

QEP 2007

PROPOSAL COVER PAGE

Improving UNF Students' College Experience and Outcomes through Online Teaching and Learning

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Education has entered the Conceptual Age, a time when Agricultural, Industrial, and even Information Age models are no longer the most effective path to facilitation of meaningful learning (Pink, 2005). Inventive and empathic abilities are highly valued for university graduates who will serve current social needs, become independent lifelong learners, and excel in the new professional marketplace. The flexible, highly interactive, globally inclusive capabilities afforded by effective online teaching and communication pedagogy are very well suited for educating graduates for the Conceptual Age. The potential benefits of a carefully planned holistic online learning initiative cross key issues identified in our institutional assessment to address elements of: Accommodation of Select Student Populations, Professional and Lifelong Skill Development, Technology Integration, and Student Engagement and Leadership. This proposal describes the rationale for and benefits of a five-year path to rethinking how UNF students learn to think, to serve, to work, and to learn.

Section 1: Goals:

Goals for the QEP

The primary goal of this QEP proposal is to lead UNF in a learning design approach to create a cohesive online teaching and learning program in order to achieve the following short-term and long-term objectives:

- Short-term: course and programs will be designed and implemented that make effective use of flexible, highly interactive, globally inclusive capabilities of online teaching and learning
- Long-term: graduates will be inventive, empathic, independent, globally aware learners and professionals

Relationship of the goals to the university's mission.

This QEP proposal focuses on a plan that will build learning outcomes in ways that strengthen the university's community involvement (UNF Mission Statement, 2006). The educational framework for this proposal for UNF's online teaching and learning system comes from the empathic theory of distance education (Holmberg, 2007) and the components of meaningful learning (Jonassen, 2000). Online teaching and learning at UNF should embody the significance we place on high quality, relevant, highly interactive, accountable education, incorporating a focused student centered model, based on research into pedagogically effective designs. When it is well-designed using the highly interactive tools that enable local and global collaboration and when it is taught and supported by skilled educators, online learning is meaningful: active, constructive, intentional, authentic, and cooperative. Emphasizing the interpersonal dimension in online learning ensures that it fosters empathy because the learning is

based on teaching-learning conversations. Such an educational design is conceptualized to serve our mission and advance our student-centered focus, not to change our purpose as an institution.

Connection between the goals and student learning outcomes

In recent years, numerous large-scale studies have documented the effectiveness of flexible, highly interactive distance education for academic achievement in higher education. The Shachar and Neumann (2003) synthesis found a significant positive effect for distance education programs delivered between 1990 and 2002, noting that, “in two thirds of the cases, students taking courses by distance education outperformed their student counterparts enrolled in traditionally instructed courses” (n.p.). The meta-analysis of 232 studies of online and video-based learning by Bernard, et al. (2004) resulted in a small positive effect size for achievement in online learning. After accounting for factors that influenced the students’ performance in online and classroom environments, Bernard et al. stated that pedagogy accounted for more variation than the course delivery medium.

A well-designed program of online teaching and learning keeps the focus trained squarely on pedagogy and a comprehensive sense of the needs of learners. As is advocated by experts in postsecondary distance education, the program proposed in this QEP

“...emphasizes the engagement of the student with both the content and with other students; the systematic creation of opportunities within and outside of the ‘classroom,’ both to learn and to demonstrate or model what has been learned; and assessment strategies that enable the growth and development of the learner in more personally meaningful and measurable ways. ... Learning is a process whereby learners’ needs for knowledge are addressed through customized and highly personal strategies that are initiated by the learner with assistance from and in consultation with the teacher” (Hanna, 2007).

Section 2: Benefits and Broad-Based Involvement:

Benefits for the university and its students

Today’s UNF students arrive here with a technology background that for many includes access to online learning. Over a half-million K-12 students attend online courses in the U.S., primarily for increased choice and flexibility (Powell & Patrick, 2006). Florida is home to the nation’s largest virtual school, Florida Virtual School, which now enrolls over 50,000 students. As these students choose colleges, the availability of high quality online learning will be an increasingly important factor. Post-college, learning online is an important career skill. A 2006 report from Eduventures states that the majority of the 731 “corporate and government employers surveyed are likely to purchase, endorse, or recommend higher education certificate programs as a learning and development vehicle for their employees,” with a strong preference for flexible, nontraditional delivery such as hybrid or fully online design.

