

Online Education: Positioning for the Future

Report of the
Online Education Task Force



April, 2010





To: The Academic Community

From: Dr. Lydia Voigt, Chair of Online Education Task Force
Senior Vice Provost for Academic Affairs

Subject: Executive Summary: Report of the Online Education Task Force,
"Online Education: Positioning for the Future"

Date: June 1, 2010

On behalf of the members of the Online Education Task Force (OETF), it gives me great pleasure to present the Report of the Online Education Task Force entitled, "Online Education: Positioning for the Future." The OETF members have provided focused commitment, vision and leadership and believe that the implementation of the recommendations and priorities contained in this report will serve to integrate online education in the mainstream of university planning and decision-making. These recommendations have been designed to not only strengthen the university's commitment to quality online education in the Ignatian tradition and the infrastructure of support, but also to maintain flexibility and nimbleness of program development encouraging the pursuit of pedagogical creativity and innovation.

The list below summarizes the OETF's key recommendations (more detailed descriptions are contained in the report). The OETF offers the following recommendations:

- To centralize resources including staffing, equipment and facilities that are required for the support of Loyola's online initiatives wherever possible. Additionally, the OETF recommends that innovative teaching spaces be created and shared and that the university explore investment in additional tools in support of online instruction. (Detailed recommendations may be found on page 16).
- To establish identifiable revenue accounts for each program so that a program's impact on the university's budget is easily measured. The OETF also recommends that the university establish a "startup pool" from revenue generated by all online programs in support of new programs and initiatives. Key to the OETF's recommendations is the development of a pro-forma financial analysis for each proposed online program. This analysis will help to standardize the financial analysis of each proposed program so that all areas of revenue and expense are identified and quantified. Additionally, the OETF recommends that Loyola adopt standard levels of faculty compensation for the development and maintenance of replicable learning objects used in online education as well as development of a methodology to distributed shared and program specific costs to each online program. The details of these and other associated recommendations may be found on page 21.

- To transform the OETF into the University Standing Committee on Online Education. The role and scope of this committee may be found on page 40 of this report. The OETF also recommends that a clear path be identified for the review and approval of new online programs. Additionally, the OETF recommends the development of a précis to be used during the program review process. A detailed description of the précis and approval flowchart may be found on page 31 of this report.
- To establish a new position for an Executive Director of Online Education, which will provide ongoing management and enhancement of online education at Loyola. This new position, which will report to the Provost, will be responsible for the coordination of faculty development and training, credentialing and accreditation, business planning and marketing as related to online programs. The Executive Director will provide a focal point for online learning within the forthcoming Office of Online Education. The job description for the Executive Director of Online Education may be found on page 37.
- To establish instructional design and quality standards for all online programs and courses. To this end, the OETF researched best practices in course design and quality control with an emphasis on Jesuit education and developed models for course design and teaching methods. The OETF has developed both a course design rubric and template to guide course development and production. The detailed rubric and template may be found on page 28.
- To develop measures and a plan for the assessment of Quality Online Learning. This includes the development of a framework for a comprehensive assessment plan for online learning. The framework serves to identify the critical components of online learning and associated operationalizations/measures/indicators and assessment instruments and provides a sample online course evaluation. An overview of the assessment plan may be found on page 47.
- To develop and support faculty teaching in an online environment. Results of a faculty survey conducted by the OETF found that there is a high level of interest in hybrid teaching and, therefore, the OETF recommends that the university continue to search for successful hybrid teaching models and expand faculty development opportunities in this area. Additionally, the OETF found that the faculty is very supportive of enhancing Loyola's support structure for online education. A more detailed synopsis of the faculty survey results may be found on page 43.
- To enhance marketing, recruitment and retention efforts related to online education. The OETF recommendations include building a pricing model for online programs based on market sensitivity and competition and establishing a clear model for enrollment management of all programs at the university. An increase in marketing budgets for newly established programs is also recommended. Additionally the OETF recommends that the university re-evaluate its current model of outsourcing certain components of online program marketing as well as the acquisition of specific online courses from outside providers to determine whether or not such practices are in the best interest of the university. A complete list of the recommendations may be found on page 24.

The OETF believes that the implementation of these recommendations will help strategically position the university to be among the leaders of state-of-the-art, competency-based online education at Masters I level institutions across the nation.

On behalf of the OETF, I would like to thank Mary Lee Sweat, Dean of University Libraries, who led the workgroup that conducted a comprehensive campus-wide inventory of online services, equipment, facilities, and infrastructure dedicated to online course production and instruction; Susan Brower, Media Services Coordinator, who provided consultation and agreed to lead a workgroup on Hybrid Classes: Distance Learning Techniques and Media as an Extension of the Classroom next year; and George Capowich, Vice Provost for Institutional Effectiveness and Research, who provided consultation on SACS requirements and led the workgroup on evaluation. Of course, the Task Force extends its appreciation to the many offices across campus and to the academic community at large for their cooperation and support in connection with this work. Finally, a special word of thanks must go to all of the members of the Task Force for their hard work and accomplishments during this academic year, with particular recognition of Bret Jacobs, Vice Provost for Information Technology, Brad Petitfils, Instructional Technologist, and Deborah Poole, Associate Dean for Public Services in the University Libraries, for their immense contribution to the preparation of the final draft of the report, including assembling all of the workgroup reports and summarizing the recommendations and priorities as well as writing some of the introductory materials.

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Preface

The Report of the Online Education Task Force, *Online Education: Positioning for the Future*, is the product of the collaborative efforts and hard work of a seventeen member group representing faculty and staff from all colleges and divisions of Loyola University New Orleans. The Task Force, which was convened in Fall 2009, was mandated by the Provost to develop a plan and recommendations to integrate online education in the mainstream of the planning and decision-making structures and processes of the university. Beginning with an overview of national patterns and trends in online education and then a consideration of the history of online education at Loyola, the Task Force developed a working mission statement for online education and defined key concepts and terms related to online learning. The summations of findings and key recommendations of nine workgroups, which were comprised of Task Force members as well as additional members of the academic community that provided special expertise in several areas, are organized under the following topics: Centralization of Support, Budgeting, Marketing, Programs and Course Design Templates, Proposal and Review Processes, Faculty Development, and Evaluation. The final section of the report offers a list of the implementation priorities for AY 2010-2011.

The Task Force believes that the implementation of recommendations and priorities contained in this report serve to integrate online education in the mainstream of university planning and decision-making. These recommendations are designed to not only strengthen the university's commitment to quality online education in the Ignatian tradition and the infrastructure of support, but also to maintain flexibility and nimbleness of program development encouraging the pursuit of pedagogical creativity and innovation. The implementation of these recommendations will help strategically position the university to be among the leaders of state-of-the-art, competency-based online education at Masters I level institutions across the nation.

Special thanks are offered to Mary Lee Sweat, Dean of University Libraries, who led the workgroup that conducted a comprehensive campus-wide inventory of online services, equipment, facilities, and infrastructure dedicated to online course production and instruction; Susan Brower, Media Services Coordinator, who provided consultation and has agreed to lead a workgroup on Hybrid Classes: Distance Learning Techniques and Media as an Extension of the Classroom next year; and George Capowich, Vice Provost for Institutional Effectiveness and Research, who has provided consultation on SACS requirements and led the Workgroup on evaluation. Of course, the Task Force extends its appreciation to the many offices across campus and to the academic community at large for their cooperation and support in connection with this work.

Members of the Online Education Task Force, AY 2009-2010

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- Lydia Voigt Senior Vice-Provost, Academic Affairs

Overview: Online Education in the United States

The development and delivery of quality online education is a strategic decision being made across the United States and internationally. Online and hybrid programs can strengthen the university's mission and its competitiveness by expanding its ability to recruit and retain a diverse pool of students.

Online enrollments continue to grow

According to the 2009 Sloan Commission report, *Learning on Demand: Online Education in the United States*:

- 4.6 million, or one in four post-secondary students, now take at least one online course in the United States.
- Online enrollments continue to grow at rates far in excess of the total higher education student population, with the most recent data demonstrating no sign of slowing.
- Over 4.6 million students were taking at least one online course during the fall 2008 term; a 17 percent increase over the number reported the previous year.
- The 17 percent growth rate for online enrollments far exceeds the 1.2 percent growth of the overall higher education population.
- More than one in four higher education students now take at least on course online.

Online education provides students with significant choice and flexibility

Choice is a significant factor for students when selecting post-secondary education. As a result, postsecondary institutions are listening. According to The National Center for Education Statistics, Institute of Education Sciences report, *Distance Education at Degree-Granting Postsecondary Institutions: 2006-2007* found that the most common factors affecting institutional decisions about distance education were:

1. Meeting student demand for flexible schedules,
2. Providing access to college for students who would otherwise not have access
3. Making more courses available
4. Seeking to increase student enrollment
5. Institutions found distance education included maximizing the use of existing college facilities.

Table 12. Percentage distribution of 2-year and 4-year Title IV degree-granting postsecondary institutions offering any distance education courses reporting the extent to which various factors affected decisions regarding distance education offerings: 2006–07

Factor	Extent to which factor affected decisions regarding distance education offerings			
	Major extent	Moderate extent	Small extent	Not at all
Seeking to increase student enrollment	45	37	13	4
Making more courses available	46	40	10	4
Making more degree programs available	28	27	24	21
Making more certificate programs available	13	21	28	37
Meeting student demand for flexible schedules	68	24	7	1
Providing access to college for students who otherwise would not have access (e.g., because of geographic, family, or work-related reasons)	67	22	8	3
Responding to the needs of employers/business	26	36	28	10
Maximizing the use of existing college facilities	24	30	25	19
Meeting student demand for reduced seat time	16	30	31	22
Other factors	4	2	1	93

NOTE: Percentages are based on estimated 2,720 institutions that offered any college-level credit-granting distance education courses in 2006–07. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), "Distance Education at Postsecondary Institutions," 2007.

Table 13. Percent of 2-year and 4-year Title IV degree-granting postsecondary institutions offering any distance education courses reporting that various factors affected decisions regarding distance education offerings to a moderate or major extent, by institutional type and institution size: 2006–07

Institutional type and size	Factor affecting institutions' decisions to a moderate or major extent									
	Seeking to increase student enrollment	Making more courses available	Making more degree programs available	Making more certificate programs available	Meeting student demand for flexible schedules	Providing access to college	Responding to the needs of employers/business	Maximizing the use of existing college facilities	Meeting student demand for reduced seat time	Other factors
All institutions	82	86	55	34	92	89	62	63	47	6
Institutional type										
Public 2-year	89	92	56	49	98	97	65	71	56	5
Public 4-year	78	84	64	38	89	85	62	56	39	8
Private not for profit 4-year	81	77	46	24	85	85	52	47	31	7
Private for-profit 4-year	76	91	63	4	95	79	74	83	72	1
Size of institution										
Less than 3,000	80	85	48	25	92	86	60	61	44	6
3,000 to 9,999	87	87	50	40	93	91	63	64	51	4
10,000 or more	82	86	67	51	92	93	66	64	46	9

† Reporting standards not met.

NOTE: Percentages are based on estimated 2,720 institutions that offered any college-level credit-granting distance education courses in 2006–07. Data for private 2-year institutions are not reported in a separate category because too few private 2-year institutions in the sample offered distance education courses in 2006–07 to make reliable estimates. Data for private 2-year institutions are included in the totals and in analyses by other institutional characteristics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), "Distance Education at Postsecondary Institutions," 2007.

The economic downturn has increased demand for existing face to face and online courses, with the greatest demand for online courses, and older and returning students look for convenience, availability of classes, and the availability of courses when evaluating potential programs of study. Additionally, online professional and graduate programs increase career and educational opportunities to working adults and adults who are currently out of work. These non-traditional

students may be seeking career changes, career advancement, or new knowledge and academic fulfillment that can be provided through more flexible programs of study.

According to the Center for Digital Education (CDE) survey, more than half of U.S. states now operate online-learning initiatives for K-12 students, an increase over the 15 states that did so just two years ago. Most of the 26 states that have online programs have seen significant growth in enrollments in recent years, with a dozen of them reporting jumps of 25 percent or more since 2007.

One can imagine that tomorrow's "traditional" college student will expect online and hybrid classes when applying for colleges. CDE has observed that states and school districts are increasingly aware that students are spending more time online than ever before. In response to this phenomenon, states are pursuing online education initiatives to better serve their student population and meet the academic demands of millennial students inside and outside of rural areas.

Faculty acceptance and participation

The most recent Sloan Commission report notes, "while the number of programs and courses online continue to grow, the acceptance of this learning modality by faculty has been relatively constant since first measured in 2002." Significantly, "faculty with experience developing or teaching online courses, have a much more positive view towards online instruction."

Online Learning as a Strategic Asset

From The Paradox of Faculty Voices: Views and Experiences with Online Learning:

There are a number of divisions apparent among the Faculty Survey responses. First, faculty are not uniform in their opinions toward online learning. Faculty with experience developing or teaching online courses have a much more positive view towards online instruction than those without such experience. Faculty with no online experience remain relatively negative about online learning outcomes.

