

# Indiana University South Bend Distance Learning Strategic Plan 2005-2010



# Distance Education at Indiana University South Bend Five Year Strategic Plan 2005-2010

## Executive Summary

The following document was written to create a vision for distance education at Indiana University South Bend. It is designed to be a springboard for the discussions and decisions that must be made by the stakeholders across the institution to create a shared vision and infrastructure for distance learning programs. Its purpose is to realize the potential institutional growth that exists by investing in the development of distance education programs at IU South Bend. The roots of this document lie within IU South Bend's 2005 strategic plan, Gateway to Excellence, Bridge to the Future. Imbedded in that document is the goal to enhance student access to the university by developing a plan to explore further use of distance education for degree completion and other student needs.

In developing this plan for distance education, an institution building approach was taken using existing campus resources and directing them in ways that unify them into a comprehensive infrastructure for distance education. This plan involves not only the academic faculty but every system that exists to support the university and its mission. Its purpose is to create a system for the development and delivery of distance based programs to extend the mission of IU South Bend beyond the physical boundaries of the campus. An investment in distance learning is necessary to reach underserved populations in the region, to increase student enrollments and to retain existing students. In the last five years, there has been a shift at IU South Bend from non-traditional student enrollments to increased enrollments by more traditional aged students. While this has been a positive indication of the strength and reputation of the university, it need not be viewed as a necessary trade-off. By investing in the development of distance based courses and degree programs, the university can serve both traditional and non-traditional students who benefit from the accessibility and flexibility in scheduling that distance learning programs provide.

An analysis of what the institutional needs are to successfully integrate distance learning programs into the academic programs at IU South Bend indicate that many faculty and staff believe there is a need for a long term institutional commitment to distance education. Faculty development needs and a system of coordinated institutional infrastructure to support teaching with technology is desired. Incentives need to be identified in terms of existing faculty responsibilities and tenure decisions. Faculty need both technical and course design consultants to assist them in the time consuming tasks involved in moving

courses from the class room to cyberspace. Faculty are the content experts not technology experts.

By creating a comprehensive campus wide infrastructure for distance education, a solid base will be put in place to support the development of undergraduate and graduate classes and degree programs using a variety of distance based technologies. This investment will contribute to institutional growth and stability for the university. The strategic plan that follows is the product of 18 months of discussions and service to the university by the members of the Distance Learning Advisory Board at IU South Bend. This group of dedicated faculty and staff members has given generously of their time and talent to develop this comprehensive proposal for the creation of a coordinated system of distance learning that will become the foundation for the future development of distance education programs at IU South Bend.

Jacqueline A. Neuman, Director  
Extended Learning Services  
Indiana University South Bend  
March, 2007

## Distance Learning Advisory Board Members (2006-07)

- Jackie Neuman, Director, Extended Learning Services (Chair)
- Pat Ames, Vice Chancellor of Information Technology
- Gary Browning, IU South Bend Webmaster
- Ni Chang, Faculty, School of Education
- Rosanne Cordell, Faculty, Library
- Marianne Castano Bishop, Instructional Strategies Consultant, UCET
- Catherine Dilley, Program Manager, Extended Learning Services
- Tammy Fong-Morgan, Faculty, CLAS
- Joe Haase, Instructional Media Services
- Jennifer Klein, Faculty and Director of UCET
- Gary Kern, Faculty, School of Business and Economics
- Sujie Man, Instructional Technology Specialist, UCET
- Marilynne Ramsey, Faculty, School of Social Work
- Salina Shrofel, Associate Vice Chancellor, Graduate Programs and Sponsored Research
- David Vollrath, Faculty, Director of General Studies
- Kathleen Weidner, Manager Classroom Technology Support
- Jim Yocom, Director, Instructional Media Services

## Mission Statement for Distance Education at IU South Bend

The mission of the Distance Learning Advisory Board (DLAB) is to coordinate the work of university offices and services involved in the development and implementation of distance education programming at IU South Bend to insure that the programs and courses offered via distance technology foster student learning, access and success; encourage and maintain academic excellence; heighten the recognition of Indiana University South Bend's resources and achievements beyond the campus; enhance diversity and reflect and expand a global perspective according to the core values and campus priorities of the university's strategic plan.

## **I. Introduction:**

In the first chapter of his book, Distance Education: A Guide to System Planning and Implementation, IU School of Continuing Studies professor Henry S. Merrill writes:

Education is no longer confined by the four walls of a classroom, and an instructor armed with a textbook is no longer the primary educational resource. In the twenty-first century, we now can connect learners to a variety of remote educational resources globally and instantaneously, defying the barriers of space and time.

