SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES
1866 Southern Lane • Decatur, Georgia 30033-4097
Telephone 404/679-4500 Fax 404/679-4558
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July 3, 2003

Dr. Beheruz N. Sethna
President
State University of West Georgia
1600 Maple Street
Carrollton, GA 30118-0001

Dear Dr. Sethna:

The following action regarding your institution was taken at the June 2003 meeting of the Commission on Colleges:

   The Commission reviewed the institution's First Progress Report following the review of systemwide evaluation of distance learning programs. No additional report was requested.

We appreciate your continued support of the activities of the Commission on Colleges. If you have questions, please contact the staff member assigned to your institution.

Sincerely,

James T. Rogers
Executive Director
Commission on Colleges

JTR:ssr

cc: Dr. John O. Dwyer
April 16, 2003

Dr. John O. Dwyer
Southern Association of Colleges and Schools
Commission on Colleges
1866 Southern Lane
Decatur, GA 30033-4097

Dear Dr. Dwyer:

Per Dr. James T. Rogers’ letter of July 3, 2002, enclosed are five copies of the State University of West Georgia’s Progress Report concerning the review of system wide evaluation of distance learning programs.

If additional information is needed, please feel free to contact me.

Sincerely,

[Signature]

Beheruz N. Sethna, Ph.D.
Professor of Business Administration, and
President of the University

BNS:tc

Enclosures

cc: Dr. Thomas J. Hynes, Jr.
    Vice President for Academic Affairs
State University of West Georgia
1600 Maple Street
Carrollton, Georgia 30118

Most Recent Committee Visit: September 2001

Progress Report
April 22, 2003

Melanie N. Clay
Institutional Distance Education Administrator
1. Recommendations 3 & 4

4.2.5 AND 4.3.6 UNDERGRADUATE PROGRAMS AND GRADUATE PROGRAMS

Recommendation

Orientation and advisement for electronic distance learning programs should be evaluated regularly and the results used to enhance assistance to students.

Original Concerns of Visiting Committee

The committee found that, in the materials available online, there were no indications that orientation and academic advising programs undergo formal evaluation or assessment. At the State University of West Georgia, the Distance and Distributed Education Center has developed several instruments for evaluating the effectiveness of online courses. However, evidence showing the evaluation of orientation and advisement programs is indirect, at best. Students complete two course evaluations that provide useful information, but advising and orientation are not directly addressed in either survey.

Previous Institutional Response Summary

The Distance Learning evaluation instrument was revised in November 2001 to include eight questions evaluating orientation, advising and other student services. Evaluation results are reported to the faculty, their department chairs, posted on the web, and reviewed in Distance and Distributed Education Steering Committee meetings. Focus groups of students from various disciplines were set to begin in April 2002, with the primary purpose of further evaluating satisfaction of distance students with student services and development services, and to discover what improvements should be made to promote a greater sense of community and belonging. Results of surveys have already been used to make changes, including the addition of face-to-face orientation sessions each term and the development of a laminated distance learning information sheet for all advisors.
Current Request of Commission

A new system was first used at the end of Fall 2001 semester with the addition of eight questions to the Distance Learning evaluation instrument, and there has not been adequate time to demonstrate "regular" evaluation and use of results to improve the orientation and advisement processes. While results were obtained, shared with departments, and changes made from the initial evaluation, there needs to be evidence presented that this new system will be continued in order to provide regular evaluation and improvement of the undergraduate and graduate orientation and advisement programs. Results from Spring 2002 and Fall 2002, at minimum, should be included in the Progress Report.

Current Response

The new distance student evaluation instrument, administered to all distance students at the end of each term, now includes the 8 questions evaluating orientation, advisement, and other student services. This updated version has now been used for four consecutive semesters, including Fall 2001 (Appendix 2) (http://www.westga.edu/~distance/data/eval/fall01_all.html), Spring 2002 (Appendix 3) (http://www.westga.edu/~distance/data/eval/spring02_all.html), Summer 2002 (Appendix 4) (http://www.westga.edu/~distance/data/eval/su02data.htm), and Fall 2002 (Appendix 5) (http://www.westga.edu/~distance/data/eval/fall02_all.html). The survey instrument (Appendix 1) is available online at (http://www.westga.edu/~distance/data/eval/DLsurvymaster_sp02.html).

Focus groups with distance students are also held twice a year. The first two were in Spring 2002 (Appendix 6) (http://www.westga.edu/~distance/data/eval/focusgroup_sp2002.html) and Fall 2002 (Appendix 7) (http://www.westga.edu/~distance/data/eval/studentfocusFall2002.html). The next is scheduled for May 2003.

Because of the difficulty in attracting a significant number of distance students to campus to participate in focus groups, a telephone survey, with much the same purpose of the focus
group, was developed in January 2003, and delivered to 50 randomly-selected distance students in February 2003. In addition to the bi-annual focus groups, the telephone survey will be done each February. The telephone survey instrument (Appendix 8) is available online at http://www.westga.edu/~distance/data/eval/interview.html. Survey results for February 2003 (Appendix 9) are available at http://www.westga.edu/~distance/data/eval/numbers.html.

Evaluation results of orientation and advisement have generally shown overall student satisfaction with these services. For example, in the telephone survey of February 2003, only six percent of students said that advisement needed improvement. However, our analysis of the contents of the evaluation instruments and focus group discussions has led to the following improvements.

1. In addition to online and printed orientation materials for distance students, several face-to-face sessions are also held at the beginning of each term.
   These sessions, conducted by the Distance and Distributed Education Center staff and program faculty, are offered on several days at various times. When requested by faculty, staff will also provide orientations to specific classes that hold their initial meeting on campus when requested by faculty.

2. To ensure that all distance students are aware of advisement and orientation information, the UWG WebCT home page has been enhanced to include links to the Online Student Services page (http://www.westga.edu/~online). Reminders regarding upcoming orientations are also sent to all distance student e-mail accounts.

3. A committee was appointed in February 2003 by the VPAA to clarify policies regarding the designation of various types of distance courses as on-campus and off-campus, associated fees, and related program requirements. The final product of the committee will be publicized and provided to all faculty for advisement purposes.
4. The telephone survey of February 2003 showed that while many students received their orientations through online information and live orientation sessions, a surprising 44 percent were receiving distance orientations, including WebCT technical information, from their instructors. To ensure that instructors are providing students with complete and accurate information, including information about student services for distance students, the DDEC will prepare and distribute, starting Summer 2003, PowerPoint, written, and online Horizon Live presentations for instructors to use in the face-to-face and online orientations that they choose to provide.

II. Recommendations #5 and 6

4.5 DISTANCE LEARNING PROGRAMS

Recommendation

Formulate clear and explicit goals for each of their distance learning programs and demonstrate they are consistent with the institution’s stated purposes.

Original Concerns of Visiting Committee

At the State University of West Georgia, clear goals (or learning outcomes) are in place for the WebMBA and can be found in the WebMBA Prospectus and at the website. Although a discussion of the need for goals for the eCore and the M.Ed. programs was provided to the committee, clear and explicit goals for these programs were not found.

Previous Institutional Response Summary

The mission statement of UWG includes the following areas of commitment:

- providing undergraduate and graduate public higher education in arts and sciences, business, and education, primarily to the people of west Georgia; and
• providing regional outreach through a collaborative network of external degree centers, course offerings at off-campus sites, and an extensive program of continuing education for personal and professional development.

Pursuant to the aforementioned, the goals for the School Library Media program, established in Spring 2000 and revised in January 2002, are clearly defined and supportive of the institution's stated purposes. The Web site documents this: http://coe.westga.edu/mit/learn_mmed.html. These goals are identical to the program goals for the campus-based M.Ed. in Media and are consistent with the University's mission. Courses that comprise these programs have specific learning outcomes that are reflected in the course syllabi (http://coe.westga.edu/syllabi/index.html), and are identical to the learning outcomes of the traditional courses. The DL M.Ed. in School Library Media program supports the University's mission to provide educational excellence and to reach out to students through off-campus courses.

The department of ELPS has restructured the statements of learning for all ELPS programs and courses. These statements were developed by the department as a part of the ongoing programmatic review, and were formally adopted in a regular departmental meeting in February 2002. These outcomes were derived from the standards for school leaders developed by the Interstate School Leaders Consortium and are expected to enhance the capabilities of students to: facilitate the development, clear expression, and implementation of a vision of learning that can be shared and supported by a school community; develop and sustain a school culture and instructional program that facilitates student learning and the professional growth of a school staff; manage effectively the operation and resources of schools so as to respond to community needs and mobilize community resources; collaborate with families and community members so as to respond to community needs and mobilize community resources; behave as a principles and ethical leader with integrity and fairness; and understand, respond to, and influence the political, social, economic, legal and cultural contexts of schools. Specific program outcomes are provided

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by the individual course objectives included in course syllabi
(http://coe.westga.edu/edu/syllabi/index.html) and are identical to the objectives of their
traditional counterparts. The ELPS M.Ed. program supports UWG’s mission to provide
educational excellence and to reach out to students through off-campus courses.

The goal of UWG’s eCore program, of which UWG is one of five affiliate institutions, is
to provide “core curriculum classes taught on the Web and designed for students who need the
flexibility and convenience of online learning” (http://alt.usg.edu/ecore/suwg/whatisecore.html).
A set of common learning outcomes was derived for the eCore program based on the sets of
student learning outcomes submitted by USG institutions
(http://alt.usg.edu/projects/ecore/learning_outcomes.html). Offering students an opportunity to
take undergraduate core curriculum courses on the Web supports UWG’s goal of regional
outreach.

Current Request of Commission

The response did not provide evidence that the institution was assessing the effectiveness
of the delivery method and making appropriate changes based on results. There is no
documentation that demonstrates the effectiveness of the distance learning programs.

The institution suggests that the program goals are the same for on-campus programs as
for distance learning programs. While that is a valid argument for the educational goals of each
program, the Committee’s report indicates that the institution needs to provide clear and explicit
goals for its distance learning programs. The institution should clearly state the goals for using
this delivery method and demonstrate that the electronic distance education goals and programs
are effective and consistent with the institution’s stated purpose. Thus, the institution should
delineate goals for the distance learning programs and demonstrate through a regular evaluation
process that these distance learning goals lead to effective distance learning programs which are consistent with the mission of the institution.

**Current Response**

The State University of West Georgia seeks to provide increased access to non-traditional students in the region, as documented in its Mission Statement (http://www.westga.edu/documents/mission.php): "West Georgia is committed to . . . regional outreach through a collaborative network of external degree centers, course offerings at off-campus sites, and an extensive program of continuing education for personal and professional development." Paramount to the institution’s success in regional access has been the development of programs which allow access without the constraints of time or distance, thereby creating “for students from various backgrounds every possible avenue to intellectual achievement” (UWG Vision Statement – http://www.westga.edu/documents/vision.php). Furthermore, the basis for all distance courses and programs is “excellence in a personal environment.” (UWG Vision Statement) and is reflected in the small distance course size, lack of teaching assistants, and training which imparts the importance of strong faculty-student interaction. Programs are supported by a centralized, one-stop Distance and Distributed Education Center, which collaborates closely with student services and technology groups to provide a fully “supportive community for students, faculty, and staff.” (UWG Mission Statement). The University has also distinguished itself in promoting “faculty research, scholarship, and creative endeavors which promote knowledge” through its Online Journal of Distance Learning Administration (http://www.westga.edu/~distance/jmain11.html) and an annual international conference on the administration of distance learning programs (DLA – http://www.westga.edu/~distance/dla2003.html)

The University’s initial entry into distance education began in 1995 as a result of a legislative initiative to provide educational opportunities to Georgia citizens in rural areas through
the GSAMS network, a comprehensive statewide two-way video system. UWG quickly became a leader among state universities, often ranking as first or second in distance enrollment. However, increased student demand for distance courses, and the availability of internet delivery resulted in a rapid growth in the number of distance courses offered and students supported. In addition to the goals set forth by each individual department offering distance courses and programs, the Distance and Distributed Education Steering Committee articulated a formal set of Institutional Distance Learning Goals in March 2002, each a close reflection of the above-described university mission or vision statements, and present-day circumstances in distance education. The five goals, associated outcomes, assessment methods, and results are below. The assessment methods are used on an ongoing basis. Each outcome is linked to these assessment results and evaluated by Distance and Distributed Education Center staff and the Distance Learning Steering Committee each May and November. Assessment results (Appendix 10) below are from November 2002 (http://www.westga.edu/~distance/steeringcommittee/Nov02review.html).

The first goal is "to plan and create distance learning environments that encourage and support excellence in a personal environment." Outcomes include a high level of student and faculty satisfaction with distance and distributed education courses, student retention comparable to that of traditional courses, access to student services for distance students, learning outcomes that are comparable to those of traditional courses, course interaction that is at least as high as in a traditional course, and providing distance courses that meet the needs and demands of the region's students. Assessment methods include written student surveys at the end of each term, annual focus group and telephone surveys with distance students, and informal discussions with Distance Learning Steering Committee and distance faculty. Student learning outcomes are assessed by academic units offering instruction. The November 2002 review of outcomes (Appendix 10) (http://www.westga.edu/~distance/steeringcommittee/Nov22review.html) by the DDESC found compliance with all outcomes. Results of written student surveys are available for

The second institutional goal is "to maintain the human and technical resources and network infrastructure necessary to successfully support and deliver distance and distributed learning." Outcomes include: faculty who are trained and prepared to teach distance and distributed courses; students being able to receive immediate technical assistance through telephone or e-mail; ability of students and faculty to receive assistance through a central point-of-contact; availability of a variety of delivery methods; accessibility of distance courses to a growing number of students and potential students; and non-existent or minimal downtimes for distance courses, with backup plans in place and utilized as needed. Assessment methods include written student surveys, enrollment reports, helpline statistics and satisfaction survey results, and informal discussions with the DDESC and distance faculty and staff. The November 2002 review by the DDEC and the DDESC indicated that outcomes were generally met. An area where opportunities for improvement were revealed was the need for identifying common problems that students and faculty have when seeking technical help. In January 2003, helpcall tracking software was installed by the DDEC in order to track calls and response time, identify the most
common problems so that they might be better prevented, and assess the satisfaction level of students and faculty with the quality of the help they received.

The third institutional goal is “to provide academic and student services appropriate to meet the needs of distance and distributed learners.” Success in meeting this goal results in each distance course or program providing students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, prerequisite technology competencies, technical requirements, academic support services, library resources, financial aid resources, and costs and payment policies; student satisfaction with the level of academic and student services received when taking distance and distributed courses; student awareness and utilization of online resources available to them for academic and student support; and reasonable and adequate student access to the range of student services and resources appropriate to support their learning. Assessment methods include academic department review, student written surveys, and student focus groups. The November 2002 review found that most aspects of this goal were met, but DDESC members concluded that there is a need to better orient students concerning expectations in a distance course. In response, the DDEC prepared a template for faculty to use in their syllabi explaining DL course expectations, student services, and resources. Also, the WebCT login page (http://www.westga.edu/webct) was redesigned to include weekly news for DL students, focusing on information regarding student services and tips for distance students.

The fourth distance goal is “to conduct continuous evaluation of distance and distributed learning and support services to ensure the advancement of the university’s mission.” Outcomes include: faculty utilization of evaluation results to improve courses; DL staff utilization of evaluation results to improve programs and services as a whole; selection of technologies appropriate to meet course or program objectives; and easily-accessible documentation of evaluations for each course and the overall distance program. Assessment measures include
DDEC annual reports, student surveys, bi-annual website review, faculty summaries of evaluations, and informal discussions. While the November 2002 review indicated that outcomes were met, it was suggested that a telephone survey of students be conducted annually in addition to the focus group because of the difficulty in getting many distance students to participate in the focus group. The first annual telephone survey was conducted in February 2003 (http://www.westga.edu/~distance/data/eval/numbers.html).