Faculty with online development or teaching experience are not restricted to a particular class of faculty (such as part-time, non-tenure track, or those just beginning their teaching careers), but are well represented among all types of faculty. While there are some differences in participation rates, the overall conclusion is that full- and part-time faculty, those at every stage of their career, and those on the tenure track, as well as those outside of the tenure track, are all involved in online instruction.

Approximately one-third of all faculty have taught an online course, with around one-quarter currently teaching online. When asked why they teach online, faculty consistently provide student centered reasons. The survey results show that, even with their reservations about online learning, a majority of faculty members have recommended online courses to students, a rate that jumps to well over 80 percent among faculty with experience developing or teaching an online course.

The views of the faculty suggest that significant challenges must be resolved before online learning is universally accepted across the academy. However, the paradoxes evidenced

by the survey results also suggest considerable opportunity for campus leaders to engage the faculty in constructive dialogue about the quality, support, and overall role of online at their respective institutions.

Online and hybrid learning can inspire faculty in their teaching, and facilitate collaboration and networking on campus and internationally. Faculty find that using online and web-facilitated instruction engages students into a subject. Online and web-facilitated instruction can allow faculty to learn, share, and deepen their knowledge through new pedagogical tools and techniques. A strong commitment to faculty development and services will foster faculty engagement and inquiry.

Facilities & Resources

The mix of online and campus-based classes requires a strong infrastructure to support the systems, facilities, and people engaged in online programs and courses. The transition to more online or hybrid courses may ease constraints on limited classroom space; however, existing classrooms will be enhanced to facilitate a variety of teaching and learning modalities including classes that utilize little to no technology, to technology-rich environments.

Contingency Planning

While other universities are in the process of developing contingency plans that address a disruption to campus life, Loyola University realized the importance of having such a plan in place as a result of our Katrina experience five years ago. In the event of a hurricane, flu pandemic, or other events, Loyola University is well-positioned to move face to face classes online.

Best Practices

Accountability, accreditation, and quality standards are central to institutions considering online programs. The Commission on Colleges Southern Association of Colleges and Schools *Best Practices for Electronically Offered Degree and Certificate Programs* is of critical importance.

“These *Best Practices* have been developed by the eight regional accrediting commissions in response to the emergence of technologically mediated instruction offered at a distance as an important component of higher education. Expressing in detail what currently constitutes best practice in distance education, specifically electronically offered degree and certificate programs, they seek to address concerns that regional accreditation standards are not relevant to the new distributed learning environments, especially when those environments are experienced by off campus students.”

These *Best Practices* are divided into five separate components, each of which addresses a particular area of institutional activity:

1. Institutional Context and Commitment
2. Curriculum and Instruction
3. Faculty Support
4. Student Support
5. Evaluation and Assessment

Overview: Online Education at Loyola

Loyola's experience with online education dates back to the 1980s and the work of the Loyola Institute for Ministry's extension program (LIMEX), and later, in the 1990s, the School of Nursing's Off-Campus Learning Program (OCLP – now known as the Distance Learning Program, or DLP). More recently, online education at Loyola has developed across three areas: online degree programs, online courses, and hybrid courses.

In 2004, the School of Nursing launched Loyola's first online degree program, the Master of Science in Health Care Systems Management. Since then, the program has graduated over 600 students. As of this writing in the spring of 2010, Nursing is also preparing for the launch of Loyola's first online doctoral degree program, the Doctor of Nursing Practice (DNP) program, scheduled for summer 2010. The DNP program is the first of its kind in Louisiana and is slated to begin with a cohort of 25 students, and plans to enroll 125 students over the next 5 year period.

In addition, the Department of Criminal Justice is prepared to begin offering a Master of Science in Criminal Justice Administration degree online in the fall of 2010. The MSCJA program will, over time, offer students several specialty tracks, including: Justice Administration, Corporate Risk Administration and Management, Inspector General, Information and Cyber Data Intelligence Emergency Management and Homeland Security, and Forensic Administration. The MSCJA program projects to enroll about 750 students over the next 5 year period.

Finally, the Loyola Institute for Ministry has started offering individual online courses that will lead to either a Master of Pastoral Studies degree or a Master of Religious Education degree. The LIM online degree program is currently awaiting final approval by SACS. LIM plans the formal launch of these online degree programs in the fall of 2010, with plans to enroll 125 students over the next 5 year period.

The second online initiative that has gained momentum over the past 3 years is summer session. Loyola's post-Katrina realities led to a number of changes with the university's online academic presence, one of which was the relocation of the Blackboard server to an off-site hosted solution within Blackboard's organization. Experimentation with individual online course offerings began in the "Spring II" semester of 2006. Instructional design consultants from JesuitNet were brought to the university to train faculty on competency-based instruction online, which led to an internalized training process for faculty who wished to offer online courses in the summer of 2007. Training sessions were built on the best practices of both JesuitNet and Regis University, echoing Loyola's commitment to the Ignatian vision of education in the online environment. That year, 17 courses were offered, enrolling over 250 students. Based on the positive feedback from both faculty and students (via course evaluations), a Request for Proposals (RFP) was sent out in the fall of 2007 to develop online courses for summer 2008. Training sessions were held in the spring of 2008, and faculty members were paid \$1,000 stipends to develop online courses. There were 18 courses offered in summer 2008, with enrollments of over 200 students and a completion rate of 94%. RFPs were sent out again in the fall of 2008 for 2009 summer courses. A total of 38 courses were offered in summer 2009, enrolling nearly 400 students with a completion rate of 95%. Those same summer courses in 2009 were responsible for over \$675,000 in gross tuition. For summer 2010, there was not a RFP process; instead, focus has been placed on the improvement / revision of previously developed courses, with only 5 new courses being developed. As of this writing, there are 29 courses listed for summer 2010. The flexibility of online courses during summer session has proved a popular choice for students and faculty alike, and the variety of courses (both major-level and common curriculum) has been beneficial for students. Based on qualitative

data recorded in course evaluations, it seems obvious that there is great potential for this area to grow in the future, assuming there is adequate support staff in place to handle the number of students enrolled.

Finally, hybrid courses have become increasingly popular year-round. Prior to the beginning of each semester, all courses listed in LORA are created in Blackboard, which automatically gives every Loyola course an online presence. The Monroe Library's electronic reserve system places course readings directly into Blackboard, which drives more student traffic to the online environment. Beyond Blackboard's service as a repository for documents and course materials, many faculty members have experimented with a variety of hybrid technologies to facilitate learning anytime / anywhere, assuming an Internet connection. These hybrid technologies include (but are not limited to) streaming audio and video, webcasting, blogging, course wikis, work in virtual worlds (Second Life, etc.), Google Docs, live chat (both text-based and video, for synchronous communication), and social networking sites. A recent survey of Loyola faculty indicated that faculty members are most interested in exploring the possibilities for developing hybrid courses; to this end, work is currently being completed to institutionalize priorities for adoption of and training for various hybrid technologies. This work will undoubtedly continue well into the future considering the ephemerality of specific software and web sites. Attention should be focused not only on hybrid courses but also traditional courses taught on campus; faculty members should be recursive in their instructional practices and reflect on pedagogy and the deconstruction of teaching and learning methods in the space of technology rather than laborious hands-on training of particular (and specific) technologies.

Online Education Task Force Structure and Procedures

The Online Education Task Force was convened on September 28, 2009. Among the main mandates of the Task Force was to help bring online education into mainstream operations and decision-making of the university including recommendations for the structure, functional operation, and coordination of online education and for integration within the institutional planning and deliberative processes. Its initial list of tasks included the following:

- Develop policies for the design, production, delivery, and learning assessment of online programs and courses, credit and non-credit, undergraduate and graduate. Formulate guidelines, templates, and methods based on best practices for online learning in the context of Jesuit education, including Ignatian pedagogy, course design, faculty support, technical support, and delivery.
- Review online courses and programs for SACS compliance, especially the number of courses offered within an existing degree program; communicate with the Vice Provost of Institutional Effectiveness and Assessment, who serves as the official university contact with SACS when online courses/program courses are proposed regarding the most current policies and requirements.
- Develop policies for design and offering of hybrid courses.
- Develop policies for calculation of course load /overload for faculty teaching online.
- Review proposals for new and significantly revised online and hybrid courses. Review will commence after such courses have received approval from the appropriate college and university committees. Approval or rejection for online delivery to be based on the written guidelines to be developed and referenced in item # 1.
- Review the current status of online courses and programs (i.e., quality and range of offerings) including an evaluation of the impact of online courses/programs on traditional campus curricula, assessment of students currently supplementing their degree requirements with online courses, and future projections of online demand for courses/programs.
- Develop a university enrollment management and marketing strategy for online program/course initiatives. Review current third party vendor relationships and develop policies for administration of online offerings, including guidelines for partnerships with external service providers, marketing, enrollment management, and accreditation compliance. In conjunction with the university attorney, review agreements with external service providers, including RFPs, proposals, and contracts.
- Review budgetary processes and develop funding formulas for online program development and expansion (including consideration of faculty course load issues and faculty development needs).
- Review forms and protocols for course/program evaluations.
- Develop accounting /headcount/retention metrics and dashboard indicators to track outcomes.

To accomplish the Task Force mandates and assigned tasks, nine workgroups/subcommittees were established, which engaged members of the Task Force as well as additional members of the academic community, who provided special expertise related to specific areas. A brief description of the workgroups/subcommittees including the assignment definition, workgroup leader/facilitator, and due dates follows:

1. Comprehensive Inventory of Online Resources Across the University
Workgroup leader: Dean Mary Lee Sweat
Report/ Inventory due October 2, 2009.

This workgroup has been tasked with conducting a comprehensive inventory of online resources across the university, including production and support personnel, production space, production equipment and refresh plans/cycles, and determining the capacity and demand levels of services, e.g., academic instructional support services, student support services addressing technical and academic needs, and faculty development and training opportunities.

2. Expense/Revenue Model for Online Programs
Workgroup leader: Mr. Bret Jacobs
Report/Proposed Model due October 9, 2009.

This workgroup has been tasked with reviewing all expenses/funding streams/potential revenues associated with developing and implementing new online courses/programs as well as revising/updating/enhancing courses/programs. The workgroup will propose an expense/revenue model to be considered by the committee as a whole for use in planning including evaluating the feasibility of online proposals.

3. Determination of the role and scope of the Online Education Task Force (OETF) (or subcommittee of OETF) in the review and approval of new online courses and programs within the university courses and curriculum decision-making process; this includes the determination of internal OETF procedures and guidelines for review and approval of online courses/programs.
Workgroup leader: Dr. Vincenzo Sainato
Recommendations due: October 30, 2009

In addition to recommendations for the structural placement of the OETF within the university curricular decision-making process, this workgroup has been tasked with addressing five separate components of best practices relevant to online learning: (1) institutional context and commitment; (2) curriculum and instruction; (3) faculty support; (4) student support; (5) evaluation and assessment (e.g., see SACS Best Practices for Electronically Offered Degree Programs). Recommendations regarding internal OETF review functions will include: the outline of expected components for future proposals of a course/program (i.e., check list of questions/issues that a proposal needs to address), a list of key review procedures/criteria that will ensure program/course quality as well as key determining factors for evaluating the relative impact of online courses/programs on traditional, on-ground courses/programs at Loyola.

4. Position Description for New Director of Online Education
Workgroup leader: Dr. Ann Cary
Search criteria/search timeline due by October 30, 2009.

This workgroup has been tasked with recommending a position description and selection criteria for a Director of Online Education and a projected timeline for the search. The members of this subcommittee will also serve as the search and screening subcommittee

committee and will recommend the top ten candidates for review by the Task Force as a whole, at such time when the position is approved and the search is authorized by the university.

5. Instructional Design and Quality Standards

Workgroup leader: Mr. Brad Petitfils

Report due November 15, 2009.

This subcommittee has been tasked with researching best practices in course design and quality control for undergraduate/graduate education, with particular emphasis on Jesuit education. In addition, it will develop models for course design, teaching methods, course production, and faculty development, models to be submitted to the committee as a whole for action. This subcommittee will be composed of Loyola staff presently involved in online course production as well as selected faculty involved in online teaching.

6. Development of Measures and Assessment of the Quality of Online Learning, Determining Student Demand for Online courses/Programs, and Studying Student Satisfaction with Online Courses taken through Loyola

Workgroup leader: Dr. George E. Capowich

Report due November 15, 2009.

This workgroup has been tasked with researching Loyola's quality of online learning, Loyola students' involvement and satisfaction levels with respect to online learning. For example, how many Loyola online courses do our students currently take; how many of our students take online courses from other colleges and universities; when do they take them (summer, intersession, and academic semesters); which courses do they take? The subcommittee will present its findings and make preliminary recommendations about policies to govern student enrollment in online courses at Loyola and elsewhere (i.e., "swirl").