The term *distance education* describes a process of connecting learners to remote educational resources using interactive communication technologies (ICT). ICT include computer-based learning platforms such as web conferences, course management systems (On-Course), video streams, CD-ROMs, and myriad interactive Internet resources; videoconferences; satellite and radio broadcasts; and podcasts. As these emerging digital technologies merge together and become accessible via a wider variety of mobile devices, they create more opportunities to enhance instructional strategies and reach a broader audience with more flexible delivery options.

Many challenges confront U.S. colleges and universities. Employers now spend billions of dollars annually on formal educational opportunities, yet 75 per cent of the country's workforce will need retraining in the next decades (Merrill).

A vision for a program of distributed and distance based educational programs has existed at IU South Bend for the past 15 years. In a document drafted in 1993 that was part of the 1995 IUSB campus strategic plan, a comprehensive plan was proposed to create a Regional Educational Network at IU South Bend that would "distribute a full range of instructional options including distance learning opportunities for citizens who cannot always be present on a campus." It stated further that

"Today, technological advances promise even more accessible, flexible, and interactive learning opportunities. At IUSB, computers provide interactive, 24-hour electronic lines of communication between students and faculty, wherever they are located. Educational sites can now include the home and workplace, linked by IUSB computer facilities." (Appendix #1)

## **II. Background**

Distance education at IU South Bend primarily involves occasional synchronous telecasts of classes sent to the Elkhart Center via the Polycom system. The majority of distance based courses taken by IU South Bend students are represented by enrollments in DL classes generated from other IU campus locations including Bloomington and IUPUI. Relatively few courses have been developed by IU South Bend faculty for delivery via distance technology. Enrollment of IU South Bend students in distance and on-line courses developed and delivered by other IU campuses does not, however, contribute to the growth of our regional campus.

In the university's 2005 strategic plan, a stated objective was to develop a plan to explore further use of "Distance Education" for degree completion and other student needs. This objective was aligned with the university's goal to enhance student access to IU South Bend programs. In July, 2005 at the direction of Chancellor Una Mae Reck and Vice Chancellor Alfred Guillaume, the Director of Extended Learning Services was given the responsibility to advance the initiative of distance education at IU South Bend. In January, 2006 Chancellor Una Mae Reck designated \$30,000 of CTE funding to support the development of a unified program of distance education at IU South Bend. This funding was partially used in FY 2005/06 and the remainder was rolled over to FY 2006/07(see Appendix 10).

The Distance Learning Advisory Board (DLAB), with representatives from across the campus, was convened in September 2005 chaired by ELS Director, Jackie Neuman. The mission of the Distance Learning Advisory Board is grounded in the core values and campus priorities of Indiana University South Bend's 2005 Strategic Plan. This includes fostering student access and success; maintaining academic excellence, reflecting a global perspective; expansion into the community, enhancing diversity, and heightening the recognition of IU South Bend's resources and achievements beyond the campus (see Appendix 2).

One of the initial tasks that was undertaken by members of DLAB was to conduct an institutional analysis designed to identify the barriers that have contributed to the university's history of slow growth in the development of distance based courses and programs. The method used was to meet with individual faculty and staff who have been involved in or have expressed an interest in developing distance based courses. They were asked about their experiences related to distance learning at IUSB and asked to make recommendations for future initiatives related to distance education. (For a summary of the faculty's recommendations see page 7 of this document.)

The Distance Learning Advisory Board assisted in identifying the short and long term desired outcomes and campus needs for distance education. Again, the method used was to informally meet with faculty and staff who have had experience or involvement in distance learning. At their monthly meetings, the distance learning advisory board members discussed what the most pressing institutional needs are that could be advanced by developing distance learning courses and programs.

Another approach that was taken was to examine best practices within the Indiana University system and in other institutions of higher education nationwide that are similar in size and mission to IU South Bend. In the spring and summer of 2006, five members of the DLAB attended one state and one national distance education conference. After looking at models that have been adopted at other IU regional campuses, it was determined that Indiana Purdue University Fort Wayne (IPFW) has a ten year history of successful institutional development related to their distance learning programs. As an institution it is most similar to our institution in size and regional demographics. Therefore, it was seen as an appropriate institution to be used in conducting a case study of best practices.

#### DL Case Study: Indiana Purdue University Fort Wayne (IPFW)

There are several places within the IU system where models of excellence exist for distributed and distance education. IUPUI has an award winning “Jump Start Team” that provides technical and instructional design support to faculty who are developing courses for on-line and other delivery modes. IU East has developed four entire degree programs entirely on-line. IU Kokomo’s ACCElERated Evening College offers the General Studies degree in a hybrid format that is designed to attract non-traditional students who wish to complete a degree.

The campus that has had the most broad based successful development experience that is most similar in size and demographics to IUSB is IPFW. The School of Continuing Studies staff at IPFW especially Distance Education Director, David Wood, have generously given their time and expertise collaborating with IUSB staff during the past year to develop a plan for IUSB’s Distance Education programs that is based on practices and policies that have contributed to the growth of distance education programming and enrollments at IPFW.

