2007 UCO eLearning Strategic Plan

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UCO eLearning Strategic Plan - 2007

Overview and Background

Overview
The 2007 UCO eLearning Strategic Plan is intended to provide the strategic direction needed to unify and coordinate the efforts of all UCO departments and constituent groups working on ensuring the effective use of eLearning at UCO. The 2007 eLearning Strategic Plan (to be referred to in this document as the Plan) can be used as a guide for strengthening and expanding current UCO eLearning efforts as well as aiding in the implementation of new eLearning initiatives and opportunities.

The Plan was constructed through a series of focused activities facilitated by Dr. Shirley Waterhouse, President, eLearn Global, Inc., an external consultant working with the UCO Distance Education Committee. (See Appendix A for a listing of the Distance Education Committee members.) The Plan provides a starting point from which UCO departments and constituents groups can begin to work on strengthening UCO eLearning efforts. However, the Plan should be reviewed and revised on a regular basis to ensure that: (1) eLearning systems and processes continue to meet the needs of UCO stakeholders, (2) to ensure that UCO stays abreast of technological advancements, and (3) to address increasing UCO eLearning opportunities.

Background
The Plan construction occurred in two major phases. In phase one, a report on the Current UCO eLearning Environment was created. The complete report and the details on how the report was constructed are included in Appendix B. This report provided the frame-of-reference from which to base further discussion on what is needed to move eLearning forward at UCO. In addition, the report was used by the Distance Education Committee (to be referred to in this document as the Committee) as a beginning reference point for Committee deliberations on the construction of the first draft of the 2007 eLearning Strategic Plan.

In phase two, the eLearning Strategic Plan was drafted and finalized by the Committee. The first draft of the Plan was constructed by the Committee in a workshop facilitated by Dr. Waterhouse on October 16 and 17, 2006, on the UCO campus. During the workshop, the Committee discussed the major elements needed in the Plan and provided the initial input for the following seven Plan components. The draft Plan created by the Committee was circulated among representative UCO constituent groups for further input. The UCO constituent input was used in the finalization of the Plan.
The following is a list of the major Plan elements, and this document provides the details of each.

I. UCO eLearning Definition and Clarification
II. UCO eLearning Vision
III. Alignment with UCO’s Beliefs and Values
IV. UCO Institutional Cultural Considerations
V. Opportunities and Threats
VI. eLearning Goals and Strategies
VII. Next Steps
Section I: eLearning Definition and Clarification

eLearning often has different meanings for different educational institutions, and it is important to establish a UCO specific eLearning definition to be used by all UCO stakeholders. The following UCO eLearning definition includes three components. First, a broad, general definition is stated. Second, examples of eLearning technologies and methods currently utilized at UCO are listed for clarification. Third, the UCO instructional delivery modes that can be enhanced through the effective implementation of eLearning are listed to clarify that eLearning will be used to enhance all UCO delivery modes and is not only intended for online education or distance education.

1.1 UCO eLearning Definition

eLearning is the utilization of technologies and electronic methods to enhance teaching, learning, and research at UCO.

1.2 UCO Examples of eLearning

- Microsoft Office applications including Word, Excel, PowerPoint, and others
- Learning Management System (LMS)
- Videoconferencing technology
- Personal computers
- Student response clickers
- Tablet PCs
- Electronic discussions
- Online testing
- Online access to course documents
- Electronic announcements
- Online chats
- Online access to Library resources
- Online student services
1.3 Use of eLearning in UCO Instructional Delivery Modes

eLearning will be applied when appropriate in all UCO instructional delivery modes including:

- Traditional instruction where classes are conducted on the UCO campus and instructor and students meet at the same time and place.

- Hybrid instruction is delivery of content using traditional and non-traditional delivery. (Non-traditional delivery may include the internet, LMS, and others.)

- Distance education instruction such as:
  - Synchronous classes via videoconferencing.
  - Traditional classes in a location other than the UCO campus such as at a “branch” campus location.
  - Correspondence instruction where most courses are delivered predominately via paper-based resources.
  - Online instruction where the course is conducted electronically.
Section II: eLearning Vision

The UCO eLearning vision must directly support the UCO Mission and describe the eLearning condition that UCO will strive to accomplish. The UCO Mission statement is provided here as the frame of reference for the UCO eLearning Vision that follows.

2.1 UCO Mission

The University of Central Oklahoma exists to provide excellent undergraduate, graduate, and continuing education to enable students to achieve their intellectual, professional, personal, and creative potential. UCO must also contribute to the intellectual, cultural, economic, and social advancement of the communities and individuals it serves.

2.2 UCO eLearning Vision

UCO utilizes eLearning to support the UCO Mission by enhancing the work of faculty and staff, enhancing the instructional experience for UCO students, and enhancing collaborations throughout the UCO community.
Section III: Alignment with UCO’s Beliefs and Values

The 2007 UCO eLearning Strategic Plan has a fundamental goal of supporting the UCO Mission as stated above and must also address UCO’s Beliefs and Values. The following eLearning statements illustrate how eLearning will support each major UCO belief and value.

3.1 How eLearning Supports UCO’s Beliefs and Values

3.1.1 UCO’s fundamental responsibility is excellent teaching, which involves instilling and fostering in students the joy of learning, the ability to think critically and a desire to achieve their creative potential.

*eLearning will support this belief and value through technologies and electronic methods that enhance teaching and learning processes for all faculty and students.*

3.1.2 Our other major responsibilities include scholarly activities, research and service to students, to other individuals and to the larger community.

*eLearning will support this belief and value through technologies and electronic methods that support and enhance research and online services for faculty, students, staff, and community stakeholders.*

3.1.3 A college degree should represent an education which enables its recipients to become good citizens and responsible, independent adults who embrace learning as a lifelong endeavor.

*eLearning will support this belief and value by promoting online communication practices among UCO stakeholders and by providing online course offerings for lifelong learners.*

3.1.4 Great universities must require and encourage a free flow of information, ideas and opinions in a community which fosters social justice, values diversity and demands the highest standards of ethical conduct, mutual respect and civility.

*eLearning will support this belief and value by providing online communication processes for all UCO stakeholders and by promoting ethical technology practices among all UCO stakeholders.*

3.1.5 UCO as an institution, and all its constituents, must be committed to continuous processes of self-examination and self-improvement

*eLearning will support this belief and value by providing processes that insure quality eLearning and by providing easily accessible online assessment tools.*
3.1.6 UCO must seek and maintain open and mutually beneficial relationships with its surrounding communities, and must also view itself and its graduates as part of an increasingly interdependent global society.

eLearning will support this belief and value by strengthening course offerings and activities to meet the needs of the external community and by broadening its global presence through electronic collaboration and online course offerings.
Section IV: UCO Institutional Cultural Considerations

4.1 Overview

The culture of UCO is determined by the unique characteristics of the institution and its key stakeholders. In an eLearning strategic planning process, the uniqueness of the institution must be preserved, and eLearning must be planned in a way that will enhance the institution’s culture and mission. Once the cultural characteristics of the institution have been identified, they can be used to identify eLearning opportunities as well as to pinpoint threats to eLearning success. Finally, the cultural characteristics can be utilized as a frame-of-reference from which to begin the process of creating the eLearning goals and strategies that comprise an institutional eLearning plan.

During the 2006 eLearning Strategic Planning workshop at UCO, the Committee identified five major factors that represent UCO’s culture including: (1) stakeholders, (2) institutional factors, (3) student factors, (4) faculty factors, and (5) employer and industry partner factors. The Committee also listed key descriptors to further illustrate the characteristics of each cultural factor. The following is a list of the key UCO cultural factors.

4.2 Stakeholders

- Alumni
- Campus partners
- External community
- UCO faculty and staff
- Industry partners
- UCO leaders
- UCO Foundation
- Librarians
- Accreditation, licensing and regulatory bodies
- Students
- Taxpayers and other political entities
- Federal, state and private grant awarding institutions
4.3 Institutional Factors

4.3.1 UCO has a lower faculty-to-student class ratio compared to area institutions.

4.3.2 UCO conducts numerous courses at off-campus locations such as Tinker AFB and Rose State.

4.3.3 UCO is an urban institution that competes predominately with large, well established institutions including OU, OSU, and other two-year institutions, not rural regional schools.

4.3.4 UCO is considered a commuter school due to a large student population living off campus.

4.3.5 UCO has a reputation as a teacher education college.

4.3.6 UCO is a teaching institution, not a research institution.

4.3.7 UCO has numerous unique programs including:
   - Funeral Service
   - Forensics Institute
   - Criminal Justice
   - Community Music School
   - Leadership minor

4.3.8 UCO has shared governance (such as elected chairs and search committees).

4.3.9 UCO has strong quality standards and processes in both academic and administrative areas.

4.3.10 UCO has strong emphasis on leadership experiences for students.

4.3.11 UCO has strong emphasis on undergraduate research for students.

4.3.12 UCO has low tuition prices compared to other schools.

4.3.13 UCO needs to improve the retention of students.

4.3.14 UCO attracts numerous students on scholarships.

4.3.15 UCO is historically under-funded compared to other regional schools.
4.4 Student Factors
4.4.1 Many students are adult learners.
4.4.2 Many students are employed full time.
4.4.3 There is a higher female student population than male student population.
4.4.4 The average student age is 25.
4.4.5 Only a small percentage of students live on campus.
4.4.6 Many students are non-traditional students. (An example of a UCO non-traditional student is one who is 25 years of age, works either full-time or part-time, is married, and has a child or two.)
4.4.7 There is a large international student population (10%).
4.4.8 The TRIO programs and other USDE grants bring in “at risk” students and students in need of a variety of resources and assistance to help them succeed at both graduate and undergraduate levels.
4.4.9 Eighty percent of the College of Business students work either full- or part-time.
4.4.10 Students enter UCO with a wide range of technology skills.
4.4.11 Many UCO students lack information literacy skills.
4.4.12 A significant number of students attend UCO to obtain basic core courses, and then transfer to another institution to complete their degrees.
4.4.13 A significant number of students complete their basic core courses at a two-year college then transfer to UCO to complete their degrees.
4.4.14 There is a perception that students’ technology expectations are increasing (For example, more UCO students appear to be requesting that WebCT be utilized by their instructors, and more UCO students appear to expect that a wide variety of technology tools and technology support be provided them.).
4.4.15 There is a perception that the popularity of technology-oriented UCO classes is growing from the student perspective.
4.4.16 There is a perception that there is a growing demand for online student services (For example, online office hours, online advising, and online tutoring).
4.5 Faculty Factors

4.5.1 There is a wide range of faculty technology adoption including “early adopter” faculty who are technically skilled and very motivated to use eLearning as well as faculty who are reluctant to use technology.