7. Development and Support of Faculty Teaching Online

Workgroup leader: Dr. Melanie McKay

Periodic updates and report due March 1, 2010.

This workgroup has been tasked with researching faculty involvement and needs with respect to online learning and fostering university-wide faculty discussion on such issues as course structure and delivery (online, hybrid), course design and production, quality standards and academic policies, compensation for course development and teaching (stipends, overload vs. regular load). The subcommittee will use the information gathered to issue a report recommending policies that will guide online instruction at the university.

8. Hybrid Classes: Distance Learning Techniques and Media as an Extension of the Classroom

Workgroup leader: Ms. Susan Brower

Report due: April 1, 2010

This workgroup has been tasked with exploring the many technologies, techniques and tools that support teaching, learning, and communication outside the traditional classroom. These include (but are not limited to) videoconferencing, webconferencing, classroom

capture, podcasting, and Web 2.0 software. The goal is to determine which technologies would best support online and hybrid classes at Loyola, and to prioritize their implementation.

9. Marketing, Recruitment, and Retention
Workgroup leader: Mr. Sal Liberto

This workgroup has been tasked with researching on-line marketing methods and gathering data on best practice as on-line learning relates to retention, admissions, and enrollment management. Special attention will be paid to successful on-site and outsourced enrollment and marketing processes. The workgroup will present its findings and make preliminary recommendations with regard to how our current and new on-line offerings might successfully engage its marketing, recruitment, admissions, and retention efforts.

Task Force Processes and Procedures

The Task Force met every two weeks during AY 2009-2010 to fulfill its mandates and tasks; each workgroup met as needed to conduct its work. A Blackboard site for Online Education was established, which allowed the Task Force easy access to all documents pertaining to its work including meeting minutes, agendas and other relevant materials, such as internal data and information, SACS guidelines, and national studies and reports. The Blackboard site also was used to facilitate discussion and input from members in between meetings.

The Task Force began with a review and discussion of several key national studies/reports, such as the report produced by the Sloan Foundation entitled, *Learning on Demand: Online Education in the United States* (pre-released version of Allen and Seaman, 2010) and the Commission on Colleges: SACS statement on “Best Practices for Electronically Offered Degree and Certification Programs (nd). A review of internal data and information was also conducted. Early discussions revolved mainly around definitions of online education and associated terms and consideration of a mission statement for Online Education at Loyola University New Orleans. Each meeting also included progress reports from each workgroup. Workgroups each formally presented the results of their work to the entire Task Force, solicited input, and resubmitted their reports. This process continued until all workgroups had an opportunity to present their findings and incorporate the suggestions of the larger Task Force. Once all of the reports were in, an all-day Task Force retreat was held in order to review the work as a whole, to check for any inconsistencies and overlap, to prioritize recommendations, and to list tasks to be addressed next years. This report of the Task Force after going through several iterations, was moved for acceptance and approved at its last meeting for the academic year on April 22, 2010.

Summary of Recommendations

Inventory Workgroup

After conducting interviews with areas that support online courses and programs across campus, the Inventory Workgroup recommends that the university centralize resources wherever possible and appropriate. These resources include staffing, equipment and facilities that are required for the support of Loyola's online initiatives. Additionally, the workgroup recommends that innovative teaching spaces be created and shared and that the university explore investment in additional tools in support of online instruction. The workgroup's detailed recommendations may be found on page 16.

Expense/Revenue Workgroup

The Expense/Revenue Workgroup was tasked with identifying all revenue and expense components associated with online programs. Included in the workgroup's report are the recommendations that the university establish identifiable revenue accounts for each program so the program's impact on the university's budget is easily measured. The workgroup also recommends that the university establish a "startup pool" from revenue generated by all online programs in support of new programs and initiatives. Key to the workgroup's recommendations is the development of a pro-forma financial analysis for each proposed online program. This analysis will help to standardize the financial analysis of each proposed program so that all areas of revenue and expense are identified and quantified. Additionally, the workgroup recommends that Loyola adopt standard levels of faculty compensation for the development and maintenance of replicable learning objects used in online education, which are consistent with the program's business model, as well as development of a methodology to distribute shared and program specific costs to each online program. These and other recommendations of the workgroup may be found on page 21.

Role and Scope of Standing Committee

Careful consideration was also given to the role and scope of the Online Education Task Force (OETF). The OETF workgroup recommends that the OETF be transformed into the University Standing Committee on Online Education. The role and scope of this committee may be found on page 40 of this report. The OETF workgroup also recommends that a clear path be identified for the review and approval of new online programs and courses. Additionally, the workgroup recommends the development of a précis to be used during the program review process. A detailed description of the précis and approval flowchart may be found on page 31 of this report.

Executive Director Position

As part of the ongoing management and enhancement of online education at Loyola, a workgroup was formed to develop a job description for the new position of Executive Director of Online Education. This new position, which will report to the Provost, will be responsible for the coordination of faculty development and training, credentialing and accreditation, business planning and marketing as related to online programs. The Executive Director will provide a focal point for online learning within the forthcoming Office of Online Education. The completed job description for the Executive Director of Online Education may be found on page 37.

Instructional Design and Quality Standards

Critical to the success of online education at Loyola will be the establishment of instructional design and quality standards for all online programs and courses. As such, the OETF formed a workgroup charged with researching best practices in course design and quality control with an emphasis on Jesuit education as well as developing a model for course design and best practices for online teaching. This workgroup has developed both a course design rubric and template to guide course development and production. The detailed rubric and template may be on page 28.

Evaluation Workgroup

The taskforce's workgroup investigating the Development of Measures and Assessment of the Quality of Online Learning developed the framework for an assessment plan for online learning. The framework identifies the critical components of online learning assessment and provides a sample online course evaluation. An overview of the assessment plan may be found on page 47.

Faculty Development Workgroup

The Online Education Task Force also formed a workgroup to explore development and support of faculty teaching in an online environment. The workgroup surveyed faculty as to their interest in online education as well as their satisfaction with support needs and services currently provided by the university. The workgroup found that there is a high level of interest in hybrid teaching and recommends that the standing committee continue the investigation of successful hybrid teaching models. Additionally, the workgroup found that the faculty is very supportive of enhancing Loyola's support structure for online education. A more detailed synopsis of the survey results may be found on page 43.

Marketing, Recruitment and Retention Workgroup

The Marketing, Recruitment and Retention Workgroup focused its work on researching online marketing methods and gathering best practices for retention, admissions and enrollment management. Their recommendations include building a pricing model for online programs based on market sensitivity and competition. The group also recommends establishing a clear model for enrollment management of all programs at the university. An increase in marketing budgets for newly established programs is also recommended. The workgroup also recommends that we re-evaluate Loyola's current model of outsourcing certain components of online program marketing as well as the acquisition of specific online courses from outside providers to determine whether or not such practices are in the best interest of the university. A complete list of the workgroup's recommendations may be found on page 24.

Mission of Online Education at Loyola

Loyola University New Orleans, a Jesuit and Catholic institution of higher education, welcomes students of diverse backgrounds and prepares them to lead meaningful lives with and for others; to pursue truth, wisdom, and virtue; and to work for a more just world. Inspired by the Ignatian vision of education, the university is grounded in the liberal arts and sciences, while also offering opportunities for professional studies in undergraduate and selected graduate programs.

Loyola provides online and hybrid learning opportunities to enrich the university as a whole and help it extend its mission. Online learning at Loyola University New Orleans will be rooted in our traditions and will be held up to the same standards of excellence, accreditation, and sustainability. Faculty and staff who work with these programs, and the students enrolled in such programs of study, will receive the support they need to succeed.

Online and hybrid education at Loyola will:

- Respond to the expansion of digital information and tools that increasingly shape modern life
- Be integrated into the portfolio of educational strategies and comprehensively supported to maximize effectiveness
- Diversify learning venues and opportunities that can attract a host of diverse students, all engaged in the mode of learning that best suits their learning styles and situations
- Use the experience and expertise of our faculty and staff, guided by the Ignatian traditions of distinctive, accessible modes of learning and teaching, to create a niche in higher education
- Engage faculty and students in meaningful learning and innovative pedagogies
- Explore learning modes and delivery systems that can inspire pedagogical and intellectual innovation as well as provide greater access, flexible scheduling, and choice to students who live on and off campus, those that live at a distance, and to address the needs of traditionally underserved student populations
- Be integrated in the university infrastructure and decision-making processes

Definition of Online Learning and Associated Key Concepts

Proportion of the content delivered online	Type of course	Typical Description	Applied to Course or Program
100%	Online	<ul style="list-style-type: none"> • Learning conducted totally online. • Orientation sessions may take place on-campus. • Example of an online Loyola program: Doctor of Nursing Practice. • Example of an online course: Intro to World Religions (Summer 2009) RELS-T122-W01 	Program or Course
25%-99%	Hybrid	<ul style="list-style-type: none"> • The course combines, or “blends” face to face instruction with online instruction and activities. • Required online and on-campus (in-person) sessions. • Examples include using: online discussion, course readings, assignments, blogs, media, etc. 	Program or Course
0% - 24%	Traditional / Web Facilitated	<ul style="list-style-type: none"> • In-person course which may include online components. • Most contact hours are in-person. • In the event of an evacuation from campus, students and faculty utilize Blackboard. 	Course

Centralization of Support

Workgroup leader: Mary Lee Sweat

Workgroup members: Susan Brower, Deborah Poole

This workgroup was tasked with conducting a comprehensive inventory of online resources across the university, including production and support personnel, production space, production equipment and refresh plans/cycles, and determining the capacity and demand levels of services, including academic instructional support services, student support services addressing technical and academic needs, and faculty development and training.

A comprehensive inventory... was conducted in the fall of 2009. All key faculty and staff associated with the production and support of online course and program development were interviewed. The full report can be seen in Appendix A on page 53. The following are key observations based on responses:

- In many instances units are operating without a technology plan or funding for refreshing equipment.
- Most units take advantage of the services offered by the Monroe Library and the Center for Faculty Innovation for faculty training and development to support online education.
- Units are exploring and in some cases using synchronous (real-time) as well as asynchronous tools.
- Individuals and units are exploring and are using web 2.0 tools in their teaching, scholarship, and communication.
- There is an interest in the use of mobile devices for teaching and learning.
- Web conferencing, podcasting, and videoconferencing are mentioned over and over again. Classroom capture too would fit with this; it could be the recording context for podcasts.

Additional considerations:

- The university and its faculty, staff, and students would receive benefits from more centralized support services that provide equipment, training, user support, and maintenance.
- Ongoing support for teaching, program development, and technology are invaluable.
- It's important to balance the need to centralize and standardize resources with the need to encourage and support creativity and innovation.
- If more full and hybrid online courses are offered, then faculty will have less need to work on campus. How will the faculty be supported? The technology and the skills must be there for them to work effectively and for students to learn. Students, too, would need to physically be on-campus less, and so would also need this support.
- Certification programs seem to be gaining interest. Would this be an area to develop for online education?
- The university needs to think carefully about the implications of online courses and programs in light of the person-centered education that Loyola offers. There may need to be a broader, perhaps campus-wide conversation on this topic.

Recommendations:

In *Online Learning as a Strategic Asset, Volume 1, a Resource for Campus Leaders*, published by the Association of Public and Land-Grant Universities/Alfred P. Sloan Foundation, August 2009, the authors report, “Many of the institutional interviewees who believe their programs are effective and successful noted that some form of centralization was a key factor in that success (p.21).” Therefore the committee recommends:

1. To the extent possible, and as appropriate, and in consultation with appropriate unit leaders, resources such as staffing, equipment, and facilities should be centralized. Centralization will ensure that resources are used in the most efficient and effective way possible, expertise and skills are developed and shared, and standard best practices are understood, implemented, and maintained. The intent of centralization is to foster communication, dialogue, collaboration, innovation and planning across campus.
2. We recognize that each program has unique subject matter and needs which should be respected, but there are also many commonalities among programs that can best be addressed through a shared implementation and support system.
3. Areas providing centralized services should, in conjunction with the program or area being served, develop clear standards of service delivery.
4. Most academic departments take advantage of the centralized services offered by the Monroe Library and the Center for Faculty Innovation and satisfaction levels are high. As more online programs are added and use of technology in teaching increases across campus, staffing in these units should be increased.
5. Additional innovative teaching spaces should be created and shared, and spaces for faculty to work in groups or individually should be developed near the offices of expert staff who can support online and hybrid teaching and learning. Shared spaces for instructional design and delivery should be developed in order to maximize resources, facilitate communication, and support best practices in production.
6. Academic departments are exploring and using both synchronous (real-time) as well as asynchronous tools. The opportunities, costs, and benefits of synchronous tools for instruction require more attention and should be incorporated into the university’s planning for online and blended learning. Mobile devices are increasingly being used by faculty and students, and applications should be explored and evaluated from a campus perspective.
7. Maintain an ongoing inventory of resources across the university and develop a protocol for university-wide resource sharing.