IPFW began developing their DE programming in 1995. The result of this effort has been institutional development that has been measured in terms of significant increases in enrollment growth and improved retention rates while they have maintained the highest academic standards for their distance based programs (see Appendix 3). By comparison, a similar growth curve related to institutional investment in distance learning is seen at a national level by the University of South Florida (see Appendix 4).

At IPFW faculty and student satisfaction levels have consistently been rated high on distance based course evaluations. The financial returns to the university have been substantial and have generated revenue that has contributed to investments in both institutional technology upgrades and stipends and funding for additional faculty positions within academic units that supported the increased demand for class sections in their distance based programs.

During a recent campus visit by Vice Chancellor Alfred Guillaume and ELS Director Jackie Neuman, IPFW Vice Chancellor for Academic Affairs, Dr. Susan Hannah, observed that after ten years of DL development, the lines between class room based and distance based courses have blurred so that the mode of delivery is becoming less important to both faculty and students. Distance based courses are just another option that IPFW students and advisors have to choose from when planning their schedules. This increased access has directly contributed to institutional growth at IPFW.

The result of developing and offering a wide array of distance based courses is that IPFW has seen an increase in both traditional and non-traditional student enrollments. Their data show that many of their traditional undergraduate students take the majority of their classes on campus and opt to take additional on-line or hybrid course. Non-traditional students take advantage of both campus based and distance based courses to complete undergraduate and graduate degrees.

Dr. Hannah credits the success of their distance education programs to the following critical decisions made early in their DL development:

- Centralization of distance education within Academic Affairs
- Governance of Distance Education by a campus wide coordination team
- Creation of a centralized support network for faculty to assist with design and development of DL courses in CELT (our UCET)
- Adequate investment in the long term development costs of Distance Education by targeting revenue generated by student enrollments in distance based programs to be reinvested in the development of new DL programming each year for the first five years.

As part of the institutional analysis phase of this project, Jackie Neuman, Director of Extended Learning, enrolled in and completed an eight week on-line certificate for administrators of distance education programs at institutions of higher education offered by the IU School of Continuing Studies. The following framework for planning, implementation and evaluation was recommended for institutions of higher education involved in developing and operating DL programs (Merrill, Young 2006). It is being used by the DLAB and its subcommittees to guide the process of developing an organizational infrastructure for Distance Education (see Appendix 5).

## **Model for Distance Education Program Development**

### System Planning, Implementation and Evaluation Cycle Framework (SPEC)

#### **Planning Cycle:**

- ***Analysis*** of the Organizational Context
- ***Identification*** of Needs and Desired Long Term Outcomes
- ***Development*** of Recommendations for Activities and Events Based on Long Term Outcomes
- ***Implementation*** of Programs and Courses Resulting from the Development Activities

**Evaluation Cycle:** Each year a formative evaluation will be conducted and the results will be reported to the Vice Chancellor of Academic Affairs and the Academic Cabinet. At the end of the five year period defined in this plan, a summative evaluation of the distanced education programs will be generated and will be used as the basis for the next five year planning cycle. A subcommittee of the DLAB will be formed to conduct the evaluation cycle.

- **Focus** of the Information Needed in the Evaluation Process
- **Design** of the Annual and Five Year Evaluation Process
- **Collection** of the data
- **Analyze** the data
- **Report** the findings
- **Use Evaluations** for New Planning Cycle

### **III. Recommendations**

#### **Phase I: Institutional Analysis and Identification of Needs**

1. There is a need for a clearly defined institutional commitment to the long term development of distance education courses and programs by the university administration and faculty as outlined in the University's Strategic Plan (see Appendix 2).
2. Financial resources need to be identified and dedicated to the long term development and delivery costs of distance learning programs at IU South Bend.
3. There is a need for an organizational infrastructure within the university to coordinate and support distance education whose function is to implement a unified comprehensive systems approach to planning and implementing policy and programs related to teaching with technology. This needs to be based in Extended Learning Services/Off Campus Programs where revenue can be redirected each semester from student enrollments in distance based classes to fund the on-going operational and development costs of distance learning.
4. Distance Education will be embraced by IU South Bend's faculty only if it is designed to achieve learning goals and outcomes equivalent to or higher than those of traditional classroom based courses.
5. Issues related to financial incentives for faculty who develop distance learning based courses, promotion and tenure track considerations and effects on teaching and research expectations must be clearly defined and agreed upon. This includes setting policy for faculty stipends for development of DL courses, financial incentives for teaching distance courses where enrollments are greater than standard classroom based classes, and definition of how time spent developing DE courses will be weighted in tenure considerations.
6. Classroom technology will be equipped to a minimum standard across campus as agreed upon by the faculty to provide faculty and students with the appropriate hardware and software needed for distance and distributed course development and delivery, including adequate bandwidth and security.
7. A system to support faculty in the design, development and delivery of distance learning classes is needed and will be located within UCET and be accessible to faculty who wish to transfer their courses from classroom to distance delivery in the most efficient and effect ways possible (Appendix 6).
8. Ongoing staff development training is needed related to Oncourse CL, the continually evolving course management system used by IU faculty and students and other topics related to teaching via distance (Appendix 9).

