

**EKU e-Campus Learning Model for  
Eastern Kentucky University**

**Draft 6**

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## Table of Contents

- I. Introduction**
- II. Institutional Context and Commitment**
  - What are the goals of ECU's online learning Programs?
  - How does ECU define Online Distance Education?
  - What is the organizational structure of e-Campus programs at ECU?
  - How will ECU determine which programs to launch in an e-Campus format?
  - How will we finance or fund e-Campus programs?
  - How will we build the necessary infrastructure to support online learning?
  - How will tuition dollars from e-Campus programs be distributed?
  - How will the revenues for the new online general education model be distributed?
  - What are the costs of e-Campus courses?
- III. Curriculum and Instruction**
  - Who is responsible for developing e-Campus courses?
  - What is the process for developing an e-Campus course?
  - How will ECU ensure the quality of instruction?
  - Who can take e-Campus courses?
- IV. Faculty Support**
  - How will faculty be compensated for developing courses?
  - How will faculty be compensated for teaching courses?
  - How will class sizes be determined?
  - How will large class size be managed?
  - How will Facilitators be compensated?
  - What is the role of Facilitators?
  - What type of support, resources, and training can faculty expect in developing e-Campus courses?
- V. Student Support**
  - How will marketing, recruitment and retention services be provided?
  - Who is responsible for marketing for e-Campus programs?
  - Who will conduct recruitment activities and manage the enrollment process?
  - How will e-Campus students be supported throughout their program of study?
  - What type of technical support will be available to e-Campus learning students?
  - How do we make library resources available to e-Campus students?
  - Will students with disabilities be accommodated?
  - What services will be provided to e-Campus students following their graduation from the university?

**VI. Evaluation and Assessment**

- How do we assess student learning outcomes of e-Campus programs?
- How will we ensure student authentication in the assessment process?
- How will an e-Campus program's effectiveness be determined?
- How will course evaluations that measure student satisfaction for courses delivered in the e-Campus program be conducted?

**VII. References**

**Other Issues**

How should the colleges and departments view the development of online courses for traditional, on-campus students (i.e., EKU's Existing Student Population)?

How much do online courses that are not a part of an online program cost?

What about online courses that are developed by a department for traditional on-campus students, but are not part of an online program? Who is eligible to take these courses?

## Introduction

Eastern Kentucky University is committed to a residential campus--a student-centered living and learning community dedicated to providing excellent face-to-face instruction and learning opportunities.

EKU also recognizes the need to serve students who do not have the opportunity to learn or participate in a traditional residential learning environment. As EKU pursues developing online learning opportunities for these students, the University is committed to ensuring online programs have high standard of quality and that effectiveness does not suffer at the hand of efficiency.

EKU's comprehensive e-Campus learning model provides the framework and the guidelines for colleges and departments desiring to offer online programs.

### Desired Outcomes

In 2015 EKU's e-Campus Learning Model will be considered *successful* if the outcomes show the following accomplishments:

- a. EKU has developed sustainable, high-quality e-Campus programs and courses. EKU has established appropriate standards that ensure quality and meet regional, national, and specialized accreditation requirements.
- b. EKU has developed a respected e-Campus model with competitive and niche programs. These programs have enhanced EKU's visibility and reputation regionally, nationally, and internationally.
- c. EKU's e-Campus programs have provided increased flexibility for students who might otherwise not be able to obtain an education. The online programs have contributed to EKU's goals to diversify the student body, address regional stewardship needs, and pursue other aspirational goals of the University.
- d. EKU has increased its capacity to better serve all students. As a result of these student-success initiatives, the retention and graduation rates have increased for all students, particularly students in on-line programs.
- e. EKU's enrollment has increased as a direct result of online learning. The e-Campus programs have attracted new students that EKU would not have likely reached otherwise.
- f. EKU has used the increased revenue resulting from a larger student population to enhance EKU's academic and university infrastructure. This includes providing critical support services and resources, rewarding faculty and programs, increasing library resources, and support for service and scholarship.

EKU's e-Campus Learning Model is based upon the following principles:

- Distance learning fits the University's mission as a school of opportunity and is in keeping with the *Essential Eastern*;
- Increased enrollments in higher education nationally are occurring primarily through distance education; and
- EKU's e-Campus Learning Model is designed to ensure its success will ultimately enhance the overall infrastructure of the University and Academic Affairs.

These principles reflect the fact-finding initiatives of Academic Affairs during Fall 2009, including a campus-wide forum presented by a Faculty Panel on distance education.

EKU has adopted the SACS Best Practices components as the framework for organizing its guidelines for e-Campus programs. The framework was adopted to ensure that all of the important and relevant operating factors are considered when developing and delivering programs.

## **II. Institutional Context and Commitment**

### **What are the goals of EKU's e-Campus programs?**

The goals of EKU's e-Campus initiative are to:

1. target new students in our 22-county service region who are geographically challenged, providing online-learning opportunities that increase their access while also promoting increased regional stewardship by our faculty;
2. reach non-EKU students throughout the Commonwealth of Kentucky and beyond who are interested in our degree programs but who could not otherwise have access, enhancing our regional and national reputation and increasing our enrollments and revenues; and
3. extend the reach of our educational service delivery by promoting entrepreneurship and creativity, and strategically cultivating a market for our programs, particularly those that meet unique needs for which EKU is well positioned to support.

In reaching these goals, the university will engage in a planning process for online-learning programs that identifies specific academic programs to be offered online and targets specific enrollment goals for those programs that can be measured through a data driven process. Additionally, data will be collected that demonstrates the level of student achievement, retention, and progress toward graduation. Faculty and administrative staff will have input into this process, and ongoing reviews of the extent to which program goals and objectives are met will occur on a regular basis.

## **How does ECU define Online Distance Education?**

An online program at ECU is defined as having at least 70 percent of the program's degree requirements to be taken on-line.

Any exception to the course's online requirements must be noted in the syllabus (e.g., a requirement to meet on campus for two weeks in the summer).