4.5.2 About twenty-five to thirty percent of faculty utilize WebCT tools.

4.5.3 Faculty have significant teaching loads comprised of twenty-four hours per academic year.

4.5.4 Many faculty teach several student levels such as freshmen levels up to graduate levels.

4.5.5 Many faculty teach different courses each semester resulting in significant prep time.

4.5.6 Many faculty only use lecture format for content delivery.

4.5.7 Some faculty believe that the lecture method is the only appropriate delivery method for their disciplines.

4.5.8 There are limited training opportunities for part-time faculty who are employed elsewhere full-time.

4.5.9 Part-time faculty carry out a significant amount of teaching.

4.5.10 Part-time faculty are often not fully embraced by university, colleges, and departments.

4.6 Employer and Industry Partner Factors

4.6.1 Some employers and industry partners have prejudices about online courses and online programs and view these programs as lacking quality.

4.6.2 There is a higher percentage of UCO pre-med students admitted into medical schools when compared to OU and OSU pre-med student admissions.

4.6.3 There is a perception that UCO pre-med and nursing students have developed better people skills as a result of their UCO education.

4.6.4 Teacher education graduates are provided an Oklahoma State certification warranty. (For full information, visit http://www.educ.ucok.edu/tes/teshandbook200507.pdf)

4.6.5 Employers and industry partners are requesting and often requiring that potential employees have information literacy skills.
Section V: Opportunities and Threats

5.1 Overview.

The eLearning vision described in Item II establishes an eLearning environment that will enhance the UCO educational experience and provide an eLearning system that benefits all major UCO stakeholders. In addition to these overall opportunities for the advancement of the UCO mission, the Committee also identified additional opportunities that eLearning affords UCO such as increased enrollment, improved utilization of physical UCO learning spaces, and others. The Committee also identified a number of factors that may threaten or impede the successful implementation of eLearning.

It was important to identify key opportunities and threats early in the planning process in order to establish the related eLearning goals and strategies needed to take advantage of the opportunities and resolve the obstacles. The following is a summary of the key opportunities and threats identified by the Committee.

5.2 Opportunities

The opportunities that eLearning affords UCO can be categorized into the four major areas summarized below including: (1) increased UCO enrollments, (2) maximization of UCO’s physical learning spaces, (3) enhanced educational experience for students, and (4) enhanced instructional experience for UCO faculty. Additional opportunities will be revealed as the 2007 eLearning Strategic Plan is implemented and as the UCO eLearning system matures.

5.2.1 Increased UCO Enrollments

5.2.1.1 Broaden the prospective UCO student base by recruiting students from the following student constituent groups:

- English Language Institute students
- Online International Students
- UCO alumni
- Adult learners
- Military constituents

5.2.1.2 Provide students throughout the United States and worldwide opportunities to study unique UCO programs such as:

- Funeral Service
- Forensics Institute/Terrorism Institute
- Leadership minor
- Technical writing (in planning process)
- Nursing
- Core curriculum
5.2.2 The Maximization of UCO’s Physical Learning Spaces:

5.2.2.1 Conduct some courses in a hybrid delivery mode as appropriate. (Hybrid delivery is a method where some classes are conducted with the instructor and students meeting face-to-face and other classes are conducted online.)

5.2.2.2 Enhance the delivery of targeted high-enrollment courses in the core curriculum through both hybrid delivery methods and online delivery methods.

5.2.2.3 Seek opportunities in well-established disciplines for online or hybrid delivery such as College of Business Administration (CBA) and College of Education and Professional Studies (CEPS).

5.2.3 An Enhanced Educational Experience for UCO Students

5.2.3.1 Provide students with the option of taking courses in a face-to-face, hybrid, or online mode.

5.2.3.2 Provide accommodation for individual learning styles.

5.2.3.3 Provide information literacy course for one hour of credit. (The course would include library research techniques and copyright guidelines.)

5.2.4 An Enhanced Instructional Experience for UCO Faculty

5.2.4.1 Provide opportunities to enrich teaching and learning methodologies.

5.2.4.2 Provide opportunities to advance in the promotion and tenure process through the effective use of eLearning.

5.2.4.3 Provide opportunities to collaborate with peer mentors in course development.

5.2.4.4 Provide opportunities for collaboration with faculty and professionals in other institutions
5.3 Threats

The major threats to UCO eLearning success identified by the Committee are associated with three major factors including: (1) threats associated with faculty, (2) threats associated with institutional factors, and (3) threats associated with technology. Each is summarized below.

5.3.1 Threats Associated with Faculty:

5.3.1.1 There is a lack of faculty incentives to encourage the development of eLearning instruction.

5.3.1.2 There is a lack of adequate faculty technology resources, support, and training.

5.3.1.3 There is a lack of funding for basic technology skill training programs.

5.3.1.4 There is a lack of faculty compensation for learning to use and implement technology.

5.3.1.5 There is no additional pay for teaching online courses.

5.3.1.6 There is no university wide policy recognizing faculty who effectively use technology to enhance learning, and in some cases it appears to negatively affect tenure and promotion considerations.

5.3.1.7 There is no university wide policy recognizing faculty who develop correspondence and in some cases it appears to negatively affect tenure and promotion considerations.

5.3.1.8 Many faculty do not understand the concepts of eLearning strategies and eLearning pedagogy.

5.3.1.9 Some tenured faculty refuse to use technology for various reasons (such as no pay, haven’t used it before, no release time to develop, no respect for technology and/or a distrust of technology)

5.3.1.10 Many faculty lack awareness of the pedagogical value of technology.

5.3.1.11 Many faculty are wary of proposed eLearning oversight and proposed eLearning evaluation processes.

5.3.1.12 There are limited opportunities for faculty collaboration on eLearning best practices.

5.3.1.13 There is a lack of technology role models and mentors among the faculty.

5.3.1.14 There is a lack of data on instructional technology effectiveness.

5.3.1.15 There is the perception of a faculty resistance to change.
5.3.1.16 There is a perception that some faculty have a fear of failure related to online ventures.

5.3.1.17 There are limited training opportunities for part-time faculty with day jobs.

5.3.1.18 Part-time faculty are not fully integrated into the university community.

5.3.2 Threats Associated with Institutional Culture

5.3.2.1 There is a perception that UCO does not have a specific “niche.”

5.3.2.2 There is the perception that there are “silos of excellence” at UCO.

5.3.2.3 There is the perception among many UCO constituents that funding and emphases are often placed on “shiny objects” not “dirty rooms.”

5.3.2.4 College and University Professional Association (CUPA) faculty salary changes have created low morale among some faculty.

5.3.2.5 There is a perception that some departments have a territorial attitude that results in internal competition.

5.3.2.6 Regents do not allow duplication of OU and OSU programs, and this creates program restrictions for UCO.

5.3.2.7 There is growing competition for student admissions from two-year schools and other regional schools.

5.3.2.8 Many two-year and vo-tech schools have better science programs and better technology resources than UCO.

5.3.2.9 There is a lack of UCO content development resources for large-scale online programs.

5.3.2.10 There is a lack of funding and structure to market online programs.

5.3.2.11 There is a lack of a business model and a ROI model (Return on Investment) for online programs.

5.3.2.12 The implementation of TABOR (Taxpayer Bill of Rights) creates obstacles for eLearning.
5.3.3 Threats Associated with Technology Support and Processes

5.3.3.1 UCO technology operations are more reactive than proactive.

5.3.3.2 There is a perception that IT is inadequately staffed.

5.3.3.3 There is a perception that technology support is inadequate; students, faculty and staff need convenient and accessible 24/7 support.

5.3.3.4 There is a perception of an inadequate technology infrastructure. Physical infrastructure, file space, staffing, support processes.

5.3.3.5 There is a perception that the following specific support issues are not adequately addressed:

- Email issues
- Password issues
- File sharing

5.3.3.6 Clarification is needed by UCO constituents on the current support structure and what is planned under the new IT Strategic Plan.

5.3.3.7 There is a perception that even though students are required to use specific software standards including WebCT, there is no support on these standards for them. (For example, if students have questions about WebCT tools, there appears to be no technical support available to them.)

5.3.3.8 The reference desk in the Library has developed into a major technical support resource for students and requires major attention by Library staff who must add these responsibilities to their existing job responsibilities and who often do not have proper training or access and authority to help with some of the technical problems students have. Students outside of the campus often call the Library after 5:00pm and on weekends to ask for technical support.

5.3.3.9 There is a perception that numerous IT advisory committees have been organized, yet their membership and the results of their work have not been communicated to UCO constituents.

5.3.3.10 There is a lack of collaborative prioritization for academic technology projects.

5.3.3.11 Off campus students may not know how to access all technology tools and applications.
5.3.3.12 Technology innovations and enhancements must be updated on a regular basis.

5.3.3.13 Customer satisfaction surveys are needed to solicit input from all major IT customers including students, faculty, and staff. In addition, follow-up processes to react to the input obtained in surveys are needed.
Section VI: eLearning Goals and Strategies

The following is a list of the ten major eLearning goals that address the elements considered essential for eLearning success at UCO. Following the list are the associated strategies needed to accomplish each goal.

6.1 Summary of Goals

1. **Leadership Commitment**: To establish and support eLearning as a component of institutional teaching and learning strategies and culture.

2. **Planning**: To provide strategic eLearning direction and processes for the institution and to integrate eLearning planning into institutional, academic, college, and departmental strategic plans.

