



KENTUCKY
Council
on postsecondary education

**Distance Learning Advisory
Committee**

May 11, 2004

Distance Learning Advisory Committee AGENDA

Council on Postsecondary Education
2:30 pm to 4:00 pm – Meeting Room A
1024 Capital Center Drive, #320
Frankfort, Kentucky

1. Roll Call
2. Approval of Minutes2
3. Chair’s Introductory Remarks
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8. Other Business
 - 2004 Strategic Planning Process
9. Next Meeting- October 6, 2004
 - The July 7th DLAC Meeting has been cancelled.
10. ADJOURN

Minutes Distance Learning Advisory Committee (DLAC) January 7, 2004

The Council on Postsecondary Education Distance Learning Advisory Committee met January 7, 2004 at 8:30 a.m. at the Council offices in Frankfort, Kentucky.

The following members attended the meeting: Thomas Layzell, John Yates (representing F. King Alexander), Lee Nimocks (representing Gary S. Cox), Dan Connell (representing Ronald Eaglin), Joanne K. Glasser, Sandy Cook (representing Michael B. McCall), Jim Nelson, Gale Rhodes (representing James R. Ramsey), Richard Kirchmeyer (representing Gary A. Ransdell), Norman Pedigo (representing Lee T. Todd), Doug Robinson, Gary Pratt (representing James C. Votruba), Malcolm Wall, Linda Pittenger (representing Gene Wilhoit), and Lois Combs Weinberg.

Also present: Jim Applegate, Norma Northern, Myk Garn, Sue Moore, Randolph Hollingsworth, Gene Ranvier, Sue Patrick, Enid Wohlstein, Stuart Johnston, Miko Pattie.

The minutes of the October 1, 2003 meeting were approved as distributed.

- The DLAC was informed of progress in developing the e-Learning strategic plan.
- The e-Learning Steering Team was assembled and its first meeting was on December 3, 2003.
- Four workgroups were established (policy, programs, support services, and infrastructure).
- Over 70 people are participating on the e-Learning Steering Team and workgroups.
- The Steering Team established a Project Timeline
- A Writing Team was formed to gather information from the workgroups and should have information for reporting by late March. The team consists of: Policy-Beth Laves (WKU) and Bill St. Pierre (EKU), Programs-Randolph Hollingsworth (KYVU), Support Services-Jim Nelson (KDLA), Infrastructure-Andrea Milam (UK).

Jim Applegate gave welcoming remarks and introduced guest speakers Sally Johnstone (Director, Western Cooperative for Educational Telecommunications) and Bruce Chaloux, (Director, Southern Regional Education Boards Electronic Campus).

Bruce Chaloux and Sally Johnstone spent the bulk of the session discussing key elements of distance education Kentucky should consider as it develops the strategic framework. Primary areas discussed included: financial (including cost of establishing/maintaining infrastructure, course/program development costs, pricing/financial support); academic (such as collaboration, “bottlenecks” in core courses, changing faculty roles, credit transfer and articulation, accreditation and quality assurance, and relating postsecondary education to workforce training); organizational (including relationships with other state entities/structures, “scaling” challenges and new models, the state’s role in centralization vs. decentralization, and the future role of DLAC); and social issues (such as benchmarking distance education, seamless transitions, the “mainstreaming” of distance education policy, and competitiveness in the global economy).

The next meeting will be May 11, 2004, at the CPE Offices in Conference Room A.
The meeting adjourned at 11:15 a.m.

UPDATE: Kentucky Virtual University

The registration for the summer and fall terms is now under way at the Kentucky Virtual University. Students can choose from 50 online programs and 900 courses offered by Kentucky's accredited colleges and universities. The fully online programs range from certificate programs to complete degrees at the associate's, bachelor's, and master's levels.

KYVU is pleased to announce that 11 new programs will make their virtual debut this summer or fall. They include:

- Medical Nurse Certificate, Kentucky Community and Technical College System
- Associate's of Applied Science in General Occupational/Technical Studies, Kentucky Community and Technical College System
- Master's of Science in Nursing, Northern Kentucky University
- Post-MSN Certification, Northern Kentucky University
- Master's of Science in Dispute Resolution, Sullivan University
- Associate's in Arts-Associate's in Science in Public Administration, Kentucky Community and Technical College System
- Women's Studies Graduate Certificate, Western Kentucky University
- Master's of Public Health, Western Kentucky University
- Bachelor's of Arts in Psychology, Kentucky State University
- RN-Bachelor's of Science in Nursing, Northern Kentucky University

Prospective students can view the catalog and request courses by visiting the Web site at www.kyvu.org. Students are encouraged to check the Web site often as new courses will be added. For more information, call toll-free at 1-877-740-4357.