## **What is the organizational structure of e-Campus programs at ECU?**

Administrative oversight for e-Campus programs will reside in the Provost's Office. An e-Campus coordinator, reporting to the Provost, will work with programs, colleges, and the Instructional Design Center (IDC) to assist in development and design of courses and programs. The coordinator's role will be to ensure quality and compliance with policies and procedures for ECU's on-line programs.

In general the organizational structure for online courses and programs reflects the same structure and relationships as traditional courses and programs. Online-learning programs are generally guided by the same policies and procedures that guide traditional on-campus programs. There are exceptions relating to course development and compensation, the provision of resources applied to online learning activities, training for faculty, and student support.

Each college will determine how e-Campus programs will be managed at the college level. Academic support for ECU's e-Campus learning programs is the responsibility of the Academic Colleges and Departments where the e-Campus program resides. Each college or program with an e-Campus program should designate the department chair or coordinator as the point person to oversee and manage any online learning administrative and academic issues.

Student Services Functions (Admissions, Registrar, Transfer Center, Billings, Financial Aid, and IT) for the e-Campus initiative are administered in the same way as for traditional programs. Implementing online-learning programs, however, will require differential strategies (e.g., billings, revenue allocations, unique registration requirements) to accommodate a different student population. This on-line model has specific implications for applications and/or configurations required from Banner.

## **How will ECU determine which programs to launch in an e-Campus format?**

Colleges and departments are strongly encouraged to identify appropriate programs for delivery using the e-Campus model that can reach **new** audiences for ECU. The university has adopted some **Guiding Principles or Criteria for Degree-Granting Online Programs**.

The approval process for offering an online program will be consistent with the process for approving all programs. The following criteria must be addressed when a program requests to “go on line.”

1. The department proposes an online program that has been fully assessed as viable.
2. ECU’s program already has or could generate a competitive, niche market.
3. The program has provided an appropriate, sustainable business model.
4. The program can/will comply with standards of Southern Association of Colleges and Schools and other specialized accreditations as appropriate.
5. The department will provide a plan for continuous improvement to ensure the program’s sustainability,
6. The program will have a minimum of 70 percent of the degree requirements on line to be considered an on-line program.
7. Each course in an on-line program will have at least 70 percent of the content “on line.”

As part of the decision making process, key stakeholders should first conduct a systematic assessment of the viability of the proposed program. This process will include a thorough assessment of the program’s academic strengths, readiness for implementation, market opportunities, financial feasibility, and sustainability.

The assessment should minimally address all of the following questions:

1. Is there a sufficient level of faculty support for the program, and can the program manage any anticipated growth that may occur?
2. Is the curriculum suitable for online learning, and can it be sequenced to accommodate students’ needs with respect to prerequisites, general education, and supporting courses?
3. To what extent is the program scalable or able to grow with increasing numbers of students? What is the desired minimum number of students / enrollment?
4. Is there a market or demand for the degree program? Who desires the degree being proposed, and what are the drivers of students toward the degree (e.g., career certifications or licensure)? Is the demand regional, statewide, national, and/or international?
5. What are the marketing channels for reaching the target population of desired students?
6. What other universities are offering the program online, and can ECU reasonably compete with these schools?

7. Does the College/Department have (or can it obtain) the necessary marketing, recruiting, and retention support to respond to student needs from initial inquiry to graduation?

Colleges and departments should consider obtaining an objective external assessment of these and other questions that may be important to the program's success. Given the level of financial and human risks associated with launching new e-Campus programs, obtaining objective information is imperative so judicious decision making can occur with respect to any "go/no go" decision.

### **How will we finance or fund e-Campus programs?**

Once e-Campus programs are assessed to be financially viable with respect to long term sustainability and evidence of significant student enrollments, ECU intends to support these programs through a deliberate planning process that uses effective budget and financial reporting methods supported by solid data, including estimates of all associated costs (personnel, development, operating, indirect) and revenues. Sufficient resources will be provided to launch an approved program. Generally new programs do not generate sufficient revenues to recover all costs during the first three years of operation. After three years of operating these programs, however, these on-line programs will be expected to be fully supported by revenues generated from student enrollments.

ECU will use a "Cost / Revenue Center" approach with respect to funding and supporting online learning programs. This approach will enable stakeholders to design a financial accounting system that allows for the sound budgeting, tracking and reporting of tuition income and expenses for each distance education program. The system will employ an integrated communication system between the Provost's Office, Financial Affairs, and the Academic College that administers the program.

Budgets should be prepared on an annual basis, consistent with the University's normal budgeting process and planning period. Budgets for online programs must be prepared in April and finalized by June prior to the start of the fiscal year which will be July 1 – June 30. The budget will serve as the guiding tool for all expenditures and revenues associated with a specific online program.

The budget should include all projected expenses to include personnel, benefits, maintenance and operating costs, travel, and contingencies. Tuition revenues should be projected according to a formula or cost basis that accounts for the number of classes to be offered, the faculty required to teach those classes, and an estimated number of students and enrollments for each class.

Financial reporting should be established to account for revenues on a course enrollment basis (post drop) by semesters and/or terms, depending upon the length of courses, and expenses as they occur. Financial reports should be issued monthly so that the designated financial manager can monitor actual costs and revenues against the budget.



## **How will we build the necessary infrastructure to support online learning?**

Infrastructure and capacity for online-learning programs must be built in a deliberate fashion. The degree to which the infrastructure can grow is contingent upon the growth of online programs and the ability to align funding for needed resources with new revenues generated from online learning programs. This growth can only occur by reaching new audiences and students who would not otherwise attend ECU. This philosophy or orientation must undergird the online learning efforts. Thus, a cautious approach must be taken when considering new programs or course offerings.

The costs associated with building institutional capacity for e-Campus programs are real costs that must be factored into the budgeting process. This model allows every e-Campus program budget contain a line item representing 20% of total costs as an allocation to build the capacity and infrastructure. Part of these costs will need to be set aside for funding the efforts of the Instructional Design Center.