According to the Pappas report of Florida’s Blueprint for Higher Education, “approximately 92% of state university students taking distance education courses are also taking on-campus

courses.” The report goes on to include statements that distance education “still must be part of Florida’s Blueprint for Higher Education. Any growth state that does not include distance education in its long-term planning will be missing a crucial part of the puzzle” (Pappas, 2007, p.29). From UNF’s survey of graduating seniors, one of the perceived needs identified by students is more flexibility in the courses that they take in terms of delivery time and location. Among the recommended changes to improve the quality of educational service were suggestions to increase numbers of course sections and to make available more online/distance offerings (UNF Survey of Current Baccalaureate Graduates, Spring 2005, P.20). Of the responding graduating seniors, 36% desired an increase in the number of available courses or course sections, and 19% wanted greater availability of distance learning options.

Providing online learning options will help meet the expectations of students who have taken online K-12 and community college courses and who view it as an effective format for learning. A strong online learning program will better support select student populations comprised of our current online students, including those serving in the military and those learning abroad, as well as residents of our region who have physical disabilities. Additionally it will assist in attracting students or recapturing students who have selected other institutions that employ distance learning.

Physical space is a concern on campus. The classroom space needs were only 71% met by existing facilities, leading to increased numbers of courses taught off-campus or at times that are undesirable to students. UNF expects to add 500 additional students each year until reaching a cap between 22,000 and 25,000 (UNF Institutional Research, FTE Projections 2005-2014). While new buildings and classrooms are in development, it is not expected that construction will keep up with growth and current needs. UNF’s strengths are small class sizes, individual attention, and access to professors. UNF’s guiding principles are relevance, excellence, focus, and accountability. In order to maintain these strengths and adhere to these guiding principles while educating a rapidly growing number of students, carefully delivered quality distance education courses and programs should move to the forefront.

Involvement of multiple university constituencies.

This QEP recommends that UNF’s online learning program be systematically designed according to the Learning Development Cycle of instructional design that accounts for the needs of learners in a connected ecology (Siemens, 2005). The Learning Development Cycle would follow these stages:

1. Comprehensive *planning and analysis* of the needs and preferences for online teaching and learning among UNF’s stakeholders
2. *Design and development* of online learning resources, course, and programs
3. *Evaluation* of the online teaching and learning experience
4. *Meta-evaluation* to determine effectiveness and accuracy of the learning design process and assumptions
5. *Formative and summative evaluation* of UNF’s online teaching and learning initiative

Success with the learning design and the resulting online learning initiative hinges on the commitment of a wide range of individuals and groups across the university and the community. Each stage requires participation of all stakeholders, including students, instructors, support and design professionals, administrators, and the community. Table 1 illustrates the involvement that would best facilitate the five stages of learning development for our comprehensive online teaching and learning initiative. More detail about specific roles is provided in the “Resources” section of this proposal.

Table 1. Involvement in the UNF online learning development stages

Stage	Stakeholders	Roles
<i>1. Planning and analysis</i>	University administration	Articulation of high-level objectives and link to mission Allocation of program budget Creation of positions/offices for program oversight and support
	Faculty	Identification of academic objectives, design and delivery standards, target audiences, and program development timelines Identification of faculty development and ongoing support needs Selection of programs for online delivery
	Staff and support services	Preparation of student services (application, scheduling, library, advising, bookstore, technical) Preparation of network and course infrastructure
	Students	Identification of needs: programs, experiences, degree of flexibility
	Business partners	Partnerships with technical services
	Members of the community	Identification of needs: knowledge, skills, and dispositions expected of graduates Communication of needs for online professional development offered by UNF
	Experts and practitioners in the disciplines	Identification of opportunities for local and global instructors and contributors to course design and delivery
<i>2. Design and development</i>	University administration	Oversight of program personnel and quality Contribution to feedback and quality evaluation measures
	Faculty	Development of design and pedagogical skills Identification of learning objectives, media for learning and interaction Application of visual and design standards in courses
	Staff and support services	Communication with target audiences Partnership with faculty on course design and development
	Students; Business partners; Members of the community; Experts and practitioners in the disciplines	Commitment to participation in programs
<i>3. Meta-evaluation</i>	Administration, faculty, and staff	Periodic assessment of the success of the learning design process