The KYVU, including the Kentucky Virtual Library, is a unit of the Kentucky Council on Postsecondary Education.

UPDATE: Survey of Accessibility Policies for Internet-based Instruction

In July 2002, to assess the current status of Kentucky's accessibility policies, the KYVU conducted a survey of institutional policies regarding the accessibility of instruction that utilized the Internet. While some institutions reported having policies under development it was apparent that the level of accessibility awareness, understanding, and policy creation needed to be increased across postsecondary education. Working with State ADA Coordinator Norb Ryan and with support from the Kentucky Council on Developmental Disabilities, KYVU led a policy development process which included a "Symposium on Accessibility for Online Learning" at Eastern Kentucky University October 9, 2002, and a "Policy Workshop for Accessibility of Online Instruction" March 6, 2003, at the University of Louisville. In addition, several presentations and consultations were held with individual institutions and groups to assist in their policy development efforts.

In July 2003, the Governor's ADA Task Force on Postsecondary Education recommended that institution Web sites, distance learning courses, and web-enhanced courses associated with postsecondary institutions should at a minimum: (1) meet the Priority I of the W3C Guidelines, (2) have a disclaimer of compliance included on all pages of institution Web sites, (3) initiate an ongoing training and monitoring program for faculty and staff to ensure compliance with Section 508 and ADA, and (4) establish a process for reporting and responding to complaint issues.

In consultation with the Governor's ADA Task Force and the KYVU Coordinators it was agreed that a survey would be conducted in early 2004 to further assess what progress Kentucky's postsecondary education institutions are making in their efforts to understand and assure the accessibility of their instruction that utilizes the Internet.

2004 Survey Results

Twenty-five of Kentucky's public postsecondary education institutions replied to the spring 2004 accessibility survey¹.

- Kentucky has gone from no institution reporting an accessibility policy for its Internet-based instruction in 2002 to 88 percent reporting a policy either in place or under development.
- Using a set of eight accessibility criteria, the 2004 survey reveals that accessibility policy and processes for Internet-based instruction address at Kentucky postsecondary education institutions has increased from the 2002 status of 37.8 percent to 58.9 percent or an increase of 55.8 percent.

¹ A complete copy of the 2004 Survey of Accessibility Policy, Process, and Practices for Internet-based Instruction is available at: <http://unity.kctcs.edu/docushare/dsweb/View/Collection-4592>.

- While 55.6 percent of institutions reported having set standards for accessibility compliance in 2002, the 2004 survey reported that 64 percent now have standards in place and an additional 24 percent are in the final stages of adopting standards.
- The percentage of institutions monitoring compliance has risen 87.5 percent, from 33 to 62.5 percent.
- Student services is the area where specific responsibility for compliance is weakest with only 48 percent of the institutions indicating they specifically monitored accessibility of Internet-based student services. Institutions indicating they assigned specific individuals responsibility for compliance of campus websites (68 percent) and instruction (76 percent) was better, but still low.
- Twelve percent of Kentucky's public postsecondary education institutions indicated they have no accessibility policy in place for Internet-based instruction.
- In his 2004 survey of 20 randomly selected U.S. universities, Paul Bohman² found that only 20 percent had defined a technical standard – when 64 percent of Kentucky institutions have. In addition, Bohman's survey found that:
 - While only two (10 percent) of the university policies specified deadlines for accessibility, 48 percent of Kentucky policies set deadlines.
 - Where 68 percent of Kentucky institutions monitored accessibility, only 25 percent of the universities in Bohman's survey did so.
 - While the 36 percent of Kentucky institutions whose policy stated explicit consequences for non-compliance is far lower than the goal Kentucky intends – none (0 percent) of the university policies studied by Bohman mentioned any consequence for non-compliance.

Conclusions

- Kentucky is making progress in developing, implementing, and monitoring policies and procedures for ensuring the accessibility of Internet-based instruction.
- Kentucky has not yet reached its goal of having accessibility policies and procedures developed and in place at all institutions.
- A substantial number of institutions will soon (probably by fall 2004) approve accessibility policies that will significantly increase the number of institutions with policies and procedures for Internet-based instruction.
- The spring 2004 survey indicated there are problems communicating policy plans, results, and requirements. As a result of the 2004 survey, institutions are working to address these issues.
- Kentucky's accessibility policy status compares favorably with universities across the country.