The fifth and final institutional DL goal is “to support research, scholarship, and creative endeavors which promote knowledge of distance learning.” Achieving this goal ensures that: our journal, conference, and certificate programs maintain excellent reputations among distance learning administrators in the United States and worldwide; our Online Journal of Distance Learning Administration continues to increase its readership; and UWG faculty conduct research to enhance distance courses at UWG and provide scholarly input to their fields. Assessment measures include feedback from conference participants and journal readers, conference surveys (http://www.westga.edu/~distance/conf03highlights.html), certificate program surveys, readership data (http://www.westga.edu/~distance/stats.html), and a review of the amount of faculty research in DL. The November 2002 review indicated that outcomes were met.

III. Recommendation #10

4.8.10 CRITERIA AND PROCEDURES FOR EVALUATION

Recommendation

Institution should demonstrate it uses the results of its faculty evaluations for the improvement of the faculty and its electronic distance learning program.
Original Concerns of Visiting Committee

At the State University of West Georgia, the Committee did not find evidence that the institution uses evaluations for the improvement of the faculty or its programs.

Previous Institutional Response Summary

Although evaluations have been discussed and reviewed formally and informally in departmental meetings as well as Distance Learning steering committee meetings, a formal system for documenting faculty, course and program improvements was not put into place until January 2002. After reviewing student evaluations, distance faculty are required to complete an “Evaluation Summary for Distance Courses” form which documents the successes of the course as well as what improvements should be made. Copies of completed forms are provided to both the appropriate department head or dean and to the Distance and Distributed Education Center, which uses the cumulative results to make improvements in training and student services. The DDEC also publishes a summary of the findings on its faculty website, and discusses findings with the Distance Learning Steering Committee.

Among the improvements made based on the Fall 2001 results are:

1. A link to the UWG library page is now available directly from the home page of each online course.

2. Faculty training includes a comprehensive review of past suggestions that are included in evaluations. Examples of recommendations given to faculty are: to make expectations very clear, to provide a biography page of class members, and to avoid using complex technologies when simple measures would suffice. Faculty are also reminded of the importance of immediate and continual feedback concerning student assignments, questions, and comments.

3. In order to accommodate a variety of learning styles, UWG purchased Horizon Live to be used in concert with WebCT. Horizon Live offers instructors the
ability to broadcast live or archived audio and visuals to students, and to interact in real time through a text-messaging and polling system.

**Current Request of Commission**

A formal system for faculty evaluation is just emerging with a working committee in place. Provide documentation of the use of the formal process and demonstrate the use of the results of the process to improve the institution. Assessments for Spring and Fall 2002 should be included at a minimum.

**Current Response**

The formal system for faculty evaluation, which began in Fall 2001, has been a great success. All distance faculty are required to complete the “Evaluation Summary for Distance Courses” (Appendix 11) form (http://www.westga.edu/~distance/data/eval/evalsummary_master.htm) which documents the successes of the course as well as the improvements that should be made. Turning in the form is a requirement for having future courses set up through WebCT. Copies of the completed forms are sent to the appropriate department head or dean and to the Distance and Distributed Education Center (DDEC). The latter uses cumulative evaluation results to make improvements in faculty training and student services. In addition, the summaries of the evaluations and the results of the improvements made based on them are regularly reported to and discussed with the Distance and Distributed Education Steering Course (DDESC).

Results from Spring 2002 (Appendix 12) (http://www.westga.edu/~distance/data/eval/evalsummary_spring02.html) indicated that faculty planned several changes based on the evaluations, including increasing opportunities for interaction through chat or projects; using formative evaluations early in the courses; and course-specific assignments not related to distance delivery such as textbooks and assignments. Changes made by the DDEC included encouraging the use of multiple technologies in faculty training sessions; greater publicity for available student training sessions, help guides and support; and the
distribution of information to faculty to be placed in their syllabi regarding the nature and
demands of online learning.

Results from the Summer 2002 evaluations (Appendix 13)
(http://www.westga.edu/~distance/data/eval/evalsummary_summer02.html) indicated that
faculty changes based on results included making sure that students are aware of services (such as
the library services) specifically available for distance students; increased use of bulletin boards
and online discussion areas; and course-specific changes. Action taken by the DDEC based on the
results included exploration of systems enabling students to create an easily-accessible biography
page in order to allow students to get to know one another better and the development of a
schedule to send certain e-mail reminders to distance students regarding resources available to
them.

Results from the Fall 2002 evaluations (Appendix 14)
(http://www.westga.edu/~distance/data/eval/evalsummary_fall02.html) indicated that faculty
plans for changes in future courses include using more Horizon Live or streaming video;
requesting that videoconference class times be scheduled for a few minutes beyond class to
enable students to ask questions after class; encouraging students to interact more; having online
office hours; and course-specific changes. Actions taken by the DDEC based on the results
include exploring technical constraints to offering online videoconferencing in the future;
continued efforts to remind students of the nature of online learning through e-mails, orientations,
web sites, and syllabi; providing ready-made orientation materials for faculty who choose to do
their own orientations; and changing GSAMS videoconferencing schedules to allow 10 minutes
past class for students who want to ask questions when possible.

V. Recommendation #11

5.4.1 STUDENT DEVELOPMENT SERVICES, SCOPE AND ACCOUNTABILITY
Recommendation

Demonstrate that the results of evaluations of student development services and electronic DL programs are used to improve the DL programs.

Original Concerns of Visiting Committee

The Distance and Distributed Education Center at the State University of West Georgia indirectly evaluates student services through the Distance Learning Student Survey that asks students about pre/post attitudes regarding online learning, students’ comfort with using WebCT, and intentions regarding future enrollments in online courses. It would be useful to directly determine if students are receiving the services they need. All of the students who responded to the survey conducted by the Committee for this review, although few in number, felt that student services were appropriate or exceeded those available on campus.

Previous Institutional Response Summary

A subcommittee of the Distance Learning Steering Committee was formed in January 2002 to address, evaluate, and continually improve student development services for distance students. The primary purpose of the subgroup is to monitor the success of online career services, personal counseling services, and instructional support for distance students. Evaluation consists of an internal review of services by the subgroup members as well as an annual focus-group study of distance students. As a result of the January 2002 internal review, several improvements have been made to distance student development services:

1. Development of a 20-minute Horizon Live presentation (including PowerPoint and audio) describing career services for students.

2. Development of a 20-minute Horizon Live presentation (including PowerPoint and audio) describing study skills and information about academic assistance for students.

3. The subcommittee is examining counseling services to determine how to improve those for students enrolled in DL programs.
Current Request of Commission

Formal strategies for the use of evaluation input to improve student development services were developed at the institution during Fall 2001. Initial steps have been taken, but the report indicates that the system is not fully developed. Provide follow-up of formal actions taken and documentation of how results of evaluations of student development services and electronic distance learning programs are used to improve the distance learning programs.

Current Response

Student services, including admissions and registration, bookstore access, financial aid, and learning support information are available to all distance students. Since Fall 2001, information regarding these services has been enhanced on the UWG Online Connection website (http://www.westga.edu/~online/) for distance students.

Evaluation of these services includes the Fall 2001 addition of survey questions to the online survey distributed to all distance students (http://www.westga.edu/~distance/data/eval/DLsurvymaster_sp02.html), twice-yearly focus groups, and annual internal analysis of a subcommittee of the Distance Learning Steering Committee. Results from the written/online surveys are available from Fall 2001 (Appendix 2) (http://www.westga.edu/~distance/data/eval/fall01_all.htm), Spring 2002 (Appendix 3) (http://www.westga.edu/~distance/data/eval/spring02_all.htm), Summer 2002 (Appendix 4) (http://www.westga.edu/~distance/data/eval/su02data.htm), and Fall 2002 (Appendix 5) (http://www.westga.edu/~distance/data/eval/fall02_all.htm). Results of focus group sessions held in Spring 2002 (Appendix 6) (http://www.westga.edu/~distance/data/eval/focusgroup_sp2002.html) and December 2002 (Appendix 7) (http://www.westga.edu/~distance/sacs/eval/studentfocusFall2002.html) are also available online. Minutes from the annual meetings of the subcommittee are available at http://www.westga.edu/~distance/steeringcommittee/feb28_subC.html (February 2002) and
(January 2003)

http://www.westga.edu/~distance/steeringcommittee/studentservicessub_jan22_03.htm .

Because many distance students live far away from campus, there has been some difficulty in attracting students to on-campus focus group sessions. Thus, in January 2003, a telephone survey (Appendix 8) (http://www.westga.edu/~distance/data/eval/interview.html) was developed by the DDEC with the purpose of confirming information and gaining a deeper understanding regarding student satisfaction with services. Fifty distance students were randomly selected and surveyed. Results from this survey, along with the focus groups, e-surveys, and internal analyses, indicate that students are generally very satisfied with the services offered. For example, the February 2003 telephone survey (Appendix 9) (http://www.westga.edu/~distance/data/eval/numbers.html ) found that only eight percent believed that registration services should be improved. Most of these specifically cited that their problems were due to classes filling up quickly. The telephone survey also showed that 94 percent felt that they received prompt and courteous student support at UWG. The Fall 2002 Distance Learning Student Survey (http://www.westga.edu/~distance/data/eval/fall02_all.html ) also shows that less than seven percent felt that there needed to be improvements in information regarding career services and financial aid. However, based on analysis of the written/online, focus group, and telephone surveys, the following improvements have been made:

1. Twenty-minute online presentations (through Horizon Live) regarding career services and academic assistance were developed and made available for distance students.

2. Starting with the Spring 2003, faculty are e-mailed a template for use in their syllabi detailing student services for distance students (Appendix 15) (http://www.westga.edu/~distance/webct/facultymanual/onlinelearning.htm ). This began Spring 2003. This information, which may be edited by faculty as needed, is also placed into every online course under the Course Information tool in WebCT.
3. Improvements were made to the Online Connection website, including adding a link to library services and the bookstore. Also a grid breaking down semester fees for distance students was added.

4. The WebCT login page (http://www.westga.edu/webct) was redesigned to include news flashes as well as reminders about the availability of various student services for distance students.

The internal analyses of the DDESC will continue on an annual basis, (the focus groups bi-annually, the written/online surveys each semester, and the telephone surveys annually).

References:

- Institutional Distance Learning Goals http://www.westga.edu/~distance/aboutus.html
- WebCT login page http://www.westga.edu/webct
- Fall 2001 Student eSurvey Results
  http://www.westga.edu/~distance/data/eval/fall01_all.html
- Spring 2002 Student eSurvey Results
  http://www.westga.edu/~distance/data/eval/spring02_all.html
- Summer 2002 Student eSurvey Results
  http://www.westga.edu/~distance/data/eval/su02data.htm
- Fall 2002 Student eSurvey Results
  http://www.westga.edu/~distance/data/eval/fall02_all.html
- Distance Learning Student Evaluation Instrument
  (http://www.westga.edu/~distance/data/eval/DLsurveymaster_sp02.html)
- Spring 2002 Focus Group Results
- Fall 2002 Focus Group Results
  http://www.westga.edu/~distance/data/eval/studentfocusFall2002.html
- Online Connection Student Services page
  http://www.westga.edu/~online
- M.Ed. Goals
  http://coe.westga.edu/mit/learn_mmed.html
- College of Education course syllabi
  http://coe.westga.edu/syllabi/index.html
- ECORE goals
  http://alt.usg.edu/ecore/suwg/whatisecore.html
- ECORE learning outcomes
  http://alt.usg.edu/projects/ecore/learning_outcomes.html
- Distance and Distributed Education Steering Committee minutes
  http://www.westga.edu/~distance/steeringcommittee/nov22_2002.htm
- DDESC November 2002 Review of Outcomes
  http://www.westga.edu/~distance/steeringcommittee/Nov02review.html
- Online Journal of Distance Learning Administration
  http://www.westga.edu/~distance/jmain11.html
- Online Journal of Distance Learning Administration readership statistics
  http://www.westga.edu/~distance/stats.html
- Distance Learning Administration Conference highlights and survey results
  http://www.westga.edu/~distance/conf03highlights.html
- Distance Student Telephone Survey – February 2003
  http://www.westga.edu/~distance/data/eval/interview.html
- Telephone Survey Results – February 2003
  http://www.westga.edu/~distance/data/eval/numbers.html
- Institutional DL Goals Assessment – November 2002
  http://www.westga.edu/~distance/steeringcommittee/Nov02review.html
- Evaluation Summary for Distance Courses Form
  [http://www.westga.edu/~distance/data/eval/evalsummary_master.htm](http://www.westga.edu/~distance/data/eval/evalsummary_master.htm)

- Faculty DL Evaluation Summary – Spring 2002
  [http://www.westga.edu/~distance/data/eval/evalsummary_spring02.html](http://www.westga.edu/~distance/data/eval/evalsummary_spring02.html)

- Faculty DL Evaluation Summary – Summer 2002
  [http://www.westga.edu/~distance/data/eval/evalsummary_summer02.html](http://www.westga.edu/~distance/data/eval/evalsummary_summer02.html)

- Faculty DL Evaluation Summary – Fall 2002
  [http://www.westga.edu/~distance/data/eval/evalsummary_fall02.html](http://www.westga.edu/~distance/data/eval/evalsummary_fall02.html)

- DL Student Services Subcommittee Annual Meeting Minutes – February 2002
  [http://www.westga.edu/~distance/steeringcommittee/feb28_subC.html](http://www.westga.edu/~distance/steeringcommittee/feb28_subC.html)

- DL Student Services Subcommittee Annual Meeting Minutes – January 2003
  [http://www.westga.edu/~distance/steeringcommittee/studentservicesub_jan22_03.html](http://www.westga.edu/~distance/steeringcommittee/studentservicesub_jan22_03.html)

- DL Student Information for Syllabi Template
  [http://www.westga.edu/~distance/webct/facultymanual/onlinelearning.htm](http://www.westga.edu/~distance/webct/facultymanual/onlinelearning.htm)
Appendix 1 – Student Evaluation Form for Distance Courses

**Question 1:** At the beginning of the semester my attitude toward on-line learning was positive.
   a. strongly agree
   b. agree
   c. undecided
   d. disagree
   e. strongly disagree

**Question 2:** At the end of the semester, my attitude toward on-line learning is positive.
   a. strongly agree
   b. agree
   c. undecided
   d. disagree
   e. strongly disagree

**Question 3:** My instructor was positive about the online component of this course.
   a. strongly agree
   b. agree
   c. undecided
   d. disagree
   e. strongly disagree

**Question 4:** I found WebCT easy to understand and utilize by the second week of class.
   a. strongly agree
   b. agree
   c. undecided
   d. disagree
   e. strongly disagree

**Question 5:** I now find WebCT easy to use and understand.
   a. strongly agree
   b. agree
   c. undecided
   d. disagree
   e. strongly disagree

**Question 6:** Having the flexibility to contribute to class discussions outside the classroom on my own time was valuable to me.
   a. strongly agree
   b. agree
   c. undecided
   d. disagree
   e. strongly disagree

**Question 7:** I feel more comfortable participating in class online that I do in a face-to-face setting.
   a. strongly agree
   b. agree
   c. undecided
   d. disagree
   e. strongly disagree

**Question 8:** The Distance Learning Helpline was helpful to me.
   a. strongly agree
   b. agree
   c. undecided
   d. disagree
e. strongly disagree