		Revision of the learning design process
5. <i>Formative and summative evaluation</i>	Faculty	Development and implementation of micro- and macro- level evaluation of student learning Revision of courses in response to feedback
	Administration, faculty and staff	Development, implementation, and analysis of learner feedback on program quality

Section 3: Student Learning:

Importance of the QEP design to student learning

A quality online learning program at UNF will increase student access to high quality, relevant, highly interactive, accountable education, incorporating a focused student centered model, based on research into pedagogically effective designs. It will build on the highly interactive tools that enable local and global collaboration. It will be designed to lead directly to meaningful learning that is active, constructive, intentional, authentic, and cooperative.

Student learning outcomes enabled by the design

The vision for UNF’s online teaching and learning initiative is that participating students will develop the types of inventive and empathic abilities that are highly valued for university graduates who will serve current social needs, become independent lifelong learners, and excel in the new professional marketplace. The pedagogical practices used by faculty in the online courses and programs developed under this proposal aim at developing independent learners with the ability to transfer their learning to novel situations. Online learning experiences will also provide relevant professional skills and opportunities to students whose future as part of the global workforce will use technology for professional development.

How the design supports student learning

This learning development program begins with the careful design of courses, materials and learning activities. Throughout the courses, continual communication and community building are essential foundations. The following recommended practices are based on research and proven programs (adapted from Cavanaugh, 2002), and are linked with high levels of student learning.

1. Course Design Practices.

The requirements of the curriculum and the needs of the students lead the technological decisions in a well-designed course. The skills and knowledge included in the most effective courses are relevant to students, either in their current lives or in their future roles. The skills and knowledge also represent the most desirable learning in the current state of the field of study. The information presented in courses is credible, respectable, balanced and accurate, offered in rigorous and appropriate depth. The instructor is responsible for structuring the information in an organized way and presenting it in a context that is motivating to students.

Regardless of the content, students learn best when they are comfortable, have some control over their learning, and are sufficiently challenged. A balance of comfort, control and challenge can be difficult for distant instructors to achieve, and depends on social-cognitive rather than academic strategies. Instructors contribute to the comfort of students by providing fast accurate answers to questions. Many programs specify a 24-hour turnaround time in sending students feedback on assignments, and they answer questions from students immediately. Students are comfortable with a familiar visual design in course materials. Written and electronic material should be consistent with few distractions, divided into short chunks. Students are more confident in the importance of their work when course criteria are stated clearly and are viewed as realistic. To give students a sense of control, instructors offer choices of activities and topics or they allow students to negotiate options. Control in distance learning often involves flexibility in scheduling activities and deadlines, although students need structure and prompting to keep up a reasonable pace of work. Students are challenged when there are high expectations for them to succeed at new tasks that they view as beneficial to them.

2. Communication Practices.

Because learning is an interactive activity and constructed socially, a key to success lies in communication between students and others. A quality benchmark is to involve students in communication during 50% of the time they spend on the course. Frequent and active communication with the instructor, fellow students, or experts in the discipline is essential in making students feel that they are part of the community of learners. Connection is vastly more motivating than isolation. Students need to know that others care about them and that they are contributing to an educational endeavor larger than themselves. Instructors should strive to know students on a personal level, to maintain a conversational tone in all communications during the course, and to integrate service opportunities in online programs.

Interaction in a distance learning course is most effective when it occurs through a variety of media, when it occurs with a variety of sources, and when it is integrated into the overall course design. The course should offer students opportunities to interact through more than one media channel, and the student should become proficient at choosing the most appropriate channel for specific needs. Media channels for course interaction include email, chat, discussion forum, listserv, phone, online conference, fax and face-to-face meetings. Course designs should encourage students to interact with sources including classmates, professionals, experts, and games/simulations. Very effective learning in an online course may happen offline, in labs, businesses, and other settings, necessitating partnerships in communities. Interactions are most effective when they are experienced within the context of other course activities.

