</i></b></p> <ol style="list-style-type: none"><li>1) Ruth Burns, Resource Planning Analyst, Office of Business and Finance</li><li>2) Teri Ryan, Administrative Associate, CIO/TELR (Recorder)</li><li>3) Mike Sherman, Professor and Vice Provost, Office of Academic Affairs</li></ol> |
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### V. Committee Recommendations

#### **Charge 1: Recommend a policy for assigning the appropriate designation to distance education courses in the current student information system.**

The Office of Academic Affairs has taken steps to reserve the "D" suffix to be used exclusively for identifying distance education courses. However, the university does not have a clear definition of what constitutes a distance education course. As a result, the "D" suffix can represent courses ranging from being taught partially to fully online. Students enrolling in these courses are often surprised to find out, after classes have begun, that there is an on-campus component. This lack of clarity also leads to problems in reporting and auditing.

The committee has made the following recommendations:

- 1) A course or course section assigned the "D" suffix must be taught 100% online.
  - a) Students enrolled in "D" courses *do not* have to come to a physical location to take the course. The course can be taught asynchronously, meaning that students may access course materials at

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anytime from anywhere, or synchronously, meaning that there are specific times designated for the course to meet within an online environment.

- b) Courses may be offered using a variety of delivery methods, including: over the Internet, using specific software programs, a course management system, or the web; via streaming media; or through a desktop video application. In some cases, courses or course materials may be provided to the student on removable media such as CD-ROM or DVD. Place-bound video conferencing, one-way audio or television broadcasts, and paper-based correspondence courses are not considered “D” courses.
- 2) Hybrid courses require that students come to a physical location for one or more course meetings, laboratory or recitation sections, proctored exams, special events, program orientation, etc. The location might be off-campus but more than likely will take place on one of Ohio State’s campuses. This place-bound component must constitute less than 30% of the total course for it to be labeled a hybrid distance-education course. In extenuating circumstances, special arrangements might be made by the instructor for students unable to attend place-bound course meetings (e.g., students with special needs or students living or traveling outside the state or country). This would be at the discretion of the instructor and indicated in his or her course syllabus.

Based on a query of alpha characters available to be used as suffixes in the registration system, the University Registrar has indicated that the letter “Q” is available to be assigned as the suffix to represent hybrid courses. “H” was the committee’s first choice, but an informal poll of faculty and staff showed concern that an “H” suffix would be confused with the “H” prefix representing honors courses.

- a) The committee selected the 70/30 split as the division between traditional and hybrid courses because that figure is consistent with the Ohio Learning Network’s (OLN) definition of distance learning. OLN accepts courses with various delivery methods into the *OhioLearns!* catalog, but stipulates that at least 70% of any course has to be delivered away from the institution. OLN uses that formula to report distance education courses to the Ohio Board of Regents’ Higher Education Information (HEI) system. By standardizing on this split, Ohio State will be better positioned to provide the State of Ohio with accurate and consistent distance learning data.
- 3) The Office of Academic Affairs (OAA) Curricular Control Committee should assume the responsibility of monitoring DE courses to determine trends and report anomalies in enrollment, retention, grades, etc. With the proper use of suffixes, the Curricular Control Committee could establish whether these courses have been submitted to the Council on Academic Affairs (CAA) for new or revised course approval. Currently, CAA is only aware of courses that units self-disclose and submit for review.
- 4) Units that schedule classrooms would benefit by tracking hybrid “Q” courses to better determine classroom allocations. While this is difficult to accomplish within the current student information system, it should be considered for the upcoming SIS implementation.
- 5) The recommendations of this committee should be taken into consideration as OAA, CAA, the Office of Enrollment Services (OES), and the Office of Undergraduate Studies, in coordination with the Office of the Information Technology (OIT), develop an automated, web-based Course Approval System.
- 6) This two-tiered, distance education course identification solution should be monitored and assessed to determine its acceptance and rate of adoption. This may be accomplished by self-reporting by instructor, focus sessions with unit staff responsible for entering course data into the Master Schedule, and by surveying students.

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- 7) In order to clarify the process and encourage proper use of this system, the university must educate users, communicate and promote the new processes, and monitor and assess the results. These activities may have associated costs.

### **Charge 2: Recommend a policy for establishing fees for distance education classes.**

Inconsistencies exist among fees being charged for credit-bearing, distance education courses and degree programs across Ohio State's campuses. Some units run courses and programs through the standard university fee structure using the central accounting, billing and assessment processes while others choose to work with Continuing Education (CED) and adhere to a modified third-party contract model.

