

**Minutes
Distance Learning Advisory Committee
August 26, 2002**

The Distance Learning Advisory Committee (DLAC) met August 26, 9:00 a.m. (ET) on the campus of Northern Kentucky University.

ROLL CALL

The following members were present: Doug Robinson (representing Aldona Valicenti), Allen Rose, Ron Eaglin, Virginia Fox, Elizabeth Wachtel (representing Joanne Glasser), James Nelson, John Diggs (representing James Ramsey), John Yates (representing King Alexander) Robert Johnson (representing Michael McCall), Paul Bibbins, Daniel Rabuzzi, Rob Wyatt (representing Gary Ransdell), William Pfeifle (representing Lee Todd), Joel Griffith (representing Sec. Miller), James Votruba

Also present: Sherri Noxel, Myk Garn, Miko Pattie, Norma Northern, Gene Ranvier, Gary Pratt, Linda Neitzel, Sandy Cook

**APPROVAL OF
MINUTES**

The minutes of the May 1, 2002 meeting were approved as distributed.

President Votruba's welcoming remarks

It's a pleasure to welcome everyone, and I think it's a good idea for DLAC to go out to the campuses and get a feel for places. I hope you all found parking. We crossed the 14,000 student barrier, we're up about 1,000 students from last year. What's interesting from other such as President Eaglin and from other presidents. I think everyone is in pretty good shape and not only in pretty good shape, but maybe even bursting at the seams. Our vice president for administration came in on Tuesday, the first day of class, and said it is 11:00 in the morning and we don't have a single parking space available. That's lead us to think in creative way...we may introduce valet parking.

You will have an opportunity later in the meeting to talk about our collaborative program with KCTCS. We're very exciting about that and you'll learn about that today. For those of you today, who will tour the Science Center...I think you will find that interesting about 180,000 square foot, new instructional facility that is designed around the concept of integrative science. Faculty are clustered across disciplines. The department chairs are all housed in a single suite, it is shared classrooms and shared laboratories with the expectation that this is going to foster study at the intersection of the disciplines as well as within the disciplines. Our program of distinction is the center for Integrative Natural Science and Mathematics and it's rare that you have the opportunity to design a program and design a facility at the same time. That's been a lot of fun and a once in a lifetime opportunity.

Finally, as we meet here to discuss distance learning, you are sitting in one of our newest facilities. We're proud of this room and we have about 125 classrooms on the campus and about 80 of them

are smart classrooms. We see much of our future, in terms of, distributed learning. As a metropolitan campus and we tend to think about the role of the internet in providing educational services, we are focused on what we call a “pull” model as well as a “push” model. That is, we look at pushing programs out as we are doing with BOS and KCTCS. As we think about our own future, we think about being able to pull in educational program and allow us to offer programs that are currently not available on our campus, but available on other campus. So, it’s both the push and pull model that frames our thinking in the use of the internet in distance learning.

So, Daniel...thank you for having us here and thank the staff at NKU for making this possible. Gary, it was a great idea and thank your staff making this happen.

Daniel notes that KYVU Senior Staff members are present, Miko Pattie, Chief Information Officer, Myk Garn, Chief Academic Officer, Norma Northern, Chief Financial Officer, Gene Ranvier, Chief Student Services Officer, will meet with Carole Beere, Gary Pratt and Bob Johnson and all the member of the BOS Steering Committee in the afternoon, while we are up here. So that we have an opportunity to work with them on the nitty gritty of we can assist in helping to launch this program.

Votruba introduces Chris Steigler is here and directs our new Faculty Development Center which has as a major focus, bringing faculty along and supporting their work in terms of distance education. One of the advantages of being on a campus is to learn what our colleagues are doing.

Rabuzzi states that Sherri Noxel from the Council on Postsecondary Education is present and is charge of the comprehensive data base, the database of record for all postsecondary public in the state and will called to join to discuss the first agenda item.

Daniel introductory remarks:

Two points...One that you heard from President Votruba and is true of every campus that we aware of across the system... We at the KYVU and we are into our third week, we are looking to at record number of users. Gene, by nature is cautious, and doesn’t like to tell how many people we think we’ll have... We are looking the largest number of users that we’ve ever had. Whether you count them under our existing definition or under the definition we hope you will adopt today. Either way, we have more than we’ve ever had before. Which I think simply reflects the obvious groundswell that is taking place across the state. Hopefully, it reflects that HBI is actually doing its job. In November, hopefully we will be able to give you the firm figures.