## **Funding for Distance Education at IUSB:**

In the literature reviewed about ways that institutions of higher education fund new distance education programs there are basically two approaches taken:

- **Distance Education as a Cost Center:** In this model, distance education is provided monies from a central operating budget. Your organization allocates a certain number of dollars annually to fund distance education technologies and programs.
- **Distance Education as a Profit Center:** In this model, distance education must recover all of its costs through enrollment revenues. When start-up costs are included in the recovery amount, more time is needed to balance costs with revenues (Merrill, Young 2006).

The first funding method involves an institutional decision to make large investments up front to fund the development of the technological and institutional infrastructure needed to support the development of distance learning programs. Many examples exist of public and private universities that have taken this approach of a funded model where program costs, 80-90% of which are salaries, are covered regardless of the program's outcomes (Shearer, Rocco, Swaggerty, 2006). In this model, there is an expectation that during the initial years of development, the costs will exceed the benefits but the expectation is that over time, there will be a return of the initial investment and then large amounts of additional revenue will be generated to benefit the institution.

Using the second approach, distance education must recover all of its development and operational costs by recapturing revenue generated by student enrollment in distance based courses. When start-up costs are included in the recovery amount, more time is needed to balance costs with revenues. In his journal article, "The Distance Education Balance Sheet" Rick Shearer, Assistant Director of Distance Education at World University at Penn State University notes that institutions need to consider creating an alternative organizational structure to manage distance learning programs that will guarantee a positive return on investment for distance education units that operate on a well thought out business plan that will allow the distance education unit to eventually become solvent and contribute a positive return on the initial investment to the institution (Shearer 2004). This was the approach taken by IPFW where revenue generated by enrollments in distance learning programs have been reinvested across the campus to support the future needs of distance education. This includes technological upgrades, faculty stipends, incentives and salaries in academic departments, and staff salaries.

It is the recommendation of the members of DLAB, in consideration of the current state of fiscal affairs at the university and recognizing the potential that distance education programs have for institutional growth, that the second approach be adopted to fund future institutional investments in development of distance education programs at IU South Bend. It is assumed that after the initial five year investment period, when 100% of the revenue generated by enrollments in distance education classes is returned to the ELS budget to fund future distance education development and implementation, that during the second five year development period, 20% of the revenue earned by students taking classes via distance technology will be directed to the university's general fund and that 80% will be directed to ELS for DL operations.

## **V. Desired Short and Long Term Outcomes of Five Year DL Plan**

1. Gain approval of the Five Year Strategic Plan for Distance Education by the Chancellor, the Chancellor's Cabinet; the Academic Cabinet and the Faculty Senate signaling the institutional commitment to developing a unified comprehensive infrastructure for Distance Education at IU South Bend.
2. Institutional commitment to fund Distance Education by reinvesting revenue for enrollments in distance based classes to fund the next year's development costs will become operational and will guarantee that the goals of the five year strategic plan are attainable.
3. Redefine the role of the Distance Learning Advisory Board to a governing body to oversee all aspects of distance learning programming for the university with the Director of ELS as chair.
4. Creation of a unified faculty support system within UCET to facilitate the development of distance and web based classes. Initially, this team will include an Instructional Technologist, an Instructional Strategist, a representative from Instructional Media Services and a representative from the Library. A future need would be to hire an Instructional Designer from revenue generated by enrollments in DL courses.
5. Policy will be formalized related to distance based course development to define faculty incentives, financial stipends, consideration for promotion and tenure, intellectual property rights and other issues related to faculty.
6. Two high demand general education courses will be developed and implemented of by fall, 2007 as pilots. The revenue from these classes will be used to fund the next tier of course development.
7. A total of thirty high demand undergraduate level courses will be developed and implemented by FY 2010.
8. Long term institutional goals for DL will be to develop as many of the general education courses as is feasible; put the entire General Studies degree into a distance format and to develop distance based graduate courses leading to masters degrees.
9. Upgrades in both IT and IMS technological systems to support faculty and students who utilize distance education systems at IU South Bend will be funded directly from revenue generated by enrollments in DE courses.