Budgeting

Workgroup leader: Bret Jacobs

Workgroup members: Ann Cary, Leon Mathes, Deb Poole, Enzo Sainato

This workgroup reviewed all expenses/funding streams/potential revenues associated with developing and implementing new online courses/programs as well as revising/updating/enhancing courses/programs. The workgroup proposes an expense/revenue model to be considered by the committee as a whole for use in planning including evaluating the feasibility of online proposals.

Overview

The Revenue/Expense workgroup has developed the following model for consideration by the Online Education Task Force. In developing this model, the workgroup attempted to ensure that all expenses associated with the development and operation of an online program are appropriately allocated and that a reasonable financial return to the University, college and department is generated. The workgroup recommends that a pro-forma be developed from this model that must be completed during the online program approval process.

The model assumes that online program revenue is generated primarily from tuition.

Additionally, expenses have been categorized into the following three groups:

- Costs Directly Related to the Program
- Shared Costs – which may or may not be applicable to every program
- Institutional Costs – Broad levels of expense to which all online programs contribute

The following narrative describes the flow of both revenue and expenses associated with an online program which are also illustrated on the attached flow chart.

Revenue Flow

Online program revenue will be generated primarily from tuition. As such, each online program should be assigned a unique revenue account to which tuition revenue will be deposited. All expenses associated with a program, including a return to the university, college and program, will be charged as an expense against the assigned revenue account. In so doing, Loyola will be able to adequately evaluate the financial return of any program.

The level of return to the university, college and program will be negotiated during the program's vetting process and must ultimately be approved by the Provost. Returns will be generated only after all online program costs have been covered.

It is anticipated that the university will also fund the position of Executive Director for Online Education from the returns generated by all online programs. Additionally, the university should also develop a 'startup pool' from these returns which will be used to underwrite new online programs during their startup period. Doing so will provide a means to provide a reasonable period for new programs to begin development before actual revenue is generated.

Expense Flow

Online program expenses have been categorized into three groups.

1. Costs Directly Related to the Program

These costs include expenses that the university would not experience if the program did not exist and are directly attributable to a specific program. These costs include Marketing/Recruitment, Faculty Training, Specialized Technology needs, Faculty Compensation and Program Specific Library Resources. These expenses will be directly paid by the program.

2. Shared Costs

Costs in this category are associated with services that a program may or may not use. These costs include Video Production Services and Video Conferencing. These services may be obtained from on-campus or off-campus providers. They have been identified as “shared costs” because there are opportunities for the university to build a shared internal infrastructure to provide these services.

3. Institutional Costs

Costs in this category are associated broad levels of expenses incurred by all online programs. These costs have been sub-divided into three sub-categories as follows:

Tech Fee Funded Institutional Costs

These costs include the expenses associated with the operation of the university’s CMS (Blackboard) platform, 24x7 phone support and content streaming services and are currently funded by the student technology fee. The workgroup deemed that the use of the student technology fee for these expenses was appropriate as long as students enrolled in online programs are assessed the fee.

Per Student Allocation Charge Institutional Costs

Costs in this category include services provided by centralized university departments that service all students. These areas include student records, admissions, student finance, financial aid and the bursar’s office. The workgroup recommends that a per-student allocation charge be developed to reimburse the university for the pro-rated expenses associated with these departments. The charge will be calculated as follows:

$$\# \text{ students enrolled in online program} * \frac{\text{costs to operate departments}}{\text{Total university enrollment}}$$

Costs Dependent on Task Force Decisions

Placement of costs associated with providing Faculty Development Workshops, Course Development Services, Instructional Design Services and general library resources for online courses are dependent of decisions not yet made by the Task Force. Should the university decide to centralize any of these services, then the associated costs should be institutionalized. A decision to de-centralize these services would imply that the costs be shared.

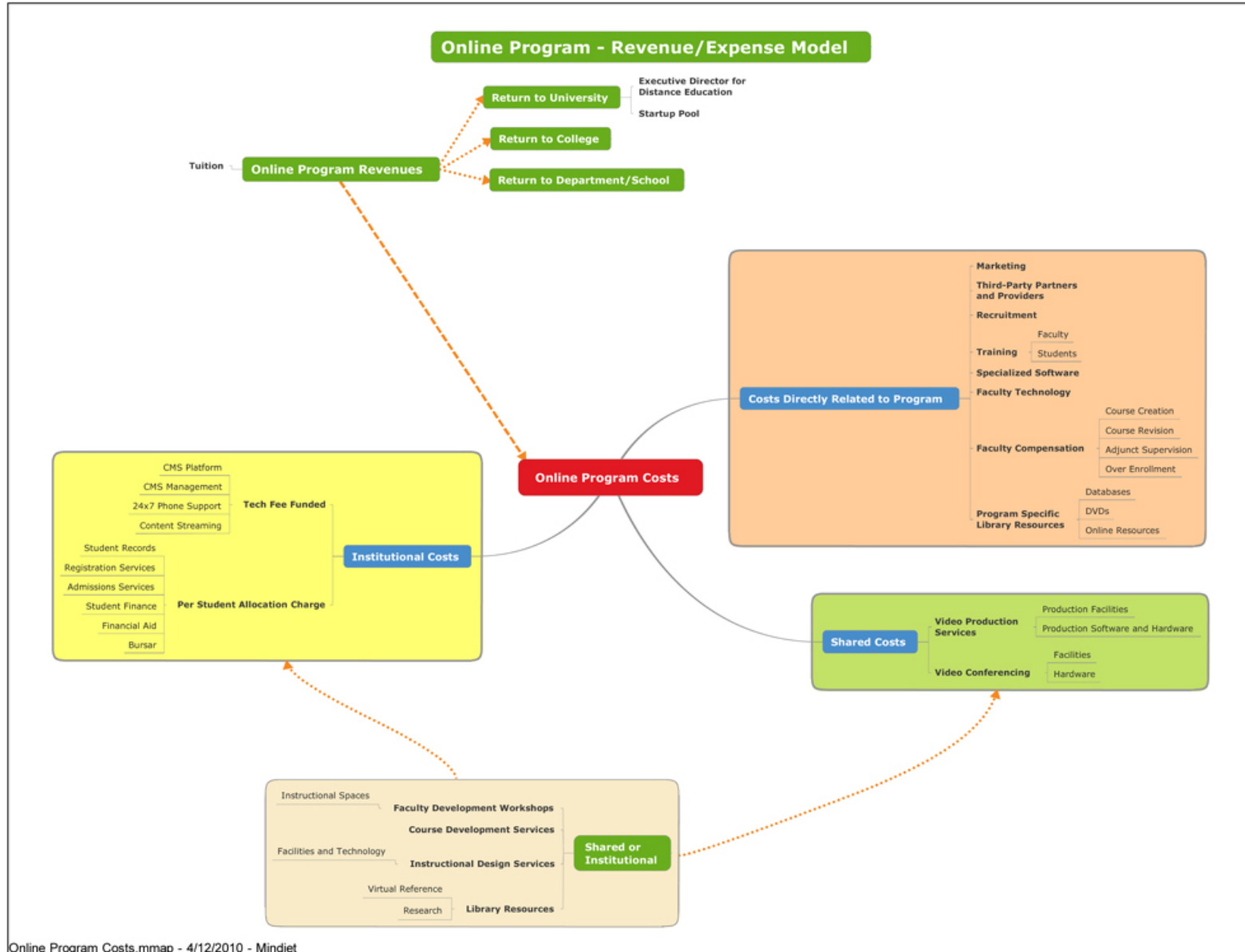
Recommended Compensation

The workgroup was asked to recommend levels of faculty compensation for development and maintenance of replicable learning objects. In essence, this compensation is for the authoring faculty member to allow their intellectual capital to be replicated by others without a “royalty” each time it is offered. Such courses are expected to be utilized for a minimum of three years. As such, compensation for the development and maintenance of “single-use” courses, such as summer-school, are not covered by this recommendation.

The workgroup gave careful consideration to both equal levels of faculty compensation across all programs as well as a model which provides flexibility across programs. The workgroup recommends establishing standard rates of compensation for faculty. Exceptions to the compensation standard shall be granted judiciously as consistent with the business model of the program. Additionally, the established standards should be reviewed annually by the Executive Director of Distance Education.

The workgroup recommends the following faculty compensation.

- Compensation to faculty for Online Course Development - \$7,500
- Compensation to faculty for course oversubscription - \$50/student
- Adjunct pay - \$4,000 minimum
- Compensation to faculty for adjunct supervision - \$1,000 per course section supervised



Recommendations:

1. Distribution of net revenue between the college, program, and university will be negotiated with the Provost during the program approval process.
2. A unique revenue account will be established for each online program. All expenses associated with operation of the program will be charged against this account.
3. The university will establish a “startup pool” from the university’s return from online programs to be used as startup funds for new online program initiatives.
4. The position of Executive Director for Online Education be proportionately funded from the university’s return from online programs.
5. Develop a mechanism to facilitate allocation of shared costs to each online program for services utilized.
6. Develop a mechanism to allocate the appropriate percentage of institutional costs to each online program.
7. Develop a pro-forma financial analysis which incorporates all revenues and expenses contained in the Revenue/Expense model which will be completed for each proposed new online program.
8. The university monitor the costs associated with providing support for the CMS platform and associated support, to ensure the adequacy of the student technology fee.
9. The university adopts standard levels of faculty compensation for the development and maintenance of replicable learning objects as recommended. Exceptions to the compensation standard shall be granted judiciously as consistent with the business model of the program.
10. Faculty compensation standards for replicable learning objects should be reviewed annually.

Marketing

Workgroup leader: Sal Liberto

Workgroup members: Ann Cary, Terry Fisher, Tom Ryan

This workgroup has been tasked with researching online marketing methods and gathering data on best practice as on-line learning relates to retention, admissions, and enrollment management. Special attention has been paid to successful on-site and outsourced enrollment and marketing processes.

A starting point for discussion.

Currently, there exists at the university no transparent model for predicting, creating, and managing enrollment processes and outcomes for all of our online learning programs. There is no clear overall transparent recruitment or retention strategy. While there is some accountability for outcomes, our targets are only expressed in revenue amounts. A fair start, but revenue targets are what are reached/not reached at the end of a process; not the beginning. We need to have a beginning to all enrollment categories at the university. We believe the beginning includes both all the expected academic processes and all of the marketing, recruitment, and retention ones in order to build successful programs and, as important, year after year keep them going strong.

What is going on here and elsewhere.

At Loyola, we have essentially two models in operation. The first – and it's the one most of us are familiar with – is one where we outsource to a vendor the processes of marketing, lead generation, lead conversion to applications and enrollment. We make the admissions decisions and handle all the academic processes, they do the rest. We have input and decision-making authority on marketing and branding (although early collaborations were not entirely smooth), as determined by existing contracts. This model has been successful in capturing and growing enrollments, although the vendor costs are significant and the university receives only a percentage of the gross income. Also, data (lead conversions, application numbers, etc.) are not readily available and the lack of transparency in processes is palpable.

The second model is one where none of the enrollment management or marketing functions are outsourced. Enrollment management is handled by the program's director and the strategic marketing functions are coordinated and managed by the Office of Marketing and Communications. The marketing model is self-funded and all gross income is retained by the university. The new DNP program follows this model.

We also have online courses that run during the summer and we market for those through our internal operation. Registrations are performed online.

Several of our Jesuit peers use DELTAK for their marketing of online programs, so we are not alone in this. Others use a blended model of coordinating and managing the marketing platform, as well as follow up and fulfillment through outside vendors. How much outside vendors handle is based on the size of internal marketing staffs.

What do we want to be?

We pose this philosophical question because it is at the heart of the debate on outsourced courses and processes. As we look to our Jesuit peers, we have to ask this question: do the very best Jesuit universities outsource their services in the ways that we currently outsource to DELTAK? Over the

long term, is it best for us to continue outsourcing? Does it matter, philosophically, if we perform tasks in house or contract them out? Is continuing to outsource these functions consistent with what we would expect Loyola to be five or ten years from now?

Can we justify the costs of outsourcing; the costs of investing in-house?

By outsourcing courses (Regis) and processes (DELTAK) are we losing more revenue than is sensible? As we grow our institutional expertise in on-line enterprises, are we wiser to make the institutional investments to keep our revenue and reinvest in our own infrastructure? Again, consider where we will be in five or ten years. Presumably, online learning is here to stay. Are we, in fact, losing the lion's share of our revenue? If we are, is such a condition sustainable for our departments, colleges, and university? Regardless, can we afford the costs of investing in-house? It's time to run the expense/revenue model.

Marketing.

The thrust of marketing has to be lead generation. We recommend a multi-channel approach which would include, but is not limited to: appropriate name buys and direct mail and e-mail marketing, expanded home web presence, extensive "opted-in" communications flows, advertisements in program (or industry) specific publications, internet paid search and advertising, social media interaction, publicity efforts, open houses, and targeted outreach to current students and parents.