3. **Technology Infrastructure**: To provide a technology infrastructure that supports the technology needs of all university stakeholders and enables them to utilize eLearning effectively. (Note: infrastructure here refers to hardware, software, classroom technology, laboratory technology, IT processes, and technology support for students, faculty, and staff.)

4. **Faculty Preparedness**: To provide faculty with the support needed to implement eLearning effectively.

5. **Learner Preparedness**: To provide students with the services and support necessary to use eLearning effectively.

6. **Quality and Assessment**: To ensure the quality of eLearning instruction and the assessment of the UCO components contributing to eLearning success.

7. **Learning Spaces**: To establish, coordinate and maintain learning spaces that promote effective teaching and learning and facilitate the effective use of eLearning. (Learning spaces in this context are areas such as: a. physical locations where instructors and students will engage face-to-face, b. physical locations where students will engage with each other in study groups and team work, and c. physical laboratory spaces.)

8. **Library Resources**: To provide the library resources needed to promote effective teaching, learning, and research and to facilitate the effective use of eLearning.

9. **Online Student Services**: To establish and maintain online access to all major student services.

10. **eLearning Organizational Structure**: To establish the Center for Professional and Distance Education (CPDE) organization as the institution-wide coordinating department for eLearning and distance and executive/continuing education.
6.2 Goal 1: Leadership Commitment

To establish and support eLearning as a component of institutional teaching and learning strategies and culture.

6.2.1 Develop an understanding of eLearning and stay abreast of major eLearning concepts.

6.2.2 Communicate executive leadership’s commitment to eLearning.

6.2.3 Support and coordinate the eLearning goals of all departments.

6.2.4 Establish a process to recognize the eLearning efforts of faculty.

6.2.5 Promote the use of eLearning initiatives to provide students with flexible course options. (For example, promote choices for students such as traditional, hybrid, and online delivery methods.)

6.2.6 Promote the expansion of UCO course offerings to accommodate students who want to study UCO courses at a distance.

6.2.7 Maintain a business planning process for new, large-scale online programs.

6.2.8 Allocate appropriate funding for the essential components needed for eLearning success including faculty eLearning initiatives, up-to-date learning spaces, adequate physical and “virtual” library resources, online student services, and others as appropriate.

6.2.9 Allocate appropriate funding for the continuous upgrading of the technology infrastructure and support services as well as funding for new services as required.

6.2.10 Promote and ensure quality in all UCO eLearning endeavors.
6.3 Goal 2: eLearning Planning

To provide strategic eLearning direction and processes for the institution and to integrate eLearning planning into institutional, academic, college, and departmental strategic plans.

6.3.1 Enable CPDE to coordinate an ongoing eLearning strategic planning process.

6.3.2 Ensure that eLearning initiatives support institutional goals.

6.3.3 Ensure that eLearning initiatives support overall academic goals.

6.3.4 Ensure that each college establishes and maintains an eLearning component within their strategic plans.

6.3.5 Ensure that each academic department establishes and maintains an eLearning component within their strategic plans.

6.3.6 Review and revise institutional, academic, college, and departmental plans on a regular basis.

6.3.7 Communicate the UCO eLearning Strategic Plan to institutional stakeholders and invite their input.

6.3.8 Establish a governing body to review UCO eLearning Strategic Plans on a yearly basis to ensure that eLearning goals and strategies are current and on target and to make recommendations on needed revisions.
6.4 Goal 3: Technology Infrastructure

To provide a technology infrastructure that supports the technology needs of all university stakeholders and enables them to utilize eLearning effectively. (Note: infrastructure here refers to hardware, software, classroom technology, laboratory technology, IT processes, and IT support for students, faculty, and staff.)

6.4.1 Provide the technology infrastructure and tools needed by faculty, students, and staff to effectively conduct their work and to effectively engage in eLearning.

6.4.2 Ensure the stability of the technology infrastructure.

6.4.3 Continue to upgrade the technology infrastructure in a timely, coordinated manner.

6.4.4 Establish and maintain a technology support structure that provides support to all UCO stakeholders when they need it.

6.4.5 Identify, establish and maintain a standardized infrastructure across the institution that is flexible enough to meet all UCO stakeholder needs.

6.4.6 Conduct regular customer satisfaction surveys to ensure that technology needs are being met and to learn how technology services and support can be improved.

6.4.7 Establish and maintain a process for responding to the unique technology needs of UCO stakeholders.

6.4.8 Establish and maintain project management processes to insure that IT will be able to respond to and support individuals and departments when critical technology projects must be implemented.
6.5 Goal 4: Faculty Preparedness
To provide faculty with the support needed to implement eLearning effectively.

6.5.1 Provide faculty with the technical tools, training and support needed to engage in eLearning.

6.5.2 Provide faculty with the incentives needed to engage in the effective use of eLearning.

6.5.3 Provide opportunities for faculty to engage in eLearning prototype projects to learn to use eLearning effectively.

6.5.4 Provide ongoing eLearning awareness initiatives to insure that leadership and faculty maintain current knowledge of the effective use of eLearning.

6.5.5 Provide faculty with a list of the technical competencies and with methodologies needed to utilize eLearning effectively, a means of assessing their technical competencies, and adequate training opportunities to develop the technical skills and methods needed for eLearning success.

6.5.6 Provide faculty with adequate training opportunities in eLearning pedagogy.

6.5.7 Provide faculty with opportunities to collaborate with peers on eLearning best practices.

6.5.8 Provide faculty with the support needed to develop quality eLearning instructional components.

6.5.9 Provide faculty with guidelines on what is considered effective eLearning.

6.5.10 Provide appropriate eLearning guidelines and policies for faculty on important issues such as “workloads” when teaching in an eLearning environment, “ownership” of the eLearning instruction they develop, and others as appropriate.

6.5.11 Ensure that faculty’s eLearning efforts count in the promotion and tenure process.
6.6  Goal 5: Learner Preparedness

To provide students with the services and support necessary to use eLearning effectively.

6.6.1  Provide students with the technology tools needed for engaging in eLearning.

6.6.2  Provide students technology support when they need it.

6.6.3  Provide students with a list of technical competencies needed to successfully engage in eLearning and a method of accessing their technology competence.

6.6.4  Provide students with a list of the technical competencies needed for success in today’s workplace.

6.6.5  Provide students with opportunities to develop the technical competencies they need to successfully engage in eLearning and to effectively utilize technology in the workplace.

6.6.6  Provide students with opportunities to develop effective information literacy skills.

6.6.7  Provide a process to obtain input about students’ technological expectations at UCO and incorporate this input into the eLearning Strategic Planning process.

6.6.8  Provide students with online tutoring opportunities for primary subjects.

6.6.9  Provide all UCO learners with accessibility to UCO technologies and address ADA standards.

6.6.10 Offer an online version of the UNIV 1012 (Success Central) course.
6.7 Goal 6: Quality and Assessment
To ensure the quality of eLearning instruction and the assessment of the UCO components that contribute to eLearning success.

6.7.1 Maintain eLearning quality standards and guidelines that direct faculty in the effective use of eLearning.

6.7.2 Maintain an evaluation process to determine the quality of all eLearning instruction developed by faculty and by external content development resources.

6.7.3 Include questions about faculty’s use of eLearning on the end-of-course evaluation instrument completed by students.

6.7.4 Assess eLearning initiatives to ensure that they meet the eLearning goals of the institution.

6.7.5 Assess the information technology infrastructure and support system on a continuous basis to determine if it effectively supports eLearning.

6.7.6 Assess the eLearning centralized organizational structure (CPDE) to ensure that it meets institutional eLearning needs and goals.

6.7.7 Assess the eLearning strategic planning process.

6.7.8 Assess UCO learning spaces to ensure they meet faculty and student needs and support the effective use of eLearning.

6.7.9 Assess library resources to ensure they meet faculty and student needs and support the effective use of eLearning.

6.7.10 Assess online student services.
6.8 Goal 7: Learning Spaces
To establish and maintain learning spaces that promote effective teaching and learning and facilitate the effective use of eLearning. (Learning spaces in this context are areas such as: a. physical locations where instructors and students will engage face-to-face, b. physical locations where students will engage with each other in study groups and team work, and c. physical laboratory spaces.)

6.8.1 Ensure that all learning spaces are comfortable, secure, and conducive to learning.

6.8.2 Create learning spaces with flexible seating arrangements to accommodate a variety of class sizes and learning activities.

6.8.3 Provide the technology needed in learning spaces to enhance learning activities.

6.8.4 Ensure that learning spaces can accommodate appropriate technology devices.

6.8.5 Provide learning spaces that accommodate the needs of specific disciplines.

6.8.6 Standardize the technology infrastructure in learning spaces to ensure faculty ease of use no matter in which learning space they teach.

6.8.7 Provide adequate technical support for the effective use of the technology in learning spaces.

6.8.8 Establish and maintain an adequate technology-based testing center available to all UCO students and faculty.

6.8.9 Prototype innovative learning space designs and technologies to evaluate emerging trends.
6.9 Goal 8: Library Resources

To provide the Library resources needed to promote effective teaching, learning, and research and to facilitate the effective use of eLearning.

6.9.1 Establish a distance education librarian position to support online learning.

6.9.2 Develop, implement, maintain, and assess online Library tutorial materials for students and faculty to learn to effectively utilize library resources that are provided in the physical library and as well as in the "virtual" library.

6.9.3 Establish, maintain, and assess a student learning center within the physical UCO Library to provide a centralized location where students can work on assignments, obtain assistance on the effective use of major software tools, utilize resources that will help them develop technical skills, and obtain assistance in other areas as appropriate that will help them succeed in an eLearning environment.

6.9.4 Develop, implement, maintain, and assess an online information literacy course that will be offered for credit.

6.9.5 Establish and maintain close collaboration between Library and faculty to ensure that Library staff will be able to assist students with web-based assignments.

6.9.6 Establish a communication structure between IT and the Library to coordinate technical support for faculty and students utilizing library technology.

6.9.7 Develop, implement, maintain, and assess an online tutorial program on current university copyright guidelines.

6.9.8 Develop and maintain effective processes for distributing Library materials to distance learners and instructors.

6.9.9 Develop and maintain effective processes for distributing Library support and training to distance learners and instructors.