**Question 9:** Where do you access the Internet most regularly?

a. home  
b. UWG computer lab  
c. undecided  
d. work  
e. other

**Question 10:** How would you describe you level of experience using computers and the Internet (prior to this course)?

a. novice  
b. beginner  
c. knowledgeable  
d. expert

**Question 11:** I would like to take classes in the future that are mostly on-line.

a. strongly agree  
b. agree  
c. undecided  
d. disagree  
e. strongly disagree

**Question 12:** I would like to take classes in the future that are completely on-line.

a. strongly agree  
b. agree  
c. undecided  
d. disagree  
e. strongly disagree

**Question 13:** Where do you live?

a. less than 10 miles from the Carrollton campus  
b. 11-20 miles from campus  
c. 21-45 miles from campus  
d. 46-65 miles from campus  
e. 66-85 miles from campus  
f. more than 85 miles from campus

**Question 14:** What did you like about the online portion of this course?

**Question 15:** What did you dislike about the online portion of this course?

**Question 16:** What suggestions would you make for future online courses?

**Question 17:** What is your age?

a. <20  
b. 20-29  
c. 30-39  
d. 40-49  
e. 50+

**Question 18:** Registration for this course was available at a distance (online, via phone or via fax).

a. agree  
b. disagree  
c. unsure

**Question 19:** Materials required for this course were available for convenient purchase.

a. strongly agree  
b. agree  
c. undecided  
d. disagree
c. strongly disagree

**Question 20:** The academic advising related to distance learning which I received prior to this course was:
   a. excellent
   b. good
   c. neutral
   d. needs improvement
   e. unacceptable

**Question 21:** Information on financial aid available prior to registration was:
   a. excellent
   b. good
   c. neutral
   d. needs improvement
   e. does not apply
   f. unacceptable

**Question 22:** Information on career services on UWG's website is:
   a. excellent
   b. good
   c. neutral
   d. needs improvement
   e. unacceptable
   f. does not apply

**Question 23:** Means for resolving student complaints related to this course were:
   a. excellent
   b. good
   c. neutral
   d. needs improvement
   e. unacceptable
   f. unsure

**Question 24:** Means for resolving student complaints were:
   a. excellent
   b. good
   c. neutral
   d. needs improvement
   e. unacceptable
   f. does not apply

**Question 25:** How many on-campus courses (not online) are you taking this term?
   1. 0
   2. 1
   3. 2
   4. 3
   5. 4

**Question 26:** Did you use the UWG Library website to access information needed for your class?:
   1. yes
   2. no

**Question 27:** Were you aware that the UWG Library has a Distance Learning Support Service to help you get the library and research materials you need?:
   1. yes
   2. no
Appendix 2 – Distance Student Evaluation Results (Fall 2001)

Question 1: At the beginning of the quarter my attitude toward on-line learning was positive.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>N</td>
<td>459</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>177</td>
<td>186</td>
<td>75</td>
<td>17</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>38.6%</td>
<td>40.5%</td>
<td>16.3%</td>
<td>3.7%</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

Question 2: At the end of the quarter, my attitude toward on-line learning is positive.

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<td>459</td>
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<tr>
<td></td>
<td>189</td>
<td>173</td>
<td>45</td>
<td>33</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>41.2%</td>
<td>37.7%</td>
<td>9.8%</td>
<td>7.2%</td>
<td>4.1%</td>
</tr>
</tbody>
</table>

Question 3: My instructor was positive about the online component of this course.

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<tbody>
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<td>N</td>
<td>458</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>236</td>
<td>170</td>
<td>41</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>51.5%</td>
<td>37.1%</td>
<td>9.0%</td>
<td>1.3%</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

Question 4: I found WebCT easy to understand and utilize by the second week of class.

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</thead>
<tbody>
<tr>
<td>N</td>
<td>458</td>
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</tr>
<tr>
<td></td>
<td>231</td>
<td>170</td>
<td>23</td>
<td>25</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>50.4%</td>
<td>37.1%</td>
<td>5.0%</td>
<td>5.5%</td>
<td>2.0%</td>
</tr>
</tbody>
</table>
Question 5: I now find WebCT easy to use and understand.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
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</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>457</td>
<td>271</td>
<td>160</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>59.3%</td>
<td>35.0%</td>
<td>3.3%</td>
<td>1.1%</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

Question 6: Having the flexibility to contribute to class discussions outside the classroom on my own time was valuable to me.

<table>
<thead>
<tr>
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<td>161</td>
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<td>32</td>
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<tr>
<td></td>
<td>43.6%</td>
<td>35.1%</td>
<td>12.61%</td>
<td>7.0%</td>
<td>1.7%</td>
</tr>
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</table>

Question 7: I feel more comfortable participating in class online than I do in a face-to-face setting.

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<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
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</tr>
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<tbody>
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<td>99</td>
<td>124</td>
<td>106</td>
<td>97</td>
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<tr>
<td></td>
<td>21.6%</td>
<td>27.0%</td>
<td>23.1%</td>
<td>21.1%</td>
<td>7.2%</td>
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</table>

Question 8: The Distance Learning Helpline was helpful to me.

<table>
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<td>46</td>
<td>64</td>
<td>325</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>10%</td>
<td>14%</td>
<td>71%</td>
<td>3.5%</td>
<td>1.5%</td>
</tr>
</tbody>
</table>

Question 9: I feel more comfortable participating in class online than I do in a face-to-face setting.
<table>
<thead>
<tr>
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<tbody>
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<td>75</td>
<td>109</td>
<td>116</td>
<td>109</td>
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</tr>
<tr>
<td></td>
<td>17.1%</td>
<td>24.9%</td>
<td>26.5%</td>
<td>24.9%</td>
<td>6.6%</td>
</tr>
</tbody>
</table>

**Question 10:** Where do you access the Internet most regularly?

1. home  2. UWG computer lab  3. work  4. other

<table>
<thead>
<tr>
<th>N</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>459</td>
<td>309</td>
<td>100</td>
<td>31</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>67.3%</td>
<td>21.8%</td>
<td>8.1%</td>
<td>2.8%</td>
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</tbody>
</table>

**Question 11:** How would you describe you level of experience using computers and the Internet (prior to this course)?

1. novice  2. beginner  3. knowledgeable  4. expert

<table>
<thead>
<tr>
<th>N</th>
<th>1</th>
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<tr>
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<td>2.2%</td>
<td>14.8%</td>
<td>70.8%</td>
<td>12.2%</td>
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</table>

**Question 12:** I would like to take classes in the future that are mostly on-line.


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<th>1</th>
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<tr>
<td>457</td>
<td>141</td>
<td>157</td>
<td>93</td>
<td>38</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>30.9%</td>
<td>34.4%</td>
<td>20.4%</td>
<td>8.3%</td>
<td>6.1%</td>
</tr>
</tbody>
</table>

**Question 13:** I would like to take classes in the future that are completely on-line.


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<th>N</th>
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</tbody>
</table>
Question 14: Where do you live?

1. Less than 10 miles from the Carrollton campus.
2. 11-20 miles from campus.
3. 21-45 miles from campus.
4. 46-65 miles from campus.
5. 66-85 miles from campus.
6. more than 85 miles from campus.

<table>
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<td>87</td>
<td>50</td>
<td>39</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>44.9%</td>
<td>8.1%</td>
<td>19.0%</td>
<td>10.9%</td>
<td>8.5%</td>
<td>8.7%</td>
</tr>
</tbody>
</table>

Question 15: What did you like about the online portion of this course?

Click here to access Comments

Question 16: What did you dislike about the online portion of this course?

Click here to access Comments

Question 17: What suggestions would you make for future online courses?

Click here to access Comments

Question 18: Registration for this course was available at a distance (online, via phone or via fax).

<table>
<thead>
<tr>
<th>1. Agree</th>
<th>2. Unsure</th>
<th>3. Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>458</td>
<td>315</td>
<td>136</td>
</tr>
<tr>
<td>68.8%</td>
<td>29.7%</td>
<td>1.5%</td>
</tr>
</tbody>
</table>

Question 19: Materials required for this course were available for convenient purchase.

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<tr>
<td>458</td>
<td>159</td>
<td>231</td>
<td>25</td>
<td>28</td>
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<td></td>
<td>34.7%</td>
<td>50.4%</td>
<td>5.5%</td>
<td>6.1%</td>
</tr>
</tbody>
</table>

Question 20: The academic advising available prior to registration was:

1. Excellent 2. Good 3. neutral 4. needs improvement 5. unacceptable

<table>
<thead>
<tr>
<th>N</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<td>196</td>
<td>106</td>
<td>52</td>
<td>4</td>
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<tr>
<td></td>
<td>21.8%</td>
<td>42.8%</td>
<td>23.1%</td>
<td>11.4%</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

Question 21: Information on financial aid was available prior to registration:


<table>
<thead>
<tr>
<th>N</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
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<td>75</td>
<td>189</td>
<td>153</td>
<td>29</td>
<td>12</td>
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<tr>
<td></td>
<td>16.4%</td>
<td>41.3%</td>
<td>33.4%</td>
<td>6.3%</td>
<td>2.6%</td>
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</table>

Question 22: Information on career counseling and job placement was:

1. Excellent 2. Good 3. neutral/does not apply 4. needs improvement 5. unacceptable

<table>
<thead>
<tr>
<th>N</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>457</td>
<td>26</td>
<td>81</td>
<td>291</td>
<td>50</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>5.7%</td>
<td>17.7%</td>
<td>63.7%</td>
<td>10.9%</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

Question 23: Means for resolving student complaints were:

1. Excellent 2. Good 3. neutral/does not apply 4. needs improvement 5. unacceptable

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<thead>
<tr>
<th>N</th>
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<th>2</th>
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<th>4</th>
<th>5</th>
</tr>
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<td>107</td>
<td>225</td>
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<td>5.7%</td>
<td>23.4%</td>
<td>49.1%</td>
<td>12.7%</td>
<td>2.0%</td>
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</tbody>
</table>
Question 24: How many on-campus courses (not online) are you taking this term?

<table>
<thead>
<tr>
<th>N</th>
<th>1 (answered 0)</th>
<th>2 (answered 1)</th>
<th>3 (answered 2)</th>
<th>4 (answered 3)</th>
<th>5 (answered 4)</th>
<th>6 (answered 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>457</td>
<td>57 1.8%</td>
<td>126 27.6%</td>
<td>40 8.8%</td>
<td>69 15.1%</td>
<td>106 23.2%</td>
<td>59 12.9%</td>
</tr>
</tbody>
</table>
Appendix 3 – Distance Student Evaluation Results (Spring 2002)

Question 1: At the beginning of the semester my attitude toward on-line learning was positive.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>N</td>
<td>443</td>
<td>213 (48.1%)</td>
<td>154 (34.8%)</td>
<td>61 (13.8%)</td>
</tr>
</tbody>
</table>

Question 2: At the end of the semester, my attitude toward on-line learning is positive.

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<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>441</td>
<td>198 (44.9%)</td>
<td>166 (37.6%)</td>
<td>29 (6.6%)</td>
</tr>
</tbody>
</table>

Question 3: My instructor was positive about the online component of this course.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>443</td>
<td>224 (50.6%)</td>
<td>140 (31.6%)</td>
<td>54 (12.2%)</td>
</tr>
</tbody>
</table>

Question 4: I found WebCT easy to understand and utilize by the second week of class.

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>N</td>
<td>440</td>
<td>236</td>
<td>152</td>
<td>16</td>
</tr>
</tbody>
</table>
Question 5: I now find WebCT easy to use and understand.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly disagree</th>
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</thead>
<tbody>
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<td>3</td>
<td>4</td>
<td>5</td>
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<td>18</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>61.6%</td>
<td>32.2%</td>
<td>4.1%</td>
<td>1.4%</td>
<td>.5%</td>
</tr>
</tbody>
</table>

Question 6: Having the flexibility to contribute to class discussions outside the classroom on my own time was valuable to me.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly disagree</th>
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<tbody>
<tr>
<td>N</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>224</td>
<td>121</td>
<td>56</td>
<td>27</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>51.0%</td>
<td>27.6%</td>
<td>12.8%</td>
<td>6.2%</td>
<td>2.5%</td>
</tr>
</tbody>
</table>

Question 7: I feel more comfortable participating in class online that I do in a face-to-face setting.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>111</td>
<td>90</td>
<td>111</td>
<td>97</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>25.2%</td>
<td>20.4%</td>
<td>25.2%</td>
<td>22.0%</td>
<td>7.3%</td>
</tr>
</tbody>
</table>

Question 8: The Distance Learning Helpline was helpful to me.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Didn't use Helpline</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>79</td>
<td>66</td>
<td>271</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>18.2%</td>
<td>15.2%</td>
<td>62.3%</td>
<td>2.1%</td>
<td>2.3%</td>
</tr>
</tbody>
</table>
Question 9: Where do you access the Internet most regularly?

<table>
<thead>
<tr>
<th></th>
<th>1. home</th>
<th>2. UWG computer lab</th>
<th>3. Undecided</th>
<th>4. work</th>
<th>5. other</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>441</td>
<td>328 (74.4%)</td>
<td>59 (13.4%)</td>
<td>42 (9.5%)</td>
<td>10 (2.3%)</td>
</tr>
</tbody>
</table>

Question 10: How would you describe your level of experience using computers and the Internet (prior to this course)?

<table>
<thead>
<tr>
<th></th>
<th>1. novice</th>
<th>2. beginner</th>
<th>3. knowledgeable</th>
<th>4. expert</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>442</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9 (2.0%)</td>
<td>62 (14.0%)</td>
<td>318 (71.9%)</td>
<td>53 (12.0%)</td>
</tr>
</tbody>
</table>

Question 11: I would like to take classes in the future that are mostly on-line.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>441</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>177 (40.1%)</td>
<td>137 (31.1%)</td>
<td>69 (15.6%)</td>
<td>37 (8.4%)</td>
<td>21 (4.8%)</td>
</tr>
</tbody>
</table>

Question 12: I would like to take classes in the future that are completely on-line.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>441</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>159 (36.1%)</td>
<td>101 (22.9%)</td>
<td>87 (19.7%)</td>
<td>53 (12.0%)</td>
<td>41 (9.3%)</td>
</tr>
</tbody>
</table>

Question 13: Where do you live?

<table>
<thead>
<tr>
<th></th>
<th>1. Less than 10 miles from the Carrollton campus.</th>
<th>2. 11-20 miles from campus.</th>
<th>3. 21-45 miles from campus.</th>
<th>4. 46-65 miles from campus.</th>
<th>5. 66-85 miles from campus.</th>
</tr>
</thead>
</table>
6. more than 85 miles from campus.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>440</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>153</td>
<td>45</td>
<td>108</td>
<td>59</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td></td>
<td>34.3%</td>
<td>10.2%</td>
<td>24.5%</td>
<td>13.4%</td>
<td>7.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Question 14: What did you like about the online portion of this course?

Click here to access Comments

Question 15: What did you dislike about the online portion of this course?

Click here to access Comments

Question 16: What suggestions would you make for future online courses?

Click here to access Comments

Question 17: What is your age?

<table>
<thead>
<tr>
<th></th>
<th>1. &lt;20</th>
<th>2. 20-29</th>
<th>3. 30-39</th>
<th>4. 40-49</th>
<th>5. 50+</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>425</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>46</td>
<td>240</td>
<td>111</td>
<td>287</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>10.8%</td>
<td>56.6%</td>
<td>26.1%</td>
<td>67.5%</td>
<td>6.4%</td>
</tr>
</tbody>
</table>

Question 18: Registration for this course was available at a distance (online, via phone or via fax).