We do question if marketing budgets for start up programs have been adequate. While we understand that there is give and take in any budget process, programs cut from whole cloth have to be given the opportunity to thrive, and this means adequate investment. If there are marketing budget decisions, we'd asked that these be vetted by Marketing and Communications. Plans should be vetted through enrollment management as a means of further shaping their efficacy. The key, then, will be to make sure we have appropriate budgets to market our programs and to enlist champion(s) to work closely with marketing and communications on the plan.

In any model, we'll have to outsource some of the marketing function because paid search purchases, monitoring and daily adjusting is a very specific skill set that we will not be able to bring 100% in house.

Recruitment, a simple admissions funnel.

Inquiries (leads)	1000
Completed Applications	500 (50% conversion from inquiries)
Acceptances	400 (80% conversion from applications)
Deposits	110 (40% conversion from acceptances)
Enrollments	100 (11% melt from deposit to enrollment)
Graduations	80 (80% graduation rate)

Ideally, we'd run all programs through this kind of funnel. We'd expect to convert (enroll) about 10% of our qualified inquiries (leads). The numbers here are about what we might expect from a typical program. We plugged them in to demonstrate the point that we have to generate interest and then we have to work that interest to enrollments and, later, graduations.

Retention.

We have to make sure that we offer the appropriate support and service to our current students. Either model of enrollment management would still require that all areas of the university are appropriately staffed. As we plan to grow our on-line offerings, places like library services and financial aid will need to be able to meet the demand of growing resources.

The university is yet to be intentional about the persistence of students other than undergraduates and it makes sense to plan toward improving retention among graduate and online students.

Recommendations:

1. We are one Loyola and all of our online programs should be marketed as such. They are not stand-alone entities designed to be separate from the mission. Rather, they are part of the mission, making Loyola New Orleans distinct from other providers of on-line learning.
2. The following are essential; any model – outsourced or in-house – must include the following:
 - a. Establishing appropriate pricing models based on market sensitivity and benchmarking of appropriate competitor’s like programs.
 - b. Developing an enrollment management funnel – leads, applications, acceptances, enrollments, graduations – that reflect budgeted revenue goals.
 - c. Developing systems and strategies to generate leads for all programs.
 - d. Ensuring lead “fulfillment,” quick application completion and admissions reading, appropriate yield and retention activities.
 - e. Establishing a clear model for enrollment management of ALL programs at the university, including online.
 - f. That appropriate marketing dollars be allocated to online summer courses, each online and graduate program, with special attention paid to start-ups.
 - g. That appropriate staffing be allocated to online marketing, recruitment, and retention efforts. This could start as one position in enrollment management or some other place who would work with all other staff to ensure that these functions were handled correctly and fully to reach targets and maximize revenue opportunities.
 - h. Reporting of admissions and retention activity to the office of enrollment management and to all other key constituencies.
3. Less important to us is who does the work; more important is that the work be done and done in a measurable way, one that is transparent, and easily reportable to key academic and administrative stakeholders.
4. Coordinate all of the various offices and positions that have a hand in on-line recruitment and retention.

5. Run all programs through an expense/revenue model to ascertain the “real” costs in outsourcing and in-house enterprises.
6. Increase marketing budgets for the establishment of start-up programs, again vetting through Marketing and Communications. Certainly, we understand that there is give and take in the budget process, but investments have to be commensurate with the expected results given the competition in the marketplace.
7. Make sure that whatever kinds of models are endorsed in this taskforce be compatible (i.e., have the taskforces talk to each other) with a unified marketing, enrollment, revenue modeling, process management, and delivery model vision for the university.
8. Take full advantage of JesuitNet resources and offerings, including offering Loyola courses through the consortium.
9. As possible, coordinate and collaborate with existing structures, people, and resources, respecting the value of localized adaptation, the nimbleness of decentralization, and the good work already done by units at the university in online marketing, recruitment, and retention.

Program and Course Design Templates

Workgroup leader: Brad Petitfils

Workgroup members: Barbara Ewell, Melanie McKay, Kathleen O’Gorman, Phil Rollins, Brian Sullivan, Vicki Vega

The subcommittee for instructional design and quality standards was charged with two tasks. The first was to research best practices in course design and quality control for undergraduate and graduate education, with particular emphasis on Jesuit education, while the second was to develop models for course design, teaching methods, course production, and faculty development to be submitted to the committee as a whole for action.

The subcommittee decided to draft a conceptual framework for online education to address some of the philosophical questions associated with teaching and learning in virtual spaces.

To complete the first task, the subcommittee used models in place at JesuitNet, Regis University, and Quality Matters – a group out of the University of Maryland (<http://www.qualitymatters.org>) whose focus is on quality assurance of online courses – to develop a course approval rubric. We recommend that this rubric be used to guide both the course selection process and the design/implementation/faculty development process.

To complete the second task, the subcommittee used the course approval rubric to develop a template for online courses.

Conceptual Framework for Online Education at Loyola University New Orleans

The mission of Loyola University New Orleans, as a Jesuit and Catholic institution of higher education, is to prepare students to lead meaningful lives with and for others; to pursue truth, wisdom, and virtue; and to work for a more just world. Inspired by Ignatius of Loyola’s vision of finding God in all things, the university is grounded in the liberal arts and sciences and strives to educate the whole student.

As part of that mission, the university must read and respond to the educational signs of the times. Education, like everything else, is evolutionary and progressive. It moves forward and moves us with it. The experience of Hurricane Katrina prompted the realization that we need more responsive, flexible, alternative modes of course delivery, modes that are already available in the emergent educational technologies being integrated and utilized in universities throughout the world. We can facilitate teaching and learning outside the limits of formal classrooms, creating classrooms without walls. Indeed Loyola is ahead of the curve in this regard, having developed the OCLP (Off-campus Learning Program) – now DLP (Distance Learning Program) for nursing education over 15 years ago and LIMEX or LIM by extension, in the Institute for Ministry in the 1980s. These programs and experience have positioned Loyola to emerge as a leader in the development of distance degree programs and courses that incorporate changing technologies and innovative pedagogies, consistent with our mission as a Jesuit university committed to making outstanding higher education available to those who are less able to attend classes on our campus. As a focal element of distance education, online education and teaching provide many specific educational benefits. Designing instruction for online courses requires faculty members to reflect on and perhaps deconstruct their teaching practices – to think about teaching not in terms of contact hours in the classroom, but of what truly constitutes learning. When teaching online, faculty have the opportunity to offer the richest perspectives they can through streamed lectures and presentation; they can also highlight methodological competencies for coursework, even as

they shape access to relevant research and information, creating a more active learning experience for students – one that engages students in deeper, more meaningful discussion, critical thinking, and engaged interaction with other learners. Online teaching also allows faculty to model the ethical use of material and information literacy skills, while students are encouraged to take greater responsibility for their own learning and given greater explorative opportunities for decision-making. Finally, in taking advantage of existing and emerging technologies, both faculty and students can communicate with expert practitioners across the world, enriching an academic education with real-life connections to the classroom material.

For the institution, providing online and distance learning opportunities enriches the university as a whole. Diversifying learning venues and opportunities attracts a host of diverse students, all engaged in the mode of learning that best suits their learning styles and existential situations, and embodies both practical and innovative functions. On the one hand, these modes engage both faculty and students with innovative pedagogies that respond to the expansions of electronic information that increasingly shape modern life.; Of course, while new learning modes and delivery systems can inspire pedagogical and intellectual innovation as well as provide greater access and more flexible scheduling, they can only be sustained in support of our primary mission as a traditional campus institution. Nonetheless, the development of online and distance technologies addresses the pragmatic reality of the proximity of that campus to the Gulf Coast and can ensure continuity in evacuations. By incorporating electronic pedagogies thoughtfully, we are not only making Loyola relevant to our contemporary society, but we are expanding on the historic mission of our distance and evening/non-traditional programs to make the Jesuit educational experience available to students who otherwise have no access to such an opportunity. In addition, our commitment to technological innovations in online teaching and distance learning will increase the visibility and marketing presence for Loyola in an increasingly competitive environment. Though we are physically small, online and distance education gives us the possibility to become and remain educationally significant in ways that surpass the footprint of our local and peer institutions.

We might well embrace rather than pass over the challenges of an increasingly connected future. As technology becomes more affordable and available to larger sections of the population, the changing nature of learners necessarily effects changes in the classroom. Today's students have higher expectations and come to us with new modes of experiencing the world. However, by using the experience and expertise of our faculty and staff, guided by the Ignatian traditions of superior, accessible modes of learning and teaching, we are uniquely positioned to create a niche in higher education – one that brings together the larger pedagogical contexts of online and distance teaching and the traditional values of critical thinking and the liberal arts.

Criteria for instructional design & quality standards for online education at Loyola Course Approval Rubric

Part One: Jesuit identity & Ignatian pedagogy

- Criterion 1: Course structure provides opportunities for students and faculty to identify themselves as unique individuals with specific learning histories, personal experiences and educational goals.
- Criterion 2: Course includes pedagogical elements that enable and empower students to affirm, integrate, and build upon what they bring to the class (facts, feelings, values, insights) and to incorporate appropriately the new learning of the course.
- Criterion 3: Course provides opportunities for engaging students in the skills and techniques of critical reflection to ensure they can identify the essential meaning and value of the course material and its relationship to the larger contexts of knowledge and value.
- Criterion 4: The course encourages students to consider how its material provides opportunities for acting on what they have learned, at least as an educational step toward the larger goals of personal transformation, critical thinking, and the creation of communities informed by social justice.
- Criterion 5: In addition to traditional modes of evaluation, the course encourages growth among the students as “persons for others:” generous and sensitive in their interactions with each other, increasingly conscious of the needs of the group, and more self reflective.
- Criterion 6: Course enables students to discern the values, whether explicit or implicit, of every subject they study.

Part Two: Elements of course design

- Criterion 1: The course syllabus follows the university template from the provost’s office.
- Criterion 2: The course requires students to complete a variety of learning tasks in addition to required readings.
- Criterion 3: The course incorporates various modes of engagement and interaction.
- Criterion 4: The faculty member’s role and availability are clearly communicated and responsive to the needs of students.
- Criterion 5: Evaluation criteria for the course are clearly stated.

Part Three: Course technology

- Criterion 1: The student confirms he/she has the necessary access to technology to complete the course.
- Criterion 2: The students are required to complete the online education workshop in Blackboard.
- Criterion 3: The students know how to access online library resources.
- Criterion 4: The faculty member submits general technological, reserve, and streaming media requests before the coursework begins.
- Criterion 5: The appropriate contact information for various technical support, library, and access issues is listed.

Part Four: Course evaluation

- Criterion 1: The students understand how they will complete the course evaluation.
- Criterion 2: The students are given opportunities for course feedback throughout the term.

Course design template

For each week or unit of instruction, the following areas are required. **Note:** knowing the ephemeral nature of technologies, less emphasis is placed on the medium used to achieve the means spelled out below. Instead, faculty who are teaching online should use whichever tools are readily available and appropriate to meet their course goals.

I. Unit overview (**examples can include**)

1. Summary / learning objectives / expectations

II. Presentation (**examples can include**)

1. Video lectures / multimedia resources
2. Audio lectures / podcasts
3. Narrated / traditional PowerPoint presentations
4. Documentaries / feature films / video clips
5. Websites

III. Assignments (**examples can include**)

1. Readings
2. Papers / essays / worksheets
3. Research / reports
4. Experiential activities
5. Tests / quizzes / alternative assessments

IV. Interaction (**examples can include**)

1. Asynchronous
 - i. Discussion board / blogs / wikis
 - ii. Group assignments
2. Synchronous
 - i. Chat rooms
 - ii. Webcasting / videoconferencing / Skype

Recommendations:

1. Approve the course design rubric to guide course development and production, as well as faculty training seminars.
2. Approve the course design template to guide course development and production, as well as faculty training seminars.

Proposal / Review Processes: Role and Scope of Standing Committee

Workgroup leader: Dr. Vincenzo Sainato

Workgroup members: Brad Petitfils, Deborah Poole, Tom Ryan

While the initial charge of this sub-committee was quite expansive its efforts were refined in the initial stages. As such, the purpose of this committee was to develop a process for the review and approval of new online courses and programs within the university academic approval process to insure that new programs are effective and appropriate. Our efforts emphasized the program proposal process. Being the greater challenge and the effort that consumed the greatest amount of our combined effort, we felt that that would then guide how course proposals would be addressed. The second matter for the group concerned the future role of the OETF. The sub-committees recommendations our identified below and they are followed by a bulleted summary.

Proposed course approval process:

Future courses that involve online education should follow step the consultative Précis step identified in the Program Proposal Process (below). The future OETF, in whatever form it is reconstituted as a standing university committee, shall create a course approval subcommittee who shall meet twice a semester to consider course proposals. The committee tasks and membership will mirror the tasks for that same sub-committee in the consultative process for assessing programs (see below).