The advantage of the contract model is that it provides units with more flexibility in establishing fees, taking into consideration that units have different resource needs, expenses, budget models, and student populations. Another ability of units offering DE courses or programs is that the fees collected can be allocated directly to the department or unit developing and delivering the courses or programs, circumventing the colleges and central administration. CED also provides some services to support the academic unit and the distance learner.

The contract model was developed over 25 years ago to support third-party entities contracting with the university for continuing education purposes. Only over the last few years has it been used internally to support some of the academic units' credit-bearing distance education courses and programs. Deployed in this capacity, the contract model has numerous shortcomings. The contract model circumvents the budget process and may not capture funds for commitments that would normally be covered via the central assessment or other commitment categories (e.g., help desk, student services). No independent oversight of the fee-setting process exists: charges are not recorded and fees are not collected centrally, control issues exist related to department cash handling, allocated fees bypass the budget model, and students enrolled in both regular and DE courses require monitoring by the Office of Fees and Deposits to ensure that correct charges are applied for regular course work.

The committee recommends that all non-third-party, credit-bearing "D" courses taught 100% online, and all hybrid "Q" courses be required to use the standard university fee structure and central accounting, billing and assessment processes. The CED contract model may continue to be used to support third-party-paid continuing education programs. These represent both credit and non-credit courses and programs that business and industry contract with Ohio State to offer.

The advantage of using the standard university fee structure is that charges are recorded and fees are collected centrally. Furthermore, fees are allocated through the budget model, consistent with the method fees for regular courses are allocated. This outcome will require additional dialogue with various groups by the Office of Academic Affairs.

- 1) To address the criticism that the standard university fee structure is not as flexible as that of the contract model, the committee recommends that colleges offering DE courses or programs have the option of charging program or course fees (as opposed to learning technology fees). These fees would flow directly into the college where the costs are being incurred. This additional funding would compensate for courses and programs whose costs are not covered by regular fees.
  - a) This addresses the needs of colleges who charge more than the standard tuition. As in the past, requests for any additional fees must be submitted to OAA during the budget process for approval. Similarly, any differentiation in tuition requires approval by Ohio State's Board of Trustees.
  - b) For courses and programs that cannot be competitive if required to charge standard university fees, tuition credits could be processed through the registrar's system to reduce the cost to the student. These credits would be charged to the college wishing to reduce tuition costs to its DE

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students. To bear the fiscal responsibility of such costs is consistent with Ohio State's budget process. Colleges, positioned as cost centers, determine which activities will or will not be subsidized. The same approval processes outlined in (a) apply to this recommendation.

- c) Outside of Ohio, Ohio State's DE courses and programs are not always financially competitive with peer institution offerings. Non-resident tuition rates are typically charged to students who do not live in Ohio. The committee recommends considering the charging of a reduced, non-resident rate to out-of-state students taking all "D" courses. Legal counsel should thoroughly review this policy prior to implementation. The limits of the current student information system also should be factored into the timing of the implementation.
- 2) Marginal revenue and allocated costs attributable to DE courses and programs are allocated to the colleges as part of the annual budget process, but are not always directed back to the unit developing or delivering the DE courses and programs. Therefore, DE does not always receive adequate financial support within a college. To address this issue, the committee recommends that the Provost encourage colleges to evaluate their DE programs and courses as part of their strategic mission. If the university and individual colleges value DE as core to its mission, then it follows that financial resources should be directed to those DE programs and courses or to central support units tasked with supporting DE activities.
- 3) In 2001, the Moser Distance Learning and Continuing Education Committee advised the Provost "centrally administered human and financial resources associated with distance education and distributed learning should be incorporated into a single organizational unit. The purpose of this unit would be to provide leadership and support to colleges and the university community in the areas of instructional design and technology, student services, and business planning related to e-Learning."