<table>
<thead>
<tr>
<th></th>
<th>1. Agree</th>
<th>2. disagree</th>
<th>3. unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>432</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>304</td>
<td>14</td>
<td>114</td>
</tr>
<tr>
<td></td>
<td>70.4%</td>
<td>3.2%</td>
<td>26.4%</td>
</tr>
</tbody>
</table>

Question 19: Materials required for this course were available for convenient purchase.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>433</td>
<td>130</td>
<td>218</td>
<td>39</td>
<td>28</td>
</tr>
<tr>
<td>---</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30.0%</td>
<td>50.3%</td>
<td>9.0%</td>
<td>6.5%</td>
</tr>
</tbody>
</table>

**Question 20:** The academic advising related to distance learning which I received prior to this course was:

<table>
<thead>
<tr>
<th></th>
<th>1. Excellent</th>
<th>2. Good</th>
<th>3. neutral</th>
<th>4. needs improvement</th>
<th>5. unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>429</td>
<td>22.6%</td>
<td>35.2%</td>
<td>31.2%</td>
<td>9.1%</td>
</tr>
</tbody>
</table>

**Question 21:** Information on financial aid available prior to registration was:

<table>
<thead>
<tr>
<th></th>
<th>1. Excellent</th>
<th>2. Good</th>
<th>3. neutral</th>
<th>4. needs improvement</th>
<th>5. unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>413</td>
<td>15.7%</td>
<td>32.2%</td>
<td>6.5%</td>
<td>3.4%</td>
</tr>
</tbody>
</table>

**Question 22:** Information on career services on UWG’s website is:

<table>
<thead>
<tr>
<th></th>
<th>1. Excellent</th>
<th>2. Good</th>
<th>3. neutral</th>
<th>4. needs improvement</th>
<th>5. unacceptable</th>
<th>6. does not apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>424</td>
<td>9.2%</td>
<td>23.8%</td>
<td>18.9%</td>
<td>7.5%</td>
<td>9.9%</td>
</tr>
</tbody>
</table>

**Question 23:** Means for resolving student complaints related to this course were:

<table>
<thead>
<tr>
<th></th>
<th>1. Excellent</th>
<th>2. Good</th>
<th>3. neutral</th>
<th>4. needs improvement</th>
<th>5. unacceptable</th>
<th>6. unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>414</td>
<td>19.6%</td>
<td>24.2%</td>
<td>24.6%</td>
<td>8.2%</td>
<td>3.4%</td>
</tr>
</tbody>
</table>

**Question 24:** Means for resolving student complaints were:
<table>
<thead>
<tr>
<th>1. Excellent</th>
<th>2. Good</th>
<th>3. neutral</th>
<th>4. needs improvement</th>
<th>5. unacceptable</th>
<th>6. does not apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>71</td>
<td>16.9%</td>
<td>96</td>
<td>22.9%</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>7.4%</td>
<td>18</td>
<td>4.3%</td>
<td>121</td>
</tr>
</tbody>
</table>

Question 25: How many on-campus courses (not online) are you taking this term?

<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
<th>5.</th>
<th>6.</th>
<th>5 (answered)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>1 (answered 0)</td>
<td>2 (answered 1)</td>
<td>3 (answered 2)</td>
<td>4 (answered 3)</td>
<td>5 (answered 4)</td>
<td>6 (answered 5)</td>
</tr>
<tr>
<td>436</td>
<td>73</td>
<td>16.7%</td>
<td>122</td>
<td>28.0%</td>
<td>67</td>
<td>15.4%</td>
</tr>
</tbody>
</table>

Question 26: Did you use the UWG Library website to access information needed for your class?:

<table>
<thead>
<tr>
<th>1. Yes</th>
<th>2. No</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>1</td>
</tr>
<tr>
<td>439</td>
<td>196</td>
</tr>
<tr>
<td>44.6%</td>
<td>55.4%</td>
</tr>
</tbody>
</table>

Question 27: Were you aware that the UWG Library has a Distance Learning Support Service to help you get the library and research materials you need?:

<table>
<thead>
<tr>
<th>1. Yes</th>
<th>2. No</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>1</td>
</tr>
<tr>
<td>436</td>
<td>221</td>
</tr>
<tr>
<td>49.3%</td>
<td>50.7%</td>
</tr>
</tbody>
</table>
Appendix 4 – Distance Student Evaluation Results (Summer 2002)

Question 1: At the beginning of the semester my attitude toward on-line learning was positive.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>206</td>
<td>103 (50.0%)</td>
<td>66</td>
<td>28</td>
<td>8</td>
<td>1</td>
</tr>
</tbody>
</table>

Question 2: At the end of the semester, my attitude toward on-line learning is positive.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>205</td>
<td>123 (60.0%)</td>
<td>59</td>
<td>9</td>
<td>11</td>
<td>3</td>
</tr>
</tbody>
</table>

Question 3: My instructor was positive about the online component of this course.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>206</td>
<td>150 (72.8%)</td>
<td>51</td>
<td>5</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Question 4: I found WebCT easy to understand and utilize by the second week of class.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>205</td>
<td>146</td>
<td>49</td>
<td>6</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
Question 5: I now find WebCT easy to use and understand.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>205</td>
<td>153 (74.6%)</td>
<td>46 (22.4%)</td>
<td>1 (0.5%)</td>
<td>2 (1.0%)</td>
<td>1 (0.5%)</td>
<td>2 (1.0%)</td>
</tr>
</tbody>
</table>

Question 6: Having the flexibility to contribute to class discussions outside the classroom on my own time was valuable to me.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>205</td>
<td>136 (66.3%)</td>
<td>43 (21.0%)</td>
<td>17 (8.3%)</td>
<td>7 (3.4%)</td>
<td>2 (1.0%)</td>
</tr>
</tbody>
</table>

Question 7: I feel more comfortable participating in class online that I do in a face-to-face setting.

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>206</td>
<td>36 (17.5%)</td>
<td>54 (26.2%)</td>
<td>53 (25.7%)</td>
<td>51 (24.8%)</td>
<td>12 (5.8%)</td>
</tr>
</tbody>
</table>

Question 8: The Distance Learning Helpline was helpful to me.

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<th></th>
<th></th>
</tr>
</thead>
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<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
</tr>
<tr>
<td>203</td>
<td>32 (15.8%)</td>
<td>24 (11.8%)</td>
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<td>7 (3.4%)</td>
<td>1 (0.5%)</td>
</tr>
</tbody>
</table>
**Question 9:** Where do you access the Internet most regularly?

<table>
<thead>
<tr>
<th></th>
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<th>3. Undecided</th>
<th>4. work</th>
<th>5. other</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>169</td>
<td>17</td>
<td>1</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>82.4%</td>
<td>8.3%</td>
<td>0.5%</td>
<td>6.8%</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

**Question 10:** How would you describe your level of experience using computers and the Internet (prior to this course)?

<table>
<thead>
<tr>
<th></th>
<th>1. novice</th>
<th>2. beginner</th>
<th>3. knowledgeable</th>
<th>4. expert</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>4</td>
<td>15</td>
<td>173</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>1.9%</td>
<td>7.3%</td>
<td>84.0%</td>
<td>16.8%</td>
</tr>
</tbody>
</table>

**Question 11:** I would like to take classes in the future that are mostly on-line.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>98</td>
<td>66</td>
<td>24</td>
<td>13</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>47.6%</td>
<td>32.0%</td>
<td>11.7%</td>
<td>6.3%</td>
<td>2.4%</td>
</tr>
</tbody>
</table>

**Question 12:** I would like to take classes in the future that are completely on-line.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>80</td>
<td>43</td>
<td>33</td>
<td>35</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>39.0%</td>
<td>21.0%</td>
<td>16.1%</td>
<td>17.1%</td>
<td>6.8%</td>
</tr>
</tbody>
</table>

**Question 13:** Where do you live?

<table>
<thead>
<tr>
<th></th>
<th>1. Less than 10 miles from the Carrollton campus</th>
<th>2. 11-20 miles from campus</th>
<th>3. 21-45 miles from campus</th>
<th>4. 46-65 miles from campus</th>
<th>5. 66-85 miles from campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>205</td>
<td>205</td>
<td>205</td>
<td>205</td>
<td>205</td>
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</table>
6. more than 85 miles from campus.

<table>
<thead>
<tr>
<th>N</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<th>6</th>
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<tbody>
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<td>41</td>
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<td>19</td>
</tr>
<tr>
<td></td>
<td>23.3%</td>
<td>11.7%</td>
<td>24.8%</td>
<td>19.9%</td>
<td>11.2%</td>
<td>9.2%</td>
</tr>
</tbody>
</table>

Question 14: What did you like about the online portion of this course?

Click here to access Comments

Question 15: What did you dislike about the online portion of this course?

Click here to access Comments

Question 16: What suggestions would you make for future online courses?

Click here to access Comments

Question 17: What is your age?

<table>
<thead>
<tr>
<th></th>
<th>1. &lt;20</th>
<th>2. 20-29</th>
<th>3. 30-39</th>
<th>4. 40-49</th>
<th>5. 50+</th>
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<tbody>
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</tr>
<tr>
<td>202</td>
<td>8</td>
<td>99</td>
<td>42</td>
<td>34</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>4.0%</td>
<td>49.2%</td>
<td>21.0%</td>
<td>15.0%</td>
<td>9.5%</td>
</tr>
</tbody>
</table>

Question 18: Registration for this course was available at a distance (online, via phone or via fax).

<table>
<thead>
<tr>
<th></th>
<th>1. Agree</th>
<th>2. disagree</th>
<th>3. unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>200</td>
<td>149</td>
<td>8</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>74.5%</td>
<td>4.0%</td>
<td>21.5%</td>
</tr>
</tbody>
</table>

Question 19: Materials required for this course were available for convenient purchase.

<table>
<thead>
<tr>
<th></th>
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<th></th>
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</tr>
</tbody>
</table>
Question 20: The academic advising related to distance learning which I received prior to this course was:

<table>
<thead>
<tr>
<th>1. Excellent</th>
<th>2. Good</th>
<th>3. neutral</th>
<th>4. needs improvement</th>
<th>5. unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>197</td>
<td>55</td>
<td>59</td>
<td>69</td>
<td>12</td>
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<tr>
<td></td>
<td>27.9%</td>
<td>29.9%</td>
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<td>6.1%</td>
</tr>
</tbody>
</table>

Question 21: Information on financial aid available prior to registration was:

<table>
<thead>
<tr>
<th>1. Excellent</th>
<th>2. Good</th>
<th>3. neutral</th>
<th>4. needs improvement</th>
<th>5. does not apply</th>
</tr>
</thead>
<tbody>
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<td>2</td>
<td>3</td>
<td>4</td>
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<td>194</td>
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<td>49</td>
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<td>8</td>
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<tr>
<td></td>
<td>170%</td>
<td>25.3%</td>
<td>9.3%</td>
<td>4.1%</td>
</tr>
</tbody>
</table>

Question 22: Information on career services on UWG's website is:

<table>
<thead>
<tr>
<th>1. Excellent</th>
<th>2. Good</th>
<th>3. neutral</th>
<th>4. needs improvement</th>
<th>5. unacceptable</th>
<th>6. does not apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>193</td>
<td>20</td>
<td>36</td>
<td>31</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>10.4%</td>
<td>18.7%</td>
<td>16.1%</td>
<td>6.7%</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

Question 23: Means for resolving student complaints related to this course were:

<table>
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<tr>
<th>1. Excellent</th>
<th>2. Good</th>
<th>3. neutral</th>
<th>4. needs improvement</th>
<th>5. unacceptable</th>
<th>6. unsure</th>
</tr>
</thead>
<tbody>
<tr>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>193</td>
<td>29</td>
<td>50</td>
<td>41</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>15.0%</td>
<td>25.9%</td>
<td>21.2%</td>
<td>3.1%</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

Question 24: Means for resolving student complaints were:
1. Excellent 2. Good 3. neutral 4. needs improvement 5. unacceptable 6. does not apply

<table>
<thead>
<tr>
<th>N</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
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<td>44</td>
<td>30</td>
<td>9</td>
<td>1</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>11.9%</td>
<td>22.7%</td>
<td>15.5%</td>
<td>4.6%</td>
<td>0.5%</td>
<td>44.8%</td>
</tr>
</tbody>
</table>

Question 25: How many on-campus courses (not online) are you taking this term?

<table>
<thead>
<tr>
<th>N</th>
<th>1 (answered 0)</th>
<th>2 (answered 1)</th>
<th>3 (answered 2)</th>
<th>4 (answered 3)</th>
<th>5 (answered 4)</th>
<th>6 (answered 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>200</td>
<td>62 31.0%</td>
<td>66 33.0%</td>
<td>39 19.5%</td>
<td>19 9.5%</td>
<td>6 3.0%</td>
<td>8 4.0%</td>
</tr>
</tbody>
</table>

Question 26: Did you use the UWG Library website to access information needed for your class?:

<table>
<thead>
<tr>
<th>N</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120 60.0%</td>
<td>80 40.0%</td>
</tr>
</tbody>
</table>

Question 27: Were you aware that the UWG Library has a Distance Learning Support Service to help you get the library and research materials you need?:

<table>
<thead>
<tr>
<th>N</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>108 54.0%</td>
<td>92 46.0%</td>
</tr>
</tbody>
</table>
Appendix 5 – Distance Student Evaluation Results (Fall 2002)

Question 1: At the beginning of the semester my attitude toward on-line learning was positive.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>361</td>
<td>155 42.94%</td>
<td>130 36.01%</td>
<td>51 14.13%</td>
<td>18 4.99%</td>
<td>7 1.94%</td>
</tr>
</tbody>
</table>

Question 2: At the end of the semester, my attitude toward on-line learning is positive.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>361</td>
<td>132 36.57%</td>
<td>148 41.00%</td>
<td>38 10.53%</td>
<td>29 8.03%</td>
<td>14 3.88%</td>
</tr>
</tbody>
</table>

Question 3: My instructor was positive about the online component of this course.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>361</td>
<td>172 47.78%</td>
<td>130 36.11%</td>
<td>38 10.56%</td>
<td>10 2.78%</td>
<td>10 2.78%</td>
</tr>
</tbody>
</table>

Question 4: I found WebCT easy to understand and utilize by the second week of class.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>361</td>
<td>175 48.48%</td>
<td>148 41.00%</td>
<td>12 3.32%</td>
<td>16 4.43%</td>
<td>10 2.77%</td>
</tr>
</tbody>
</table>

Question 5: I now find WebCT easy to use and understand.
Question 6: Having the flexibility to contribute to class discussions outside the classroom on my own time was valuable to me.

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>361</td>
<td>200</td>
<td>135</td>
<td>13</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>55.71%</td>
<td>37.60%</td>
<td>3.62%</td>
<td>2.23%</td>
<td>.84%</td>
</tr>
</tbody>
</table>

Question 7: I feel more comfortable participating in class online that I do in a face-to-face setting.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>361</td>
<td>160</td>
<td>103</td>
<td>61</td>
<td>29</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>44.44%</td>
<td>28.61%</td>
<td>16.94%</td>
<td>8.06%</td>
<td>1.94%</td>
</tr>
</tbody>
</table>

Question 8: The Distance Learning Helpline was helpful to me.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>361</td>
<td>72</td>
<td>60</td>
<td>107</td>
<td>91</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>20.00%</td>
<td>16.67%</td>
<td>29.72%</td>
<td>25.28%</td>
<td>8.33%</td>
</tr>
</tbody>
</table>

Question 9: Where do you access the Internet most regularly?

<table>
<thead>
<tr>
<th></th>
<th>home</th>
<th>UWG computer lab</th>
<th>Undecided</th>
<th>work</th>
<th>other</th>
</tr>
</thead>
<tbody>
<tr>
<td>363</td>
<td>252</td>
<td>47</td>
<td>3</td>
<td>52</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>84.02%</td>
<td>12.95%</td>
<td>.83%</td>
<td>14.33%</td>
<td>1.66%</td>
</tr>
</tbody>
</table>

Question 10: How would you describe your level of experience using computers and the Internet (prior to this course)?