Basic criteria

Experimental Courses (when a new experimental course is proposed to be taught online)

- The course syllabus must be submitted to the Standing Committee for Online Education.
- Courses must fulfill the criteria for online course design before being offered.

Permanent Courses (when an existing course is proposed to be taught online for the first time)

- The course syllabus must be submitted to the Standing Committee for Online Education.
- Courses must fulfill the criteria for online course design before being offered.
- Courses that have previously been approved as experimental do not need to be re-approved.

The precise questions that the committee should ask of the proposers is still to be determined, however, the underlying objective is to certify that the design of the course can be supported within our existing resource capacities and to identify and opportunities or concerns that may exist. The sub-committee may demand, if necessary, that the proposers present their case to the whole OETF (reconstituted). Following a presentation and an opportunity for Q&A. The OETF will then take up the question and report the outcome of that vote a week following the presentation. The vote of either the OETF or sub-committee will be communicated in writing by the chair of either the OETF or sub-committee.

Proposed program approval process:

Much time and consideration was given to identify a process that was based-on the following principles:

- As few layers as possible should be added to the curricular approval process.
- A robust communication system should be implemented by which critical stakeholders are informed early on of the plans to develop online programming.
- Responsibilities of members of the various committees involved in the process should be defined.
- Members of the various committees should be educated about the effectiveness of online education, its potential for aligning with the university mission and for raising revenue.
- The process should be facilitative. That is, it should facilitate or assist the efforts of those who are making the proposal.
- The process should remand for further study and development those proposals that are truly problematic.

Below we identify:

- The sequenced steps for approving a new online program at Loyola.
- A flow chart illustrating the process
- An identification of the critical questions that a proposal shall address prior to consideration by the OETF

Step 1: Consultative Précis

- A. The initiating faculty member(s), department, or school completes a short consultative précis (no more than 3 pages in length) that answers the following questions:
 - a. Name of degree and degree type
 - b. Purpose of the program
 - c. Link to mission and strategic plan
 - d. Type of online degree (distance learning, hybrid, BB, etc)
 - e. Projected launch date of first semester
 - f. Length of term, projected
 - g. Number of terms a year, projected
 - h. Link to higher education market demand
 - i. Projected need for pedagogical and course design support
 - j. Projected types of technologies and information resources that would be employed in the first year
 - k. Projected enrollment for the first year
 - l. Projected revenues & expenses for the first year

- B. The précis is to be shared with a designee of the following for input:
 - a. University Finance / UBC
 - b. IT
 - c. Monroe Library
 - d. Institutional Effectiveness
 - e. Office of Senior Vice Provost for Academic Affairs
 - f. Graduate Council (if the proposed program is a graduate program)

The consultative group is not expected to meet formally, rather, to review the précis and provide consultative advice, comments, and/or questions in response to the précis directed to the initiating faculty member. This is an informal, but required, step- again- there is no expectation for the consultative group to formally meet to discuss amongst themselves; rather, it is to give their

individual insights to the proposers. The responsibility for the proposers or the consultative group to this process ends with their individual responses being communicated.

Step 2: College Curricular Processes

- A. Once approved by the host program/department/school, formal proposals are forwarded to the College Curriculum Committee.
 - a. Proposals approved by the CCC are forwarded to the dean for approval and submission to the next appropriate committee.
- B. Proposals approved by the committee are forwarded for submission to the next appropriate committee.

Step 3: Standing Committee for Online Education

- A. Once approved by the College Curriculum Committee, the SCOE will review proposals for approval.
- B. Proposals approved by the committee are forwarded for submission to the next appropriate committee.

Step 4: University Courses & Curriculum Committee

- A. The University Courses and Curriculum Committee reviews proposals that have been recommended for approval by the OETF.
- B. The UC&CC makes its recommendations to accept or reject proposals to the provost.
- C. Proposals approved by the committee are forwarded for submission to the next appropriate committee.

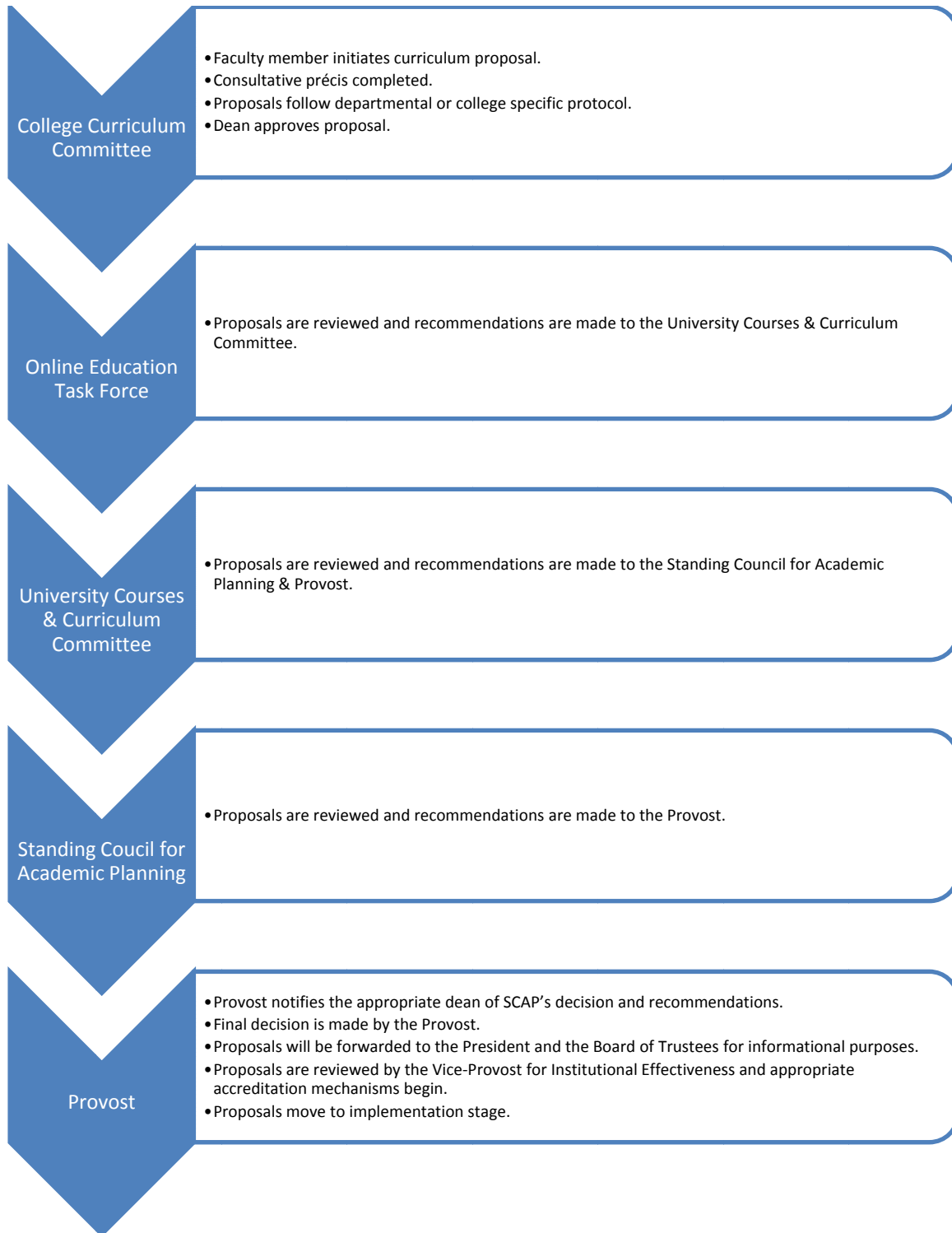
Step 5: Standing Council for Academic Planning

- A. The Standing Council for Academic Planning reviews proposals that have been recommended for approval by the UC&CC.

Step 6: Provost

- A. Provost notifies the appropriate dean of SCAP's decision and recommendations.
- B. Final decision is made by the Provost.
- C. Proposals will be forwarded to the President and the Board of Trustees for informational purposes.
- D. Proposals are reviewed by the Vice-Provost for Institutional Effectiveness and appropriate accreditation mechanisms begin.
- E. Proposals move to implementation stage.

Illustration of the proposed program approval process



Questions that each proposal for a new online program needs to answer

A Proposal for a new program is a complex document. It needs to integrate concerns that are both directly tied to Loyola institutional questions and external accreditors- most critically, but not limited to- SACS. Ideally a single proposal document will comprehensively address all relevant issues. Below we have identified the critical questions that must be addressed by program proposal. It must be understood that starting an online program is akin to starting a new business within the university; thus, in many ways this document must address key business and educational objectives and dimensions. It is strongly encouraged that proposal writers:

- Review the full suite of questions raised in the SACS requirements which is available through the Vice-Provost's website
- Review previous internal and external (accreditation) proposals. In particular the Nursing Schools DNP Program and Criminal Justice's MSCJA Program.

Curricular Questions

- Is your program a "copy" of an existing program or is it a new program
- To what extent is your curriculum self-generated or is dictated by an industry standard bearer
- How will your curriculum take advantage of the technology of the medium.
- What existing experience or expertise does your existing faculty or staff have with the design and implementation of online curriculum

Fiscal and other resource questions

- What are your projected staffing requirements (year 0 through 5). At what costs?
- What are your projected faculty requirements (year 0 through 5). At what costs?
 - How will you staff the courses, at what costs
- What are your projected start-up costs
- Will you need fiscal support from the University to start-up?
- Do you anticipate applying for a non-University grant to help underwrite your program's development?
- Will your program require funds in a fiscal year where you will not be offering courses?
- Do you require the purchase or licensing of any extraordinary media? At what costs.
- What facilities, including space, such as hardware or software will you need to support your program. At what costs?
- What support will you expect from the Monroe Library?

Programmatic Questions

- What is the name of the program, type of degree
- What program, school, or college is proposing this online program
- What is the program trying to accomplish
 - Learning outcomes
- What advantage will students have by completing the program
- Is there is special pedagogical advantage to providing this program online?
- Jesuit Mission
 - How does this program relate to the mission of the University?
 - Are there any concerns that need to be addressed
- What are the business drivers for the new program
 - Is there an internal or external motivator for proposing this program
 - Either way, what empirical evidence is there that there is a market for this new program online.
 - How does this program differentiate itself from:
 - Other programs in the market
 - Is it creating a new niche/offering?
 - Provide evidence
 - Is it following a standard established by a governing body in the field?
 - Provide evidence
- Given how your program is going to be organized- in either style or substance – is there any literature or best practices that is supportive?
- How do you propose to brand and position this program?
- What evidence do you have that you are not going to be cannibalizing your existing programs/lines of revenue.
- What kind of assurance and oversight will be established, especially for adjuncts
- How will you market the new program- what kinds of venues, etc
- How will you manage the program infrastructure, such as
 - Course evaluation
 - Admissions
 - Outreach
 - “Customer” service
- Projected enrollments, year 1 through 5
 - What are your projected enrollments
 - On what are you basing enrollment projections
- Scaling
 - How will your use of faculty and other human/personnel resources change over time
- Retention
 - What will you do retain students
- “Student bill of rights”?
- Email policies?
- Webinars?
- Telephone policies?
- Other?

Description of Executive Director Position

The Executive Director for Online Education is responsible for leading all distance learning ventures consonant with the Strategic Plan of Loyola University New Orleans. The Executive Director reports to the provost and serves on the provost's council. The Executive Director ensures the:

- Academic and pedagogical integrity between the application of instructional technology and distance/online courses and programs;
- Budgets and financial plans for distance education are appropriately developed and managed;
- Marketing strategies and tactics for online programming/recruitment are appropriately aligned with the individual program's needs and the University's identity and strategic positioning.
- Management systems for online programming are appropriately developed and maintained- these include, but are not limited to, student retention, student advising, and faculty recruitment- and aligned with the institutional expectations

Additionally, the Executive Director is responsible for assuring faculty/staff resource support for online education in collaboration with other units within the University. The Executive Director assures that online education at Loyola is conducted according to nationally recognized best practices guidelines and consistent with requirements of external accreditation bodies. The Executive Director interprets to the Provost the policy, social, and economic environments influencing online education as one component of an integrated educational leadership approach to our mission of Jesuit education.

Pedagogy

The creation and delivery of quality education is essential to the University's mission. To that end, the Executive Director will work with and through the appropriate University bodies to ensure:

- That online course design maintains quality consistent with Loyola's on-campus programs and reflective of Loyola's Jesuit mission and identity.
- That appropriate instructional design and technologies are being applied to individual courses and online programs.
- That the process of proposing or changing existing curriculum is appropriately streamlined and efficiencies are developed.
- That individual programs and their faculty adhere to university protocols for maintaining University credentialing for online teaching.