## **How will tuition dollars from e-Campus programs be distributed?**

ECU will adopt a plan to support the costs of an online program based on a 45% – 45% - 10% split of the “NET” tuition revenues that are collected for online courses that are part of a specified e-Campus program. Net is defined as the balance of funds available *after* all expenses have been recovered and paid following the close of the fiscal year ending June 30. Forty five percent will be distributed to the Colleges that delivered the course, 45% will be distributed to ECU, and 10% will be distributed to the Provost’s Office.

Given that an expanded online-learning initiative will have very real impacts on university operations (e.g., IDC, ECU Libraries, Admissions, Registrar, Advising, Financial Aid, Transfer, IT, etc.) the university will need to use its portion of revenues to support these vital university services.

## **What are the costs of e-Campus courses?**

Tuition for online undergraduate courses will be assessed at a uniform rate equal to 133% of the regularly established per credit hour cost for resident students. The current per credit hour rate for undergraduate courses is \$263, making the per credit hour rate for online courses \$350. The cost of graduate online courses will be \$500 per credit hour.

### **III. Curriculum and Instruction**

The academic colleges and departments at ECU are responsible for all aspects of the academic content for e-Campus programs. Any online programs, curricula, and course schedules are the purview of the colleges and departments.

Because of the need to ensure the highest academic integrity possible, particularly since online programs are subject to SACS Accreditation and CPE compliance, coordinating the e-Campus programs out of the Provost's Office will provide the appropriate visibility and oversight, including the IDC's operations.

#### **Who is responsible for developing e-Campus courses?**

Course development should be a collaborative process between the subject matter expert (faculty member), an instructional designer, and (if available) an instructional technologist. Librarians may also bring value to the instructional support team. Levels of involvement may vary, depending upon the technical expertise of the faculty member, but generally it is expected that faculty will work closely with an instructional support team that can support the course development process by:

- ensuring that the pedagogical strategies employed in a course are appropriate for online learning;
- designing the course so that it maximizes the features of ECU's Learning Management System and other relevant online tools (purchased or free) that can enhance the learning experience;
- educating the instructor about copyright; and
- adding value to the course by taking advantage of advanced multimedia and design techniques such as video/audio course or the use of learning objects to aid students in the learning process.

One of the most common mistakes made by online course faculty when developing courses is endeavoring to use the same approach for online teaching that they have used in on-campus, face-to-face courses. While the content and student learning objectives might be the same as face-to-face courses, the lesson plans and pedagogical methods will often be different. Thus, consultation with an instructional support team becomes of paramount importance. Because they have expertise in instructional design and the use of technology, these team members can often provide assistance in assuring that course objectives can be met in an online delivery format.

Ultimately, the responsibility for the final development of an online course rests with the designated faculty (also considered to be the Subject Matter Expert, and who is typically, but not always, the Instructor of Record). The faculty member developing the course is expected to

- Ensure that the course meets the guidelines of the Quality Matters rubric;
- Participate in a peer review process;

- Ensure that the course is developed consistent with SACS' best practices and CPE requirements;
- Verify copyright release on all materials used in the course as necessary and required;
- Ensure that the course design includes a "high" level of interactivity and opportunities for frequent student feedback; and
- Develop the course in the format that is consistent with the format and specific guidelines adopted for use by the program.
- Comply with EKU's definition of an *online* course, which requires a minimum of 70 percent of the requirements to be online.

### **What is the process for developing an online course?**

Although the process for developing online courses will vary, the recommended process for developing an online course is as follows:

1. Faculty selected by their departments to teach an online course should schedule a meeting with the IDC instructional design team. During this initial meeting a review of the course requirements should be conducted to include the:
  - a. Recommended guidelines (developed by IDC) for course development;
  - b. Quality Matters rubric;
  - c. Agreed upon course-development schedule and timetable for key deliverables;
  - d. Evaluation instrument that students will use to evaluate the course; and
  - e. Compensation procedures (the Provost's Office will have oversight responsibilities).
2. Faculty should review with the instructional design team the overall course objectives, the pedagogical approaches used in on-campus delivery of the course, and any ideas about what they envision for the online course. For example, if "group" work is conducted in the on-campus course, ways of conducting group work in the online course should be explored. Pedagogy should be considered and discussed and work plans can be devised based upon the mutually agreed upon responsibilities.
3. Of particular importance are efforts to design the appropriate multi-media content that will enhance the students' ability to master the course content and learning objectives. This content may include video mini presentations or audio Power Points, videos purchased for course use or drawn from library resources, simulations, and/or other rich media applications. Ample time should be planned for and allowed to develop these products.
4. Particular emphasis should also be given to the assessment of learning objectives for the e-Campus course. Assessments should be selected that are aligned with learning objectives, and care should be taken to ensure that all assignments and testing procedures are clear and free from technological problems. Attention should be given to any unique authentication issues.
5. Faculty should prepare ALL course materials in a format that can easily be uploaded in the course Bb site. This may include developing it in Word files (or

- any standard word processing package) that can be easily reviewed by the instructional design team AND the peer reviewer(s) who will review the course.
6. Following the completion of the course materials, and prior to uploading the course into Bb, the course should be reviewed by an IDC team member and a peer selected from the instructor's department for adherence to the Quality Matters (QM) rubric.
  7. If the review does not meet the minimal QM score, then the faculty member is expected to make revisions that would address the identified issues.
  8. Once the course is finalized, it will be provided to an Instructional Technology Specialist housed in the Instructional Design Center who will build the course.
  9. Once the course has been "built" by the ITS, it will be comprehensively reviewed by the Faculty member / Course Developer who will "sign off" that the course is ready for delivery to students.
  10. After this "sign off," compensation will be provided to the Course Developer.