6.9.10 Provide up-to-date Library resources to promote effective eLearning such as "linking federated search software" to integrate e-resources with instructional resources. (This would allow faculty to provide links to full-text articles within WebCT avoiding copyright issues.)
6.10 Goal 9: Online Student Services

To establish and maintain online access to all major student services.

6.10.1 Provide online student advisement in formats that enable communications between advisors and students at the same time (synchronous) or at different times (asynchronous).

6.10.2 Provide existing online admission, enrollment, and financial aid.

6.10.3 Provide centralized online viewing of campus activities and events.

6.10.4 Provide a centralized online calendar of campus events.

6.10.5 Provide centralized access to online UCO stores.

6.10.6 Establish and maintain an effective UCO portal to serve as the “gateway” to all online services.

6.10.7 Establish and maintain recruitment and retention services for both on-campus and distance students, making it easier to apply for and be admitted to the University.

6.10.8 Establish and maintain customer relationship management technology to effectively track students.

6.10.9 Provide “on campus” access to online student services.

6.10.10 Provide online access to administrative processes for Student Health Services.

6.10.11 Provide appropriate technologies to foster electronic communications in support of online student services.

6.10.12 Provide online tutorials and instructions for faculty and students on how to use online student services.

6.10.13 Provide appropriate technical support for all users of online student services anytime help is needed.
6.11 Goal 10: eLearning Organizational Structure

To establish the Center for Professional and Distance Education (CPDE) organization as the coordinating department for eLearning, and distance and executive education.

6.11.1 Provide eLearning awareness for UCO stakeholders and promote, coordinate and communicate eLearning initiatives.

6.11.2 Provide opportunities for faculty to engage in learning about and adopting effective eLearning strategies.

6.11.3 Coordinate business plans for new, online programs.

6.11.4 Identify, coordinate, and assess external content development resources as appropriate.

6.11.5 Provide faculty with consulting services for the development and delivery methodologies of eLearning instruction.

6.11.6 Identify eLearning competencies for faculty and coordinate associated technology skill development programs.

6.11.7 Research and prototype emerging eLearning technologies in collaboration with appropriate UCO individuals and departments.

6.11.8 Develop programs to support student success when engaged in online learning.

6.11.9 Facilitate an ongoing eLearning strategic planning process for the institution and all associated departments contributing to eLearning success.

6.11.10 Facilitate an ongoing assessment of all critical eLearning components including faculty’s use of eLearning, technology infrastructure and support processes, learning spaces, library resources, and any other critical eLearning component as required.

6.11.11 Coordinate with the Office of Information Technology and the technology centers of departments and colleges to provide the technology infrastructure needed for eLearning success.

6.11.12 Coordinate and support faculty’s utilization of the services of the Faculty Enhancement Center (FEC) and the Technology Resource Center (TRC).

6.11.13 Establish and maintain strong liaison, communication, and communication with all UCO departments critical to eLearning success.

6.11.14 Identify potential eLearning opportunities and monitor potential threats to eLearning.
| 6.11.15 | Coordinate the creation and maintenance of faculty eLearning policies. |
| 6.11.16 | Monitor the eLearning regulations of UCO accrediting agencies and ensure compliance. |
| 6.11.17 | Effectively liaise, communicate, and collaborate with UCO departments and constituent groups to support the effective use of eLearning. |
Section VII: Next Steps

7.1 Plan Communications
The 2007 UCO eLearning Strategic Plan provides strategic direction for UCO. The goals and strategies detailed in the Plan should be communicated to all major UCO stakeholders with an ongoing invitation to them to provide further input.

7.2 Implementation of Initiatives to Help Faculty Adopt eLearning
A number of issues were identified in the planning process that related to the need for improved support to aid faculty in the adoption of eLearning. Immediate steps should be taken to develop, implement, and assess focused initiatives to expand faculty’s effective utilization of eLearning.

7.3 Development of Faculty Policies
In addition to improved support to aid faculty in the adoption of eLearning, a number of faculty policies are needed. Immediate action should be taken to create and implement policies associated with each of the following:

- Guidelines that govern faculty workloads when developing online materials and teaching in an eLearning environment
- Guidelines on what is considered to be effective eLearning
- Guidelines on how faculty’s eLearning efforts will be evaluated and considered in promotion and tenure processes
- Guidelines on the ownership of the eLearning instruction faculty develop

7.4 Action Plans
Careful consideration should be given to the major threats identified in the eLearning strategic planning process, and immediate action should be taken to resolve the identified obstacles that may impede eLearning success, especially in the technology threat category. Further, a specific action plan should be created to guide activities needed to resolve the identified technology threats. Also, an associated action plan should be created to provide the details needed for accomplishing the major strategies of the Plan. The following major elements should be included in action plans:

- Responsibility – the department or individual responsible for resolving the threat or implementing the strategy
- Description of Deliverables – the major action or product needed to resolve the threat or accomplish the strategy
- Budget – The funding required to resolve the threat and accomplish the strategy
- Timeline – Dates for starting development, completing development, implementation, and assessment
- Communication and Coordination – Appropriate notification and communication to UCO constituents
- Assessment – Assessment process as appropriate
## Appendix A: eLearning Committee Membership

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Jim</td>
<td>Bidlack</td>
<td>College of Mathematics and Science</td>
</tr>
<tr>
<td>Dr. Tim</td>
<td>Bridges</td>
<td>College of Business Administration/Deans Representative</td>
</tr>
<tr>
<td>Dr. Chris</td>
<td>Burkey</td>
<td>College of Mathematics and Science</td>
</tr>
<tr>
<td>Mrs. Sandra</td>
<td>Burkey</td>
<td>Center for Professional and Distance Education</td>
</tr>
<tr>
<td>Mr. Drew</td>
<td>Duke</td>
<td>Enrollment Management</td>
</tr>
<tr>
<td>Dr. Dan</td>
<td>Donaldson</td>
<td>Center for Professional and Distance Education</td>
</tr>
<tr>
<td>Dr. John</td>
<td>Garic</td>
<td>College of Graduate Studies and Research</td>
</tr>
<tr>
<td>Dr. David</td>
<td>Hartmann</td>
<td>Faculty Senate</td>
</tr>
<tr>
<td>Dr. Bill</td>
<td>Hommel</td>
<td>College of Arts, Media, and Design</td>
</tr>
<tr>
<td>Dr. Bruce</td>
<td>Lochner</td>
<td>Student Affairs</td>
</tr>
<tr>
<td>Mrs. Linda</td>
<td>Mask</td>
<td>Center for Professional and Distance Education</td>
</tr>
<tr>
<td>Mr. Julio</td>
<td>Pacheco</td>
<td>Office of Information Technology</td>
</tr>
<tr>
<td>Dr. Linda</td>
<td>Steele</td>
<td>College of Liberal Arts</td>
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<tr>
<td>Dr. Shari</td>
<td>Villani</td>
<td>College of Education and Professional Studies</td>
</tr>
<tr>
<td>Ms. Sonya</td>
<td>Watkins</td>
<td>Office of Information Technology</td>
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<tr>
<td>Ms. Nicole</td>
<td>Willard</td>
<td>Library</td>
</tr>
<tr>
<td>Dr. Shirley</td>
<td>Waterhouse</td>
<td>Consultant</td>
</tr>
</tbody>
</table>
A Report on the Current UCO eLearning Environment

By Dr. Shirley Waterhouse
President, eLearnGlobal, Inc.

October 11, 2006
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I. Overview

Overview of The UCO Planning Project

UCO leadership is taking steps to maximize the potential of elearning in both face-to-face courses and in distance education. To assist in this effort, UCO entered into a contract in September, 2006, with Dr. Shirley Waterhouse, President of eLearnGlobal, Inc., to facilitate a UCO elearning strategic planning project. This project will be a continuation of the work of the UCO Distance Education Task Force (DETF) which began in the 2005 fall semester. The major elements of the project are:

1. Report on the Current UCO eLearning Environment
2. Facilitate An eLearning Strategic Planning Workshop
3. Finalize a UCO eLearning Strategic Plan
4. Conduct Activities to Communicate and Support UCO eLearning Goals

The information included in Part 2 of this report, The Current UCO eLearning Environment, will serve as a frame of reference for discussion in the elearning strategic planning workshop scheduled for October 16 and 17, 2006, on the UCO campus, and the construction of the UCO elearning strategic plan.

eLearning Terminology

For purposes of the UCO planning project and this report, the term elearning is used to reference all technologies and technology-based delivery methods that are used to enhance teaching and learning in both face-to-face courses as well as in distance education. This broad term will be used in discussions about technologies and technology-based delivery methods that may be used now or in the future to support: (1) courses taught face-to-face, (2) totally online courses, (3) courses taught via videoconferencing equipment, (4) courses taught on branch campuses, (5) courses offered through Correspondence Studies, and (6) course offerings of the Center for Learning and Professional Development.

An eLearning Success Model

It is important to establish a frame of reference for use in discussing the elements considered essential for elearning success. The model recommended by Dr. Waterhouse addresses ten essential elements needed to maximize elearning’s potential. As illustrated in Figure 1, the foundational elements of leadership’s commitment, technology infrastructure, and elearning strategic planning must be well established to create the environment needed for success in the other seven elements. The model was used in the process to gather data for this report, and it will also be used as a frame of reference in the construction of the UCO eLearning Strategic Plan.
Ten Essential Elements for eLearning Success

Foundational Elements

1. Leadership’s Commitment
2. Technology Infrastructure
3. eLearning Strategic Plans
4. Faculty Preparedness
5. Content Development Resources
6. Learner Preparedness
7. Learning Spaces
8. Library Resources
9. Quality Controls
10. Online Student Services

The first three elements are considered the foundational elements: (1) Leadership’s Commitment, (2) Technology Infrastructure, and (3) eLearning Strategic Plans. These elements must be well established in order to create an environment for success in the other seven essential elements.