² Bohman, P.R., (2004). "University Web Accessibility Policies: A Bridge Not Quite Far Enough." WebAim: <http://www.webaim.org/coordination/articles/policies-pilot>

UPDATE: Kentucky eLearning Strategic Framework

In 1997 Kentucky took a bold step in its creation of the Kentucky Virtual University. This was only the latest step in a series of distance education initiatives Kentucky has undertaken, including establishing the Kentucky Educational Television Network, the Kentucky Tele-Linking Network, and even more recently the Kentucky Virtual High School. What has challenged Kentucky since then has been the linking and coordination of these varied technological efforts within a common framework of policy, programming, support, and infrastructure.

Developed at the request of the Distance Learning Advisory Committee, the Kentucky eLearning Strategic Framework identifies and proposes goals and actions that will improve Kentucky's communication, collaboration, and coordination of distance education initiatives across state, institutional, and agency boundaries. The Framework also recommends changes to the DLAC scope and structure that will support continued development of the Framework.

Description of the Strategic Framework

DLAC met October 1, 2003, to consider expanding its role and focus to include advising the Kentucky Council on Postsecondary Education on all forms of distance education provided by Kentucky's postsecondary education agencies and institutions. The report, "Postsecondary Distance Education in Kentucky: A 2003 Distance Education Snapshot," found that distance education use in Kentucky was strong, experiencing continuing growth, and offering both access and convenience to students.

The increasingly important role played by all forms of distance education led DLAC to consider expanding its statutory responsibilities as an advisory group to CPE. DLAC suggested that its role should expand beyond advising KYVU to include the multiple forms of distance education in Kentucky offered by a wide range of providers. DLAC voted to create a steering team to draft an eLearning Strategic Framework for presentation to DLAC in spring 2004. The framework was intended to identify the key issues and questions that DLAC would need to address to meet institutional, system, and state goals. It also would include, if necessary, recommendations for changes in the role and membership of DLAC.

DLAC met January 7, 2004 and with the guidance of Sally Johnstone from the Western Cooperative for Educational Telecommunications and Bruce Chaloux of the Southern Regional Education Board began a four-month exploration of distance education issues and opportunities in Kentucky. To ensure broad input and comment, the eLearning Steering Team established four workgroups (policy, programs, support services, and infrastructure). Overall, more than 70 individuals from Kentucky's postsecondary education institutions and agencies were involved in the process of developing and reviewing this document.

The Guiding Principles

To guide construction of the Framework, the Steering Team identified several basic principles.

The principles state Kentucky should:

- Extend the network to the last mile.
- Find the common ground.
- Be guided by quality.
- Be flexible and adaptable to build a solid foundation.
- Support seamless, accessible, and usable education for Kentuckians.
- Assure both security and privacy for Kentucky learners.
- Manage eLearning in a collaborative manner.
- Ensure communication among all parties is seamless.

The Taxonomy of Issues and Key Questions

The workgroups met four times via KTLN to explore Kentucky's current distance education status and needs (based in part on an examination of existing institutional distance education goals and initiatives). Their discussions generated a taxonomy of issues and a list of key questions that helped the Steering Team understand and craft the set of distance education goals proposed in the Framework. The issues in the taxonomy were utilized to construct and match recommended actions that emerged during the workgroup session with the appropriate goals finalized by the Steering Team.

Results

The Kentucky eLearning Strategic Framework³ establishes a foundation upon which DLAC can develop a statewide distance education⁴ plan and agenda. The Framework identifies collaborative opportunities and describes the distance education goals, initiatives, and needs of Kentucky postsecondary education institutions and agencies (see Action Item: One).

The Steering Team concurs with the suggestion that, in order to better advise the Council on Postsecondary Education on this broader framework of distance education goals, the scope and focus of DLAC be expanded, beyond its statutory mandate⁵ as KYVU advisor, to also address the coordination of policies, programs, support services, and infrastructure in support of distance education across all Kentucky postsecondary education institutions and provide a forum for, and be an advocate of, distance education in Kentucky's postsecondary education (see Action Item: Two).

To encourage participation and collaboration in distance education among Kentucky's postsecondary education institutions, and coordination with state agencies, the eLearning Steering Team further recommends that DLAC establish a Distance Learning Steering Team as a primary and continuing subcommittee of DLAC (see Action Item: Three). Finally, the Steering Team has identified 11 action items (see Action Item: Four) as important to advancing Kentucky postsecondary distance education efforts.