There may be variations to this general process; however, those variations should be negotiated in advance with the Department Chair, the Provost's Office and the IDC prior to initiating the course development process. For example, in rare circumstances a faculty member who is expert in Bb and course design can develop a course without the assistance of IDC personnel. Similarly, it may be appropriate to take a "team" approach to course design with two or more faculty members involved in the development. In such instances, however, the compensation level would not exceed the allocated amount for development (it could be shared) and the course would still need to meet Quality Matters standards.

**Note:** Peer Reviewers will be paid an honorarium of \$250 for providing a detailed review of the course. These reviews will be maintained by the Department Chair and the Coordinator of Distance Education.

### **How will ECU ensure the quality of instruction?**

ECU's e-Campus Learning Model:

- Places the primary responsibility for ensuring quality with the program faculty;
- Uses standard practices to ensure quality (e.g., peer review, faculty collaboration, and research-based pedagogy) for all on-line courses; and
- Requires specific standards of academic quality if the course is part of an on-line program.

Faculty participating in online programs are expected to:

- Participate in an orientation for online instruction at ECU;
- Participate in peer-review at the department level;
- Use the IDC's Quality Matters rubric (or other total quality management program) when developing their courses; and
- Provide opportunities for student evaluations in each course each semester.

EKU's Instructional Design Center (IDC) has the primary responsibility for providing professional development and training for on-line instruction.

EKU's e-Campus Learning Model will employ a systematic quality assurance process (QAP) to ensure that every course is designed with the highest possible quality. The university encourages the use of an ongoing and iterative process adapted from Old Dominion University (2009) that involves the use of QAP guidelines and checklists – applied across a four phase planning process:

- 1) Course Approval and Planning
- 2) Development and Production
- 3) Delivery and
- 4) Evaluation and Continuous Improvement.

Each phase is important to achieving the desired level of quality embraced by the university.

Quality development and instruction will be ensured through several means:

- As described above the process for course development will be collaborative in nature, thus ensuring that “value” is added by those with particular expertise in online instruction (i.e., subject matter experts, instructional designers, course technologists)
- Faculty members and the course development team are expected to adhere to Quality Matters. This rubric will serve as the primary method for evaluating a course's quality and readiness for delivery.
- Templates, guidelines and checklists may be applied that are important to meeting SACS' best practice of consistency in course design.
- The final arbiters of quality will be the Department Chair and faculty members who designed the course. The final course product is intended to be the result of a participatory process involving the instructional design team and a peer reviewer. Peer review is considered advisory only, but it is expected to add considerable value to most courses.
- Development fees will not be paid until the quality control parameters have been verified.
- With regard to instruction, course evaluations are required for ALL online courses.
- Course evaluations are subject to review by the College Dean, the Department Chair, and Coordinator of e-Campus Programs. Specifics of the evaluations will be reviewed annually with the Department Chair as a matter of policy so that enhancements can be encouraged and supported with resources as necessary.

### **Who can take e-Campus courses?**

EKU currently serves two student “types”: (1) traditional students who take the majority of their courses on-campus and (2) e-Campus students who take the majority of their courses online.

EKU also has two types of online courses: (1) online courses that are developed at the discretion of the departments that are available to any students, but are typically taken by traditional on-campus students and (2) “restricted” online courses that are open ONLY to e-Campus students.

Online courses that are built in partnership with Compass Knowledge Group as part of the new General Education Model OR those that are developed as a separate and stand alone program will be designated in the system as restricted e-Campus courses. These restricted online courses will be unavailable to the traditional students during the registration period. *If a course is not filled to capacity at least three (3) days prior to the first day of class for the term, the course will be opened up for registration to any ECU student who meets the course prerequisites.*

In the event that a restricted class is not filled by e-Campus students, and traditional students enroll in the course, the tuition revenue for traditional students will remain with the designated cost-center (e.g., Online General Education Model) and be applied to the budget / reporting process as described above.

## IV. Faculty Support and Incentives

### How will faculty be compensated for developing courses?

A faculty member who serves as the Course Developer (and who may also be the Instructor of Record) will be compensated at a rate of **\$4,000 for developing an undergraduate online course and \$5,000 for developing a graduate online course to be delivered as part of an online, “e-Campus Program,”** including the integrated General Education Program—providing the course is developed in addition to a full workload.

This compensation will be processed as **e-Campus Incentive Pay** using an efficient process designed to track compensation for faculty participating in e-Campus programs. The justification for this rate is provided below.

In addition to meeting the stipulations for ensuring quality (as listed previously), Course Developers who are provided Incentive Pay for developing online courses as part of an e-Campus program are expected to:

- Develop the online course beyond their regular faculty load; and
- Complete all aspects of the course development in the semester prior to the course being delivered (and preferably 30 days prior to the first day of class); and
- Meet the standards set forward in the Quality Matters protocol / rubric.

At the discretion of the department chair, a course may be developed on an in-load basis using “reassigned time” in lieu of compensation. In this circumstance \$4,000 (or \$5,000 in the case of a graduate course) will be placed in the respective cost / revenue center’s budget for use to offset any faculty costs incurred as a result of the in-load assignment (e.g., the need to hire part-time faculty to teach a course).

### Recommended Policy and Procedure on the Frequency of Course Development

- (1) Development costs for an online course will only be paid to the Course Developer on a **one-time basis**. No additional course development costs will be paid. The Course Developer and the Instructor of Record may, in some cases, be different faculty members.
- (2) After a course has been developed, it is expected that the Instructor of Record will make ongoing improvements to the course as part of the instructional process. Course enhancements and upgrades are expected as an area of responsibility covered by the compensation provided for “teaching” the course.
- (3) After a course has been delivered over a period of three years, at the discretion of the department chair (working closely with the faculty member), the course may be redeveloped (refreshed) to include any new information or updates to keep the course timely and relevant.

Compensation for re-development should be contingent upon the scope of work involved in the revision process.