Figure 1

II. The Current UCO eLearning Environment

Overview of Data Collection

The purpose of the Current UCO eLearning Environment report is to establish an overall indication of the level of success UCO has attained in the essential elearning elements and to identify needed improvements. This report will provide a frame of reference for the UCO planning project, especially the elearning strategic planning workshop and the construction of the UCO eLearning Strategic plan. The input for this report was obtained through the following activities:
• A review of examples of UCO documents, plans, and examples of UCO online instruction
• Interviews and focus groups
• A survey of UCO Constituents on the Ten eLearning Essentials

**Review of UCO Documents, Plans, and Examples of UCO Online Instruction.** A number of UCO documents were reviewed such as: (1) The UCO Factbook, (2) Student Perception of Instructional Effectiveness evaluation instrument, (3) Planning for the 21st Century – Achieving Human Potential, (4) About UCO - Mission Statement, Beliefs and Values (from the UCO website), (5) Academic Strategic Plan, 05-08, and (6) Information Technology Plan, 1998. Also, examples of online instructional components delivered via WebCT were reviewed.

**Interviews and Focus Groups.** During September 12 through September 15, 2006, Dr. Waterhouse conducted a series of interviews and focus group sessions designed to provide UCO constituents with a briefing on the goals of this planning project and to provide them with an opportunity to express their views on what is needed to move UCO forward in its use of elearning. The UCO constituents participating represented a wide range of employees including leaders, faculty, IT representatives, library representatives, and several other representative groups as indicated in the list below.

It should be noted that in all interviews and focus groups, UCO constituents expressed optimism and appreciation for this planning project. It is clear that UCO constituents are ready to move forward and are anxious to participate in an organized and intentional process to maximize the potential of elearning. The individuals participating were comfortable to express their views openly and professionally and appeared to be eager to participate in activities designed to facilitate a strategic approach to elearning.

**Leadership Interviews:**

- President
- Provost
- Assistant Vice President, Center for Professional and Distance Education
- Vice President for Information Technology/Assistant to the President (CIO)
- Executive Director, Leadership Central/Special Assistant to the President
- EVP and AVP, Administration and Finance
- Assistant Vice President, Academic Affairs
- Director, Forensics Institute
- Vice President, Student Affairs

**Focus Groups:**

**Representative Departments**

- Enrollment Management
- Library
Leadership
CLPD
Correspondence Courses

Faculty
- Deans and Associate Deans
- Academic Department Chairs
- Faculty Enhancement Committee
- Faculty Senate Leadership
- Faculty Focus Group

Teams
- Faculty Technology Development
- Technical Support
- Technical Support Team for the College of Education
- Technical Support Team for the College of Business
- Classroom and Laboratory Support Personnel

Committee
- DE Committee

A Survey of UCO Constituents On the Ten eLearning Essentials. Twenty-nine of the individuals participating in the interviews and focus group sessions also completed a survey designed to indicate the level of success they felt that UCO had attained in the ten elearning essential elements illustrated in Figure 1. (The survey instrument is included as Appendix A.)

Figure 2 is a summary of the ratings. It should be noted that this survey represents only a very small percentage of UCO constituents, and the results can only be considered as indicators. However, the results do confirm the issues that were identified in the interviews and focus group activities. It is interesting to note that the category of library resources was the only category that the respondents rated as having attained “Level 2 – Success Factors In Place” status. The respondents rated all other categories as “Level 1 – Needs Improvement.”

Survey Results
UCO Constituents’ Ratings of the Ten eLearning Essentials

<table>
<thead>
<tr>
<th>*Rating Scale. The survey tool provided a list of specific items for each of the ten elearning essential elements that indicated whether or not the institution was at Level 1 or Level 2 Success Factors In Place</th>
<th>Level 1 Needs Improvement</th>
<th>Level 2 Success Factors In Place</th>
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<tbody>
<tr>
<td>*Number of problems: 1 - Most 2 - About half</td>
<td>*Success factors in place:</td>
<td></td>
</tr>
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</table>
**Level 2.** The degree of improvements needed or the degree of success factors in place was rated on the associated scale for each level.

<table>
<thead>
<tr>
<th>Level</th>
<th>3 - Less than half</th>
<th>4 - Less than half</th>
<th>5 - About half</th>
<th>6 - More than half</th>
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<td>10</td>
<td>3</td>
<td>17</td>
<td>12</td>
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<tr>
<td>eLearning Strategic Planning</td>
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<td>4</td>
<td>4</td>
<td>20</td>
<td>9</td>
</tr>
<tr>
<td>Faculty Preparedness</td>
<td>7</td>
<td>12</td>
<td>2</td>
<td>21</td>
<td>7</td>
</tr>
<tr>
<td>Content Development Resources</td>
<td>8</td>
<td>11</td>
<td>2</td>
<td>21</td>
<td>7</td>
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<tr>
<td>Learner Preparedness</td>
<td>10</td>
<td>4</td>
<td>5</td>
<td>19</td>
<td>10</td>
</tr>
<tr>
<td>Learning Spaces</td>
<td>5</td>
<td>9</td>
<td>2</td>
<td>16</td>
<td>13</td>
</tr>
<tr>
<td><strong>Library Resources</strong> <strong>is the only one to receive the majority of ratings in the Level 2 category. All others were rated overall as Level 1 – Needs Improvement.</strong></td>
<td>0</td>
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<tr>
<td>Online Student Services</td>
<td>6</td>
<td>6</td>
<td>8</td>
<td>20</td>
<td>9</td>
</tr>
</tbody>
</table>

**Respondents:** Twenty-nine UCO individuals representing leaders, faculty, librarians, IT personnel, and a variety of other UCO constituents participated in this survey. Respondents did not rate categories when they were not familiar with them, thus some scores do not total 29.
The ratings of the UCO constituents participating in the survey are consistent with Dr. Waterhouse’ ratings of UCO on the ten elements, with the exception of the library resources category. Dr. Waterhouse would include library resources in the “needs Improvement” category due to the many opportunities for improvement that were identified by the library staff in a focus group session including: (1) inadequate funding; (2) the need for “distance” librarians; (3) inadequate processes for distributing materials to distance learners; (4) need for more extensive online tutorial materials for students and faculty; (5) numerous technical support issues; (6) inadequate collaborations with faculty in the design of effective elearning instruction, especially as related to web-based research assignments; (7) the significant responsibilities required to address not only regular library activities but the responsibilities needed to support the computer laboratory located in the library, and (8) a variety of miscellaneous issues.

Overall, each of the ten essential categories for elearning success should be carefully addressed in the elearning strategic planning activity. Immediate action should be taken to address improvements identified in the “foundational” elements including (1) leadership’s commitment, (2) technology infrastructure, and (3) elearning strategic planning. More specific observations and recommendations related to the ten essential categories are provided next.

Key Observations and Recommendations

The following key observations are intended to provide a snapshot of the current UCO elearning environment and should be considered as indicators of some of the impediments to maximizing the potential of elearning at UCO. As discussed earlier, these observations are not based on an in-depth study of elearning at UCO but instead are based predominately on: (1) the perceptions of the UCO individuals participating in interviews and focus group sessions, (2) a review of sample UCO planning documents, (3) a review of sample WebCT components, and (4) input from UCO constituents participating in a survey of UCO elearning success factors. Dr. Waterhouse’ recommendations are based on the findings at UCO and her work with numerous institutions in the development of effective elearning systems. The following is a list of the key observations followed by a brief description of each and recommendations for improvements.

1. Confusion About eLearning Terminology
2. Lack of Widespread Awareness of eLearning Pedagogical Strategies
3. A Perception That Leaders Lack Commitment and That Funding is Inadequate
4. A Perception of Serious IT Support Problems
5. Lack of Faculty Incentives, Guidelines, and Support
6. Lack of Control Processes to Insure Quality eLearning
7. The Need For A Business Plan to Maximize Opportunities for New Online Programs
8. The Need to Establish a Strong Centralized eLearning Organizational Structure

1. Confusion About eLearning Terminology

Interviews and focus groups revealed considerable confusion among UCO constituents on elearning terminology. Many terms are currently used including WebCT, online courses, distance education, distance learning, videoconferencing, telecom, and others. This basic confusion on terms can hinder discussions and planning for elearning, and immediate action should be taken to insure a consistent use of elearning terminology.

**Recommendations.** The task force should establish UCO elearning definitions and insure that they are clearly communicated to UCO constituents. It would also be helpful to name departments with major elearning responsibilities and elearning functional areas with compatible names when possible.

2. Lack of Widespread Awareness of eLearning Pedagogical Strategies

In many interviews and focus group sessions there appeared to be a lack of understanding of elearning pedagogical strategies. Many UCO constituents have a general understanding of elearning and know that it involves the use of technology for online instruction and videoconferenced courses, but many have not participated as an instructor or as a student in an elearning environment and do not fully understand elearning.

In most focus group sessions with faculty representatives including meetings with deans, department chairs, and various faculty groups, there was a misconception that the elearning strategic planning project meant that institutional leadership had plans to encourage faculty in general to put their courses “online” which would mean moving to a delivery format that would dramatically decrease or even discontinue face-to-face interactions in class with students. The overwhelming majority of faculty raising these concerns were very much against this concept.

Another common misconception many faculty have is that elearning means only the use of WebCT to post course resources. Of course, the use of WebCT for the electronic distribution of documents is a major advantage for both faculty and students. However, using WebCT just to post documents dramatically “underutilizes” the tool, especially online discussions, online self-assessments, and others. Also, the use of WebCT for posting documents does not address the broader issue of improving courses by creating an “active-learning” or “student-centered learning” experience for students, instructional strategies that can be enhanced with tools such as WebCT and other elearning technologies. Also, there appears to be a significant number of UCO faculty who have not adopted WebCT for any course enhancements.
**Recommendations.** It is recommended that steps be taken to provide all levels of UCO constituents additional opportunities to become fully aware of elearning’s potential. A variety of awareness activities could be offered including: (1) face-to-face briefings, (2) workshops, or (3) an online briefing to allow UCO constituents to become online learners and experience elearning firsthand. (If an online briefing is provided, it should be limited to an activity that could be completed in about 45 minutes, and a facilitator should be available to help those individuals going through it who are not well-skilled in the use of technology.)