Communication in a course has the greatest value for students when it authentically approaches the kinds of communication students will experience beyond the course. Students should work in cooperative teams, to solve realistic problems. The instructor's role is to set up situations that approximate the professional world and require high levels of interdependence for success. The instructor must also model and require respect for student diversity and various learning styles.

3. Instructional Practices.

Successful distance educators understand that motivation is among the most important factors in promoting student learning. Distance learners function very independently and are generally intrinsically motivated, but they often require extrinsic motivation to keep up their pace

in a course. Instructors provide extrinsic motivation through course structure, communication and activities. At the outset, instructors must clearly state the benefits of learning the course content to the student. The course activities should foster both knowledge construction and content understanding through active learning. To succeed in the course and later endeavors, students in the distance education environment need education in the subject blended with information literacy and applied technical skills. The education in the subject should focus on higher-level cognitive skills such as analysis, synthesis and evaluation. The information literacy skills should include information retrieval, evaluating resources and communicating a viewpoint. The technical skills relate to the hardware, software and online applications used in the field of study.

Section 4: Institutional Capability and Implementation:

Practicality of the design and institutional capability for the initiation, implementation, and completion of the design

In the Spring semester of 2007, UNF offered 40 course sections via a distance learning format, representing four of UNF's five colleges and the Honors program (see appendix 1). This record demonstrates that the university has the interest, expertise, and capacity to develop and deliver online courses at a limited scale. These courses were most often developed by faculty members who had an interest in distance education rather than as part of a larger design or goal for online learning. The needs of students that have been heretofore met by faculty members and departments in the vanguard distance education will be greatly improved by the policies, standards, and support provided as a result of this QEP.

UNF Online Course Sections

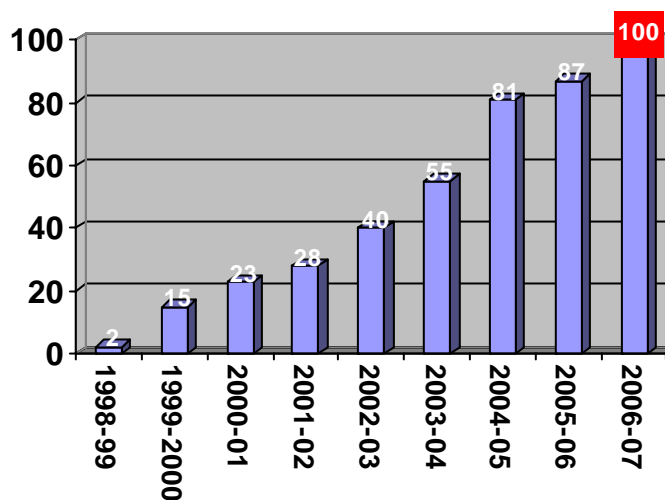


Figure 1. Online course sections offered at UNF 1998-2007

In addition to the courses previously developed, UNF has embarked on the development of its first fully-online degree program, the Master's degree in Educational Technology. This program is being shepherded by the authors of this proposal. Although it is early in the program's development cycle, already provisions have been made for faculty development, SACS approval, and a specialized program of study, shown in Appendix 2. Of the 20 courses listed in the program as requirements or electives, half have already been taught either online for in a blended/hybrid format.

Resources necessary to develop, deploy, and monitor the design

Instructional and Program Resources.

All education programs are built essentially on their people. Qualified instructors and support staff must be recruited, they must be provided with development opportunities related to instruction, content knowledge and technical skill, and they must receive feedback on their teaching. Because students often learn to fulfill a career goal, the program benefits when employers and other community members understand, support and contribute to the program's goals, policies, and outcomes. Community members, who may be thought of as consumers of the program's products, are valuable sources for program evaluation data. Qualitative input about student performance, satisfaction, and success is at least as important as quantitative data such as enrollment, costs, utilization of technology, and hiring rates.

Faculty and Course Support Resources.

Just as faculty members may need support to continue their development as excellent scholars and classroom teachers, faculty need support to grow as excellent distance educators. Professional development opportunities and resources must be available. Scholars of teaching have recognized that the skills acquired by educators who learn to teach via distance learning using highly interactive methods transfer to improvements in classroom teaching competencies. Therefore an investment in faculty development for distance education is likely to pay off in both classroom and distance teaching. Whether teaching online, face-to-face, or in a blended setting, educators today need an expanded "tool set" to use in order to engage students and increase the relevance of the skills learned in their courses.