### **What is the policy with respect to intellectual property and course ownership?**

EKU's Intellectual Property Policy (4.4.2P) applies to online courses developed by EKU faculty:

Under federal copyright law, the creator of a work is usually the owner. However, this is not the case when a work is created within the scope of employment. Works created within the scope of employment are known as "work made for hire," and are works where the employer is considered the author and owner of such works. Copyright law generally defines a work made for hire as:

1. A work prepared by an employee within the scope of his/her employment; or
2. Certain types of work specially ordered or commissioned where the parties expressly agree in a written instrument signed by them that the work shall be considered a work made for hire. These types of work include a contribution to collective work, a part of a motion picture or other audio/visual work, a translation, a compilation, an instructional text, a test, answer material for a test, an atlas or a supplementary work.

### **What is the process for compensating faculty once the development work is completed?**

After the course has been completely developed and approvals are provided by the Department Chair/Online Coordinator and College Dean, the approval form (contract) will be sent to the Provost's Office for budget verification and approval. The form will then be sent to Payroll for processing. Faculty can expect payment in one lump sum (as an addition to their regular pay) within 30 days after the Provost's Office review.

### **How will faculty be compensated for teaching courses?**

Depending upon the faculty resources budgeted for an e-Campus program, online courses initially may be taught above load, using e-Campus Incentive Pay. If taught on an in-load basis, no further compensation will be provided to the faculty member. In this circumstance for the Integrated General Education model, \$4,000 will be placed in the respective cost / revenue center's budget for use to offset any faculty costs incurred as a result of the in-load assignment (e.g., the need to hire part-time faculty to teach a course).

If taught using e-Campus Incentive Pay, Instructors of Record (IR) for undergraduate courses will be compensated at a rate of \$4,000 for teaching an undergraduate online course and \$5,000 for teaching a graduate online course delivered in an ECU Online



Program. This rate of pay also applies to both full-time and part-time faculty who teach in the program as an Instructor of Record.

The e-Campus courses taught in the summer will be compensated at the maximum undergraduate summer rate of \$4,500 and \$5,000 for graduate courses.

To receive the e-Campus Incentive Pay, Course Instructors of Record (IR) for the E-Campus program are expected to:

- Master a level of technical competency that leads to a clear demonstration of their expertise in working in an online environment, including being proficient in Blackboard (EKU's Learning Management System);
- Be accessible to students;
- Focus on activities that contribute to student retention, including a high degree of interaction and frequent and helpful feedback on student performance;
- Teach the course consistent with SACS requirements;
- Interact with Instructional Design Team and technical support staff as necessary and appropriate to ensure that the course features are working properly and smoothly for the students in the course;
- If applicable, interact with the University's Knowledge Partner, Compass Knowledge Group, especially the Program Manager, to ensure that all course delivery strategies are being effectively received by students participating in the program – this process and student services functions are built into the program to enhance student retention;
- If Facilitators are used, participate in a course orientation with all Facilitators prior to the beginning of each course term;
- Train and update Facilitators on any changes in course content;
- Direct and supervise all Facilitators if used in the course including, but not limited to, ensuring that all administrative paperwork has been processed, monitoring their dialogue and responses to students in Discussion Boards and other course instructional tools, ensuring that Facilitators have an evaluation completed on their performance, and communicating the results of their evaluations directly with the Facilitators;
- Post grades in ECU Direct for ALL students in the course;
- Engage in judicious decision making pertaining to all matters of the course, including making decisions that reinforce the course's learning objectives; and
- Participate in an evaluation of the course using a common assessment tool developed by ECU for the purposes of making course improvements and comparing results across university programs and courses; and
- Make ongoing improvements to the course as part of the instructional process, providing course enhancements and upgrades as necessary.

**What is the process for compensating faculty for teaching online courses using e-Campus Incentive Pay?**

Approvals / contracts for teaching online courses using e-Campus incentive pay should be provided by the Department Chair and College Dean and received 45 days in advance of the course start date. This will enable compensation to be processed by Payroll so that it can be distributed equally over the work period (i.e. the instructional term). Incentive Pay will be added to regular pay and distributed over the ECU pay periods.

### **How will class sizes be determined?**

ECU's online learning model places no limit or class cap for the number of students who can be enrolled in a restricted online course. However, any class that exceeds 25 students for undergraduate courses and 20 students for graduate courses will be expected to establish class "groups" to ensure for the highest possible quality of instruction. In some rare cases where a higher level of interaction and feedback may be necessary (e.g., ENG 101), a department may need to justify a lower class cohort size by petitioning the Dean of the College.

If a course exceeds 100 students, consideration will be given to adding an additional section with another "Instructor of Record."

### **How will large class sizes be managed?**

Best practices in online learning dictate that Course Instructors engage no more than 20-25 students per course. The reason for this is that it provides the best means for providing the effective principles for good teaching that are consistent with both traditional and online learning, including

- frequent contact between students and instructors,
- active learning,
- prompt feedback on work completed, and
- an emphasis on time on task (Chickering and Gamson,1991).

Using the model adopted for ECU's e-Campus programs, the use of qualified Faculty Facilitators is encouraged as an effective means of supporting course instruction. Faculty Facilitators should take guidance and direction from the Instructor of Record and be responsible for assisting an assigned number of students in meeting the course objectives. The Faculty Facilitator model may include conducting at least some of the grading responsibilities. This model has been successfully used in other online degree programs.

### **What qualifications must a faculty facilitator have?**

Because online programs often have demanding course requirements, Faculty Facilitators must have specific knowledge of the subject matter being taught (i.e., not all Faculty Facilitators can serve in all classes) and have experience and qualifications comparable to the Instructor of Record. Therefore, the program should endeavor to recruit only Faculty

Facilitators with the appropriate academic and experiential qualifications who can meet SACS requirements. In some cases graduate students may possess the necessary experience and expertise, and therefore may make ideal Faculty Facilitators.

**How will Faculty Facilitators be compensated?**

Facilitators will be compensated at a rate of \$2,500 for facilitating a cohort of approximately 25 undergraduate students and 20 graduate students in an online course.