Leaders must develop a keen understanding of elearning strategies in order to make management decisions such as: (1) appropriate funding for elearning, (2) how to use elearning to maximize improvements in teaching and learning, (3) how to use elearning to reduce the number of classrooms needed, (4) how to maximize elearning opportunities through the creation of new online programs, (5) how to address quality control issues, and (6) others.

The goal of using technology for pedagogical enhancements must be fostered. Faculty must be provided opportunities to develop an understanding of elearning pedagogical strategies so they can make decisions about the elearning strategies needed to enhance their courses. Emphasis should be placed on activities that will help faculty understand that the use of elearning does not mean that they will have less quality interaction with students. Instead, elearning often creates opportunities for increased faculty-to-student interaction as well as increased student-to-student interaction through online discussion tools. Also, it is critical that the individuals responsible for new, online programs fully understand elearning delivery methods and elearning strategies before significant planning efforts are undertaken.

3. A Perception That Leaders Lack Commitment and That Funding is Inadequate

Conversations with UCO executive leadership indicate an overall strong commitment for moving forward with elearning, and this elearning planning project is evidence of their support. However, in many focus group sessions, and especially in the focus group discussion with deans and associate deans, many indicated strong skepticism about whether leaders were fully committed to moving elearning forward. There were many references to the previous institutional attempts to address distance education.

Also, there was strong sentiment in all focus groups that elearning had not been adequately funded and skepticism about whether it would be adequately funded in the future. In addition, many expressed concern that there are more pressing priorities that the institution should address before devoting extensive resources to elearning.

**Recommendations:** As described earlier, leadership’s commitment is a foundational element that is critical for elearning success. Without leaders’ support, especially in areas such as: (1) establishing a shared elearning vision, (3) acknowledging faculty’s
elearning efforts, (3) providing adequate funding, and (4) developing a realistic understanding of what is necessary to create quality elearning programs, the potential of elearning is not likely to be maximized.

The elearning strategic planning process will provide leaders a framework from which to promote elearning and one which will establish their strong support for elearning. Leaders should become visible in their endorsement of the elearning planning process, and they should encourage UCO constituents to participate when called upon to provide input to the UCO elearning plan. Openly endorsing the elearning planning process will help to dispel the skepticism many UCO constituents now have about leadership’s commitment to elearning.

The elearning strategic planning project should proceed as planned, and an “ongoing” process should be established that will insure that the elearning strategic plan is reviewed and revised on a regular basis. The initial elearning strategic planning activities should address the following:

- UCO definitions of elearning terms
- A review of relevant institutional cultural considerations
- UCO elearning vision statement
- UCO elearning opportunities and threats
- UCO elearning cornerstones
- UCO elearning goals and associated goals
- A process for obtaining input on the plan from leaders
- A process for obtaining input on the plan from UCO constituents
- Activities to promote the plan and elearning among UCO constituents
- A plan of action on how to address the key observations and recommendations provided in the Current UCO eLearning Environment Report

4. A Perception of Serious IT Support Problems

As is typical at many institutions, UCO constituents often expressed concerns that the technology infrastructure was not adequate to fully support extensive elearning initiatives. This was a recurring theme in the interviews and focus group sessions, and inadequacies in IT were the most often raised issues. In addition, those individuals responding to the survey detailed in Figure 2 submitted numerous comments about IT inadequacies.

Several individuals described scenarios such as: (1) the loss of all course data and midterm grades in a WebCT course resulting in negative student evaluations, (2) an inability to get a critical new software program installed that was vital to the mission of the department, (3) a disruption of classes due to serious problems with the recent installation of wireless connectivity, (4) an inability to obtain technical help after 5:00 p.m. and during times when many students are working on assignments which is often late evening and early morning hours. If the perceived IT issues such as the ones
described here and others are not addressed, they will impede elearning expansion and success at UCO. (The individuals reporting these occurrences would most likely be willing to discuss them further. Also, the anonymous comments of the survey respondents could be summarized and provided for further discussion.)

It should be noted that the UCO constituents who work in departments that have a dedicated or “decentralized” technology infrastructure had fewer concerns about IT support. Their main concern was a fear that IT management would become centralized, and they would lose control of their technology systems.

**Recommendations:** As described earlier, a stable and supportive IT infrastructure is one of the foundational elements essential for elearning success. Without a strong technology infrastructure and assurance to UCO employees and students that they can rely on the technology infrastructure, it will be difficult, if not impossible, to move forward. Further investigation is needed to determine the foundation for the number of IT issues raised, and a plan of action should be constructed to resolve IT issues.

It is recommended that a customer satisfaction survey process be established so that IT customers have a means of providing input on IT services. This data will provide a more detailed assessment (than was possible in the focus groups and the survey) and identification of problems. In addition, an external or internal audit could be conducted to further identify IT problems.

It should be noted that there appeared to be a more current IT strategic plan than the 1998 plan reviewed for this report, but it was not available for review. Therefore, action may have already been planned or may already be underway to further identify and address IT issues.

5. Lack of Faculty Incentives, Guidelines, and Support

UCO faculty and faculty leaders expressed many serious concerns about inadequacies in the support structure to help faculty adopt elearning. In fact, it became apparent in many faculty focus group discussions that there were a number of “disincentives” when UCO faculty use elearning such as: (1) an increased workload when teaching in an online environment, (2) no recognition in the promotion and tenure process to acknowledge faculty’s elearning efforts, and (3) a loss of interactions with students when instruction is online. Also, there appears to be much confusion on when to teach online as well as confusion about what is considered quality online instruction.

The concerns of UCO faculty are very typical of the concerns of faculty at many other institutions, and they pose a very real threat to elearning success. The following list summarizes the UCO faculty concerns that must be addressed:

- Lack of time to learn new technology skills
- Lack of time to redesign their courses and integrate elearning strategies
- Lack of awareness of elearning strategies
• Lack of technical support for faculty
• No guidelines on when teaching online is acceptable and when it isn’t
• Inadequate technology training
• No knowledge of the level of technology use academic leaders expect of faculty
• Increased workloads when teaching online
• Lack of resources to aid in developing elearning content
• No incentives to encourage the use of elearning
• No opportunities to try elearning strategies
• An underutilization or ineffective use of WebCT
• No policies on faculty ownership of elearning content they develop
• No policies on how to conduct office hours in online teaching
• No recognition of faculty’s elearning efforts in promotion and tenure evaluations
• No standards on what constitutes quality elearning
• No reference to faculty’s use of technology on the end-of-course evaluation form

**Recommendations.** Immediate action should be taken to establish an environment that supports faculty’s adoption of elearning through adequate technical support, incentives, resources, and clearly stated guidelines. The recently organized Center for Professional and Distance Education (CPDE) should take immediate action to collaborate with deans, department chairs, faculty groups and any other teams needed to organize a structure that will support faculty’s adoption of effective elearning. Academic leaders, the faculty senate, and other appropriate faculty groups should take immediate action to create the appropriate policies and guidelines needed to help faculty adopt elearning. This group should work in collaboration with the CPDE on this activity.

(An extensive list of recommendations on CPDE initiatives and activities that can help faculty adopt elearning are included below in Item 8.)

6. Lack of Control Processes to Insure Quality eLearning

A review of current UCO online course modules indicated a widespread degree of quality in the elearning instructional strategies and components produced by UCO faculty. Also, faculty focus group sessions indicated a need for guidelines to help faculty determine appropriate elearning delivery models as well as a need for examples of “best practice” elearning strategies. In addition, faculty were concerned that there are no evaluation tools or processes to insure quality elearning.

**Recommendations:** Immediate action should be taken to evaluate the elearning components currently in use in UCO online instruction, and a plan of action should be devised to facilitate needed improvements in these components. Also, the plan to construct a UCO elearning evaluation rubric should proceed. (A workshop to develop a
UCO elearning evaluation rubric, facilitated by Dr. Waterhouse, is scheduled for November 20 and 21, 2006, on the UCO campus.)

In addition, the following activities and guidelines are needed to promote quality elearning:

- Communication to faculty on the elearning evaluation process including the UCO elearning evaluation rubric and the peer review process when these are finalized
- Guidelines on how faculty can determine the appropriateness of elearning strategies
- Guidelines on the level of technology use academic leaders expect of faculty
- Guidelines on the authorization needed to conduct a portion of a course or an entire course online
- A revision of the student end-of-course evaluation instrument to include questions about the effectiveness of faculty’s use of technology
- Guidelines on how faculty’s use of elearning counts in promotion and tenure evaluations

7. The Need for a Business Plan to Maximize Opportunities for New Online Programs

UCO has expertise in several unique programs such as forensics, terrorism, and funeral services. These programs provide opportunities to increase UCO enrollments through online offerings. Also, online offerings in these programs would provide perhaps thousands of students throughout the United States and worldwide opportunities to study subjects that are not readily available in their locations. Most likely, there are potential opportunities for online programs in many of the well-established UCO high-enrollment programs such as criminal justice, nursing, business, and education as an increasing number of learners seek online opportunities to earn degrees offered by institutions of quality.

While there are many opportunities for new online programs, there appears to be no business planning process in place to maximize these opportunities. In some cases there appear to be unrealistic views about the amount of time and resources needed to develop quality online programs, and these unrealistic expectations can hinder the success of these potential programs. Also, in the focus group activities, a lack of market analysis for new online programs as well a fear of inadequate funding for new programs were identified as potential threats to new online programs.

**Recommendations**: Leaders must become fully knowledgeable about the resources needed to create quality-online programs. Realistic goals and timelines must be established as well as quality control processes. In addition, efficient administrative practices to market, enroll, and provide adequate online student services must be established. It should be noted that it is probably unrealistic for UCO to develop in-house the extensive course content needed for complete online degree programs, and
the business plan for new online programs should address the identification of external content development sources.