Conclusion

Over the past six months Kentucky has revisited, reviewed and revised its understandings of the issues and opportunities for postsecondary distance education. The work of the eLearning Steering Team, supported by DLAC and the eLearning workgroups, has reengaged the CPE staff, the postsecondary education institutions, and state agencies in a focused discussion of what distance education means and promises for the citizens of Kentucky. The guiding principles, goals, recommendations and action items that have resulted in this report provide the framework, the foundation, upon which DLAC will develop a distance education plan and agenda.

³ A complete copy of the Framework is available at: <http://unity.kctcs.edu/docushare/dsweb/View/Collection-4592>.

⁴ While titled and originally directed to address "eLearning," the Kentucky eLearning Strategic Framework deals only with distance education, which is a subset of eLearning. The term "eLearning," or "electronic learning," was explicitly selected for this project to connote the rapid diffusion of technology across the academic enterprise – both at a distance and on-campus. As the workgroups addressed the issues and questions associated with all potential uses of electronic instruction and services, it became apparent that the "e" focus encompassed virtually all campus activities. Thus, while the term "eLearning" was retained for the project, the Steering Team elected to focus this effort in defining the issues associated with the design, development, delivery, and support of distance education.

⁵ The Kentucky Postsecondary Education Improvement Act of 1997 directed that "The council shall establish a Distance Learning Advisory Committee (DLAC) to advise the council on matters relating to the Commonwealth Virtual University" (Section 16, paragraph 2).

ACTION ITEM ONE: DLAC Distance Education Goals

The Distance Learning Advisory Committee, as a forum and advocate for distance education within postsecondary education, also can build bridges across the traditional and non-traditional boundaries between institutions, agencies, laborers, businesses, and communities in Kentucky. The Strategic Team is recommended that DLAC:

- I. Develop the policies and relationships that fully utilize statewide institutional and agency resources.
- II. Encourage and effectively support collaboration and coordination of distance education across the Commonwealth.
- III. Support the identification, development, and delivery of high-quality distance education programs.
- IV. Ensure that Kentucky's teachers, faculty, and learners have meaningful access and support which enables success in learning and teaching across a multi-level, multi-course, multi-institution, multi-agency, multi-site system of distance education.

ACTION ITEM TWO: Expansion DLAC Scope

In recognition of the increasingly broad nature of distance education in Kentucky – and because distance education should build bridges across the traditional and non-traditional boundaries between institutions, agencies, laborers, businesses, and communities in Kentucky – and, as a result of the activities to develop the Kentucky Statewide eLearning Strategic Framework, it is evident that:

- 1) There is a continuing need for policies and relationships which fully utilize statewide institutional and agency resources.
- 2) DLAC should encourage and effectively support collaboration and coordination of distance education across the Commonwealth.
- 3) It is incumbent upon Kentucky's postsecondary education agencies and institutions to support the identification, development, and delivery of high-quality distance education programs.
- 4) It is imperative that Kentucky's teachers, faculty, and learners have meaningful access and support which enables success in learning and teaching across a multi-level, multi-course, multi-institution, multi-agency, multi-site system of distance education.

In order to better advise the Council on Postsecondary Education on this broader framework of distance education goals, the Strategic Team recommends that the scope and focus of DLAC be expanded, beyond its statutory mandate as KYVU advisor, to also:

- Address the coordination of policies, programs, support services and infrastructure in support of distance education across all Kentucky postsecondary education institutions, while ensuring effective communication with other state agencies.
- Provide a forum for, and be an advocate of, distance education in Kentucky's postsecondary education community – and facilitate communication and partnerships with other producers, deliverers, and users of distance education.

ACTION ITEM THREE: Establishment of a Distance Learning Steering Team

The eLearning Steering Team recommends that DLAC reconstitute the current eLearning Steering Team as a Distance Learning Steering Team as a primary and continuing subcommittee of DLAC. The Distance Learning Steering Team will be charged with addressing distance education issues and opportunities identified by DLAC.