10. Creation of an annual business plan for distance learning will be developed by Extended Learning Services and approved by DLAB based on implementation of the goals of this strategic plan to develop, manage and coordinate the various offices and services on campus that are involved in Distance Education.
11. Conduct formative and summative evaluations of Distance Education programs to measure the impact on enrollment and retention, faculty and student satisfaction and technical reliability.
12. Revenue from the DL operating budget will fund additional faculty positions in academic departments where increased demand is created by student demand for DL courses.

## **VI. Recommendations for Governance of Distance Education Programs**

- That the Division of Extended Learning Services coordinate the work of university offices and services involved in the development and delivery of web-based distance (off-campus students) and distributed (on-campus) education.
- All distance learning programs will be promoted and delivered through the Division of Extended Learning Services within the domain of the Office of Academic Affairs.
- All distance based courses will be transformed from traditional classroom formats through use of the web and other appropriate media to support active learning and enhance student-faculty interaction.
- Project development teams in UCET will assist faculty in such transformation and will include technical support, training in the use of specific software or hardware, assistance with graphics, media and consultation and pedagogy.
- UCET services and support to faculty and to departments will include instructional development, faculty development, hardware and software design and support; financing assistance, marketing, enrollment services, and library services.
- All Distance Education classes and programs will meet all program, ICHE, and NCA accreditation requirements for distance and distributed learning.
- All Distance based courses will include a thorough assessment of the impact of technology on student learning.
- All distance programs will service students admitted to IUSB according to standard criteria for admissions and eligibility for financial aid.
- Distance based course development and delivery will be designed with an emphasis on ease of access for students, both access to the course(s) and access to support services.
- ELS will collaborate and provide financial support to UCET, IMS, the Library and IT Services for faculty development
- ELS will work with IT Services to coordinate the provision of appropriate hardware and software tools for distance and distributed course development and delivery, including adequate security.
- ELS will seek to assure that services to distance students will parallel those available to on-campus students (i.e. orientation to technology, admissions, financial aid, advising, registration, access to academic support programs, career services, etc.)
- At this time, the priority for distance based courses is required or general education courses and the delivery of degree completion or certificate programs

#### **IV. Implementation of Programming**

Two high demand general education courses will be developed for delivery in fall of 2007. Selection of the courses will be determined by members of the Development Subcommittee of the DLAB. They will identify two undergraduate level courses, for which there exists high student demand. A stipend in the amount of \$4000 will be paid to the faculty who develop and teach the course. \$2,000 will be paid at the time that the course is approved and designed and the remaining \$2,000 will be awarded when the course is ready to be offered. Once these two courses have been delivered, they will be evaluated to determine how well the DL infrastructure is functioning in terms of providing support for faculty in the design and development of the distance based course and also in terms of the quality of technical delivery and faculty/student satisfaction.

Revenue generated from these two courses will be used in the following semester to develop an additional four high demand undergraduate level courses using an internal grant process to be overseen by the DLAB (see Appendix 7).

Revenue from enrollment in these six courses will be used to develop eight additional undergraduate level courses in year four and finally sixteen additional courses in year five for a total of 30 undergraduate DL courses available to IU South Bend students.

Once the task of developing a broad range of undergraduate general education courses is completed, future development should focus on the need for a General Studies on-line degree program and on the development of graduate level courses with an initial focus on graduate programs for the professional schools especially for The School of Business, The School of Education and The School of Nursing and Allied Health Professions

**V. IU South Bend's Strategic Plan for Distance Learning 2005-2010**  
**Distance Learning Enrollment/Income Projections**

<b>Semester/ Year</b>	<b>New DL Courses Developed</b>	<b>DL Courses Offered</b>	<b>Enrollment Projection</b>	<b>Faculty Development Stipends</b>	<b>Projected Operational Costs **</b>	<b>Income Projection *</b>
Fall '05	institutional analysis					
Spring '06	needs analysis				\$425	(CTE) \$30,000
Summer '06	best practices				\$2,800 \$301.	
Fall '06	infrastructure development				\$567 \$3,436	
Spring '07	strategic plan development				\$189 \$1715	
Summer '07	2 (pilot courses)		0	\$8,000		(Remaining CTE Funds) \$11,700
Fall '07	0	2	30 – 50 students	0		\$15,000 - \$25,000
Spring '08	2	2	30 – 50 students	\$8,000		\$15,000 - \$25,000
Summer '08	2	4	60 – 100 students	\$16,000	\$30,000-50,000	\$30,000 - \$50,000
Fall '08	0	6	90 – 150 students	0	\$36,000-60,000	\$45,000 - \$75,000
Spring '09	4	6	90 – 150 students	\$16,000	\$36,000-60,000	\$45,000 - \$75,000
Summer '09	4	10	150 – 250 students	\$16,000	\$60,000-100,000	\$75,000 - \$125,000
Fall '09	0	14	210 – 350 students	0	\$84,000-140,000	\$105,000 - \$175,000
Spring '10	8	14	210 – 350 students	\$32,000	\$84,000-140,000	\$105,000 - \$175,000
Summer '10	8	22	330 – 550 students	\$32,000	\$132,000-220,000	\$165,000 - \$275,000
Fall '10		30	450 – 750 students		\$180,000-300,000	\$225,000 - \$375,000
<b>TOTALS</b>	<b>30</b>	<b>110</b>	<b>1650-2750</b>	<b>\$128,000</b>	<b>\$642,000-1,070,000</b>	<b>\$825,000 - \$1,375,000</b>

\*NOTE: Income projection is calculated as follows: Number of courses at 15-25 students per course at \$500 tuition per student.