<table>
<thead>
<tr>
<th></th>
<th>novice</th>
<th>beginner</th>
<th>knowledgeable</th>
<th>expert</th>
</tr>
</thead>
<tbody>
<tr>
<td>363</td>
<td>15</td>
<td>64</td>
<td>251</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>4.13%</td>
<td>17.63%</td>
<td>69.15%</td>
<td>8.26%</td>
</tr>
</tbody>
</table>
Question 11: I would like to take classes in the future that are mostly on-line.

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>363</td>
<td>135</td>
<td>115</td>
<td>57</td>
<td>30</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>37.60%</td>
<td>32.03%</td>
<td>15.88%</td>
<td>8.36%</td>
<td>6.13%</td>
</tr>
</tbody>
</table>

Question 12: I would like to take classes in the future that are completely on-line.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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<tbody>
<tr>
<td>363</td>
<td>122</td>
<td>68</td>
<td>78</td>
<td>60</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>34.08%</td>
<td>18.99%</td>
<td>21.79%</td>
<td>16.76%</td>
<td>8.38%</td>
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</tbody>
</table>

Question 13: Where do you live?

<table>
<thead>
<tr>
<th>N</th>
<th>1. Less than 10 miles from the Carrollton campus.</th>
<th>2. 11-20 miles from campus.</th>
<th>3. 21-45 miles from campus.</th>
<th>4. 46-65 miles from campus.</th>
<th>5. 66-85 miles from campus.</th>
<th>6. more than 85 miles from campus.</th>
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</thead>
<tbody>
<tr>
<td>363</td>
<td>101</td>
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<td>85</td>
<td>73</td>
<td>37</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>22.72%</td>
<td>7.71%</td>
<td>23.42%</td>
<td>20.11%</td>
<td>10.19%</td>
<td>9.09%</td>
</tr>
</tbody>
</table>

Question 14: What did you like about the online portion of this course?

Click here to access Comments

Question 15: What did you dislike about the online portion of this course?

Click here to access Comments

Question 16: What suggestions would you make for future online courses?

Click here to access Comments

Question 17: What is your age?

<table>
<thead>
<tr>
<th>N</th>
<th>1. &lt;20</th>
<th>2. 20-29</th>
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<td>11.36%</td>
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</table>

Question 18: Registration for this course was available at a distance (online, via phone or via fax).

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
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45
<table>
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<td>22</td>
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<td>29.10%</td>
<td>55.37%</td>
<td>5.08%</td>
<td>4.24%</td>
<td>6.21%</td>
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</table>

Question 20: The academic advising related to distance learning which I received prior to this course was:

<table>
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</tr>
</thead>
<tbody>
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<td>126</td>
<td>35</td>
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</tr>
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<td></td>
<td>18.50%</td>
<td>33.53%</td>
<td>36.42%</td>
<td>10.12%</td>
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Question 21: Information on financial aid available prior to registration was:

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</thead>
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<td>83</td>
<td>66</td>
<td>23</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>8.50%</td>
<td>24.34%</td>
<td>19.35%</td>
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</table>

Question 22: Information on career services on UWG’s website is:

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<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
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<td>83</td>
<td>66</td>
<td>23</td>
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<td>135</td>
</tr>
<tr>
<td></td>
<td>8.50%</td>
<td>24.34%</td>
<td>19.35%</td>
<td>6.74%</td>
<td>1.47%</td>
<td>39.59%</td>
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Question 23: Means for resolving student complaints related to this course were:

<table>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>363</td>
<td>46</td>
<td>97</td>
<td>83</td>
<td>28</td>
<td>14</td>
<td>73</td>
</tr>
</tbody>
</table>
Question 24: Means for resolving student complaints were:

<table>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
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<td>363</td>
<td>34</td>
<td>90</td>
<td>82</td>
<td>25</td>
<td>12</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>1012%</td>
<td>26.79%</td>
<td>24.40%</td>
<td>7.44%</td>
<td>3.57%</td>
<td>27.68%</td>
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</tbody>
</table>

Question 25: How many on-campus courses (not online) are you taking this term?

<table>
<thead>
<tr>
<th>N</th>
<th>1. (answered 0)</th>
<th>2. (answered 1)</th>
<th>3. (answered 2)</th>
<th>4. (answered 3)</th>
<th>5. (answered 4)</th>
<th>6. (answered 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>363</td>
<td>80</td>
<td>96</td>
<td>40</td>
<td>46</td>
<td>60</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>22.86%</td>
<td>27.43%</td>
<td>11.43%</td>
<td>13.14%</td>
<td>17.14%</td>
<td>8.00%</td>
</tr>
</tbody>
</table>

Question 26: Did you use the UWG Library website to access information needed for your class?:

<table>
<thead>
<tr>
<th>N</th>
<th>1. Yes</th>
<th>2. No</th>
</tr>
</thead>
<tbody>
<tr>
<td>351</td>
<td>160</td>
<td>191</td>
</tr>
<tr>
<td></td>
<td>44.08%</td>
<td>52.62%</td>
</tr>
</tbody>
</table>

Question 27: Were you aware that the UWG Library has a Distance Learning Support Service to help you get the library and research materials you need?:

<table>
<thead>
<tr>
<th>N</th>
<th>1. Yes</th>
<th>2. No</th>
</tr>
</thead>
<tbody>
<tr>
<td>351</td>
<td>184</td>
<td>167</td>
</tr>
<tr>
<td></td>
<td>50.69%</td>
<td>46.01%</td>
</tr>
</tbody>
</table>
Appendix 6 – Spring 2002 Focus Group of Distance Students

Twelve UWG students who took distance courses this semester were polled by personal interview and email.

1. Residence

Students in the focus group come from Paulding, Henry County, Dallas, Douglasville, Lilburn in Gwinnett County, Clayton County, College Park, Adel (66 miles from Albany), McDonough, Bremen and Newnan. These students would be traveling from 15 to 194 miles to the UWG campus.

2. Previous distance course experience

- One student had taken three courses through WebCT and Epic Learning. She enjoyed the WebCT medium, but felt that Epic Learning was not user friendly.
- Five students took their first distance courses this semester.
- Another student has taken five distance courses.
- The student from Newnan has taken three GSAMS courses.
- The student from Adel Georgia has taken four GSAMS courses.
- Three students were taking their second courses through WebCT.

3. Will students take a distance learning course again?

One student replied that she would like to take additional courses via distance means, but that were no other courses offered via distance that she needed. She felt that more courses should be offered in distance format. One student was graduating this semester and therefore will not be taking any more courses. All other students expressed enthusiasm for taking future distance courses.

4. Are students taking distance courses in order to obtain a degree or certification?

Students indicated that they are taking distance courses to obtain graduate and undergraduate degrees or add-on certification. Most who were polled were seeking their Masters of Education or Specialist degree.

5. Reasons for taking distance courses

- "The commute to Valdosta from Albany is awful (almost 100 miles). This is much closer and the program is better than the one at Valdosta State University."
- "...it makes it easier for me to take more classes if I take a distance class."
- Students' reasons for taking distance courses are GSAMS sites proximity to home, flexibility for persons working full-time, time saving, cost, convenience, compatible schedule and distance from home to the UWG campus.

6. Experience with Admissions and getting enrolled at UWG

- "Admissions and enrollment was a little aggravating because I was a transfer student. I had registered in advance for Fall at my previous school, but I decided to work that semester instead and dropped all of my classes. UWG had a copy of my transcript that still listed those courses that I had dropped, so they wouldn’t completely process my application until they received a new transcript with grades for those classes. I kept trying to tell them that the transcript they had was the final transcript, but they wouldn’t listen to me for months.'
7. Experience with registration and the Registrar's office

- "My first semester I registered through Banweb, and it was an excellent experience. It's so much easier to be able to do things myself rather than relying on someone else to make decisions for me. Recently I had to register in the College of Business due to major restrictions, and that was also a pleasant experience. Not only was Wanda very helpful, but I was able to keep up on which classes were open and which were closed through Banweb, so I was up-to-date when it was time for me to register. However, I did not like having to wait until 8:30 when Wanda got there when I could have registered at midnight on Banweb. Couldn't someone come up with some way to check prerequisites through Banweb so that it could see that by the time I actually take the 3000 level classes I will have achieved major status? As for the Registrar's office, the few times I have been there, the staff has been very efficient and friendly."

- "As to the Registrar's Office, I have been frustrated with the "extra" fees grad. students are required to pay, even with only 6 hrs. There should be a process that students living further than 60 miles from campus can be exempt from paying the health/activity/athletic fees since it is too far to drive to take advantage of the services provided."

- "They were very helpful when I ran into a schedule problem. The only problem was that they waited 3 weeks to tell me that I was enrolled in the wrong class. I had to late add and catch up on three weeks of work."

- "I registered on-line and had no problems what-so-ever. It was extremely convenient and I loved being able to register when I have the time!"

- "Registering for classes can be difficult, if it's a popular class. I like being able to register from home on Banweb, but I had some trouble with Banweb while registering for summer and fall classes a few weeks ago. Banweb kept saying it was backing-up and for me to try again later, so I finally had to drive to the school and register in person to make sure I would be able to take the classes I needed."

- "When I can get through it is fine."

- The other students appreciated BanWeb and described the Registrar as helpful and "super nice."

8. Who do students contact when they need support for a distance learning course?

Instructor, DDEC, or other students?

Students contact ITS, their professor, Epic Learning, other students, the GSAMS site facilitator and DDEC. The majority of students contact their professor about concerns and then the Distance and Distributed Education Center help line.

9. Level of satisfaction with help from your instructor and from DDEC.
"My instructor was always helpful, but she always gave me the impression that I was bothering her. I never used DDEC for help."
"My instructor was extremely helpful and understanding when attachments didn't arrive and quickly responded by webct to let us know we should try again."
"The instructor usually solves whatever problem I'm having with the distance learning class. DDEC has provided me with sufficient support, too."
"I was satisfied each time."
Other students reported high levels of satisfaction in regards to help from both their instructor and DDEC. Most students described their professors as "very helpful".

10. GSAMS courses

- Majority remote class sites. One student came to campus and used a remote site.
- Students mostly reported being able to hear and see the professor well.
- Students were generally able to see materials presented by instructors.
- Students were able to talk to professor as often as needed.
- Students reported that the professors pay attention to both host site and remote sites equally.
- Student comments about GSAMS:
  - "I do feel left out of discussion before and after class, but that's part of the deal with being off campus"
  - "...sometimes in the beginning of the course, the instructor forgot her microphone, but we were able to let her know we couldn't hear."
  - The professors "...are always patient for the remote sites when we buzz in."
  - "Some of the pages displayed on the smart board were hard to read, but our instructor usually posted the pages before or after class."
  - "Be sure all sites are connected at least 20 minutes before class or allow 20 minutes after class when you could still talk with the instructor or ask questions about assignments."
  - "...at first I was a little reluctant to try to "buzz in" with comments because you usually had to interrupt the end of someone else's comments. I came to realize that this was anticipated and our instructor would acknowledge that our site would be next."
  - "Maybe a signal that lets the teacher as well as all the students know that the session is about over. Perhaps this can happen about two minutes or so before sign off. Often everyone is caught frozen."
  - "Just remind the campus site to ALWAYS use the mics when talking. Missed a lot of discussions when people forgot to pick up a mic."

11. Suggestions to improve distance programs and services for students

- "I would recommend a more rigorous orientation where students have to demonstrate their ability and understanding of using WebCT."
- Many students suggested expanding the distance program via GSAMS to various counties in Georgia.
- Students suggested that UWG offer more more programs and courses online.
- Other students had no suggestions for improvement.
12. Is it easy or difficult to get information and student services at UWG?
Students reported that it easy to fairly easy to access services for students and get
information related to needs at UWG.

- "It's pretty easy. You just have to ask and someone is always there to answer any
  questions you might have."
- "I believe that it is easy to get help and services."
- "My biggest problem has been that of textbooks. Those that are closer seem to
  snatch the copies fastest."
- "I have not had a problem."

13. Satisfaction with the Distance and Distribution Education Center’s help desk.

- "Great!"
- "The help desk was very nice and helped solved my problem quickly."
- "Helpful."
- "They have always been real good about walking us through the problem."
- Many students did not use the DDEC help desk. Those that used the DDEC help
desk had no complaints.

14. Satisfaction in general with UWG and services for students.

- "Except for the issue of extra fees being charged, I am very satisfied with UWG
  and what is offered to assist me in my Master's program."
- "I have been very satisfied with UWG and student services in general."
- "The media technology program that you have is good. Make the process for
  admission to the specialist less strenuous. A lot of media specialists here are
  getting degrees in areas that they will never use because the process is much
  simpler. There is a lot less hassle involved in admission and the program
  requirements."
- "It was different at first and I felt ill at ease using webct but I am much more
  comfortable with it's use after this course. I will continue to take distance
  courses through the Newnan Site as often as they are available!!"
- "Overall, I've been very satisfied with UWG. When students are just starting
  here straight from high school, it's harder for them to obtain any important
  information. Some students may think they aren't required to ask for help, but
  that help is just supposed to come to them. When they get the hang of college, it
  becomes easier to get any questions answered because you find out who to talk to
  and where to go."
- "I have not had to request any services."
- Students reported being pleased with UWG and student services.
Ten UWG students who took distance courses this semester were polled by personal interview and email.

1. General improvements that UWG can make for distance learners
   - Two students said that they wished that the GSAMS courses were online so that she could "fulfill all requirements from home."
   - One student was unaware that the library would mail books to her.

2. Adequacy of technology skills for taking web-based courses
   - All students said that their technology skills were adequate
   - One noted that the WebCT orientations were very helpful
   - One suggested that the WebCT orientations be more in-depth

3. Adequacy of motivation and self-discipline for success in taking distance courses
   - All students said that they were adequately motivated.
   - One noted that it was helpful to her that a class met face-to-face on a couple of occasions.

4. Availability of registration and academic advising
   - Most students noted that registration and advising were easily available.
   - One student noted that she had trouble reaching her advisor.
   - One student commented on BanWeb’s convenience and ease of use.

5. Availability of library resources
   - Some students noted that they utilized library services, while others did not use them at all.
   - Most were not aware of special library services for distance students, including the fact that materials can be mailed to distance students at no charge.

6. Level of faculty-to-student and student-to-student interaction as compared to a traditional course
   - All students noted that the level of interaction was high, and that their instructors were easy to reach and quick to respond.
   - Two students noted that the chat sessions enabled them to get to know students in the class better.
   - One student noted that she made lifelong friendships as an undergraduate in a traditional environment, and "couldn't see this happening in a distance learning course."

7. Comments on GSAMS courses
   - One student wished there were more GSAMS courses in Education so that she would not have to drive to campus.
   - One student complained about the required first-night, on-campus orientation for GSAMS students, saying, "Staying out on the highway till very late at night is not a wise decision."

Action Items Presented to DDE Steering Committee and DDEC:

1. Continue to remind instructors to include information about library resources and other information to distance students, including information in syllabi.
2. Send email reminders to distance students each term regarding special library services for distance students.
Appendix 8 – Telephone Survey Instrument

Student Name

Phone Number

Distance Course or Department

Date

Interviewer

Hi, ________________________________, this is __________________ from the State University of West Georgia. We are doing a quick phone survey with students who have taken distance learning courses in order to improve our services. Would you please spend just a few minutes with me answering a few questions about your experiences as a distance student in _______ (department).

1. Please rate the advisement you received as a distance student?
   
   a. excellent
   b. good
   c. needs improvement
   d. does not apply

   *If Needs Improvement checked, ask “in what way could the advisement for you have been improved?”

2. Did you receive advisement
   
   a. online
   b. through email
   c. by telephone
   d. in person
   e. self-advised
   f. other _______________________

3. Please rate the registration process as you experienced it as a distance student?
   
   a. excellent
   b. good
   c. needs improvement
   d. does not apply

   *If Needs Improvement checked, ask “in what way could the registration process for you have been improved?”