Secondly, a tiny piece of bragging...if I’m allowed...it’s very deep. Last week, (Sue Patrick, our director of Marketing is not here) Sue and the marketing team won three awards at the Government Association for Communicators, including first place for website. For the KYVU website and the “mothership” connection for us. KYVU was voted the #1 website for all of Kentucky State Government last year. The team also took second place for communications and marketing. Statewide-state government and also second place for the Virtual Library Annual Report. Besides, the core of what we do, the academic, we are adding value on these broader measures of communications, marketing and technology. Our website was considered to be the best in State Government.

Action Item: Motion was approved for the action to define the KYVU Student and KYVU Course

At our last meeting, DLAC had asked us to come up with a new way of identifying and counting the KYVU student and KYVU course. A Task Force was assembled and led by Gene Ranvier and Sherri Noxel, and I am pleased to note that Linda Nesbitt, from NKU, was a major player on this task force as well as several representative from other entities, who are represented around this table. During the last six months, this group met several times and with much debate and discussion, have come up with this agenda item in front of us. A quick reminder...”why are we doing this” We’re doing because, to be very blunt about it, our ability to identify and count our students at the KYVU has never been easy and it’s been difficult for us at the KYVU, since we were born in 1999, and has been source from time to time of some discussion and even contention with the underlying institutions, from whom we draw our courses. Who’s students are these etc.? My chief concern, when I came a year ago, in looking at numbers that have fairly large discrepancies in them, was to say – “Well, obviously no one can live with this. We need a single consistent definition that we all feel comfortable with to provide the performance of VU, but the whole system with numbers that make sense.” The three points we are making:

We recommend that we speak of “Learner” as opposed to student, which is a subset of learner. Obviously we at the VU, deal with a lot of students/learners who are non-traditional. We feel it’s important to note that point.

We are using three criteria identify and define the KYVU Student.

- 1) If they are doing an activity on one of our course management systems, one that we have licensed, we will count them. That’s to say that we’ve licensed Angel and WebCT, so if they are on Angel or WebCT, coming through our licenses, we will count them.
- 2) If they register through us KYVU/KYVAE (which is the adult ed sister site) or EPSB (Kentuckyeducators.org – sister site). If they register through us, regardless of whether they are on our course management system or not, if they register through us and then they are jumped off to U of L or blackboard, or UK on blackboard, we will count them. Those are the first two criteria. Those are the criteria that we have the means to accurately identify and so do you who’s doing what right now.
- 3) Right now we don’t have the technological means to count inside of but I want to put it out there so at such time, not too far in the future, when we can count, the category has been approved. This is a category essential refers to our call center for tutoring and advising that we do online, when we get licensing and advising software. Right now when people call our call center, we do not have the means to disaggregate. As it happens, if I were to start counting all these people, I would certainly be double counting a large number of them. If this passes, we are asking for the approval of the concept/category for people who call the call center who are otherwise touched by the other two criteria, but at the present, we do not have the means by which to count. To be clear about this...you would be approving the category against such time that we would have the ability to

actually get them counted, rather than coming back to you in a year from now and asking approval for a third category. Three ways to count the student and to cut to the chase...it's fair to say that most people in my position are going to grab as many bodies as you can. The more bodies that we can show at the VU, the better position that we have when we go to Legislature and the Governor's office. I want to make sure the bodies I count and go forward with, are ones that I can absolutely count on, I can show they are there and I can show them and there are no discrepancies with numbers that you would show. If you were to approve this, we would actually lose (you can see this on the second page of the agenda book) 600-800 students out of our count. Students, that by this new definition, are not students that we serve sufficiently to feel comfortable calling our students. We are trying to match the state's resources that have been placed at our disposal, and value that we add to the learners. We think that we've identified that with this three criteria.

Finally, this is important point for the folks on the institutional campuses, initially there was some concern, from the institutions about how this would affect my on campus reporting. I want to stress two things, we have already begun the conversation with the institutional representatives to some extent. Our intent is not to cause any significant change in the way in which things are reported, institution records or data, on campuses or to us, and also we would not have this go into effect until July, 2003, to iron out any bugs if need be.

Gene:

One point of clarification that we can't emphasize too much. When we talk about counting these students, we are talking about these students for accountability purposes only. We're not getting credit for these students. Institutions are not losing the head count for these students that we're saying are KYVU students. The KYVU students are only for accountability purposes for us. There is no such thing as a KYVU student, these students all belong to the specific institutions that we partner with. The headcount remains with the institution, the FTE remains with the institution. We're just doing this for accountability purposes for KYVU.