For faculty members to succeed in distance education, they need to be supported with accurate and complete information and training in order to develop their skills and understanding. Successful distance educators understand the distance learning environment and the options that exist for instruction. They recognize the time and effort necessary for producing and teaching an effective course, and are provided with release time in advance for course preparation. They have experience using the tools of distance education, and receive opportunities to learn and practice with new tools. Ideally, instructors are involved in the evaluation and selection of technology resources and in the development of policy for their programs.

In support of the design and delivery of quality courses, institutions are responsible for providing training and resources for instructors. All distance education faculty members require training aligned with their needs in pedagogical and technical skills, including distance learning course organization, planning, teaching, and assessment strategies. This training is most effective when it is followed up with ongoing course design assistance and peer mentoring throughout

course delivery. The training should cover pacing and sequencing of activities, broadcast or online communication skills, and methods of interaction with students that develop critical thinking and problem solving skills.

Instructors need continual access to the physical resources and human support that will enable development of high quality teaching materials. Materials used by students must be appropriate for the content area, using the media and delivery technology that suits the content. Most distance learning courses are highly visual, but many arts, communication, science and other courses depend on high quality audio and motion capabilities. Materials should be presented in an organized, functional and easily navigated structure. The materials result in meaningful learning when they are interesting and attractive, varied to support different learning styles, and used in meaningful work. The best distance learning courses use thorough and updated materials to increase the information literacy of students while allowing opportunities for creative expression and mastery of concepts.

Student Support Resources.

The focus of distance education is the students, whose work is facilitated when they receive well-designed instruction in a well-planned program. For students to maximize the time and effort they spend on their learning, they must minimize the time and effort they spend on solving non-academic problems and seeking answers. Many questions are answered in comprehensive orientation opportunities that cover “the what” and “the how” of distance learning, the processes of the institution, and the requirements of the program. Orientation is accomplished with synchronous online or face-to-face sessions and with asynchronous print or web-based guides. Some students need instruction in using general learning tools such as libraries and information archives.

Information literacy instruction should include guidance in the legal and ethical uses of electronic information. As students begin the work of learning, they need continual access to faculty, libraries, and other student resources. They also need a streamlined technical support system accessible through several channels, such as toll-free phone, fax, email, web, and help desk. Students must have adequate access to resources appropriate to support their learning. The program must assess the student’s ability to succeed in online learning.

A distance education program that provides expanded and equitable access to a quality education requires rethinking how some services are offered, and may result in streamlining and improving service for all students. Most successful distance education programs consolidate support service functions to include student registration, materials duplication and distribution, textbook ordering, securing of copyright clearances, facilities scheduling, processing grade reports, and managing technical resources, among others. Support personnel may include editors, designers, producers, technicians, and media specialists. Since many people must collaborate to produce and disseminate quality distance educational programming, the need to plan and coordinate staff activity is essential.

Instructional development and production of the content is also a team effort. A development team consists of subject matter experts who are often the faculty members, instructional designers, writers and editors, audio and video production staff, and curriculum developers. Specific roles are described in Table 2.

Table 2. Distance Education Staff Roles

Title	Responsibility
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Faculty/Instructor	Teaching
Director of Faculty Development	Identifying needs, planning faculty development activities
Instructional Designer	Advising faculty on design of online courses
Caption/Transcript Technician	Ensuring that materials are universally accessible
Web Developer	Creating online materials in consultation with faculty and instructional designer
Graphic Designer	Creating visual components of courses
Multimedia Designer	Creating multimedia components of courses
Programmer	Creating interactive components of courses
Program Coordinator	Managing delivery of online programs

Technical Resources.

UNF has a strong technological infrastructure and will need to maintain this commitment as more students and faculty work online using highly interactive and media rich tools. Even given the best plan, program, instructors, materials and students, distance learning does not occur without the technology for delivery. Technology selection decisions involve all stakeholders. A technology plan guides decision-makers in considering student outcomes, program goals, and technical feasibility. Technology selection must consider tools used by professionals, the skills and budget of students, and the institution’s ability to provide support. The technology and infrastructure contribute to quality learning when they are reliable, secure and fully supported. Support extends to all users of the technology for all facets of the learning process. Users require assistance with hardware and software uses. Students require assistance with access of electronic resources. Instructors require assistance with lesson development and delivery, including editing, graphic design, research, and communication with students. The technology must be selected based on appropriateness for students and curriculum, reasonable cost for students, maximum reliability, and a plan to keep the technology updated.