4. Did you utilize any library resources as a distance student, either by visiting a library or using library electronic resources?
a. yes  
b. no  
c. unsure  

5. How satisfied are you with the availability of library services at West Georgia for distance students?  
   a. very satisfied  
   b. somewhat satisfied  
   c. not satisfied  
   d. does not apply  

*If not satisfied is circled, ask, "How could library services be improved for distance students?"  

6. How did you initially receive a technical orientation to WebCT? More than one answer may apply.  
   a. through online information  
   b. through a live orientation  
   c. through the instructor  
   d. through the WebCT student printed handbook  
   e. through other class members  

7. Did these orientations provide you with enough information to effectively utilize WebCT by the second week of your course?  
   a. yes  
   b. no  

*If no, please explain.  

8. If you had problems accessing the course or utilizing WebCT in any way, which of the following did you utilize for help. More than one may apply.  
   a. the Distance Learning helpline by either email or phone  
   b. the instructor  
   c. another classmate  
   d. online instructions  
   e. other _________  
   f. never had problems  

9. a. (fill in from question 8) How successful was _________ in solving your WebCT problems?  
   a. very successful  
   b. somewhat successful  
   c. not successful at all
b. How successful was __________ in solving your WebCT problems? (Skip if answer to 8 is ‘f’)
   a. very successful
   b. somewhat successful
   c. not successful at all

c. How successful was __________ in solving your WebCT problems? (Skip if answer to 8 is ‘f’)
   a. very successful
   b. somewhat successful
   c. not successful at all

If any of the above were “not successful at all,” then ask, please explain why _____ was not successful in solving your WebCT problems.

10. Overall, do you feel that you received prompt and courteous student support from West Georgia as a distance learner?
   a. yes
   b. no
   c. does not apply

*If no, please explain what could have been improved.

11. Compared to traditional courses, how much do you think you learn in West Georgia’s distance courses?
   a. about the same in each type of course
   b. I learn more in a distance course
   c. I learn less in a distance course

Can you please explain your answer?

12. How would you compare the level of interaction between yourself and your instructor and yourself and other students in your distance course? Was it about the same, greater, or less than in a traditional course?
   a. about the same
   b. greater
   c. less
Please explain your answer.

13. Do you think that there are enough distance courses offered at West Georgia?
   a. yes
   b. no
   c. uncertain

14. If the distance course you last took were not offered via distance media, would you have driven to campus to take the course in the traditional manner?
   a. probably yes
   b. probably no

Just two more questions!
15. Where is the computer where you most often access WebCT?
   a. at home
   b. at work
   c. on campus
   d. other ________________

And finally, can you think of any other ways in which our distance courses, programs, and services for distance students could be improved at UWG?
Appendix 9 - Telephone Survey of Distance Students – Results from February 2003

Telephone Survey Results

1. Please rate the advisement you received as a distance student?

<table>
<thead>
<tr>
<th></th>
<th>%</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. excellent</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>b. good</td>
<td>44</td>
<td>22</td>
</tr>
<tr>
<td>c. needs improvement</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>d. does not apply</td>
<td>36</td>
<td>18</td>
</tr>
</tbody>
</table>

2. Did you receive advisement?

<table>
<thead>
<tr>
<th></th>
<th>%</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. online</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>b. through email</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>c. by telephone</td>
<td>24</td>
<td>12</td>
</tr>
<tr>
<td>d. in person</td>
<td>56</td>
<td>19</td>
</tr>
<tr>
<td>e. self-advised</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>f. other</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

3. Please rate the registration process as you experienced it as a distance student.

<table>
<thead>
<tr>
<th></th>
<th>%</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. excellent</td>
<td>36</td>
<td>18</td>
</tr>
<tr>
<td>b. good</td>
<td>42</td>
<td>21</td>
</tr>
<tr>
<td>c. needs improvement</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>d. does not apply</td>
<td>14</td>
<td>7</td>
</tr>
</tbody>
</table>

4. Did you utilize any library resources as a distance student, either by visiting a library or using library electronic resources?

<table>
<thead>
<tr>
<th></th>
<th>%</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. yes</td>
<td>46</td>
<td>23</td>
</tr>
<tr>
<td>b. no</td>
<td>52</td>
<td>26</td>
</tr>
<tr>
<td>c. unsure</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
5. How satisfied are you with the availability of library services at West Georgia for distance students?

<table>
<thead>
<tr>
<th></th>
<th>N=50</th>
<th>%</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. very satisfied</td>
<td>46</td>
<td>23</td>
<td>1</td>
</tr>
<tr>
<td>b. somewhat satisfied</td>
<td>16</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>c. not satisfied</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>d. does not apply</td>
<td>36</td>
<td>18</td>
<td>1</td>
</tr>
</tbody>
</table>

6. How did you initially receive a technical orientation to WebCT? More than one answer may apply.

<table>
<thead>
<tr>
<th></th>
<th>N=50</th>
<th>%</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. through online information</td>
<td>22</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>b. through a live orientation</td>
<td>12</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>c. through the instructor</td>
<td>44</td>
<td>22</td>
<td>1</td>
</tr>
<tr>
<td>d. through the WebCT student printed handbook</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>e. through other class members</td>
<td>16</td>
<td>8</td>
<td>1</td>
</tr>
</tbody>
</table>

7. Did these orientations provide you with enough information to effectively utilize WebCT by the second week of your course?

<table>
<thead>
<tr>
<th></th>
<th>N=50</th>
<th>%</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. yes</td>
<td>92</td>
<td>46</td>
<td>1</td>
</tr>
<tr>
<td>b. no</td>
<td>8</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

8. If you had problems accessing the course or utilizing WebCT in any way, which of the following did you utilize for help. More than one may apply.

<table>
<thead>
<tr>
<th></th>
<th>N=50</th>
<th>%</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. the Distance Learning helpline by either email or phone</td>
<td>16</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>b. the instructor</td>
<td>20</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>c. another classmate</td>
<td>8</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>d. online instructions</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>e. other</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>f. never had problems</td>
<td>60</td>
<td>30</td>
<td>1</td>
</tr>
</tbody>
</table>
9. a. (fill in from question 8) How successful was the Distance Learning Helpline in solving your WebCT problems? (Skip if answer to 8 is '1')

<table>
<thead>
<tr>
<th></th>
<th>%</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. very successful</td>
<td>75</td>
<td>6</td>
</tr>
<tr>
<td>b. somewhat successful</td>
<td>12.5</td>
<td>1</td>
</tr>
<tr>
<td>c. not successful at all</td>
<td>12.5</td>
<td>1</td>
</tr>
</tbody>
</table>

b. How successful was the instructor in solving your WebCT problems? (Skip if answer to 8 is '1')

<table>
<thead>
<tr>
<th></th>
<th>%</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. very successful</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>b. somewhat successful</td>
<td>60</td>
<td>6</td>
</tr>
<tr>
<td>c. not successful at all</td>
<td>20</td>
<td>2</td>
</tr>
</tbody>
</table>

10. Overall, do you feel that you received prompt and courteous student support from West Georgia as a distance learner?

<table>
<thead>
<tr>
<th></th>
<th>%</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. yes</td>
<td>94</td>
<td>47</td>
</tr>
<tr>
<td>b. no</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>c. does not apply</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

11. Compared to traditional courses, how much do you think you learn in West Georgia’s distance courses?

<table>
<thead>
<tr>
<th></th>
<th>%</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. about the same in each type of course</td>
<td>62</td>
<td>31</td>
</tr>
<tr>
<td>b. I learn more in a distance course</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>c. I learn less in a distance course</td>
<td>18</td>
<td>9</td>
</tr>
</tbody>
</table>

12. How would you compare the level of interaction between yourself and your instructor and yourself and other students in your distance course? Was it about the same, greater, or less than in a traditional course?

<table>
<thead>
<tr>
<th></th>
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<th>Numbers</th>
</tr>
</thead>
</table>

60
13. Do you think that there are enough distance courses offered at West Georgia?

<table>
<thead>
<tr>
<th>N=50</th>
<th>%</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. yes</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>b. no</td>
<td>54</td>
<td>27</td>
</tr>
<tr>
<td>c. uncertain</td>
<td>48</td>
<td>24</td>
</tr>
</tbody>
</table>

14. If the distance course you last took were not offered via distance media, would you have driven to campus to take the course in the traditional manner?

<table>
<thead>
<tr>
<th>N=50</th>
<th>%</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. probably yes</td>
<td>66</td>
<td>33</td>
</tr>
<tr>
<td>b. probably no</td>
<td>34</td>
<td>17</td>
</tr>
</tbody>
</table>

15. Where is the computer where you most often access WebCT?

<table>
<thead>
<tr>
<th>N=50</th>
<th>%</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. at home</td>
<td>72</td>
<td>36</td>
</tr>
<tr>
<td>b. at work</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>c. on campus</td>
<td>22</td>
<td>11</td>
</tr>
<tr>
<td>d. other</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Click here for open-ended comments by surveyed students.
Appendix 10 – Institutional Distance Learning Goals Semi-Annual Assessment (November 2002)

Institutional Goals

- Plan and create distance learning environments that encourage and support excellence in a personal environment
- Maintain the human and technical resources and network infrastructure necessary to successfully support and deliver distance and distributed learning.
- Ensure that academic and student services are appropriate to meet the needs of distance and distributed learners.
- Conduct continuous evaluation of distance and distributed learning and support services to ensure the advancement of the university's mission and adherence to quality standards.
- Support research, scholarship, and creative endeavors which promote knowledge of distance learning.

These goals are reviewed annually in March, by the Distance and Distributed Education Steering Committee, and revised as appropriate.

Goal 1. Plan and create distance learning environments that encourage and support excellence in a personal environment. Accomplishing this goal will ensure that:

- Student and faculty satisfaction with distance and distributed education courses is high.
  - Summer 2002 evaluations showed that 88% of distance students agreed that their attitude toward online learning was positive at the end of the term. 82% agreed in Spring 2002.
  - 80% of students (Summer 2002) said they’d like to take more courses in future mostly online. (Spring 2002 - 71%).
  - 60% (Summer 2002) said they’d like to take courses in future completely online. (Spring - 59%)
  - 97% (Summer 2002) said that their instructor was positive about the online component of their course. (81% in Spring 2002).
  - The number of faculty using distance technologies continues to increase. FY02 totals were 265 faculty, compared to 208 in FY01, and 167 in FY00.

- Student retention in distance and distributed education is comparable to that of traditional courses.
  - Spring 2002 retention for Distance students was 87.6% compared to 88.3% for non-Distance students. Fall 2001 retention for Distance students was 90.3% compared to 88.5%
- Students enrolled in distance courses have access to student services.
  - The UWG Online Connection (http://www.westga.edu/~online/) provides easy web access for distance students to access student services.
  - Spring 2002 Focus Group indicated overall satisfaction with availability of student services for distance students.
- Student learning outcomes are comparable to those in traditional courses. (ex. http://coe.westga.edu/mit/outcomes/index.html)
- These are generally the same as traditional, and are evaluated on a departmental basis.
- Interaction among student-faculty, and student-student are at least as high as in a traditional course.
  - Open-ended responses from written surveys Spring 2002 and Summer 2002 surveys indicate that students appreciate the ability to interact at flexible times with faculty and other students.
  - Fall 2002 Focus group - "All students noted that the level of interaction was high, and that their instructors were easy to reach and quick to respond."
- Faculty demonstrate competence in developing distance courses whose academic standards and student learning are the same as those for other courses delivered.
  - All faculty MUST complete technical and pedagogical training prior to teaching a distance course.
  - Academic standards and student learning are evaluated on a departmental basis. The DDEC reviews student surveys, class by class, to assure that overall student satisfaction with the faculty and the course are adequate. Since 1998, there have only been two cases in which the faculty competence seemed questionable based on student complaints. These were referred to the appropriate department head and dean. Both faculty members have since left the institution.
- The number of courses developed and offered through distance media meets the demand of the region’s students.
  - Probably not - several departments and the DDEC receive many phone and emails from students requesting more distance courses.
  - The phone survey of February 2003 indicates that more than 50% of distance students believe there are not enough distance courses. (Data added February 2003).

Assessment methods: Written student surveys at end of each term, annual focus group with distance students, informal discussions with Distance Learning Steering Committee and distance faculty. Student learning outcomes are assessed by academic units offering instruction. See: http://www.westga.edu/~distance/data/eval/

Goal 2. Maintain the human and technical resources and network infrastructure necessary to successfully support and deliver distance and distributed learning. Accomplishing this goal will ensure that:

- Faculty are trained and prepared to teach distance and distributed courses.
  - All faculty MUST complete technical and pedagogical training prior to teaching a distance course.
- Students are able to receive immediate technical assistance through telephone or email.
  - The DDEC staff provide immediate response to technical questions from students weekdays from 8 am until 8 pm weekdays. Students may contact a statewide support line after hours.
  - Helpline satisfaction surveys indicate that all students in January 2003 ranked the amount of time it took them to get help at least an 8 on a scale of 1 to 10. (The Helpline software was added in January 2003, and this data was added in February 2003.)
- Students and faculty are able to receive assistance through a central point-of-contact.
  - The DDEC provides a central point of contact for support for all UWG distance courses.
• A variety of delivery methods are available.
  o In addition to the primary online mode of WebCT, distance courses may also
    utilize GSAMS two-way videoconferencing, and Horizon Live for synchronous
    or archived delivery of lectures featuring voice and visuals.
• Distance courses are easily accessible to a growing number of students and potential
  students.
  o All faculty MUST complete technical and pedagogical training prior to teaching
    a distance course.
• Downtime for courses is non-existent or minimal, with backup plans in place and utilized
  as needed.
  o Except for scheduled maintenance, the WebCT system has functioned without
    interruption since January 2002. Faculty use WebCT and Horizon Live as a
    backup to GSAMS.

Assessment methods: Written student surveys at end of each term, annual focus group
with distance students, informal discussions with Distance Learning Steering Committee
and distance faculty, departmental annual self-review. See:
http://www.westga.edu/~distance/data/eval/

Goal 3. Ensure that academic and student services are appropriate to meet the needs of distance
and distributed learners. Accomplishing this goal will ensure that:

• Each distance course or program provides students with clear, complete and timely
  information on the curriculum, course and degree requirements, nature of faculty/student
  interaction, prerequisite technology competencies, technical requirements, availability of
  academic support service, financial aid resources and costs and payment policies. See:
  http://www.westga.edu/~distance/handbook.html
  o Information available on web and syllabi for all distance courses and programs.
  o Information also available in online student handbook, and others online points
    of access for students.
• Students express satisfaction with the level of academic and student services received
  when taking distance and distributed courses.
  o Spring Focus Group students express general satisfaction. Some students
    suggested more orientation sessions. Other complaints had to do with courses
    being closed when registering.
• Students are aware of and utilize online resources available to them for academic and
  student support.
  o According to Spring 2002 and Summer 2002, most students were either satisfied
    with support services, or said "did not apply." "Did not apply" usually referred to
    financial aid or career services, which are not needed by a large percentage of
    students.
  o Sixty percent (Summer 2002) reported that they used library services, but 46%
    (summer 2002) said they were unaware of library services available specifically
    for distance students.
• Enrolled students have reasonable and adequate access to the range of student services
  and resources appropriate to support their learning.
  o Distance students have access to the range of student services and resources that
    traditional students do, and also special services such as support from the DDEC,
    and special services from the library. Information regarding services is available
    at www.westga.edu/~online
Assessment methods: Written student surveys at end of each term, annual focus group with distance students, informal discussions with Distance Learning Steering Committee and distance faculty, departmental annual self-review. See: http://www.westga.edu/~distance/data/eval/

Goal 4. Conduct continuous evaluation of distance learning and support services to ensure the advancement of the university's mission. Accomplishing this goal will ensure that:

- Faculty use results of evaluations to improve courses.
  - All distance faculty must complete the Distance Evaluation Summary form, documenting what changes they will make in future distance courses based on their student surveys.
- Distance learning staff uses results of evaluations to improve programs and services as a whole.
  - The DDEC staff reviews evaluations and completes an annual effectiveness evaluation each June. A staff retreat is also held each December to assess staff quality standards, issues and plan for the next year.
- The technologies selected are appropriate to meet course or program objectives.
  - The DDESC selects technologies for campus use and support based on student need, recommendations from other institutions, and cost-benefit.
  - Individual departments and instructors select from combinations of the various institutional technologies (WebCT, GSAMS, Horizon Live) based on the program and course objectives.
- Documentation of evaluations for each course and the overall distance program is available and accessible.
  - Overall evaluations for student written surveys, focus groups, phone surveys, retention and other data is available at the DDEC website (www.westga.edu/~distance/data/eval/)
  - Raw survey data is also maintained by the DDEC and each department offering distance courses.