Sherri:

I would add that we have the comprehensive data base have been collecting enrollment data from the campuses for about 22 years now. For the academic institution enrollment perspective for those students who enroll in KYVU courses, we're looking forward to the discussion and approval of the definition of the comprehensive data base, beginning last year, we have had a placeholder, if you will, for placing KYVU students. Approving this definition will help us clarify how to report the students.

Sec. Rose:

I wanted to stress the importance of this to the cabinet. We've just completed visiting all 54 technical schools, the deputy commissioner holding forums emphasizing the VU. We plan to have for every student, a brochure explaining that, as well as Adult Education, which we are finding when we are working the

Family Farm commission, how important this is to the farmer, spouses and in many cases, the farmer who wants to get back into the job market into another phase or who want to sustain the family farms and be prepared to do other kinds of work. This is very important and we have had forums all across the state emphasizing this, so the count to us is extremely important, so we have some track of these folks, if they enroll.

Daniel

The council itself and the VU have a very close partnership with Adult Ed and Literacy and as recently as last week, Cheryl King the commissioner, talking about how in fact we'll be able to count the student/learner that are part of that universe as well. This motion is addressed for point # 3 more for the campuses, but this definition will cover everybody. Point #1 and Point # 2 are recognition that many of our learners are in fact coming from not off of campuses.

Sec. Allen Rose

These two commissioners have taken this so seriously that it is in all of my speeches. Throw a plug in there. The County Judges Association is really getting their attention, this is a new day for us.

Jim

I'm not sure how point #3 – it's a little confusing.

Daniel

Point 3 has been in and out of this agenda item and has taken various forms. It's the one piece that has shifted more than any other as we have drafted this agenda. I will let Sherri address this. On the campuses, there is a reporting field entitled "KYVU course" It was clear initially, "KYVU Course" wasn't really a relevant term certainly from the VU's perspective; however, upon reflection and good conversation with institutional colleagues, it became clear that if we were to do away with the concept all together, it would cause very substantial changes in the reporting flow for data on the campuses for the programming that we have no intention of doing. What we're suggesting is the following: Institutions of course can continue that if you wish, and I would think most presumably will, to send information called "This is a KYVU course" Our point, if this is passed, that we have to be sure that all 100% students that are in that course, are in fact, "learners" as defined in meeting one of the criteria listed here in #2. Right now, that is not always the case. It's been inconsistent.

Sherri:

This is the point of point #3, it addresses how we had put a placeholder last year in the reporting files, and that we were asking institutions to label their courses sections exclusively for KYVU students, and that way we could collect the course information and see where it's flagged as a KYVU course, we can back it up and look at the student enrollment in that course. It was much easier for them in their processing and their reporting. The alternative would be to identify individual students as KYVU students. We think that would be more problematic in terms of student information when you are trying to track particular type of student with a particular criteria. We felt for this

proposal, we would like to continue with identifying the KYVU course unit and now we'll have information that helps make it standard, in terms of how the institutions apply the definition of KYVU courses when they are identifying the sections. So if it confusing, it is meant to provide the context of how institutions are reporting to the data base so far. This only applies to the reporting of the academic institutions. So this would not be as helpful to the GSC, DAEL, EPSB.

Ginny Fox

It may be relevant to KYVU but it is relevant to CPE, since they have money invested in many distance learning. Your accountability, it all makes sense to me and I'm for it, but my answer is so What. You already have headcount, are you going to the cost of doing business. We know how many students and we know that it is that simple of division mechanism. Where are we headed with this information?

Daniel

Actually, we don't know, with certainty, how many students we actually have. It has been much debate and we hope to for the first time, know in a way that is very transparent and agreed by everyone, a consistent, conservative count of who are students really are at the VU. This is to help the operating unit within the Council, called KYVU, understand what value we bring to those student that we touch. Measured against the allocations that are received from the legislature on agency receipts. I can tell you how much is in the budget but cannot tell you how that matches to which student precisely, because although, we cover some, we do not cover all the distance learning students in the state. This way we are delineating the subset of the distance learners in the state. These are the KYVU learners and document who comes to us for that.