## **What is the role and qualifications of Faculty Facilitators?**

Faculty Facilitators are expected to:

- Possess a Master's Degree plus relevant experience in the subject matter being taught;
- Be approved by the Graduate School for instructing in graduate-level courses;
- Possess a specific level of expertise and experience germane to the subject matter in which instruction is provided;
- Facilitate course activities for a cohort of approximately 25 online undergraduate students or 20 graduate students enrolled in an online course;
- Focus on activities that contribute to student retention, including a high degree of interaction and frequent and helpful feedback on student performance;
- Participate in a "Course Orientation" with the Instructor of Record prior to the beginning of each course term;
- Be proficient in and utilize the University's Learning Management System (Blackboard) in the delivery of all online course content and materials;
- Interact (on average) a minimum of 2-3 hours per day or (15 hours per week) with the cohort of students assigned to them;
- Schedule and moderate small group online discussion boards and/or chat sessions on an ongoing and weekly basis, as designed by Course Instructor;
- Manage and engage students in any assigned small group online discussion forums;
- Provide direct feedback via the discussion board or via email to each student at least twice per week;
- Engage in course activities in a manner that promotes a high level of quality and in a way that ensures for a high degree of student retention;
- Keep abreast of current activities/policies/regulations in the field;
- Assist with grading assignments, as required, including any course exams, discussion board questions, short papers, research papers and/or portfolio products as directed by and with guidance from the Instructor of Record;
- Interact on a Daily/Weekly basis with the Instructor of Record;
- If applicable, be fully prepared for supporting course content that has been condensed into an 8-week format by the IR;
- Work closely with the Program Coordinator on any administrative issues pertaining to course facilitation;
- Respond directly (and in a timely manner) to student questions, interacting with Course Instructor (academic issues) or Program Coordinator (administrative issues) on behalf of students where necessary;
- Communicate with the Course Instructor on a regular basis about course expectations, course content and various pedagogical approaches for facilitating the course's learning objectives;
- Provide course feedback and suggestions for course and program improvement to Course Instructor and Program Coordinator; and

- Cooperate with the Course Instructor in ensuring that a “Facilitator Evaluation” is completed prior to the end of the course (for each course facilitated).

### **What type of support, resources, and training can faculty expect in developing e-Campus courses?**

EKU’s Instructional Design Center (IDC) will serve as the primary resource for Colleges and departments that launch new online programs. The IDC will be responsible for working collaboratively with faculty to design and build online courses that can be offered to a distance learning student population. It will provide course development, design, and technology support for online courses delivered as part of an online program. Among the services it will provide are the following:

- Support for developing rich media content using video, audio, video-streaming applications that can be integrated into course design;
- Ongoing workshops on selected topics that support the course design process;
- Assistance in building courses directly in BlackBoard (Bb) using materials developed by the faculty member for integration into Bb;
- Training on any technologies or course building blocks that may be used to deliver online courses (e.g., Wimba, Adobe Connect, wikis, blogs);

Among the resources needed by faculty to be successful in online course development and delivery are the following:

An online **Orientation Course** will be developed that introduces faculty to online learning and provides the essential information needed to get started.

A **Faculty Training Course** will be developed that provides information about online course development and delivery. Examples of effective course designs and best practices will be provided in the course. The course will also provide readily accessible and targeted reading materials that will be regularly updated and maintained. Websites will be featured that highlight and showcase selected issues and practices related to online learning.

Limited **travel funds** will be set aside for attending distance education training events and conferences. Faculty will be able to apply for these funds using a proposal describing the benefits they will receive and the applications they plan to implement in their respective e-Campus programs.

Each on-line program will be assigned to an Instructional Designer / Technology Specialist who will work with a faculty member to assemble an instructional support team to ensure that the course being developed is completed in its entirety before the course start date.

Each on-line program will be assigned a librarian. This information specialist will review streaming media collections, on-line journal collections and other resources and services that meet the unique needs of the faculty, the program and curriculum and the students served.

In addition, the IDC will assign an Instructional Technology Specialist to work with each Course Developer to help organize and upload course material into Bb. This position and job function will ensure that all course materials and content (e.g., syllabus, modular lessons, assignments, multi-media content) are properly uploaded and aligned in the course for ease of navigation and access by the student. Tasks will include technical course setup, populating Bb with content, and serving as the “technical” contact for students. This position will provide major quality control functions like ensuring that all dates and schedules are accurate, proofing and text editing course materials, ensuring that all links function properly and all technical aspects are set up and working correctly.

Oversight for the course design process and e-Campus Incentive Pay will be managed by an Coordinator of e-Campus Programs who works in the Provost’s Office. This position will work with the IDC and respective Colleges to implement a quality control and scheduling system that ensures that courses are developed in a timely manner consistent with each College’s and the University’s distance learning goals.

## **V. Student Support**

EKU’s e-Campus programs will be successful if students are supported by a well-structured and fully dedicated institutional infrastructure that includes all essential service areas: Enrollment Management, Admissions, the Registrar, Student Outreach and Transitions, Financial Aid, Billings and Collections, the Bookstore, and IT.

EKU will endeavor to implement a “Whole-of-Institution Approach” to supporting online students. The institution will borrow from or adapt the “Melbourne Model” described in research by Champers (2004) which calls for student support in distinct stages that occur over the lifetime of the student. ECU will endeavor to provide excellent services in the following areas:

- Marketing and Recruitment
- Enrollment and Retention
- Graduation and Beyond

EKU’s approach to these stages and the practices to be implemented are addressed in subsequent sections. Because resources should be allocated closest to where the knowledge, responsibilities and functions lie, marketing, recruitment, and retention activities for e-Campus programs will be decentralized to the Colleges with support provided by key ECU units as necessary and appropriate (e.g., Public Relations and Marketing and all of the student services units). Enrollment Management’s role will be particularly important in supporting student needs in several areas.

A Client Relationship Management (CRM) system is essential for managing the myriad events and activities associated with these stages. The college or departmental personnel assigned to engage in marketing, recruitment, and retention activities will be fully trained on the use of ECU's system and be required to manage ongoing communications with students.