Plan for initiating and monitoring the design

Faculty, students, administrators, staff, and members of the community should provide ongoing input from the selection of programs and delivery systems to evaluation of the effectiveness of a distance education program. The same stakeholders who shape our on-campus programs should have a voice on off-campus programs. Planning needs to happen within courses, at the program level, and at the university level.

Year 1 of the plan is an intensive learning year, focused on broad conversations about the direction that teaching and learning at UNF should take, and ways that online tools offer new opportunities for improved student learning. To inform these conversations, funds should be targeted to send staff to conferences and to bring experts to campus.

In Year 2, specific course and program designs begin and technological tools, resources, and supports are acquired.

In Year 3, the initial online courses and programs are piloted, evaluated and revised, while additional courses and programs are designed, being informed by lessons learned from the first group of courses. An adapted NSSE could be used in the evaluation.

Years 4 and 5 continue the design, design, development, and evaluation of online courses and programs, with special emphasis on the experiences of students who have participated over multiple years.

Section 5: Assessment and Continuous Improvement:

Assessment of the progress and the effectiveness of the design in achieving its goals, with embedded standards for continuous improvement

A quality program for online teaching and learning is one in which the student experiences have been designed and facilitated in ways that meet program and institutional goals. The indicators of quality for this initiative includes quantitative elements such as completion rates, student performance, and evaluations of the learning experience by students, faculty, and others. Qualitative dimensions include ratings of teaching-learning events, materials, the learning processes, pace, activities, content, and the degree of flexibility afforded to students.

The only way to know whether an accessible distance education program has achieved quality is to compare the program results to established internal and external quality benchmarks. Measures of quality are tied to institutional and program goals, and account for the specific context of the program. Evaluation of course and program results is a continual process that involves all stakeholders and requires a wide range of tools. Success is evaluated by through assessment of student learning and program review.

The Southern Association of Colleges and Schools (SACS) has published a set of guidelines from which to draw. The “Best Practices for Electronically Offered Degree and Certificate Programs” document addresses five essential components of effective distance education programs. The components are:

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

These guidelines and internal standards should serve as the basis on which to plan program improvements.

Assessing Learning.

When experiencing meaningful learning, students shift into active roles as they acquire skills and display their abilities. The display of student abilities is the most important result of distance education. The following practices, once agreed upon and standardized, can serve as a benchmark in course reviews.

In the course of developing their abilities, successful students manage their learning by engaging in frequent self-assessment. Because self-assessment does not come naturally to all students, it is helpful when instructors guide and encourage students to assess themselves. Instruments such as rubrics, checklists, and journals are effective tools for helping students become independent and responsible learners. Such assessments provide information to students about their strengths and about the gaps in their knowledge. Students receive the greatest long-term benefit when they have extensive opportunities during a course to develop their skills in a realistic context, and assessment of skills should occur within that context. As professionals or lifelong learners, students need experience using peer review as a way of assessing their competencies. During the distance-learning course, students may be grouped with others in the class or they may be directed to practicing professionals for feedback on their work. An approach that incorporates a professional context is the use of portfolios of student work. Construction of a portfolio is an engaging endeavor that requires the habits of mind in the field of study. Portfolios are commonly developed using the framework of the field of study, but they allow a degree of freedom and flexibility as students showcase the range of their accomplishments.

Using varied assessment methods is a key to student assessment that gives an accurate picture of student abilities. In addition to authentic assessments that show student application of knowledge, tests may be needed to show student acquisition of knowledge. Constructing valid and reliable tests for distance education is no different from a traditional environment. The special challenge of giving tests and accepting other work at a distance is maintaining academic integrity. In a student-centered course where assignments are open-ended and require critical thinking, little cheating occurs (Palloff & Pratt, 1999). Instructors use multiple sources including the record of student dialogue throughout the course when evaluating assignments. Tests in a distance course may be delivered electronically via the web or computer disk, or at a proctored site. Online tests can be made available during a specific time frame, during which all students take the test simultaneously.