Ginny Fox

You are going to be isolated in this instance. There is a critical mass that you need because of the virtual library and 10 million other things in which your cost per student is going to be extraordinarily high. Which is not totally a fair measure because you have some threshold costs that also serve other purposes. It's interesting measure, but I would respectfully submit you may want to play this out and make clearly the purpose and what is acceptable as a measure and what would be unfair.

Daniel

This is good point that hopefully is recognized by everyone in the room. This reduces upfront, at least, some of the learners that we can count at the VU, it also makes us rather stark, until such time, that we can grow this more substantially than we have. Our costs per student is going to be relatively high. On the hand, we are going to continue to grow as we have to defer student per student cost.

Ginny

Perhaps, the council should look at all distance learning activities. The council should have all accountability, all distance learning should be measured.

Daniel

If the way we do this makes sense to colleagues in other programs, would like to start categorizing in the same way, perhaps we could meet a statewide measure.

Elizabeth

We have online courses and KYVU courses. Student A access through the KYVU website and then passed on to us. They are counted, because they are coming through KYVU. Student B – ECU currently enrolled whatever, is in the same courses because they decided they want to do this from their dorm. That student is not counted. Are they registered through ECU? They will not be counted as a KYVU student. All students ultimately end up at an institution. Second semester, student currently enrolled – ECU- and decides to do a second course. They just sign up for the course and don't go through KYVU. They are not counted as KYVU.

Daniel

Chief Academic Officers Council has been aware of this new action item. It is approved today, we will be taking this to the council meeting scheduled for September 22. Not only will we be asking for approval of these categories but actually going affix numerical values. We agree as a result of this, our Spring 2002 figures will be used as a baseline and that we would be working for viable enrollment targets year after year and will report that back to DLAC on November 13 meeting, if that's acceptable.

Eaglin

Would like to compliment you for your efforts on trying to getting this worked out so that we do know what we are doing as far distance learning. You may have gone too far the other direction.. The universities had to negotiate the whole issue of retention that by saying if a student went from Morehead to Northern and still in the system, it didn't count against us. One roll that you are playing, is that you do provide an entry into higher education and may use them one semester later, in the example you gave. Perhaps, a statistic that would show how many people come back and take the second course, through KYVU or through the university. That is a retention measure. Where the programs seem to fall apart that the retention is a big issue.

You may want to separate if the student enrolls, once they've come to KYVU. Probably need to be counted, if you've had some activity with these students. We are all in the business of service, whether that be financial aid, etc., what we do is an important service and should be counted.

Daniel

It's possible, in this category of retention, call center... we are trying to be stringent but not so draconian that we put ourselves out of business.

Mike

It seems like when you refer to your software users that you are measuring the people at the gateway and not the ones that have passed through. Once they start an online course, or online program, which is really the higher goal, they are much better served using the registration services of their home university and those would disappear. You are saying that you don't have any students but you have KYVU learners but what you are defining is KYVU software users.

Daniel

We did consider using the term "user". And at times we do think about users, when we have our budget hats on.

Mike

Is the current model closer to that than this model. It is a better measurement? It bothers me that the count can be correctly measured, so we'll change the way we count them.

Daniel

Right now this is the best move for us to go in right now.

Ginny

Could there be a software in place that would be able to track these Adult Ed students that show that they came through Morehead's Program or Dr. Rose's or Cheryl King. It would be a way to count your outreach or retention measures.

Daniel

Don't want to be so technology driven that we miss other things. We are having built a new Student Information System and good conversations going with Adult Ed and the Dept. of Literacy. We're trying to build a link that we can all use together.

Eaglin

You are not alone in not know how to count the webbased courses. I'm sure everyone is having policy issues.

Votruba

Perhaps the focus of KYVU is looking at the nontraditional, non credit student – skills updating, training kinds of things.

Daniel

This is why the new definition makes the most sense for use as we are partnering with EPSB, GSC, DAEL, with the not for credit.

Rose

This definition is a good starting point and can be refined.

Daniel

Motion was approved to use the definition of KYVU Student as outlined in the agenda book.

Information

Concluded RFP process and Embanet (out of Toronto, Canada) will be taking over the functions and duties that Eduprise had serviced up until June 30. We have asked them for a new Student Information System and they are subcontracting with a firm called DAG (Decision Academic Graphics) out of Ottawa, Canada. We are very pleased to inform you that they are ahead of schedule and we hope to live on the 23rd of September and full implementation by the 18th of December.