Note: Colleges may wish to consider contracting for marketing, recruitment and retention services with Compass Knowledge when unique expertise and skill sets are needed for the specific e-Campus program being implemented.

### **Who is responsible for marketing for e-Campus programs?**

The College and University will collaboratively develop a marketing strategy that best serves its program goals. Consideration should be given to the specific marketing channels that will be most efficient and effective in reaching the desired target audiences. Channels may include such avenues as the College / Department Website (which should provide the foundation of any marketing plan), online educational directories (e.g., eLearners, World Wide Learn, education connection), traditional print advertising (e.g., professional journals, newspapers, magazines), electronic banner ads, Google and Yahoo pay-per-click, e-blasts to specific audiences, trade shows, and myriad other advertising channels.

Funds will need to be allocated in the e-Campus program budget for marketing and recruitment purposes. This will include funds for purchasing advertising, Web development, and personnel to develop marketing plans.

### **Who will conduct student recruitment activities and manage the enrollment process?**

Recruitment activities will need to be carefully coordinated with Enrollment Management, Admissions, the Registrar's Office, Advising, the Transfer Center, and Testing. All of these units will need to play a major role in understanding the particular e-Campus programs being offered (e.g., admissions requirements) and delivering the required services so students can be successfully enrolled and retained.

The e-Campus program will need to assign skilled personnel (preferably an Enrollment Advisor / Counselor) to the program to manage the application and enrollment process for online students. This position will be responsible for:

- Marketing e-Campus programs and recruiting students for the specific degree programs;
- Initiating outbound telephone calls and email to prospective students who express an interest in the e-Campus program;
- Responding to inbound calls and queries from prospective students;

- Disseminating collateral degree program information to prospective students requesting information.
- Providing information on financial aid, application requirements, and registration material;
- Responding to questions about program requirements as outlined by program faculty;
- Working with students to describe online course schedules and expectations for fulfilling course requirements;
- Assisting with developing marketing strategies, including direct mailings, Internet marketing and advertising;
- Counseling prospective distance education students in all enrollment matters and in matters relating to accessing required university services;
- Conducting a detailed interview with prospective students to assess their program eligibility and to ensure compatibility between student and program;
- Reviewing transcripts to determine previous educational experience as part of an initial screening process before forwarding to academic departments / faculty for a final decision;
- Administering any initial screening protocols that have been established by academic departments as part of admissions process;
- Responding to student inquiries and attempting to solve problems relating to financial aid, admissions testing, and other information as it relates to their interest in online programs;
- Managing and using the university's Client Relationship Management system for the purposes of a) tracking prospective students and generating reports pertaining to lead generation and conversion to enrollments of distance education students and b) furthering the relationship building process.

### **How will online students be supported throughout their program of study?**

Each e-Campus program will need to designate a Program Manager / Retention Specialist who provides advising and other services to students after their enrollment and throughout their course of study through graduation. Until a program grows to support/to need a Program Manager, the department chair and/or program coordinator will manage the on-line program.

A Program Manager will support online students by:

- Advising them on matters related to academic issues, including through the use of Degree Works, and proactively assisting them in completing all university requirements;
- Mentoring them through encouragement and by being available to discuss academic concerns;
- Providing or arranging tutoring services or any support services to help them be successful students;



- Serving as a liaison between students and the student services departments on campus on matters that help facilitate their needs (e.g., course articulation or registration issues);
- Interacting with students in a way that helps them feel supported and appreciated;
- Assisting them with any non-academic matters for which additional communication or expertise may be needed;
- Follow-up with students that have withdrawn from the program or dropped courses due to personal reasons to assess the reasons for their withdrawal and possibly support their continued education where appropriate; and
- Maintaining retention data and generating routine reports for the purposes of assessing student retention and engaging in continuous improvement efforts.

### **What type of technical support will be available to e-Campus students?**

Students will be provided with technical support on a 24/7 basis.

### **How do we make library resources available to on-line students?**

Additional resources will be needed to for the ECU Libraries to serve a growing on-line population.

ECU Libraries will be a major component of on-line programs because of the access the Libraries provide to electronic books and journals and the commitment to make print materials available through inter-library loan services and home delivery.

ECU Libraries will be provided with resources in order to:

- Cross train additional librarians to assist on-line faculty and students;
- Provide on-line faculty access to new content and professional development resources; and
- Assist faculty with copyright clearance.

### **How will students with disabilities be accommodated?**

Students with disabilities will be accommodated consistent with ECU's policy on Services for Individuals with Disabilities.

### **What services will be provided to online students following their graduation from the university?**

ECU's office of Alumni Relations provides a range of services for graduates. Some Colleges also have an Office of Alumni Affairs or maintain systems for communicating with alumni. As the number of graduates from e-Campus programs grow, it will be important to seek ways to maintain the connections they have made and build a community that supports their continued participation in ECU activities.



## **VI. EVALUATION AND ASSESSMENT**

### **How will ECU assess student learning outcomes of e-Campus programs?**

The academic department responsible for delivering the online program is responsible for assessing student learning outcomes. In general, student learning outcomes for e-Campus courses should be assessed the same way as for traditional courses. The departments are responsible for reporting student learning outcomes via the Institution Effectiveness Reports.

Each course should have learning objectives, and each module (as defined by unit of study) of instruction should have learning objectives. Assessment activities should be aligned with those learning objectives.

Where appropriate, for example in those programs established to support the achievement of certain competencies, the courses' learning objectives may relate to broader "program" or institutional assessments (e.g., QEP, General Education, CPE). In these cases (e.g., capstone courses or comprehensive exams) it is incumbent upon the department administering the assessments to put forward specific policies that guide the management of these assessments.

### **How will we ensure student authentication in the assessment process?**

Each academic department is responsible for ensuring for the highest possible integrity in its assessment protocols. Authentication procedures may be different from course to course and program to program. It may also be dependent on the essential level of security required for the specific assessment being conducted.