It is recommended that UCO take immediate action to organize an appropriate planning team and create a project plan to further investigate the potential of new online programs and to coordinate the following functions:

- eLearning awareness sessions for individuals with program responsibility
- Market analysis
- The identification of outsourced content development resources
- Funding
- Online student services and administration
- Marketing and promotion
- Quality assurance
- Accreditation issues
- Return on investment model (ROI)

8. The Need to Establish a Strong Centralized eLearning Organizational Structure

There are currently many disparate UCO components involved in a wide variety of eLearning applications. The recent formation of the Center for Professional and Distance Education (CPDE) is an excellent step towards organizing, strengthening, and expanding UCO eLearning efforts. This organization is in a position to strengthen the UCO course offerings taught online and in the various distance education modes as well as to strengthen the effectiveness of eLearning in face-to-face course offerings.

**Recommendations.** An evaluation of the existing distance education course offerings now under the supervision of the CPDE should be conducted to determine how these programs could be enhanced through the application of appropriate eLearning strategies, and an appropriate plan of action should be created.

At an appropriate time in the future, a different name for the CPDE organization should be considered. As described earlier, there is much confusion among UCO constituents about what eLearning is and what the differences are in eLearning and distance education. If this organization is to provide the central management for eLearning initiatives in face-to-face courses as well as in distance education, a name that is more inclusive is needed. One example is “The Institute for Teaching and Learning Innovation” or a similar name that denotes excellence in teaching, learning, and technology throughout all UCO course offerings.

The following list of eleven major items provides recommendations on example functional areas and example activities that could be centrally organized within the CPDE. This list is consistent with the ten essential eLearning elements discussed earlier and referenced in Figures 1 and 2. (The information in this list is provided as an example of functions and activities and should not be considered a finalized list.)
Proposed Functional Areas and Example Activities for CPDE

1. Faculty Preparedness
   - Published list of faculty technical competencies needed for elearning success
   - Faculty elearning certification program (a series of training components designed to certify faculty’s proficiency in elearning)
   - Faculty training on elearning pedagogy
   - Published examples of elearning “best practices”
   - Online tutorials on the effective use of WebCT
   - Online tutorials on the use of library resources
   - Online tutorials on information literacy and effective web research
   - Online technical support

2. Faculty eLearning Initiatives and Incentives
   - Faculty technology grants
   - eMentoring programs
   - Course makeover programs
   - Summer elearning institute

3. Learner Preparedness
   - Published list of technical competencies needed for elearning success
   - Online method of assessing students’ technical competencies
   - Online training provided to develop technical competencies
   - Online tutorials on the effective use of WebCT
   - Online tutorials on information literacy and effective web research
   - Online guidelines on copyright violations and what constitutes plagiarism
   - Online learning support resources
   - Online technical support

4. eLearning Strategic Planning Facilitation
   - Lead initial planning efforts
   - Process to review and revise the elearning plan on a regular basis
   - Process to insure that elearning goals are integrated with other institutional and departmental plans

5. Quality Control
   - eLearning evaluation process and evaluation instruments
   - Guidelines on determining the appropriateness of elearning strategies
• Insure end-of-course evaluation instruments include questions about the effectiveness of faculty’s use of technology
• Processes for evaluating the effectiveness of elearning instruction developed by faculty or in collaboration with the content development team before, during, and after implementation

6. Insure Technology Support
• Liaison with IT to insure adequate technical support for faculty and students
• Liaison with IT to insure adequate infrastructure and technical support for learning spaces

7. Content Development Resources
• Staffed to aid faculty with the instructional design expertise needed to create effective elearning instruction
• Staffed to aid faculty in determining the elearning pedagogical strategies needed to enhance their courses
• Staffed with developers who have expertise in editing, graphics, and multi-media production
• Staffed with experts in library resources
• High-end technology tools to create elearning content
• Quality control processes for content development
• Process to liaison with external content developers needed for large-scale online development projects
• Research emerging elearning technologies
• Prototype projects to investigate the effectiveness of emerging technologies

8. Academic eLearning Policies and Special Initiatives
• Guidelines on use of elearning in promotion and tenure evaluations
• Workload policies
• Ownership policies
• Policies on office hours in an online environment
• Guidelines on the authorization needed to conduct a portion of a course online or to conduct entire courses online
• Guidelines on the degree of technology use required of faculty
• Compliance with relevant guidelines of accrediting organizations
• Compliance with relevant guidelines of curriculum committees
• Current end-of-course evaluation form and process
• eLearning Initiatives to aid in
  o Retention
  o Increased enrollments
  o The maximization of physical learning spaces
  o Process to identify other initiatives as appropriate
9. New Online Programs
- Liaison with departments responsible for new online programs
- Provide elearning awareness sessions for individuals with program responsibility
- Aid in conducting market analysis
- Aid in identifying content development outsourcers as appropriate and aid in the project management of outsourced content development
- Aid in quality assurance processes
- Aid in meeting accreditation issues
- Aid in establishing ROI models

10. Liaison and Collaborate with Other UCO Departments Critical to eLearning Success
- Library
- Online student services
- IT
- Others as appropriate

11. Promote and Communicate eLearning
- Ongoing awareness briefings for leaders, faculty, and other interested UCO constituents
- Activities such as a yearly elearning summit to promote and engaged all UCO constituents in elearning activities
- The publication of an elearning newsletter to promote the activities of the CPDE and to recognize faculty’s efforts
III. Conclusions

Closing Remarks

The current UCO elearning environment can be described as in transition. Leaders have recognized that improvements are needed in the elearning elements currently utilized in face-to-face course offerings as well as in distance education offerings. A number of elearning opportunities have been identified by UCO leaders such as: (1) new UCO online programs that have the potential to increase enrollments as well as to provide needed courses of study to students located throughout the United States and worldwide and (2) the possibility of decreasing the number of classrooms needed by conducting a portion of classes online instead of face-to-face when appropriate.

The most important opportunities identified are those that directly affect teaching and learning. Today’s students expect to use technology in their courses, and there is increasing evidence that the effective use of elearning can greatly enhance teaching and learning. Providing a quality education for UCO students that is enhanced through the effective use of technology is the most important reason for UCO to continue with efforts to improve, strengthen, and expand its use of elearning.

While UCO may not currently be as advanced in the use of elearning as many other institutions, it is in the unique position to benefit from the experiences of early adopter institutions. In addition, UCO can benefit from more recent advancements in elearning technologies and increasing stability among elearning companies. The UCO elearning strategic planning process will help UCO advance more rapidly in making elearning improvements through a unified, institutional approach, a process that most institutions have not yet undertaken. The dedication of UCO leadership and the eagerness of UCO faculty, students, and staff to move forward in the use of elearning signify a very bright outlook for UCO’s success in attaining the full potential of elearning.
Appendix A

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The Ten eLearning Essentials Needed To Maximize the Potential of eLearning

Instructions and Notes:

- This survey is to be used to determine, from your perspective, the levels of success your institution has attained in ten categories that are considered essential for elearning success.
- For purposes of this survey, the term “elearning” is used in a broad sense and includes the use of all technologies utilized at the institution to enhance teaching and learning. This includes the use of Learning Management Systems such as Blackboard or WebCT to enhance face-to-face instruction, courses delivered totally online, and courses delivered in a distance learning mode such as via videoconferencing technology.
- Your input will be kept confidential.
- Review the criteria for each category to determine whether you view your institution’s success as “Level 1-Needs Improvement” or “Level 2-Success Factors in Place.” Next, determine your specific rating within the level based on the following scale.

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<th>Level 1 – Needs Improvement</th>
<th>Level 2 - Success Factors in Place</th>
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- Place an “x” to indicate your score in the box directly under the associated number. Type the “x” and any comments you care to enter in the “comments” section for each category so that the survey can be returned via email.
- Only one “x” or rating is permitted for each category.
- If you are not knowledgeable about a category, do not rate it.
1. Leadership’s Commitment. Rate this category from the perspective of “most” of the leaders at the institution. Leadership’s commitment is one of the three foundational elements needed to maximize elearning. (The other foundational elements are technology infrastructure and elearning strategic planning.) Without strong leadership commitment, it is difficult to attain adequate funding for elearning or to maximize elearning’s potential in the other essential categories.

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- Have not made elearning a priority
- Have not become actively involved in elearning
- Do not fully understand elearning terms and strategies
- Do not fully understand elearning’s potential
- Have not adequately funded elearning initiatives
- Have not implemented a process for establishing a shared institutional elearning vision
- Have not implemented an ongoing process for elearning strategic planning
- Understand elearning terminology and elearning’s potential
- Have realistic views about resources required to develop high-quality elearning components
- Actively communicates elearning accomplishments and goals to institutional constituents
- Allocates appropriate funding for elearning initiatives
- Encourage and support faculty’s elearning endeavors
- Have implemented an ongoing elearning strategic planning process
- Have implemented a process to insure that the institution can maximize elearning opportunities

Comments on Leadership’s Commitment: Use this area to enter your recommendations on needed improvements or to make any other comments relevant to leadership’s commitment.

2. Technology Infrastructure. A stable technology infrastructure is one of the
three foundational elements needed to maximize elearning’s potential. (As
described earlier, the other two are leadership’s commitment and elearning
strategic planning.) This category covers the elements that comprise the
institution’s technology systems including computing technology, network
technology, technical support, and management processes. Your evaluation
cannot be considered in-depth but will provide an indication of improvements
needed or an indication that the institutional technology system is operating
satisfactorily or better.

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- Infrastructure is aging
- Inadequate bandwidth
- Inadequate processes for implementing new projects
- Inadequate technical support
- Customer satisfaction is not assessed
- Enterprise systems are not stable
- Institution adopts technology at a pace that exCPDE faculty’s ability to stay current
- A lack of software standards
- No unified management structure, instead an inefficient mixture of centralized and decentralized management

- Infrastructure regularly upgraded
- Appropriate bandwidth established
- Enterprise systems are stable
- Technology hardware and software standards in place
- Adequate technical support available to cover all times when students, staff, and faculty need access to technical help
- Technical support staff is competent and courteous
- Regular customer satisfaction assessment processes in place
- Processes in place to effectively implement and manage new technology projects
- Processes in place to accommodate the unique technology requirements of departments and individual customers
- Efficient management structure in place

Comments on Technology Infrastructure: Use this area to enter your recommendations on needed improvements or to make any other comments relevant to the technology infrastructure.
3. eLearning Strategic Planning. The elearning strategic planning category is one of the three foundational elements needed to maximize elearning. (As described earlier, the other two are leadership’s commitment and technology infrastructure.) This category is intended to determine the degree of success the institution has accomplished in creating a unified, strategic direction for elearning.