This current DE Fee Process and Policy Committee recommends that the Provost consider accepting the Moser recommendation to implement and invest in this "one-stop-shop" concept. The designated unit(s) would require new funding, and additional staff possibly made available through reallocation or a service improvement request. In the interim, some of the services currently provided by CED would be shifted to other providers:

- a) Student admissions: The Admissions Office should be able to admit DE students. They have support systems in place to serve out-of-state and international students. The university also is piloting support services for non-traditional students.
- b) Course registration: DE students, like every other student, will be able to register for courses online using Buckeye Link.
- c) Flexible academic calendar and staggered enrollments: This functionality is already available to departments in the current MARX system. Departments should be trained on how to use the system to fully utilize its capabilities. Even greater functionality will be available in the new SIS.
- d) Advising: DE students who are taking "D" courses are not required to come to campus. They should be permitted to communicate with their academic advisors using telephone, email, chat, or other online communication or meeting applications.
- e) Market analysis and program promotion: Units could continue to contract with CED or other third-party businesses for these services.
- f) The many manual processes that CED provides units under the contract model can be automated under the central accounting, billing and assessment processes. These include suppressing extra student fees, providing the Registrar with class rosters, monitoring rosters with Fees and Deposits, and handling drops/withdrawals/etc.

## **Final Report of the Distance Education Fee Process and Policy Committee**

- 4) Understanding that established DE programs running under the CED contract model might be negatively impacted by having to transition to a new model, the committee recommends that these existing programs, including any courses added to these programs, be given the option to continue under the contract model. The committee encourages these programs to transition to the new model, but does not mandate any time frame over which this transition should occur.
- 5) New DE programs or “D” courses offered Autumn 2007 and thereafter must use the standard university fee structure and central accounting, billing and assessment processes. The committee’s charge targeted an Autumn 2006 (fiscal year 2007) implementation date. A transition plan would help determine the feasibility of instituting this change to meet the Autumn 2006 date.
- 6) “D” courses are not counted toward the number of credit hours that would qualify a student to be eligible for Student Health Insurance. Undergraduate students must have at least six credit hours in a given quarter that are not “D” courses to qualify for health insurance and graduate students must have five or more in a given quarter. The committee suggests that the Student Health Insurance Committee be apprised of this two-tiered DE system and put in place policies that protect health insurance benefits for students taking hybrid “Q” courses.
- 7) The committee recommends that departments only mark “D” courses as off-campus (“O”), and that the hybrid “Q” courses not be marked with the “O” designation, thereby including them in the COTA, RPAC, and Student Activity Fee assessment calculation. Any proposed changes to the current policy would have to be done in consultation with the Office of Student Affairs.

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### **VI. Impacts for Stakeholders**

Adoption of recommendations associated with the charge to the committee to “Recommend a policy for assigning the appropriate designation to distance education courses in the current student information system” will have the following impacts:

- Create the ability to designate the types of distance education courses.
- Help clarify discussions to determine support needed to create and deliver a particular type of distance education course.
- Help inform student decision-making about taking the course.
- Provide the means to analyze issues associated with distance education courses.

Adoption of the recommendations associated with the charge to the committee to “Recommend a policy for establishing fees for distance education classes” will have the following impacts:

- For distance education courses not offered via the third-party contract model:
  - The recommendation to apply differential fees to the different types of distance education courses facilitates informed decisions regarding those courses from the perspective of resources and commitments.
  - The recommendation to allow proposals aligned with course fees or program fees allows the costs associated with the investment in distance education courses to be recovered by colleges.
  - The recommendation to allow colleges to use tuition credits to reduce fees charged to students taking distance education courses recognizes the colleges as the cost centers in the budget model.

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- For distance education courses offered via the third-party contract model:
  - The recommendations associated with item three above provides services to students via the processes and procedures normally experienced by Ohio State students, allowing CED to focus on development and marketing of CED initiatives.
  - The recommendation to assess and revise the cost-for-services structure used by CED provides the opportunity to better align CED financial principles with the university's financial principles under the current budget process.
  - The recommendation suggests that current credit-bearing distance education courses and programs be permitted to continue to use the CED model until it is appropriate to switch over to the university's standard fee structure.

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### **VII. Out of Scope**

#### *Review of the CED contract model*

The committee encourages the administration to review and update the CED contract model to bring it into compliance with current policy.

#### *Assuring quality in online teaching*

Recommendations for assuring a high standard of quality in using educational technologies in designing and delivering online courses is out of scope for this committee. However, the committee suggested that faculty and course designers interested in new ways to engage students take advantage of the professional development opportunities offered by TELR (<http://telr.osu.edu/elearning>) and the many resources and tools available online for assessing quality online teaching and course design, such as OLN's *CourseCheck!* (<http://www.olin.org/coursecheck>).