Myk Garn

ADA 508 – Institutions were looking at website issues however few were not looking at the level of looking at courses that were created. During the last few months, have met with ADA coordinators,

Chief Academic Officer and KYVU Coordinators, we worked to propose creating guidelines to develop quality online courses.

We have targeted October 9 at ECU as a 1 day discussion on ADA Compliance. ECU has graciously volunteered to host the one day presentation and discussion on these issues. We're looking to have involvement from several different groups KYVU Coordinators, ADA Institutional Coordinators, Members of the Council on Postsecondary Education Faculty Development Workgroup, Campus Information Technology and the Course Management System Administrator. The KYVU will pay for one representative from each institution to participate. The cost will be in the \$30 –\$35 per attendee, plus travel costs.

Rose

We requested from Governor Patton that the State ADA coordinator be moved into our office and seems to be doing a good job.

Revolving Loan Fund

We currently have \$475, 000 available in the third round of the loan fund. We would like to put this money to use. We will issue RFP in the middle of September and wanted the DLAC members to be aware and campuses are prepared. Reviewing the proposals this fall and make the announcements in January or February.

Carole/Gary/ NKU Program

This project is partnered with KCTCS/NKU/KYVU. We are partnering for a Web-Based Bachelor's Degree Completion Program in Organizational Studies. We built this bridge with a lot of internal and external support. The BOS steering Committee is critical to the success. Department Dean, Chair of department offering the program, Program Advisor, 2 Faculty from outside the immediate program. We also needed involvement from key service areas, enrollment management, IT, Faculty Development, Library Services, KCTCS Representative.

Issues of Steering: Joint Faculty Orientation – from both institutions

Curriculum – What are the concentrations that are going to be offered

Timing – To get them through this process

Acceptance from all Departments

Processing Student Records – Financial aid work?

High Quality Student Services

Policy - Quality of Online Courses

Tuition Model – Same on campus or distance learning?

Revenue Sharing –

Property Rights – Intellectual Property Rights of the materials put on line

Craig Agneberg

Faculty Development preparation. 6 hour training. Help faculty how to use online delivery of courses. Make the move from traditional to online delivery. It is a semester long session it will be online and face-to-face. The online sessions are developed and intended for the faculty to become familiar with the tools of online delivery. Being able to develop effective materials for courses. Their own personal online voice and style. We also provide technology skills and assist. Elements of the online courses: Library resources, participation of students, management of online questions,

dynamic course content, inactive media, different ways to make the environment more appealing to the online users.

Syllabus Creation:

Assessing Online:

Chris Steigler – Partnership

Bob Johnson – KCTCS

Craig Angeberg - NKU

Sandy Cook - KCTCS

Collaborative Workgroup to deliver a certification course.

Capability –

Modules of Content – Sharing training programs to deliver quality online instruction

Levels of Training – WebBased, web enhanced, teaching and not delivering

Evaluation Procedure: Instructor evaluation for delivery of content

We are also looking at statewide guidelines. Perhaps it's a role model

Eaglin

Suggested that they don't go statewide. We end up similar problems in the past with innovative things in and we're all on different platforms. We all do it differently. Then the thinking is that we all have to do it the same way. Really encourage all partners in the state to attend.

Eaglin

We have put a lot of money into the development of the capability. To me, that is where the costs lay. We don't have a way to recapture that. Issues need to be look at.

Votruba

How does course development get treated for the tenure process. Are there unit levels as well as other individual faculty incentives to promote this kind of work.

Eaglin

Applauds the efforts of NKU/KCTCS is the collaborative efforts and changing how we think about education. Encourage you to broaden out.

Library

We hosted all day workshop on the Intellectual Properties Workshop VU/VL and encouraged one representative from each institution to be present.

Kids Portal will be launched and the URL is:

KCTCS/KYVU

West Virginia students collaboration is being launched as 274 students currently enrolled.

Information for future launches for EPSB and Adult Education will be discussed at the next meeting.

Title IV – August 8 the Department of Education put forth a proposal that would substantially change the “12 hour rule and third party recruitment rules for financial aid” October 7th is the

deadline for comments. Council and KYVU are talking with KEAA to give a formal comment. If any of you is considering the impact of this let me make two points. Please become familiar with it and secondly we could do this as a system where there is a number of us together.

Georgia eliminated the instate out of state tuition rates for online learning. Policy proposal that SREB is being promoted. Recommendation that we put this on as a agenda item in November.

Dr. Welsch

Another example of statewide conversation would be helpful. Uof L has already done this.