Faculty Development and Training

Faculty development and training is an essential and integral part of the University's development of online programs and courses. It is critical to maintain educational integrity and quality as ventures are developed with new mediums and modalities of teaching. Thus, the Executive Director will work with and through the appropriate University bodies to ensure:

- The delivery of a strong and sustainable orientation program to online pedagogical and technical skills in production, teaching, and learning in an online environment.

- That faculty development and training programs meet the needs of the University.
- That faculty are appropriately supported during the process of developing their proposals for online courses and programs.

Technology

The means of delivering distance education is fundamentally associated with digital technologies and the means in which they are employed. Thus, the Executive Director will work with and through the appropriate University bodies to:

- Ensure that faculty and staff have appropriate technology support and training.
- Promote the adoption and testing of new technologies that can enhance the University's capacity or capability to deliver quality curriculum at the lowest cost possible.
- Assures a 24/7 responsiveness to students and faculty for technical course delivery and course evaluation.

Credentialing and Accreditation

The University maintains an outstanding reputation for excellence among credentialing and accrediting bodies and expects to continue that tradition into distance learning. Thus, the Executive Director will work with and through the appropriate University bodies to ensure:

- That the design and delivery of online, distance learning, and hybrid programming are aligned with the requirements of the Southern Association of Colleges and Schools (SACS).
- That individual programs are appropriately directed and supported to meet industry-specific credentialing.
- That online course offerings in all programs, majors, and minors are consistent with the ratios of online courses to on-campus courses described by SACS criteria and assures reports for changes to SACS and other accrediting bodies are submitted in a timely manner.
- That appropriate measures are developed and maintained to ensure that online and traditional courses do not conflict with strategic educational or business goals of the University.
- That the means of oversight and accountability of online programming and curriculum are maintained.

Business Planning

The University is, at its core, a respected institution of higher education, and the development of online programming and courses involves decisions that subsume the nature of educational offerings and business principles. The Executive Director is responsible to ensure that the University's business decisions are prudently aligned with sound education mission and objectives. Thus, the Executive Director will work with and through the appropriate University bodies to ensure:

- That an appropriate business model is applied to course and/or program costs consistent with the University Strategic Plan and enrollment goals and are reviewed annually.
- That financial processes, including reporting and auditing, are properly conducted and compliant with acceptable University fiscal policy and procedures.

- That programming anticipates and responds to the needs and opportunities for expansion, contraction and stabilization of the enterprise.
- That program offerings are aligned with the needs and demands of the higher education marketplace.

Marketing

The marketing of programs and online courses is an important step to generate and maintain enrollments and overall perception of value of the University's distance learning initiatives. The Executive Director coordinates with and through Loyola colleagues and (when appropriate) in conjunction with third party vendors to develop University and program-specific online degree strategic communications (marketing). In short, the Executive Director is responsible for ensuring the development and execution of (or approval of third-party initiatives) the University's and colleges' strategic online marketing plan(s) and budget including, but not limited to, ensuring the:

- Management of student recruitment through select channels such as community portals and social networks sites, online banner networks, affiliate programs, keyword campaigns, strategies, and internal communication plans.
- Research initiatives related to market demand and competitor information for current and proposed online programs are appropriately coordinated.
- Identification of critical marketing populations and initiatives for recruitment.
- Regular assessment of the efficacy of marketing strategies and initiatives.
- Marketing materials of online programs, advertising (print and internet) and publicity are consistent with the University's brand and image guidelines.
- Web site content for online programs is current and compelling.
- Compilation, assessment, and distribution of campaign-related analytic reports and lead generation are appropriately communicated.
- Marketing of online degrees and courses is aligned with other university online marketing initiatives.

Requirements for ideal candidate:

- Advanced degree
 - Terminal degree preferred, MBA, JD, PhD
- Demonstrated success in managing, developing, designing, administrating, implementing, or overseeing online education, including:
 - Instructional technology,
 - Curriculum design,
 - Faculty development,
 - Marketing and recruitment
 - Business models
- Demonstrated capacity to manage and direct resources in a 'matrixed' environment.
- Demonstrated ability to successfully supervise, collaborate with, and motivate individuals and teams.
- Demonstrated entrepreneurial ability.

Description of University Standing Committee on Online Education

Mission of Online Education

Loyola University New Orleans, a Jesuit and Catholic institution of higher education, welcomes students of diverse backgrounds and prepares them to lead meaningful lives with and for others; to pursue truth, wisdom, and virtue; and to work for a more just world. Inspired by the Ignatian vision of education, the university is grounded in the liberal arts and sciences, while also offering opportunities for professional studies in undergraduate and selected graduate programs.

Loyola provides online and hybrid learning opportunities to enrich the university as a whole and help it extend its mission. Online learning at Loyola University New Orleans will be rooted in our traditions and will be held up to the same standards of excellence, accreditation, and sustainability. Faculty and staff who work with these programs, and the students enrolled in such programs of study, will receive the support they need to succeed.

Online and hybrid education at Loyola will:

- Respond to the expansion of digital information and tools that increasingly shape modern life
- Be integrated into the portfolio of educational strategies and comprehensively supported to maximize effectiveness
- Diversify learning venues and opportunities that can attract a host of diverse students, all engaged in the mode of learning that best suits their learning styles and situations
- Use the experience and expertise of our faculty and staff, guided by the Ignatian traditions of distinctive, accessible modes of learning and teaching, to create a niche in higher education
- Engage faculty and students in meaningful learning and innovative pedagogies
- Explore learning modes and delivery systems that can inspire pedagogical and intellectual innovation as well as provide greater access, flexible scheduling, and choice to students who live on and off campus, those that live at a distance, and to address the needs of traditionally underserved student populations
- Be integrated in the university infrastructure and decision-making processes

Constitution of Standing Committee on Online Education

Chairperson: Sr. Vice Provost for Academic Affairs (ex officio)

Secretary: Appointed by Chairperson

Voting Members:

1. Faculty Representative from College of Humanities and Natural Sciences
2. Faculty Representative from College of Social Sciences
3. Faculty Representative from College of Business

4. Faculty Representative from College of Music and Fine Arts
5. Faculty Representative from College of Law
6. Faculty Representative from University Library
7. Faculty Representative from Units with Approved Online Programs (1 member)
8. Instructional Designer, University Library (ex officio)
9. Director of Online Education (when appointed will join the committee) (ex officio)
10. Vice Provost for Information Technology (ex officio)
11. Vice Provost for Faculty Affairs (ex officio)
12. Associate Vice President of Business and Finance (ex officio)
13. Vice President of Enrollment Management (ex officio)
14. Associate Vice President of Marketing (ex officio)
15. Student representative

Terms:

Members are appointed by the Provost to three-year terms, (staggered and renewable), on recommendation of the vice presidents/deans, based on division/college protocols. Members from departments offering online programs serve for one-year appointments on a rotating basis.

Purpose:

This committee is responsible for overseeing the implementation of online education initiatives that grow out of college and university planning. The committee will recommend and oversee policies and procedures related to online program/course development, quality standards, pedagogy, delivery, course/program assessments/reviews, and administration of all online offerings at the university.

Duties:

1. Each member of the committee shall be responsible for routinely and regularly reporting back/providing updates on the work of the committee to his or her respective college or unit; and for continuously gathering input from that college or unit to ensure wide faculty and staff representation in the work of the committee.
2. The committee as a whole shall communicate to the campus community, on an ongoing basis, about national trends in online teaching and learning; pedagogical best practices; existing online programs at Loyola; and opportunities for expansion of online education at Loyola.

Committee Tasks:

1. Approve and oversee policies for the design, production, delivery, and learning assessment of online programs and courses, credit and non-credit, undergraduate and graduate. Approve guidelines, templates, and methods based on best practices for online education in the context of Jesuit education, including pedagogy, course design, faculty support, technical support, and delivery.
2. Review proposals for new online programs, courses and hybrid courses.
3. Review the current status of online courses and programs (i.e., quality and range of offerings) including an evaluation of the impact of online courses/programs on traditional campus curricula, assessment of students currently supplementing their degree requirements with online courses, and future projections of online demand for courses/programs.
4. Review current third party vendor relationships and recommend policies for administration of online offerings, including guidelines for partnerships with external service providers,

marketing, enrollment management, and accreditation compliance. In conjunction with the university attorney, review and approve agreements with external service providers, including RFPs, proposals, and contracts.

5. Review budgetary processes and recommend funding formulas for online program development and expansion (including consideration of faculty course load issues and faculty development needs).
6. Review forms and protocols for course evaluations. Review aggregated quality learning outcomes for online programs/courses.
7. Develop and review accounting metrics/headcounts/retention indicators.

Faculty Development

Workgroup leader: Melanie McKay

Workgroup members: Ann Cary, David Myers, Brad Petitfils, Deborah Poole, Tom Ryan, Enzo Sainato

Workgroup #7 was tasked with assessing faculty involvement and interest in online learning at Loyola and collecting feedback on support needs and faculty opinions about present support services. The committee planned initially to collect this information in a three-step process

- *A campus-wide survey sent to all faculty in early February. Survey combined Likert-scale and open-ended questions*
 - *See full survey results and responses in Appendix B, page 57.*
- *Focus groups to refine survey information*
- *An open house on online learning*

This process is a mere beginning; information gathering and faculty development must be ongoing.

Results to Date:

Survey

The purpose of the survey was to give all faculty the chance to offer opinions and to gather broad information that could be narrowed and explored further in focus groups.

Survey results indicate mixed faculty opinions about online learning at Loyola. While our response rate was excellent, (N=125/ 27%), responses were unevenly distributed across colleges and years of service. Over half (54.54%) of the respondents were from the Colleges of Humanities and Natural Sciences and the College of Social Sciences. Nearly one half (46.06%) have been at the university 15 years or more; nearly one quarter (23.08%) from one to four years. We must consider responses in the light of this distribution.

The survey used the following definitions of online and hybrid courses, adapted from the Sloan Commission report, "Growing by Degrees: Online education in the United States." 2005. These definitions were placed in the survey introduction to facilitate clarity.

Online: Proportion of Course Content Delivered Online = 100%

Typically, no face-to- face meetings

Hybrid: Proportion of Course Content Delivered Online = 25 – 99%

Course that blends online and face-to-face delivery. Substantial portion of the content delivered online. Typically uses online discussions and assignments, has some face-to-face meetings.

Feedback on Teaching with Technology (General):

Responses suggest that Loyola faculty frequently teach with technology, are interested in learning more, and are open to a variety of online teaching methods. Of those responding,

- 99% are or are interested in communicating with their students via technology;

- 76% are or are interested in having students collaborate online during or between classes;
- 83% are or are interested in meeting live with people in other locations (students, professors, or subject experts);
- 92% are or are interested in connecting students to communities beyond the university in their teaching.

Respondents remarked that they are unfamiliar with many of the tools available for teaching with technology beyond the Blackboard system and want to learn about them.

Feedback on Online Courses/Programs:

The opinions on teaching courses online is mixed, however. When asked about teaching that is exclusively online, faculty responded with misgivings. While nearly half of respondents agreed that online education is aligned with the mission and core values of Loyola, the survey revealed strong resistance to offering programs completely online: 30% disagreed or totally disagreed that Loyola students can benefit from online degree programs with 32% responding “unsure.” 43% disagreed or totally disagreed that fully online graduate programs can deliver a quality education, with 26% responding “unsure.” Concerns included skepticism about program and course quality and opportunities for true interactivity online. Comments expressed respondents’ fear of our becoming a University of Phoenix, of over-emphasis on ‘the bottom line’ at the expense of our distinctive Jesuit identity and mission.

Over half of respondents (52%) disagreed, totally disagreed or were unsure that offering individual online courses can deliver quality education. Sample comments:

- “I’ve never taught an online course but colleagues of mine who have at other universities have said it was basically a miserable experience—students just want to go through the motions of doing the assignments and get the course credits without making any deeper efforts at understanding and analysis, and of course you can’t get to know them at all.”
- “Our students are already so plugged in to machines that they don’t know how to communicate on a human person-to-person level. I think it is totally against Jesuit values to encourage this by offering degrees or too much course content completely online.”
- “Don’t dilute the educational experience at Loyola!!!! Online courses are not the way to go!!!
- “If I have to teach dedicated online courses I will retire at an early age and drive a taxi first!”

It must be pointed out, however, that a consistent pattern of negative opinions emerged from one college (HUNS) and largely from those who have been at the university 15 years or more. We need to gather more information to determine whether these opinions are representative of faculty as a whole.

Feedback on Hybrid Courses:

A large majority expressed enthusiasm for hybrid courses: nearly 75% of respondents agreed or totally agreed that students at Loyola can benefit from hybrid classes and indicated interest in developing and offering these courses. While more of the respondents have taught a fully online class (22%) than a hybrid (13%), 68% are interested in teaching a hybrid while only 37% are interested in teaching a fully online course.