#### *Other policy issues*

Other policies out of scope for this committee but relevant to the health of a vibrant distance education program include policies addressing intellectual property, copyright, faculty workload and incentives, the Graduate School's residence requirement, and student services.

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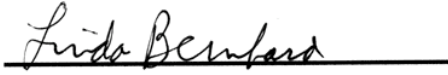
### **Appendix 1: Distance Education Committees, Task Forces and Reports (1997-2006)**

1. Distance Education Fee Process and Policy Committee (2006). (Chair: Professor Susan Metros)
2. Metros, Susan (2003). "eLearning Implementation Strategy and Plan." Prepared for the Office of the Provost, in response to the Moser Report.
3. Distance Learning/Continuing Education Committee Phase 2 Interim Report (2002). Prepared for The Ohio State University Board of Trustees. (Chair: Dean Bobby Moser)
4. Distance Learning/Continuing Education Committee (2001). "21<sup>st</sup> Century Knowledge Dissemination Strategy" (Phase I Final Report). Prepared for The Ohio State University Board of Trustees. (Chair: Dean Bobby Moser)
5. Acker, Stephen and Strider, Eileen (2001). "The TELR Story." Prepared for the Office of Academic Affairs.
6. Soter, Anna (2000), White Paper on "Technology-Delivered Learning and Teaching: Beyond To Do or Not to Do." Prepared for the Ohio State University Academy of Teaching Executive Council and FTAD.
7. Technology Enhanced Learning, Research and Service Review Council Report (2000). Prepared for the Distance Education Task Force of the Deans' Learning Technology Committee. (Chair: Dean Robert Gold)
8. The Distance Education Task Force (2000). "Financing Technology Enhanced Learning (TEL)" Prepared for the Deans' Learning Technology Committee. (Chair: Dean Randall B. Ripley)
9. Escovitz, Alan (1999). "Integrating Technology into the Teaching and Learning Process at The Ohio State University." Prepared for the Office of Academic Affairs.
10. Acker, Stephen (1999). "Distance Education Revenue Distribution and Development Funding Models." Prepared for the Deans' Learning Technology Committee.
11. The Distance Education Pricing and Policy Task Force (1998). "Recommendations for an Interim Distance Education Pricing and Costing Policy for Degree Courses That Expands Enrollment." Report for The Deans Learning Technology Committee. (Chair: Dean John M. Cassady)
12. McKinsey and Company (1997). "Distance Learning - Charting a Course in New Waters." Report prepared for The Ohio State University Board of Trustees.



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Distance Education Fee Process and Policy Committee**

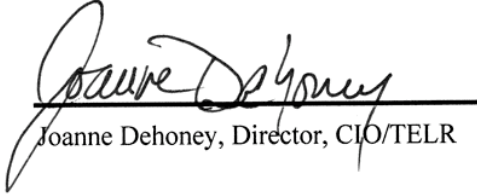
**Distance Education Fee Process and Policy Committee Members**



Linda Bernhard, Associate Professor,  
College of Nursing



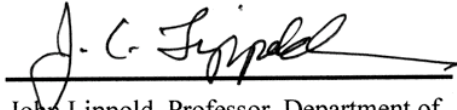
David Staley, Director, Harvey Goldberg  
Program for Excellence in Teaching, Department  
of History, College of Humanities



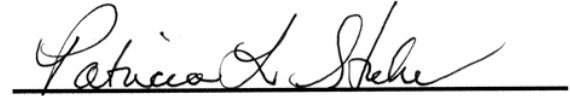
Joanne Dehoney, Director, CIO/TELR



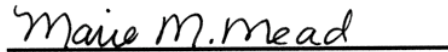
George Steele, Director for Educational Access,  
Ohio Learning Network (OLN)



John Lippold, Professor, Department of  
Industrial, Welding, and Systems  
Engineering, College of Engineering



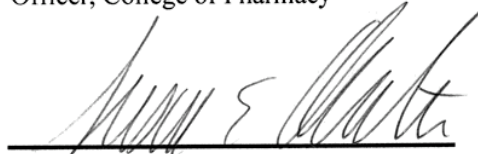
Patricia Stehr, Professor and Chair, Department  
of Art Education, College of the Arts



Marie Mead, College Fiscal/Personnel  
Officer, College of Pharmacy



Michael Wright, Associate Registrar, Office of  
the University Registrar



Susan Metros, Professor and Deputy  
CIO and Executive Director for  
eLearning, CIO/TELR (Chair)