Program Review.

Evaluation of course effectiveness by students is most useful when it is an ongoing feature of the course. At intervals during the course, students should be asked to explain their satisfaction with their experience, including likes and dislikes. When the course climate is open and supportive, students generally offer honest and constructive feedback that can be used toward continuous improvement of the course (Palloff & Pratt, 1999). Participation of students, instructors and the institution is needed to determine the quality of the distance education program. Students should have the opportunity to offer feedback regarding their access to learning activities, course delivery, and technical support. Scope and sequence of courses are important factors for students, too. Student feedback is collected using printed or electronic surveys, narrative messages, and interviews. Program faculty should be asked about their experiences with course access, delivery and support. More importantly, faculty members need to express whether they have adequate access to training and development resources.

The intended program outcomes must undergo review at the university or program level to ensure their clarity and their appropriateness to students who move into work or higher learning roles. Learning outcomes for distance education programs should be clear to instructors and students. Achievement of outcomes in specific courses should be observable and measurable against a known scale or set of criteria. The methods and materials used in attaining program outcomes must also be included in the review. Comprehensive program review considers the

quality of the course materials, instructional design of courses, and instruction and technical support provided to students.

Qualitative assessments of program components, accounting for the learning context, can reveal patterns of student performance in relation to different course features. Quantitative data on student achievement and satisfaction are important parameters that contribute to future program success. Students and faculty need alternatives if they discover that a distance learning course is not appropriate for a student. Proper placement of students contributes to program success, reflecting positively on the institution.

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Appendix 1.**UNF courses and sections offered though distance learning, Spring 2007, representing courses from 4 colleges.**

COURSE	CRN	TITLE	COLLEGE
GRA4165C	12937	Motion Graphics	COAS
LIT2110	12708	G(6)Introduction To Liter	COAS
LIT2932	12709	G(6)Theme & Types In Lite	COAS
MUH2018	10791	The Evolution Of Jazz	COAS
PHI2010	12807	G(3)Introduction To Philo	COAS
FOL3953	13089	Adv Foreign Language Abro	COAS
CGN4931	12896	Special Topics Civil Engi	CCEC
EML3015	13035	Fluids I	CCEC
EML4126	13034	Transport Phenomena	CCEC
CGS1570	10035	Microcomputer Applica Sof	CCEC
CGS1570	10036	Microcomputer Applica Sof	CCEC
CGS1570	10037	Microcomputer Applica Sof	CCEC
CGS3559	10038	Introduction To The Inter	CCEC
EEX6259	12221	Literacy Strat Mild Disab	COEHS
EEX6283	13013	Soc Pers Car: Except Stud	COEHS
SDS6310	12231	Career/Lifestyle Developm	COEHS
NUR4178	11568	Alternative healing	BCH
DIE6127	11237	Adv Admin Food/Nutrition	BCH
HSA3564	12444	Aging in America	BCH
HSA3991	12555	Exp:Health Services Admin	BCH
HSA6990	12557	Exp:Health Services Admin	BCH
HSC2100	11264	Personal Health Issues/Pr	BCH
HSC2100	11265	Personal Health Issues/Pr	BCH
HSC3531	11272	Medical Terminology	BCH
HSC3531	12127	Medical Terminology	BCH
HSC3551	11273	Diseases: Prevent Intrv	BCH
HSC3551	11274	Diseases: Prevent Intrv	BCH
HSC3551	12145	Diseases: Prevent Intrv	BCH
HSC3551	13064	Diseases: Prevent Intrv	BCH
HSC4121	11277	Alternative Healing	BCH
HSC4579	11669	Women'S Health Issues	BCH
HUN2201	11306	Basic Prin Human Nutritio	BCH
HUN2201	11308	Basic Prin Human Nutritio	BCH
HUN2201	11668	Basic Prin Human Nutritio	BCH
HUN2201	12464	Basic Prin Human Nutritio	BCH
HUN2201	12465	Basic Prin Human Nutritio	BCH
HUN6522	11311	Adv Public Health Nutriti	BCH
HUN6522	13091	Adv Public Health Nutriti	BCH
IDH3920	13036	G(3) Honors Colloquium	Honors
IDH3920	13037	G(3) Honors Colloquium	Honors

Appendix 2.