\*\* Fall '05 through summer '07 are actual costs against the original CTE seed money. Fall '07 through Fall '10 are projections of enrollments and revenue that would be generated by developing a total of 30 undergraduate courses. These projections are conservative assuming that each course has only one section.

**2005/06**

**Institutional Analysis and Needs Assessment**

<b><u>Goals</u></b>	<b><u>Activities</u></b>	<b><u>Person(s) Responsible</u></b>	<b><u>Costs</u></b>	<b><u>Projected Income</u></b>
Develop a comprehensive system of Distance Education at IU South Bend	ELS given administrative oversight of DE	Guillaume/Neuman		None
Create Campuswide Governing Body for Distance Education (DLAB)	Development of DLAB	Neuman		
Conduct Institutional Analysis of Status and Needs for DE	Analysis of Existing Level of DE	DLAB/Neuman		
Create a Vision and Mission Statement for Distance Education at IU South Bend.	Creation of Vision and Mission for DE	Neuman/DLAB		
Determine Funding Source for Future DE Development	Received seed money for DE initiative	Reck		\$30,000
Create Faculty Support Team Within UCET for DE Course Development	Formed faculty support team in UCET	Neuman/Klein		
Create Campuswide Governing Body for Distance Education (DLAB)	Creation of four DE subcommittees	Neuman		
Identify Successful Distance Education Programs within the IU System	Consult with IU's school of continuing studies staff	DLAB/Neuman		
Identify Best Practices in Distance Education in Higher Education	<p>ELS Director to Complete IU online Certification Course in Administration of DE at Institutions of Higher Education</p> <p>Identify Best Practices Nationally and within the Indiana University System</p>	<p>Neuman</p> <p>Browning, Castano-Bishop, Dilly, Man, Neuman, Yocom</p>	<p>Jackie Neuman Enrolled in Certification Program for Administrators of Distance Learning Programs at Institutions of Higher Education September 2006 \$567.</p> <p>IHETS Conference Indianapolis University (5 participants) \$ 1,742.00</p> <p>Distance Learning Conference, August 06 in Madison WI (4 participants) \$ 4,000</p>	
Identify Successful Distance Education Programs within the IU System	Visit to IPFW campus	Neuman/Guillaume		
			Total Costs 2005/2006	Carry Over
			\$ 6,309.00	\$23,691

**2006/07**

**Development and Implementation of Distance Education Institutional Infrastructure  
and Initial Pilot Project to Test Systems Effectiveness (Macro- and Mid-Levels)**

<b><u>Goals</u></b>	<b><u>Activities</u></b>	<b><u>Person(s) Responsible</u></b>	<b><u>Costs</u></b>	<b><u>Projected Income/Balance</u></b>
Gain administrative approval for a comprehensive system and organizational structure for DE at IU South Bend. Present strategic plan to DLAB then Academic Cabinet, faculty and administration to gain approval for the operational model recommended.	Write a Five Year Strategic Plan For DE at IUSB to include DLAB vision, recommendations for institutional structure, and a funding model for DE	Neuman		CTE funding carried over from 2005; received in December 2006; \$23,691
Change role of DLAB from advisory to governing body for DE on campus. Once approval is granted, redefine the role of the Distance Learning Advisory Board to become the governing body for Distance Education for the university.	Increase representation on DLAB to include Student Services, Student Government and Administrative Services	Neuman/DLAB		
Evaluate need for hardware and software purchases to support DE course development	Purchase software and hardware needed in UCET for faculty to develop DE courses	Yocom/DLAB technology subcommittee	Software purchased for use in UCET Hardware purchased to run new software for faculty use in UCET \$ 3745.00	\$19,946.
Create system for faculty to apply for grants to develop DE courses	Request for proposals to develop two high demand courses for fall, 2007	Fong/Morgan/DLAB faculty subcommittee	Videoconference costs for faculty development seminar in UCET \$189	\$19,757
Identify two to three high demand undergraduate courses for development and implementation by fall 2007	Award 2-3 development grants to faculty	Fong/Morgan/DLAB faculty subcommittee	Encumbered stipends for two faculty members to develop pilot courses summer of 07 to be implemented in fall of 07. \$8,000-\$12,000	\$11,757 to \$ 7,757
Implement 2-3 new DL classes in fall 2008-09	Implement two DE courses and evaluate the DE operational systems ability to support further course development.	Faculty/DLAB faculty subcommittee		Tuition Income to DL Budget= \$15,000-\$30,000
Evaluate effectiveness of DE organizational structure relative to: a. faculty satisfaction with UCET based support team; b. student satisfaction with two pilot courses; c. effectiveness of technical support for DE	Create new DLAB subcommittee responsible for annual program evaluation	Neuman/DLAB		
			Total Costs 2006/2007 \$ 11,934	CTE Carry Over \$11,757 DL Revenue \$30,000