Assessment methods: Faculty summary of evaluations each term, written student surveys at end of each term, annual focus group with distance students, informal discussions with Distance Learning Steering Committee and distance faculty, departmental annual self-review. See: http://www.westga.edu/~distance/data/eval/

Goal 5. Support research, scholarship, and creative endeavors which promote knowledge of distance learning: Accomplishing this goal will ensure that:

- Our journal, conference, and certificate programs maintain excellent reputations among distance learning administrators in the United States and worldwide.
  - The journal is required reading for many institutional programs, including University of Nebraska's doctoral program in Higher Education, and is referenced in many papers and books.
  - The conference attracts a growing international audience of practitioners in the field.
- Our Online Journal of Distance Learning Administration continues to increase in readership.
  - The average edition had 12,000 hits in 2002, up from 8,000 in 2001, and 3,500 in 2000.
- UWG faculty conduct research to enhance distance courses at UWG and to provide scholarly information to their field.
  - UWG faculty and staff regularly present research at the DLA Conference and other conferences, including SITE, Educause, and other professional meetings. Many UWG faculty articles and books on distance learning are linked from the distance website.

Assessment methods: Certificate program and conference evaluations, readership data of journal, feedback from readers and participants.
Appendix 11 – Faculty Evaluation Summary for Distance Courses Form

Evaluation Summary for Distance Courses
Use both SEIs and Distance Course Evaluations

Instructor Name: Course name:
Course Number: Location: Semester:
Enrollment: Delivery Methods Used (give percentages for each):
GSAMS ______
WebCT ______
Face-to-Face ______
Other ______ (please specify)

Attach summaries of data from objective questions for both SEI and Distance Course Evaluations.

1. After reviewing your student evaluations, what do you think went well in this class?

2. What was problematic? What needs to be improved?

3. What do you plan to change next time you teach the course?

4. What was the biggest adjustment you had to make in teaching a distance course and how was this addressed?

5. After reviewing student evaluation questions, what do you think of the level of non-academic support provided for this course by student services, the library, the distance education center, and the instructor?

Return 1 copy (with data attached) to department head or dean.
Return 1 copy to Distance & Distributed Education Center, Honors House.
Appendix 12 – Results from Faculty Evaluation Summary Form (Spring 2002)

DL Course Evaluation Summaries for Spring 2002

Overall analysis of student course evaluation summaries as prepared by faculty teaching distance courses. The results were presented to DL Steering Committee members for discussion of distance program improvements, and action as needed. Action items are noted in italics.

What went well in Distance Learning Classes

1. Like last term, almost all reported student appreciation of not having to drive to class, flexible hours, ability to balance family/class and convenience.
2. Mix of different technologies in some classes. The DDEC will encourage use of multiple technologies in faculty training sessions.
3. Availability of some instructors for individual help during office hours in person or online.
4. Instructor-specific praises.

What was problematic or should be improved

1. Some students miss face-to-face interaction.
2. One instructor reported firewall problems with WebCT.
3. Some students are still not taking advantage of available WebCT training sessions, help guides, or support. The DDEC will publicize need for required student training sessions to faculty through email reminders, including but not limited to the faculty Webct listserv.
4. Increasing difficulty in getting GSAMS sites. One instructor noted that he will only teach online now.
5. Course specific complaints, such as assignments, projects, books, group work etc.

Planned changes for future delivery of course, based on students' feedback

1. The most frequently cited improvement was to increase opportunities for interaction, through chat, projects, or optional face-to-face meetings.
2. Some still reported the need to make sure that students understand the demands of taking a distance course up front. One noted that students seemed to think that an online course would be easier and were surprised that it was so time-consuming. In addition to the new online orientation site for distance at: http://www.westga.edu/~online/, instructors should make the demands of online learning clear in their syllabi.
3. Those using Horizon Live said they would increase the number of times they use it in their courses.
4. Have formative evaluation early in course.
5. Course specific changes not related to distance delivery such as textbook, assignments, etc.

Biggest adjustments required for distance instructors

1. Finding enough time to develop class, answer emails, and respond to student inquiries.

Level of student services, DDEC, and instructor support

1. All reported good to superior for non-academic support.
2. Instructors reported that they were supportive of students but that some needed to know upfront the unique demands of online learning.
3. Two instructors complained that WebCT is not user-friendly and cumbersome.
Appendix 13 – Results from Faculty Evaluation Summary Form (Summer 2002)

DL Course Evaluation Summaries for Summer 2002

Overall analysis of student course evaluation summaries as prepared by faculty teaching distance courses. The results were presented to DL Steering Committee members for discussion of distance program improvements, and action as needed (noted in italics).

What went well in Distance Learning Classes

1. Students liked ability to access material on their own time.
2. Some students felt more comfortable expressing themselves in online environment.
3. Flexibility of group participation.
4. Online experience enables students to mature and become self-starters.
5. Students liked online environment, but also took advantage of one-on-one instruction during office hours.
6. Most students, even those with little computer experience, adjusted well to the online environment.
7. Students viewed instructor as positive about online learning.
8. Students utilized library website and other online resources effectively.

What was problematic or should be improved

1. Some students miss face-to-face interaction and wanted to get to know classmates better. A subcommittee of the DDESC will explore a system of enabling all students to create an easily-accessible biography page.
2. WebCT alters spacing, when exact MLA format is asked of students. Should be resolved with Vista version.
3. Course specific complaints, such as cost of books.
4. WebCT is cumbersome from the instructor’s point of view. Should be less cumbersome for instructor with Vista version.
5. Many students were not aware of resources, such as library, that have services specifically for distance learners. More detailed information to be put in syllabi, course bulletins, websites, and through emails to students.

Planned changes for future delivery of course, based on students’ feedback

1. The most frequently cited improvement was to increase opportunities for interaction, through chat, projects, or optional face-to-face meetings.
2. Make sure links work
3. Course specific changes not related to distance delivery such as textbook, assignments, etc.
4. Instructor to make sure that students understand participation requirements and how to use WebCT effectively. More detailed information to be put in syllabi, course bulletins, websites, and through emails to students. Increased orientation sessions for students.
5. Increased use of bulletin board and online discussion areas by instructor.
6. Make sure syllabus is appropriate for distance learners. Template developed by DDEC for use in distance faculty syllabi.

Biggest adjustments required for distance instructors
1. Email overload.

2. Losing synergy that is present in traditional classroom.  
   Level of student services, DDEC, and instructor support

1. All reported good to superior for non-academic support.
Appendix 14 - Results from Faculty Evaluation Summary Form (Fall 2002)

DL Course Evaluation Summaries for Fall 2002

Overall analysis of student course evaluation summaries as prepared by faculty teaching distance courses. The results were presented to DL Steering Committee members for discussion of distance program improvements, and action as needed. Action items are noted in italics.

What went well in Distance Learning Classes

1. Like always, almost all reported student appreciation of not having to drive to class, flexible hours, ability to balance family/class and convenience.
2. Students liked online testing.
3. Availability of multiple technologies. The DDEC will encourage use of multiple technologies in faculty training sessions, and explore technical constraints to offering online video.
4. Students are rewarded for participation and interaction
5. Some faculty felt they got to know students better than in traditional course.

What was problematic or should be improved

1. Some students reported being unaware of services available to them (DDEC, Orientation Materials and Library) even though the links were visible to them every time they opened the course. Continue recent efforts to bombard students with this information, through emails, WebCT login page reminders, orientations. Also provide ready-made orientation materials for faculty who choose to do their own orientations.
2. Some students not prepared for self-directed nature of course. See above actions.
3. Audio problems in Horizon Live and Epic Learning on some occasions. Provide live technical assistance to faculty doing their first few Horizon Live "live" sessions, requiring them to come to DDEC or sending staff to their office.
4. One instructor said it was problematic "not being able to get handouts to students in less than 10 days," and says she will send them all by mail at beginning of course in a packet. Encourage faculty to put handouts online in WebCT.
5. Some students say they want more face-to-face meetings, but then very few attend.
6. A few students still need basic technical skills before taking an online course.
7. WebCT is very cumbersome from instructor's point of view.

Planned changes for future delivery of course, based on students' feedback

1. Use more Horizon Live or streaming video to illustrate skills and techniques.
2. Schedule GSAMS sites for a few minutes past the end of class time when possible to add extra time for students who have after-class questions. Change scheduling to last 10 minutes past class time when possible.
3. Encourage students to interact more.
4. Course specific changes not related to distance delivery such as textbook, assignments, etc.
5. Have online office hours.
6. Make sure students understand when they register for an online course what it entails.

Biggest adjustments required for distance instructors
1. Finding enough time to develop class, answer emails, and respond to student inquiries.
2. Getting comfortable with technical aspects of WebCT.
3. Amount of time it takes to grade the assignments.
4. Amount of time and typing it takes

**Level of student services, DDEC, and instructor support**

1. All reported good to superior for non-academic support.
What Every Student Should Know About Online Learning

THE NATURE OF ONLINE LEARNING:
The teaching offered in this course is not designed to just instruct, but to enable learners to fully participate in learning conversations. Interaction between and among students provide the power for this platform, thus students must take responsibility for creating a stimulating and engaging online learning environment. This will involve checking email on a regular basis, logging into the class website regularly to keep up with assignments and participate fully in online discussions, and scheduling regular blocks of study time each week.

Online learning generally provides considerable freedom, allowing students to often choose when and where they'll participate in class activities. But at the same time, students have the same kinds of deadlines and structured responsibilities of a face-to-face class. In other words, flexibility must be balanced by responsibility. Like a face-to-face course, online courses require that assignments be completed by due dates, attendance (via your logins to your course), involvement in online discussions, and sometimes group collaboration. Most students enjoy the active learning that online classes involve.

PREREQUISITE COMPUTER SKILLS:
It is critical that you have the minimum technical skills necessary to succeed in an online course. You should have the ability to use the computer and basic software (word processing, spreadsheets, and browsers). You should be able to download (save) and upload files and documents. If you are a novice WebCT user, you should take the WebCT student tutorial before proceeding with an online course. Logon to the WebCT student tutorial at

http://guest:guest@mywebct.westga.edu:7900/SCRIPT/ABC101_studtutorial/scripts/serve_home
with user name “guest” and password “guest”.

and the WebCT Student Orientation at

http://www.webct.com/oriented/viewpage?name=oriented_orientation_program_home are highly recommended.

TECHNICAL REQUIREMENTS:
- a 486/66Mhz (minimum) PC with 16 MB of RAM OR a Macintosh PowerPC with 16 MB RAM or better OR any other Macintosh with a 68040 processor and 16MB or RAM or better
- 28.8 modem or better
- an internet service provider
- Netscape 4.0 or better OR MS Internet Explorer 3.0 or later (but not Netscape 6.0 and Internet Explorer 5.5 service pack 1)

Please see further details on technical requirements at http://distance.westga.edu/vitalinfo.html.
ACADEMIC SUPPORT SERVICES
Distance Learning Library Services http://www.westga.edu/~library/depts/offcampus/
(770) 836-6496 or email cgoodson@westga.edu
The Excel Center for Academic Success http://www.westga.edu/~EXCELcenter/
(770) 836-4680 or email helpme@westga.edu
Student Services http://www.westga.edu/~stusrvc/
(770) 836-6423

FINANCIAL AID RESOURCES
The Office of Financial Aid at West Georgia http://www.westga.edu/~finaid/
770-836-6421 or email finaid@westga.edu

COSTS AND PAYMENT POLICIES
How to pay fees can be found at: http://www.westga.edu/~distance/online/fees.html
Distance Course Fee Policy: Off-campus course students (section#s 40-99) are not charged on-campus fees, except for the Technology Fee. See links below for specific and up-to-date fee structures.
Undergraduate Fee information is available BUT make sure you scroll down to the Off-Campus Fee section: http://www.westga.edu/~admiss/fees.html
Graduate Fee information is available BUT make sure you scroll down to the Off-Campus Fee section: http://www.westga.edu/~distance/gradfee.html

UWG ONLINE CONNECTION
An Orientation Site for students attending UWG solely through on-line courses
http://www.westga.edu/~online/

**
The Distance Student Guide is the most informative and complete resource for distance learners at West Georgia. Please see http://www.westga.edu/~distance/handbook.html.

**
Appendix 13 - Results from Faculty Evaluation Summary Form (Summer 2002)

DL Course Evaluation Summaries for Summer 2002

Overall analysis of student course evaluation summaries as prepared by faculty teaching distance courses. The results were presented to DL Steering Committee members for discussion of distance program improvements, and action as needed. Action items in italics.

What went well in Distance Learning Classes

1. Students liked ability to access material on their own time.
2. Some students felt more comfortable expressing themselves in online environment.
3. Flexibility of group participation.
4. Online experience enables students to mature and become self-starters.
5. Students liked online environment, but also took advantage of one-on-one instruction during office hours.
6. Most students, even those with little computer experience, adjusted well to the online environment.
7. Students viewed instructor as positive about online learning.
8. Students utilized library website and other online resources effectively.

What was problematic or should be improved

1. Some students miss face-to-face interaction and wanted to get to know classmates better. *A subcommittee of the DDESC will explore a system of enabling all students to create an easily-accessible biography page.*
2. WebCT alters spacing, when exact MLA format is asked of students. *Should be resolved with Vista version.*
3. Course specific complaints, such as cost of books.
4. WebCT is cumbersome from the instructor’s point of view. *Should be less cumbersome for instructor with Vista version.*
5. Many students were not aware of resources, such as library, that have services specifically for distance learners. *More detailed information to be put in syllabi, course bulletins, websites, and through emails to students.*

Planned changes for future delivery of course, based on students’ feedback

1. The most frequently cited improvement was to increase opportunities for interaction, through chat, projects, or optional face-to-face meetings.
2. Make sure links work
3. Course specific changes not related to distance delivery such as textbook, assignments, etc.
4. Instructor to make sure that students understand participation requirements and how to use WebCT effectively. *More detailed information to be put in syllabi, course bulletins, websites, and through emails to students. Increased orientation sessions for students.*
5. Increased use of bulletin board and online discussion areas by instructor.
6. Make sure syllabus is appropriate for distance learners. *Template developed by DDEC for use in distance faculty syllabi.*

Biggest adjustments required for distance instructors

76
1. Email overload.
2. Losing synergy that is present in traditional classroom.