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- No apparent shared elearning vision
- No unified institutional direction for elearning
- Confusion on elearning terminology
- No apparent long-term elearning goals
- No widespread endorsement of elearning by leaders
- Disparate elearning components throughout the institution, and no centralized unit or department to guide the institution’s elearning direction

- Ongoing elearning strategic planning process is well established
- Leadership openly supports and endorses the elearning strategic planning process
- eLearning strategic plans are reviewed and revised on a regular basis
- An institutional vision for elearning is well established
- Institutional elearning goals are well established
- The elearning strategic plan is widely communicated to institutional constituents
- Academic departmental elearning goals are well established
- eLearning plans are fully integrated into other important institutional and departmental plans
- Business planning process in place for new online programs

Comments on eLearning Strategic Planning: Use this area to enter your recommendations on needed improvements in this category or to make any other comments relevant to elearning strategic planning.
4. Faculty Preparedness. The faculty preparedness category covers a broad range of factors that are essential in creating an environment that supports faculty’s adoption of elearning including incentives, guidelines, and support.

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- No effective training program to help faculty develop technology skills
- No effective training program to help faculty develop skills in elearning pedagogy
- Inadequate encouragement from supervisors to utilize elearning
- Inadequate resources devoted to helping faculty adopt elearning
- No guidelines on the level of technology faculty are expected to utilize in their courses
- Inadequate policies governing faculty workloads as related to elearning
- Inadequate policies governing ownership of elearning components developed by faculty
- Inadequate technical support for faculty
- Inadequate incentives to encourage faculty to utilize elearning
- Inadequate opportunities for faculty to work on prototype projects that help them learn how to effectively utilize elearning
- Inadequate content development resources for faculty

- Academic leaders are fully knowledgeable of elearning’s potential and fully supportive of faculty’s elearning efforts
- Adequate resources are provided to fund the programs needed to support faculty’s elearning efforts
- A list of the technical competencies faculty need for success in the use of elearning are established and clearly communicated to faculty
- A faculty technology training program is in place
- A faculty training program on elearning pedagogy is in place
- Opportunities for faculty to work on special projects and prototypes to develop elearning pedagogical competencies are in place
- Faculty’s effective use of technology is considered in the promotion and tenure process and on the end-of-course evaluation form completed by students
- Appropriate workload policies and guidelines in place
- Appropriate ownership policy in place
- Guidelines in place to aid faculty in selecting appropriate elearning
5. Content Development Resources. There are many misconceptions about what is needed to develop quality elearning instructional components. In many cases, content development is the responsibility of faculty. Yet, often faculty do not have the time or the expertise needed to develop extensive technology-based elearning strategies such as animations, simulations, and others that require digital media skills. Consequently, content development resources are needed to aid faculty in the development of elearning instruction and to create online programs such as those needed in extensive distance learning initiatives.

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- Institutional leadership is unaware of the resources needed to develop quality elearning content
- Institutional leadership is unaware of the time needed to develop quality elearning content
- Inadequate resources to help faculty develop instructional modules for elearning delivery
- Institution maintains a practice of relying on faculty for the development of all elearning

- A content development team is in place
- Instructional design expertise readily available to aid faculty in the design of elearning content
- Expertise in elearning pedagogical strategies readily available to aid faculty in the development of elearning instruction
- Developers with expertise in editing, graphics, and multi-media production available
- Processes and standards to
content
- No instructional design expertise available to faculty.
- No plan for the large-scale development of new courses and programs to be delivered online.

manage content development projects in place
- Appropriate content repository systems and processes in place
- Processes to research and prototype emerging elearning technologies in place
- Processes in place to establish and maintain partnerships and relationships with external content development companies as needed
- Processes to insure high-quality content development are in place
- Guidelines, policies, and procedures governing ownership rights of content experts in place

Comments on Content Development Resources: Use this area to enter your recommendations on needed improvements or to make any other comments relevant to content development resources.

6. Learner Preparedness. It is critical that learners be prepared to succeed in an elearning environment. Not only is success in an elearning environment dependent on the students’ technology skills, but technology support as well as a variety of online learning resources are also critical.

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- No means of assessing technical skills of students
- Inadequate online tutorials for teaching students technology skills
- Inadequate online tutorials for teaching students how to be an effective online learner
- Inadequate training

- Technical competencies needed by students clearly posted and available online to faculty and students
- Online training programs in place to help students attain technical competencies
- Online tutorials on how to succeed in online learning in place
- Orientations to the Learning
opportunities in information literacy and effective web research
  • Inadequate technology support for students
  • No guidelines governing copyright policies available to students online
  • No guidelines governing what constitutes plagiarism available to students online
  • Lack of adequate technology tools needed to complete the technology-based assignments required by faculty

Management System (Blackboard or WebCT) clearly posted and readily available online for students
  • Training in the techniques of effective web research and information literacy readily available in online formats
  • All online learning resources easy to locate and utilize
  • Technical support for students readily available “anytime” they need help
  • Clearly posted policies on copyright violations
  • Clearly posted policies on what constitutes plagiarism
  • Access to online learning support resources readily available to students (such as online tutoring and help with questions about the content of the courses they are studying)

**Comments on Learner Preparedness**: *Use this area to enter your recommendations on needed improvements or to make any other comments relevant to learner preparedness.*

### 7. Learning Spaces.
*Learning spaces are considered classrooms, computer laboratories, and other spaces where students and faculty can engage in teaching and learning.*

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- Inadequate number of classrooms equipped with technology and Internet connectivity
- Inadequate number of computer laboratories
- Inadequate budgeting processes for “technical refresh” programs
- Classroom space is maximized through hybrid delivery methods when appropriate.
- Classroom technology including hardware and software are upgraded on a regular basis
- Internet connectivity is available in all learning spaces
• Aging hardware and software in classrooms and computer laboratories
• Majority of classrooms are configured for a lecture mode of delivery and inadequate for “active-learning” instructional strategies
• Inadequate wireless connectivity
• The technology configuration is not standard in classrooms creating difficulties when faculty teach in different classrooms

• Classrooms are flexible and can be reconfigured to accommodate a variety of class activities
• Classroom and laboratory technology are well managed
• A standard configuration for classroom technology in place

Comments on Learning Spaces:  Use this area to enter your recommendations on needed improvements or to make any other comments relevant to learning spaces.

8. Library Resources. This category addresses the physical library, digital library resources, and the degree of collaboration among faculty and librarians.

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• No process to encourage collaborations among faculty and librarians in the design of elearning instruction
• Inadequate funding for online library resources
• Inadequate “online” reference librarians
• Configuration of physical library space in need of redesign
• No online orientation for faculty or students on how to use online library resources

• An online orientation for faculty and students on the digital resources available is in place
• Library catalog completely online and searchable
• Adequate funding and access for subscriptions to relevant database resources and content archives
• Processes and funding established to implement and maintain “e-reserve” materials. (For example, content of periodicals, books, videos, photo
- No online tutorials on information literacy (For example, how to perform effective web research)
- No online guidelines on copyright
- No online guidelines on how to record bibliographic reference information
- Inadequate processes to distribute materials to students at a distance
- Cumbersome methods to obtain access to digital library resources such as numerous “logins”
- Access to knowledgeable library staff online at all times faculty and students need to interact with them
- Ongoing process in place to receive input from students and faculty on needed improvements in library resources
- Online tutorials on copyright policies in place

**Comments on Library Resources:** Use this area to enter your recommendations on needed improvements or to make any other comments relevant to library resources.

**9. Quality Control Processes.** This category addresses the assessment practices needed to insure that high-quality elearning components and strategies are maintained.

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<tr>
<th>Level 1-Needs Improvement</th>
<th>Level 2-Success Factors in Place</th>
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<tbody>
<tr>
<td>1-Majority of problems exist</td>
<td>4-Less than half in place</td>
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- No assessment processes for students' evaluation of faculty's use of technology
- Faculty do not appear to conduct self-assessment or peer reviews of the elearning components they develop and implement
- No standards or guidelines on elearning “best practices” available to faculty
- No process for helping faculty determine the appropriate

- Academic supervision has established elearning evaluation criteria and processes
- A standard elearning evaluation rubric is in place for faculty use
- A peer-review evaluation process is in place
- Faculty are knowledgeable about the use of appropriate elearning strategies to enhance their courses
- The student end-of-course evaluation form includes questions about the faculty’s use of
eLearning strategies needed for specific instructional goals
- Most faculty are “under-utilizing” the tools in the Learning Management System (WebCT or Blackboard) and use it predominately to post documents (They typically do not use tools such as online self-assessment, online discussions capabilities, and others.)
- There is a practice of adopting technology “for the sake of technology” instead of a focused strategy of using technology for specific teaching and learning enhancements
- Academic supervision has no structured assessment practices for evaluating the effectiveness of the eLearning components utilized by faculty

Comments on Quality Control Processes: Use this area to enter your recommendations on needed improvements or to make any other comments relevant to quality control processes.

10. Online Student Services. Today’s students want and expect access to most all services online. This category addresses the online services needed as well as the importance of providing easy access to online services.

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- Institutional website is cumbersome and difficult to navigate
- Institutional portal intuitive and personalized
- Single sign on (SSO) access to
| Inadequate online student services such as the application process, registration for courses, checking grades, and financial services | Secure protocols in place to protect student transactions, privacy, and data |
| No process for online advising | Online advising in place |
| No process for online counseling | Online counseling in place |
| Cumbersome processes for accessing online services | Instructions on how to use the online services are easy to locate and are kept current |
| university services in place | Ongoing process in place to receive input from students on needed improvements in online student services |

**Comments on Online Student Services:** Use this area to enter your recommendations on needed improvements or to make any other comments relevant to online student services.
Appendix B

References


http://chronicle.com/prm/weekly/v50/i44/44b00601.htm