- To increase representation, participation, and coordination of distance education initiatives and issues across the increasingly diverse Kentucky distance education communities, the Distance Learning Steering Team will seek to be broadly inclusive and representative in its membership.
- To ensure coordination of its activities, the Distance Learning Steering Team will work with existing statewide committees such as the Council of Chief Academic Officers, the CPE Faculty Development Work Group, and the Postsecondary Education Technology Advisory Committee.
- A membership list of the eLearning Steering Team is attached.
- The Distance Learning Steering Team will create, as needed, ad hoc workgroups to investigate and address specific opportunities.

eLearning Steering Team Membership

CPE Representation

Jim Applegate	Vice President, Academic Affairs
Myk Garn	Senior Advisor for Distance Education, Academic Affairs
Tom Layzell	President, Council on Postsecondary Education
Norma Northern	Interim CEO, Kentucky Virtual University

Institution and Agency Representation

Carole Beere	Associate Provost for Outreach, Dean of Graduate Studies, Northern Kentucky University
Rich Boyle	Assistant Dean, Continuing Education and Outreach, Eastern Kentucky University
Mike Clark	Kentucky Educational Television
Dan Connell	Associate Vice President for Academic Outreach and Support, Morehead State University
Sandy Cook	Manager of eLearning Programs, KCTCS
Philip Greasley	Dean, University Extension, University of Kentucky
Richard Kirchmeyer	Vice President, Information Technology, Western Kentucky University
Terry Magel	Director, Continuing & Distance Education, Kentucky State University
Charles Martie	Office of the State Budget Director
Jim Nelson	State Librarian & Commissioner, Kentucky Department of Libraries & Archives
Lee Nimocks	Vice President, Association of Independent Kentucky Colleges & Universities
Linda Pittenger	Executive Director, Kentucky Virtual High School, Ky Department of Education
Gary Pratt	Associate Provost for Information Technology, Northern Kentucky University
Gale Rhodes	Director, Delphi Center for Teaching and Learning, University of Louisville
Stephen Dooley	Deputy CIO, Commonwealth Office For Technology
Joyce Wogoman	Workforce Development Cabinet
Robert Wyatt	Director of Distributive Learning, Western Kentucky University
John Yates	Dean, Center for Continuing Education, Murray State University

ACTION ITEM FOUR: Establishment of an Initial Set of Action Items

e-Learning Steering Team recommends that the new Distance Learning Steering Team be directed to address the following action items related to the policies, programs, support services, and infrastructure needed to meet Kentucky's distance education goals.

DLAC Goal	Proposed Actions
<p>I. Develop the POLICIES AND RELATIONSHIPS which fully utilize statewide, institutional, and agency resources.</p>	<p>Ensure consistent distance education data collection, analysis, and reporting.</p> <ul style="list-style-type: none"> A. Produce a Kentucky Distance Education Annual Report that provides decision-making data and analysis for DLAC and institutional distance education planning. B. Work with statewide information technology committees to increase the coordination of statewide eLearning and distance education infrastructure throughout the Commonwealth.
<p>II. Encourage and effectively support COLLABORATION and COORDINATION of distance education across the Commonwealth.</p>	<p>Support and actively sustain the Kentucky distance education community.</p> <ul style="list-style-type: none"> A. Establish a Distance Learning Steering Team as the operational forum for addressing distance education issues. B. Utilize a Kentucky distance education listserv to increase awareness, understanding, and participation in statewide distance education efforts. <p>Increase the advocacy of, and for, Kentucky distance education.</p> <ul style="list-style-type: none"> C. Expand the Kentucky presence in regional and national distance education policy and regulatory issues.
<p>III. Support the identification, development, and delivery of HIGH-QUALITY distance education programs.</p>	<p>Encourage the creation of distance education programs that meet the learning and training needs of Kentucky workers, employers, communities, and citizens.</p> <ul style="list-style-type: none"> A. Conduct a needs assessment to identify academic and workforce development program needs that can be addressed by distance education. B. Support the investigation of instructional models that are highly efficient, effective, scalable, and economical, especially those that increase the efficiency of high-demand courses and programs through redesign of instructional delivery (such as an online general education core). C. Address the effective communication and marketing of distance education programs, and their value, to Kentucky education communities.
<p>IV. Ensure that Kentucky's teachers, faculty, and learners have meaningful ACCESS AND SUPPORT which enables success in learning and teaching across a multi-level, multi-course, multi-institution, multi-agency, multi-site system of distance education.</p>	<p>Be a catalyst in establishing a network of Statewide Student Support Services.</p> <ul style="list-style-type: none"> A. Conduct distance education student focus groups as a precursor to statewide acquisition, management, and maintenance of key support services. B. Work with teacher and faculty development work groups to identify and address faculty training issues. C. Address issues of accessibility in Kentucky distance education.