Program of Study for the Online Master's Degree in Educational Technology

CORE REQUIREMENTS (6.0 SEMESTER HOURS)

EDF 6607 _ 3.0 EDUCATION IN AMERICA
OR
EDF 6687 _ 3.0 MULT & URBAN FDN EDU
AND
EDF 6480 _ 3.0 FND EDU RESEARCH
OR
EDG 6911 _ 3.0 ACT RESEARCH IN EDU

MAJOR REQUIREMENTS (18.0 SEMESTER HOURS)

EDA 6061 - 3.0 Intro to Ed Leadership
EDA 6191 _ 3.0 TEAM LDRSHP & DEV
EDA 6196 _ 3.0 LDRSHP/LRNG ORG
EDG 6285 _ 3.0 FUND PROG EVAL
EDA 6302 _ 3.0 LIFLNG LRNG & PROF DEV
EDA 6271 _ 3.0 ED MNGT SYSTM
OR
EME 5403 - 3.0 Tech in Ed

PROGRAM ELECTIVES (15.0 SEMESTER HOURS)

EME 6050 - 3.0 Enhance Instruct Tech
EME 6405 _ 3.0 EDUCL WEB DESIGN
EME 6409 _ 3.0 Interactive Dist Ed
EME 6418 _ 3.0 EDUCL MULTIMEDIA
EME 6441 _ 3.0 TECH FOR SPEC POPUL
EME 6601 _ 3.0 INSTRL DESGN & APPL
EME 6628 - 3.0 Ed Tech Systems
EME 7415 - 3.0 Ed Design Multimedia
EME 6990 - 3.0 Special Topics in Ed Tech
OR AN ELECTIVE selected in consultation with Educational Technology faculty advisor.
PROGRAM TOTAL 39 SEMESTER HOURS

Appendix 3.

Resources--Practices--Results (RPR) cycle

The process of developing and implementing effective distance education happens in an iterative cycle. Broadly considered, the three stages in the cycle are:

- (1) procurement and preparation of the resources necessary to meet the distance education goals,
- (2) delivery of instruction using the best practices from education, business and research, and (3)
- analysis of the results of distance education to gauge achievement of the goals.

Success factors for the Resources phase:

1. Institutional policy that values distance education
2. Strategic plan for delivering distance education to students
3. Stakeholder analysis to determine needs of graduates
4. Financial commitment that gives the direction regarding program implementation
5. Team support for distance educators and students
6. Appropriate technology infrastructure
7. Program standards to guide course design and delivery
8. Program review to ensure that all components of the program meet standards and to ensure that the standards contribute to program goals
9. Effective communication of policies and expectations to students
10. Student services: information, advising, orientation, and security
11. Information privacy
12. Qualified, experienced staff and faculty
13. Community involvement in the program's goals, policies, and outcomes
14. Information provided to faculty about teaching in the distance learning environment
15. Instructor release time for course development
16. Instructor training in distance education pedagogy and technology
17. Course design and delivery assistance
18. Well-designed and appropriate learning materials
19. Student orientation and training
20. Student access to learning resources and instructors
21. Technical support for instructors and students
22. Technology plan to communicate goals to all users

Success factors for the Practices phase:

23. Focus on content and students
24. Relevant and important skills and knowledge addressed in courses
25. Structured information presented in motivating context
26. Social strategies to promote student comfort, control, challenge
27. Fast feedback from instructors to students
28. Consistent and accessible design throughout each course
29. Highly interactive activities for student engagement
30. Authentic communication among students, instructors and experts
31. Course activities designed to maximize student motivation
32. Activities focused on high-level cognitive skills
33. Development of information literacy
34. Development of applied technical skills

Success factors for the Results phase:

35. Student independence developed through opportunities for self-assessment
36. Peer review of student work as a professional experience
37. Creation of student portfolios to showcase accomplishments
38. Varied assessments for an accurate view of student abilities
39. Open-ended assignments to increase thinking skills and reduce cheating
40. Secure online testing
41. Ongoing course evaluation by students
42. Evaluation of program by students and faculty
43. Review of program outcomes and components by all stakeholders
44. Program accreditation