**2007/08**

**Development and Implementation of the Next Tier  
of High Demand Undergraduate Level Courses (Micro Level)**

<b><u>Goals</u></b>	<b><u>Activities</u></b>	<b><u>Person(s) Responsible</u></b>	<b><u>Costs</u></b>	<b><u>Projected Income</u></b>
Implement operational phase of institutional infrastructure for DE	Complete formative evaluation of previous year's DE development	DLAB Subcommittee for Evaluation		Carried forward from two classes offered twice (classes with 30 students each paying an average of \$500 per course) \$41,757
Identification and development of <b>four</b> DE courses that will contribute to enrollment growth. Request for proposals from faculty	Request proposals from faculty and select the next four high demand general education courses to be developed for distance delivery.	DLAB/Development Subcommittee		
Development of <b>four</b> additional high demand undergraduate courses for distance delivery.	Award four new development grants to faculty	DLAB/ Development Subcommittee	Faculty stipends to develop four additional DL courses  \$16,000	
Implementation of <b>four</b> new undergraduate courses by fall of 09	Offer a total of <b>six</b> DL undergraduate courses	Academic Faculty		Projected Income equals \$75,000-\$125,000 to create next DL operating budget
Continue to identify campus needs for investments in faculty support and classroom technology needs to support growth of distance education options.	UCET to report on time spent supporting faculty developing DL courses	Faculty Support Subcommittee	\$ To Be Determined	
	IMS to report on utilization of classroom technology for DL courses and additional needs to support the next tier of DL development	Technology Subcommittee	\$ To Be Determined	
Provide funds to pay adjunct faculty and/or teaching assistants to teach additional sections as student demand dictates	Academic departments will hire adjunct faculty/teaching assistants to meet student demand for additional sections of distance based classes	DLAB	\$ To Be Determined Faculty Teaching Stipends as Needed	

**2008/09**

**Development and Implementation, Continued  
Evaluation Cycle (Formative)**

<b><u>Goals</u></b>	<b><u>Activities</u></b>	<b><u>Person(s) Responsible</u></b>	<b><u>Costs</u></b>	<b><u>Projected Income</u></b>
Identification of <b>eight</b> additional undergraduate courses to be developed for delivery via distance that will contribute to enrollment growth for the university	Request proposals for eight development grants	DLAB/Development Subcommittee		Carry Forward \$75,000-\$125,000 (Assuming that there are 6 DE courses with enrollments of 30 students each paying approximately \$500 each fall/spring semesters)
Development of <b>eight</b> additional courses to be delivered by fall of 2009 for a total of 14 developed DE courses.	Award eight new development grants to faculty	DLAB/Development Subcommittee	Faculty stipends for new course development  \$32,000	Income Generated for 2010-2011 academic year of DE development is approximately:  \$ 180,000 to \$300,000
Strengthen Faculty Support Capability in UCET  Strengthen Instructional Support in IMS	Hire FT Instructional Designer in UCET  Determine Instructional Support Needs	Klein, Neuman, DLAB  Yocom, Neuman, DLAB	\$60,000 salary and benefits  \$ To Be Determined	
Implementation of a total of <b>eight</b> undergraduate courses by fall of 09	Offer a total of <b>14</b> DL courses	Academic Faculty	\$ To Be Determined	
Provide funds to pay adjunct faculty and/or teaching assistants to teach additional sections as student demand dictates	Academic departments will hire adjunct faculty/teaching assistants to meet student demand for additional sections of distance based classes	Guillaume, Deans, Department Heads	\$ To Be Determined	