At the most fundamental level, student ID's and passwords are the primary means for ensuring identify verification in e-Campus courses. This will be sufficient to meet the provisions of the Higher Education Opportunity Act pertaining to authentication in most instances.

Having assessment materials submitted via ECU's Learning Management System, Blackboard (Bb) should be standard practice as this helps to maintain the security of the information submitted and keeps it as a protected, recorded part of the course. Also, all student correspondence should be submitted using ECU-issued email addresses, consistent with ECU's email policy.

In some cases proctoring will be required. In these circumstances the procedures for selecting proctors and proctor expectations must be clearly documented.

In some cases matters relating to assessment integrity can be managed by the procedures or conditions (e.g., extra security measures, time limits) that are implemented for a particular test or assignment. Instructors of Record should, as a matter of policy, take

steps to ensure that any “papers” expected to be original work by the student is submitted through Blackboard’s Safe Assignment feature (or some other plagiarism-detection software). This precaution should be set up as part of the course development process.

In some cases where a proctor is not used, departments may choose to employ technological features designed to ensure the identity of a student. For example, web cams, biometric authentication equipment, and other forms of technology may be used to verify a student’s identify. Several companies provide these products and services to interested universities. Departments using these methods will have to determine whether or not the cost for these products will be borne by the student as an additional expense or incorporated into the budget of the e-Campus program.

In ALL cases students are expected to adhere to ECU’s Academic Integrity Policy: [www.academicintegrity.ecu.edu](http://www.academicintegrity.ecu.edu). This is required reading in all ECU syllabi.

### **How will an e-Campus program’s effectiveness be determined?**

Program effectiveness will be determined based upon the same measures of effectiveness as for the traditional, on-campus programs. Measures of student achievement should be provided for each course and for the e-Campus program as a whole by comparing student performance to the learning objectives identified for the course / program. Moreover, effectiveness should be determined based upon the extent to which the program meets the three primary goals set forward for ECU’s e-Campus initiative.

In addition departments should undertake other strategies for assessing overall program effectiveness including faculty surveys, student surveys, and ongoing reviews of the curriculum

### **How will course evaluations that measure student satisfaction for courses delivered in the e-Campus program be conducted?**

Student course evaluations will be conducted on ALL courses delivered as part of an e-Campus program. Though courses may be evaluated using IDEA consistent with SACS requirements, it is recommended that an evaluation instrument designed especially for online courses be implemented. A separate evaluation tool designed for e-Campus courses and programs will provide more meaningful data that helps with course enhancements and provides more timely feedback to department chairs, instructors and facilitators that can be readily applied to future courses.

## VIII. References

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## **OTHER ISSUES**

### **How should the colleges and departments view the development of online courses for traditional, on-campus students (i.e., ECU's Existing Student Population)?**

The decision to develop and offer online courses to ECU's traditional student population rests solely with the Colleges. No changes are anticipated from current practices with respect to this practice. There are distinct benefits to colleges and departments offering courses in diverse formats that use learning tools and digital processes that enhance student learning. Moreover, it is incumbent upon colleges, departments, and faculty to explore different modes of instruction that are determined by faculty to be the most effective means for teaching the required content and learning objectives.

A particular trend that is evolving in higher education that ECU must explore as a university is the use of blended learning or "hybrid" courses that require student participation in both on-campus and online activities. A meta-analysis conducted by the U.S. Department of Education (2009) found that these blended courses provided the best learning outcomes for students. As we build capacity for enhanced distance learning strategies, this may prove to be the next frontier for ECU. As for new ventures in distance learning programs that are offered totally online, ventures that support these "hybrid" strategies or programs will require systematic analysis and judicious decision making that is driven by available resources. Faculty members are strongly encouraged to experiment with online learning in these formats, particularly blended approaches, because of the promise they hold.

However, at the present time ECU is not able to fully support these efforts through additional resources. Our hope is that through faculty creativity and ingenuity, departmental incentives, and existing resources a foundation can be laid that will enable new developments in this area to occur.

Resources that have been made available to faculty in the past (e.g., the Distance Learning Academy, Bb training, and training on selected instructional tools) will continue to be made available. It is necessary, however, to align "new" distance learning resources, using the budget process described, with a financial model that is linked with "new" enrollments of students that would not otherwise be enrolled at ECU.

Once a course has been developed for delivery to online, e-Campus students as part of an e-Campus "Program" (e.g., courses developed for the Online General Education Program), at the discretion of the college Deans and department Chairs, that same course can also be offered exclusively to on-campus students in a separate section.

### **How much do online courses that are not a part of an e-Campus program cost?**

The costs for online courses that are not a part of an online program will be the same as those offered as part of a “restricted” distance learning program - 1.25 times the regular per credit hour tuition rate (currently \$325 per credit hour).

### **What about online courses that are developed by a department for traditional on-campus students, but are not part of an e-Campus program? Who is eligible to take these courses?**

For courses that are NOT part of an e-Campus program, but are offered online, traditional students should be allowed to take them, but e-Campus students should NOT be allowed to take them as this works against the financial model that supports distance learning students.

### **How will the revenues for the new online General Education Model be distributed?**

The university’s current partnership with Compass Knowledge Group (CKG) stipulates that 50% of tuition revenues be distributed to CKG. Thus, if a course enrolls 20 students in a 3-hour online course at \$350, CKG will receive \$10,500 and the cost center associated with the General Education model will receive \$10,500.

Consistent with the guidance above, a budget will be developed for the General Education model that includes estimated revenues for each of the general education courses that will be delivered in a given year. At the end of the fiscal year on June 30, and after all revenues and expenses have been reconciled, the net revenues remaining will be distributed according to the formula above on a prorated basis consistent with the enrollments for each college.

Note: This prorating of net revenues only applies to General Education and Supporting Courses provided as part of the Integrated General Education Model or other CKG partners. In the case of programs that are specific to an individual College, that College would receive all of the net revenues according to the above 45-45-10 distribution formula.