Although we offered the definition of 'hybrid courses' adapted from the Sloan Commission Report, the survey did not lay out the many varieties of hybrid learning. For this reason, responses to our questions cannot be considered definitive. We should interpret the feedback as a representing general interest in and willingness to learn more about hybrid online learning.

Feedback on Training and Support:

Respondents praised the training and support services offered by the library ("immensely helpful," "very good support"). They also expressed a desire for more pedagogical training and more resources / staff to meet the growing faculty demand for assistance: 65% agreed or totally agreed that Loyola needs to provide more support for the design and delivery of online courses. Over 75% thought that a venue for faculty to share ideas would be helpful.

Focus Groups

Despite repeated calls for participation incentivized by the chance at two free Jazz Fest tickets, faculty response to our calls was almost nil. We created a randomized list representing 20% of all faculty, (N=70) invited them to participate (with the incentive of tickets) via email, and received four responses. A second email request resulted in one request to participate and several responses saying "not interested." With these numbers, we could not conduct focus groups, but the five respondents were invited to a small group discussion (with the incentive of tickets). Two faculty members attended.

This disappointing result suggests that faculty interested in providing opinions about online learning used the survey to do so.

Open House

In an effort to increase participation and continue the conversation begun with the survey, we held an open house on online and hybrid learning on Friday March 12. Approximately 30 faculty attended. Presenters showcased successful techniques for teaching with media that can be used in hybrid teaching. These included pencasting, live web conferencing, and social media tools. A number of faculty signed up to participate in special interest groups on the following topics: Web conferencing (10 faculty); Pencasting (6); Second Life (4); Blended learning/ Hybrid courses (4); Blogs & wikis (1); Best Practices: building community and discussion in an online class (2).

Webinar on Hybrid Learning

We followed up the open house with a webinar on hybrid learning on April 5. Thirteen faculty attended, despite the fact that the date was the end of the Easter break. Several faculty expressed interest in working throughout next year on various issues involved in online and hybrid courses. We will schedule a meeting to launch this endeavor and organize the special interest groups under the auspices of this work group.

Recommendations:

Please note that these recommendations are quite preliminary, based only on a single survey. We will add to them as we have a chance to communicate with more faculty in different venues.

1. Given the variety of responses to questions about fully online courses, we should continue to survey the faculty to gather more data and foster greater communication and development.
2. Given the uneven knowledge about available technologies (beyond Blackboard), we should enlist expert users among the faculty in presenting at workshops and sharing knowledge with others.
3. Based on the concerns over limited interactivity in online courses, we should identify low-cost interactive technologies (Blogs, Wikis) and familiarize faculty with their uses in teaching.
4. Based on the high level of interest in hybrid teaching, a subcommittee on hybrid learning should investigate successful models and devise ways to communicate these models to faculty.
5. Based on faculty's need for more support for designing and teaching online courses, we recommend implementing the hiring plan outlined in the December 10, 2009 report of Workgroup # 1:
 - Two additional instructional designers
 - One additional learning technologies developer
 - One technical assistant
 - Five student assistants with demonstrated technological expertise
6. Given the level of faculty interest in online education technologies, work through the Center for Faculty Innovation to develop an ongoing community of practice.

Evaluation

Workgroup leader: George Capowich

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This subcommittee was tasked with researching Loyola's quality of online learning, Loyola students' involvement and satisfaction levels with respect to online learning. For example, how many Loyola online courses do our students currently take; how many of our students take online courses from other colleges and universities; when do they take them (summer, intersession, and academic semesters); which courses do they take?

Implementation

The implementation portion of this assessment plan is intended to track the delivery and maintenance of on-line course offerings; in other words, the process of on-line education. Major areas include:

1. Course and syllabi designs.
2. Fidelity of syllabi to on-line program template/requirements developed by OETF.
3. Enrollment.
4. Student characteristics.
5. Faculty professional development/training as preparation for on-line teaching.
6. Technological capacity and support.
7. Student orientation for taking on-line courses.
8. Student support services and informing students of availability.
9. Student identification for exams/demonstrations of competency.
10. Security of student information.
11. Contact time. [NOTE: this needs definition]

Intermediate (Proximal) Outcomes.

Intermediate outcomes are best thought of as signposts; indicators that document the ongoing development and delivery of on-line courses, recognition of strengths and deficiencies, and information that serves as a basis of continuous improvement.

1. Distribution of courses by department/program.
2. Monitoring of on-line course proposals to ensure compliance with SACS reporting requirements.
3. Student course evaluations. (Draft sample attached).
4. Faculty survey. (To be developed). Some major areas to be covered by this survey include: value of training/preparation, satisfaction with on-line teaching experience (including technology), strengths, and weaknesses.
5. Operation of security/student identification processes.
6. Course withdrawals by students.
7. Course delivery---pedagogy.
8. Technological operations --- patterns of strengths and problem areas.
9. Performance of any contractors, e.g., DelTak.

Distal Outcomes

These types of outcomes focus on longer-term goals and objectives.

1. Learning. (Must be integrated with current learning assessment at departmental and institutional levels, but be designed to measure learning attributable to on-line courses).
2. Retention.
3. Students' progress toward degree.
4. Enrollment trends.

NOTE: While the initial course evaluation document has been completed, other aspects/details of ongoing assessment must be developed in the coming year.

Course Evaluation Document (proposed)

- I. Course and Section Number
- II. Term
- III. Student information
 - a. What is your current overall grade point average?
 - b. Mark the letter most nearly corresponding to the grade you expect to receive:
 - c. How many hours per week did you spend on this course on average?
- IV. Evaluation of the course
(Instructions: Next to each item enter 4 for Strongly Agree, 3 for Agree, 2 for Disagree, or 1 for Strongly Disagree)
 - a. The course syllabus made the objectives and requirements of this course clear.
 - b. There was considerable agreement between the announced objectives and what was actually covered.
 - c. The textbooks and teaching materials were beneficial.
 - d. The examinations, tests, papers, projects, class discussions were representative of the course content.
 - e. The policy for late work and make-up assignments was clear.
 - f. The writing components of this class were a valuable learning experience.
 - g. Overall, the course was a valuable educational experience.
 - h. I would recommend this course to other students.
- V. Evaluation of the instructor
(Instructions: Next to each item enter 4 for Strongly Agree, 3 for Agree, 2 for Disagree, or 1 for Strongly Disagree)
 - a. The instructor clearly described the grading procedures and policies.
 - b. The instructor followed the described grading procedure.
 - c. The instructor made helpful comments on or about papers and exams.
 - d. The instructor communicated the subject matter effectively.
 - e. The instructor made adequate provision for consultation and assistance.
 - f. The instructor provided feedback and answered my questions in a timely manner.
 - g. The instructor was punctual in correcting tests and papers.
 - h. I would recommend this instructor to other students.
 - i. The instructor participated in the scheduled discussions.
- VI. Other questions
 - a. The online format provided for accurate methods of sending and receiving assignments.
 - b. The online format provided for reliable methods of sending and receiving assignments.
 - c. The organization and format of the course kept me on task and up with the syllabus.
 - d. The online delivery system allowed me to learn the course material adequately.
 - e. The online course format is comparable in quality to classes in the same discipline that I've taken on campus.

- f. Relative to on-campus courses, the intellectual challenge presented by the online format was comparable.
- g. Relative to on-campus courses, the amount of effort I put into this course was similar.
- h. Weekly discussion questions helped me integrate course content.
- i. Weekly written discussions stimulated me to think further about the material.
- j. I would recommend taking online courses to other students.

VII. Evaluation of Technology

- a. Have you experienced any technical difficulties in this course? Yes No
If Yes, answer items b. If No, skip to item VIII
- b. Please indicate any areas of the course with which you experienced technical difficulties (check all that apply)
 - i. Logging in
The response time in solving this technological problem was:
Very Satisfactory Satisfactory Unsatisfactory Very Unsatisfactory
 - ii. Uploading / submitting assignments
The response time in solving technological problems was:
Very Satisfactory Satisfactory Unsatisfactory Very Unsatisfactory
 - iii. Using the Discussion Board
The response time in solving technological problems was:
Very Satisfactory Satisfactory Unsatisfactory Very Unsatisfactory
 - iv. Taking quizzes / tests
The response time in solving technological problems was:
Very Satisfactory Satisfactory Unsatisfactory Very Unsatisfactory

VIII. Comments

- a. Strengths of the course
- b. Weaknesses of the course
- c. Suggested improvements for the course
- d. Strengths of the instructor
- e. Weaknesses of the instructor
- f. Suggested improvements for the instructor

Recommendation:

1. Approve course evaluation document in principle (with further details to be developed).

Implementation Priorities for AY 2010 – 2011

Strategic Vision

- Develop a strategic vision for the role of online and hybrid courses / programs at Loyola.

Operations and Procedures

- Tier 1 priorities:
 - Develop the subcommittee structure of the Standing Committee on Online Education.
 - Develop protocols for the Standing Committee on Online Education including procedures and operations.
 - Develop clear voting rules and procedures for course approval.
 - Operationalize what is meant by “content delivered online” in terms of “contact hours” in online courses.
 - Address guidelines, procedures, and limits for course enrollment/caps.
 - Develop a web portal for online education at Loyola.
- Tier 2 priorities:
 - Review individual program proposals as needed.
 - Review individual course proposals as needed.
 - Maintain an ongoing inventory of resources that support online and hybrid education across the university and develop a protocol for university-wide resource sharing and faculty development.
- Tier 3 priorities:
 - Operationalize communication and feedback responsibilities of the members in the Standing Committee on Online Education.
 - Address whether summer online courses should be institutionalized as a program.
 - Address whether there should be a maximum number of courses students are allowed to take simultaneously in a given semester.
 - Address expectations for student attendance and participation in online courses (including drop dates and withdrawals).
 - Review updates and recommendations of the workgroup on hybrid courses/technologies.

Centralization and Support

- Tier 1 priorities:
 - Develop a set of protocols for resource sharing to support the centralized model.
 - Operationalize the centralized model vis-à-vis staffing, equipment, and facilities.
- Tier 2 priorities:
 - Develop an internal marketing plan for faculty development.

Budgeting

- Tier 1 priorities:
 - Operationalize the expense/revenue model for individual courses, summer online courses, and programs.
 - Operationalize the protocol for technology fees.

Marketing

- Tier 1 priorities:
 - Establish short-term marketing plans for current programs.
 - Establish comprehensive long-term marketing, recruitment, and strategic planning for the future.
- Tier 2 priorities:
 - Establish long range marketing and recruitment plans for online education at Loyola.

Proposal/Review Processes

- Tier 1 priorities:
 - Develop and implement review processes for programs and courses.
- Tier 2 priorities:
 - Develop and implement an approval process and numbering system to reflect the different levels of online and hybrid courses in LORA.
 - Develop standards for consistency across program/course review documents.

Evaluation

- Tier 1 priorities:
 - Review student course evaluation instruments and evaluation processes.
 - Develop online metrics and dashboard indicators.
- Tier 2 priorities:
 - Address Department of Education requirements for student identification in online education.
 - Address how the university might support proctoring services for exams.

Appendix: References

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Useful Websites

EDUCAUSE

EDUCAUSE is a nonprofit association whose mission is to advance higher education by promoting the intelligent use of information technology.

<http://www.educause.edu/>

JesuitNet

The Jesuit Distance Education Network (JesuitNET) is a collaboration of the U.S. Jesuit colleges and universities to develop, share and deliver a broad range of online academic programs and services for a national and eventually international audience. JesuitNET seeks to meet the diverse, growing needs of both traditional and non-traditional learners by providing a flexible and convenient way to learn, and by complementing classroom learning on Jesuit campuses.

<http://www.ajcunet.edu/index.aspx?sid=5>

POD Network (Faculty & Organizational Development)

The Professional and Organizational Development Network in Higher Education (POD) fosters human development in higher education through faculty, instructional, and organizational development. "POD supports a network of nearly 1,800 members - faculty and teaching assistant developers, faculty, administrators, consultants, and others who perform roles that value teaching and learning in higher education." Search POD Network Faculty Development Centers Web Sites by clicking here. "POD Network - developing and supporting practitioners and leaders in higher education dedicated to enhancing learning and teaching."

<http://podnetwork.org>

Quality Matters

Inter-Institutional Quality Assurance in Online Learning. Check out the Quality Matters Rubric that has a set of forty specific elements distributed across eight core standards for assessing online and hybrid courses.

<http://www.qualitymatters.org>

The Sloan Consortium

A Consortium of Institutions and Organizations Committed to Quality Online Education. This Consortium offers workshops and publications, plus a free online Effective Practices section with resources, courses, materials, and ideas to enhance online teaching. "Sloan-C is supported by the Alfred P. Sloan Foundation. The Sloan Consortium A Consortium of Institutions and Organizations Committed to Quality Online Education"

<http://www.sloanconsortium.org/>

The TLT Group

Teaching, Learning, and Technology. This site offers materials and services on using technology in teaching. Some resources are free, while others require a fee or university subscription.

<http://www.tltgroup.org/>