**2009/10**

**Development and Implementation, Continued  
Evaluation Cycle (Summative)**

<b><u>Goals</u></b>	<b><u>Activities</u></b>	<b><u>Person(s) Responsible</u></b>	<b><u>Costs</u></b>	<b><u>Projected Income</u></b>
Identification of <b>16</b> additional undergraduate courses to be developed for delivery via distance that will contribute to enrollment growth for the university	Request proposals for <b>16</b> development grants	DLAB Development Subcommittee	Faculty stipends for new course development  \$32,000	Carry-over \$ 180,000-\$300,000 (Assuming that there are 14 to 15 DE courses with enrollments of 30 students each paying approximately \$500 each)
Development of <b>16</b> additional courses to be delivered by fall of 2010	Offer a total of 30 DL courses	Academic Faculty		Income Generated for the next year of DE Development is approximately: \$180,000-\$300,000
Recruit FT Director of DL to report to ELS Director to manage growth and development of DL programs and services in the next five year planning period.	Search, Interview and Hire DL Director	Neuman and DLAB Members	\$60,000 Salary and benefits	
Strengthen Faculty Support Capability in UCET	Continued Cost	Klein/DLAB	\$60,000 Salary and benefits	
Strengthen Instructional Support in IMS	Continued Cost	Yocom/DLAB	\$ To be determined	
Complete a summative evaluation of past five years of institutional development of distance education programs and organizational infrastructure.	Conduct an evaluation of the first five years of DL programs	Institutional Research Office	\$ To be determined	
Plan New Five Year Planning Cycle for Distance Learning to include development of more undergraduate courses and development of an on-line General Studies Degree Program	Write a plan for the next five year period 2010 to 2015	DL Director and DLAB members		

### **XIII. Conclusions:**

An investment in distance education is perhaps the best hope the university has for significantly increasing enrollments both in undergraduate and graduate programs. It is an untapped resource that will yield benefits to both the institution and its students for years to come.

An institutional investment in Distance Education will contribute significantly to resolving two of the greatest challenges currently faced by the university which are the need for growth in enrollment and increased rates of retention of students to provide new opportunities for institutional growth and financial stability. This has been the experience of our sister institution in Fort Wayne. As the business of education becomes increasingly competitive, it is critical that we take this opportunity to embrace technology to extend the talents of our faculty beyond the parameters of our campus locations.

By maintaining the responsibility for the development and delivery of distance education within Academic Affairs, the emphasis on academic excellence for distance based programs and courses lies within the division responsible for maintaining academic standards for the university. IU President Adam Herbert and Senior Vice President for Academic Affairs Kenneth Gros Lois, in a position statement adopted May 5, 2005, decided not to support a recommendation for a university wide coordinating committee on distance education. Rather they stated that the responsibility for the delivery of courses, certificates and degree programs, whether by distance learning methods or not, rests with the faculties of individual schools and with the campuses of which they are a part (see Appendix 8).

Numerous journal articles site the importance of creating an institutional infrastructure for distance education within a university that operates on business principles in order to operate unified programs of distance learning that reflect the mission of the institution, the expertise of the faculty, and meet the needs of the region served by the university (McClure, Woolum 2006). Institutions that have not followed this model, find that they did not realize the potential benefits to the institution that the initial investment for DL program was designed to create. Furthermore they cannot manage the quality and customer service needs that allow them to be competitive in the educational marketplace. Finally, the lack of a centralized infrastructure creates frustration for faculty and competition and conflict within the institution (Shearer, 2004). Administrative management of distance education within Extended Learning Services not only is embedded within the mission of the unit, but it provides a vehicle for reinvestment of revenue earned from student enrollment in distance based courses that can be invested in the development of the next tier of distance education programs that will benefit the university as a whole.

Distance education programs improve student access and success at institutions of higher education. They contribute to enrollment growth and improved rates of student retention (see Appendix 3 and 4). Nationwide averages show that more than one-third of non-traditional adult students are enrolled in undergraduate programs. Many of these learners cannot attend campus-based programs. At the same time, universities face shrinking budgets and increased costs. These institutions must develop new ways to distribute their basic product, education, to non-traditional learners at their remote campuses, in business and government workplaces and in their homes (Merrill, Young 2006).

One of the distinguishing facts about IU South Bend is that a large percent of its graduates continue to live and work in the Michiana region after graduation. They earn a living, raise their families and continue their professional and career development in close proximity to the IU South Bend Campus. Many alumni would like to continue their graduate studies at IU South Bend particularly in the areas of Business and Education. As working adults with families, they need the flexibility in scheduling that distance based programs offer. If these programs are not available through IU South Bend, they will enroll at other universities that provide distanced based access to degrees and degree completion programs.

An investment in Distance Education will help IU South Bend become a more integral part of Michiana by meeting the educational needs of student groups not currently being served. The potential of IUSB's underserved student market can be estimated by assuming that the ten year enrollment growth experienced at IPFW between 1995 and 2006 credited to DL development is replicable in this region (see Appendix 3). DL course development will provide increased access to the university and flexible scheduling options to IU South Bend students while maintaining academic standards of excellence that are the hallmark of this institution. It will contribute to the base funding of the institution by increasing enrollments and retaining a greater number of existing students.

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## **XV: Appendix**

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