Level of student services, DDEC, and instructor support

1. All reported good to superior for non-academic support.
Commission on Colleges
Southern Association of Colleges and Schools

REPORT OF THE SUBSTANTIVE CHANGE REVIEW
UNIVERSITY SYSTEM OF GEORGIA

October 29 - 31, 2001
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Commission on Colleges
Southern Association of Colleges and Schools

REPORT ON THE SUBSTANTIVE CHANGE REVIEW

UNIVERSITY SYSTEM OF GEORGIA

List of Institutions

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Columbus State University
Darton College
Floyd College
Georgia College and State University
Georgia Institute of Technology
Georgia Southern University
Georgia State University
Kennesaw State University
State University of West Georgia
Valdosta State University
INTRODUCTION

On October 29 – 31, 2001, a team of highly qualified academicians, including two staff members of the Southern Association of Colleges and Schools (SACS), met at the Atlanta Airport Hilton hotel to develop a report on the state-wide review of proposed substantive changes in Distance Education at eleven University System of Georgia (USG) institutions.

This meeting was significant in two respects. First, it marked the first time that SACS has conducted a simultaneous review of institutions offering programs at multiple-degree levels: associate, baccalaureate, and graduate programs offered through distance education channels. Second, this review marked a milestone in the review of distance learning, since it was a totally electronic review. This is to say, that “site visits” gave way to virtual, on-line visits, with committee members verifying and exploring data via web pages, e-mails, telephones, and facsimiles.

The Committee reviewed three types of distance learning programs:

- The eCore™. The eCore™ or electronic core curriculum, consists of freshman and sophomore-level courses taught on the Web. Courses in English, mathematics, history and the social sciences are among the many eCore™ offerings. To register for an eCore™ course, students must be admitted as regular students to a University System of Georgia college or university that is a Georgia GLOBE (Global Learning On Line for Business and Education) Affiliate. Currently, the Affiliate institutions are Clayton College and State University, Columbus State University, Floyd College, the State University of West Georgia, and Valdosta State University. A core
curriculum is required of all online undergraduate students seeking an online baccalaureate degree, in accordance with the requirements of the University System of Georgia (USG) and meeting the institutionally determined requirements. Institutions may select specific courses for their own students. Courses in the eCore are taught by faculty from five consortium institutions.

- **WebMBA**: A ten-course curriculum is required of all students who are seeking the online Masters of Business Administration degree, in accordance with the requirements of the University System of Georgia (USG). Currently, the Affiliate institutions are Georgia College and State University, Kennesaw State University, State University of West Georgia, and Georgia Southern University.

- **Other Online Programs**: This category included a range of programs developed by participating institutions.

In this review, when it was found that institutions have not adequately addressed criteria, these instances are presented with accompanying narrative within the appropriate section of the *Criteria for Accreditation*.

The Committee is aware that distance education terminology is still evolving; therefore, many different terms are used in this report. Electronic distance learning courses, internet-based courses, internet-delivered courses, distance learning courses, online learning courses, online courses, distance education courses, non-traditional, off-campus, web classes, and web-based classes all refer to courses offered via distance education. Non-distance courses, on-campus, and traditional courses are used to refer to those courses not offered via distance education.
The Committee takes this opportunity to thank the leadership of the University System of Georgia, its staff persons, and all university personnel for an exemplary performance. The size of the task was monumental and the data provided was copious. The completeness of the project facilitated the difficult work of the committee. Lessons were learned from all sides; and, thus, the purposes of higher education and distance education were extremely well served.

Finally, the visiting Committee extends its gratitude to the University System of Georgia and its staff members for the obvious attention to the innumerable details necessitated by this project and, also, for the hospitality meted out to them. The suitability of the site and the concern for individual needs also helped to expedite the work.

The Committee wishes the best for the University System of Georgia and is pleased to be able to render this professional service in the process of this Substantive Change.
Commission on Colleges
Southern Association of Colleges and Schools

SUBSTANTIVE CHANGE COMMITTEE ROSTER

GEORGIA SYSTEM DISTANCE EDUCATION REVIEW

October 29 – 31, 2001

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SECTION IV: EDUCATIONAL PROGRAM

4.1 General Requirements of the Educational Program

Basically, the distance learning courses and programs presented by the University System of Georgia (USG) colleges and universities for substantive change review were found to provide appropriate levels of student achievement and were of quality equivalent to the traditionally delivered, on-campus courses.

The Committee drew its conclusions based upon electronic documents supplied by the institutions, interviews with students and faculty, and review of course syllabi. Based upon this review, the Committee found that instruction is evaluated regularly and the results used for program improvements. Students are provided course syllabi with course goals, requirements, and methods of evaluation. Academic advising and orientation programs are provided, and publications are accurate and adhere to principles of educational practice.

To ensure the quality of instruction in the distance education courses, interaction between students and faculty and among students is facilitated via electronic bulletin boards, e-mails, telephone conversations, and facsimiles. Students complete course evaluations as they do in traditional classrooms. Also, online evaluation forms are being developed and implemented to accommodate the new delivery method.

The eCore™ general education curriculum provides consistency across the system in the delivery of courses. Four eCore™ courses were recognized as WebCT Exemplary Courses in June 2001. Among the criteria leading to this recognition was evidence that these eCore™ courses were academically demanding, encouraged critical thinking, made exceptional uses of the WebCT features, provided for student-to-student and student-to-faculty interaction, and utilized a variety of methods for student assessment. The Council on
General Education Committee, using an analysis of commonalities across institutions, developed courses in the eCore™ curriculum.

In this review, it was found that not all institutions equally addressed all of the criteria. In some cases, the documentation provided by an institution was not clear as to the compliance of the institution with the criteria. One area involves the comparative quality of learning between on-campus and distance locations. While all colleges collect assessment data, the extent to which analysis and in-depth study take place is variable. It was reported that Georgia Southern University had made such a study in 1996; however, this study was conducted before there were many online course offerings. (Suggestion 1) The Committee suggests that Georgia Southern University undertake a new analysis to ascertain whether there are differences between on-campus and distance learning courses in respect to the quality of programs. The State University of West Georgia requires comparable on-campus and distance student learning, however, it was not clear to the reviewers as to how this was determined. (Suggestion 2) The Committee suggests that the State University of West Georgia clearly identify the student learning goals of the same courses taught on and off campus to ensure they are comparable.

About half of the instructors at Columbus State University in Spring 2001 indicated that their online students performed similarly to traditional students and yielded similar grading distributions. However, there was no direct comparison of student performance on objective assessments. Interviews with students, faculty, and one graduate regarding evaluation of faculty, courses, and programs as well as statements made in the prospectus indicate that Valdosta State University has satisfactorily evaluated the eCore™ program, and feedback has been used to improve the program. However, there does not appear to be in
place a program to measure learning outcomes based on a standard of achievement. Students
and faculty interviews and statements made in the prospectus indicate that Georgia Institute
of Technology has satisfactorily evaluated its graduate engineering programs. This data has
been compared with similar data of students enrolled in comparable traditional programs.
Feedback has been used to improve the program. However, there does not appear to be in
place a program to measure learning outcomes based on a standard of achievement.

(Recommendation 1) The Committee recommends that Columbus State University, Valdosta
State University, and Georgia Institute of Technology undertake a formal evaluation to
compare the performance of students taking electronic distance learning courses with those
taking the same course in the traditional format to ensure that learning outcomes are
equivalent.

4.2.4 Undergraduate Instruction

To ensure the quality of instruction in the distance learning program, there is required
interaction between students and faculty and among students via electronic bulletin boards,
chat rooms, phone calls, or email. Each course includes a student guide that describes the
expected student participation and expectations for achieving course outcomes.

All higher education institutions within the University System of Georgia evaluate
distance learning courses and the faculty who teach these courses. These evaluations, which
occur at the end of the semester or at the completion of a course, are designed to gather
meaningful input from students while ensuring their anonymity. Because of the difference in
instructional format and delivery, “seasoned” faculty who use this methodology, with
significant input from the Instructional Technology Distance Learning Staff, developed the
evaluation instrument designed to gather feedback on distance learning courses.
The results of the evaluation are made available to faculty, to the faculty member's immediate supervisor, and become a part of the permanent record. In addition to students evaluating course content and delivery, they are also asked to evaluate the quality of technical support services for distance learning courses. The results of these surveys are used to improve and increase access and services to students. Both surveys and summaries of results and implications are available online.

At the four-year college and university level, policy dictates that an annual evaluation be conducted and that the results become an integral component of the tenure and promotion system. An important element of the annual evaluation process is the opportunity for students to rate faculty performance in a confidential manner. This feedback, made available to faculty, is then used to improve instruction.

An array of evaluation methods is used at the various institutions reviewed. These include the use of online surveys, focus groups, phone interviews, staff development discussions and seminars, review of student evaluations and one-on-one discussions with instructional designers, technical support technicians, other faculty, and administrators. Although there are some institutional differences in the array of evaluation methods used, in most instances, there is clear evidence that the results of evaluation are used to make improvements in instructional content and delivery modes and ensure quality instruction.

One of the institutions, Floyd College evaluates distance learning courses each semester using the standard student evaluation form used for all courses taught at the college. Distance education students return the evaluation by mail or facsimile to protect their identity. In the Spring 2001, an online evaluation form was added to the program and students return this feedback by email. Now, Floyd College uses two forms and has
documented a number of improvements as a result of the evaluation process. The two
evaluation forms are very similar with the exception that the online version captures
additional information regarding student satisfaction with the technology. (Suggestion 3)
The Committee suggests that Floyd College combine the two forms used for course
evaluations into one form.

4.2.5 Academic Advising of Undergraduate Students

An email interview with the Academic Support and Student Retention individual at
Columbus State University revealed no responsibility on the part of that individual or office
for advising eCore™ students. Student surveys (Summer and Spring 2001) revealed that a
large number (approximately one-third) of eCore™ students have not communicated with an
advisor. Apparently, the registration process may be completed without advisor approval.

The majority of those who did see or communicate with an advisor, however, were satisfied
with the advice they received. Survey comments provided mixed feelings relative to
student’s advising experiences. This is given little evidence of consistency in the academic
advising process of its eCore™ students. (Recommendation 2) The Committee recommends
that Columbus State University demonstrate that it conducts a systematic, effective program
of undergraduate academic advising for this program.

Institutions use a variety of methods to provide effective advising and orientation
programs for their electronic distance education students. At many institutions, advising
services are available to students online, through email, by telephone, or in person. At some
institutions, such as Clayton College and State University, all four options are available.
Sometimes faculty, such as those at the State University of West Georgia, offer advising
support to students in their classes, or special advisors, such as the eCore advisors at
Valdosta State University and at Floyd College, act as the primary contact for the institution. WebCT student orientation packages are available along with a Student Online Readiness Tool that helps prospective students make informed decisions about whether to sign up for online courses. Online tutorials in how to evaluate Internet resources or how to use computers and related information technology are also offered.

Specifically for each school being reviewed, the committee found the following: At Clayton College and State University, in the materials available online, there were no indications that orientation and academic advising programs undergo formal evaluation. However, interviews with program personnel indicated that the orientation program is, in fact, evaluated and that the results of the evaluation are used for improvement. Additionally, the School of Business indicated that students complete a survey that provides information about the effectiveness of academic advising from the Office of Student Advisement (OSA).

Darton College makes evaluation of its advising and orientation program available to all distance education students via e-mail. The college also holds periodic sessions where the distance education students are invited to campus to share their distance education experiences and to make suggestions. The suggestions are noted and implemented, if the college thinks they are warranted. Result of student surveys and interviews show that the students think they have adequate orientation and advisement.

There appears to have been no formal evaluation of the advising and orientation services to ensure a systematic, effective program at Floyd College. Course evaluations do not have the students responding to advising and orientation aspects of the program. At the The DDE has developed several instruments for
evaluating the effectiveness of online courses. However, evidence showing the evaluation of orientation and advisement programs is indirect, at best. Students complete two course evaluations that provide useful information, but advising and orientation are not directly addressed in either survey. At the State University of West Georgia, the Distance and Distributed Education Center has developed several instruments for evaluating the effectiveness of online courses. However, evidence showing the evaluation of orientation and advisement programs is indirect, at best. Students complete two course evaluations that provide useful information, but advising and orientation are not directly addressed in either survey.

Consideration of the documents supplied to the Committee and conversations held with both students and faculty at the university do not indicate that Valdosta State University systematically evaluates orientation and advising activities and uses the results to improve these activities. Presumably, the feedback from the operation of the SORT website, the work of the eCore™ Affiliate advisor, and from the various websites and tutorials is reviewed and used to improve continuously the advising and orientation of eCore™ students – however, this is nowhere explicitly stated. (Recommendation 3) The Committee recommends that orientation and advisement for electronic distance learning programs be evaluated regularly and results used to enhance assistance to students at Floyd College, the State University of West Georgia, and Valdosta State University.

4.3.5 Graduate Instruction

Students enrolled in graduate programs are provided written information about the goals and requirements of each course, the nature of the course content, and the methods of evaluation to be employed. In all cases such written information is presented in the
electronically accessible course syllabus. Pre-tests and post-tests and end-of-course evaluations are two of the mechanisms employed to evaluate instruction.

An assessment process, which is faculty-led, and has oversight provided by the faculty and the WebMBA Advisory Board, identifies expected measurable, performance outcomes, and has a process in place for using the results of student surveys to improve and ensure the quality of instruction. A November faculty retreat is planned that will allow faculty to share information and learn from each other, thus creating a stronger program. In 2004, the collaborating institutions and the University System will evaluate the WebMBA program. Since the elements for an effective evaluation/assessment process appear to be in place, data are available but no formal analysis appears to have been completed. (Suggestion 4) The Committee suggests that an analysis of the assessment/evaluation data be completed for web classes as a group and that these classes be compared with traditional classes on the same variables as those in traditional classes.

All five higher education institutions which offer the Web MBA Program have very similar approaches to evaluating this distance learning program and have identified and defined six WebMBA learning objectives. The first specifies knowledge in discrete areas while the remaining five are skills objectives. Each course addresses relative aspects of the first knowledge objective as well as at least two of the five skills objectives. A matrix, which reflects how each course contributes to each of the learning objectives, is in the planning stages and will be completed in November 2001. (Suggestion 5) The Committee suggests that the matrix of courses describing how the program addresses the five learning objectives of the WebMBA Program should include the specific instrument used.
4.3.6 Academic Advising of Graduate Students

As for undergraduate advising described above, graduate advising employs much the same variety of online and on-campus options. The WebMBA program, offered at the State University of West Georgia and four other institutions, sets aside the first class as an orientation class that meets face-to-face.

At Georgia State University, orientation and advisement services are offered through the Robinson College of Business Office of Academic Assistance, which has clearly defined objectives related to helping students understand the program and its rules and appears to be well supported. However, it has been difficult to find evidence that these advising services have been evaluated and that the results have been used to enhance assistance to students.

As noted previously, at the State University of West Georgia, the Distance and Distributed Education Center evaluates online courses, but the evaluation instrument does not directly address orientation and advising. (Recommendation 4) The Committee recommends that orientation and advisement programs for graduate students enrolled in electronic distance learning courses be evaluated regularly and that the results be used to enhance assistance to students at Georgia State University and The State University of West Georgia.

4.4 Publications

The Committee examined the online publications of the University System of Georgia and the institutions involved in the distance education consortium, available through their home pages. These publications include online catalogs, program brochures, descriptions of online courses, descriptions of technical and instructional support, and web pages that help students ascertain their readiness for online learning. All were found to be
accurate and consistent. The presentation of information regarding the master’s degree in mechanical engineering at Georgia Institute of Technology is in need of updating.

The committee compared the information in online publications with hard copy publications, queried students and faculty in some programs about distance education publications, visited a number of the online courses sites offered in the distance education programs and found the information to be accurate and consistent.

4.5 Distance Learning Programs

The mission statement of the University System of Georgia states that each institution in the system will be characterized by “technology to advance educational purposes, including instructional technology, student support services, and distance education.” The student learning goals for all academic programs that have an online component are no different than they are for those students who might elect to enroll in traditional courses on campus.

Institutions have set a variety of goals for their distance learning programs, such as the following: to enhance the learning experience of students enrolled in traditional on-campus classes, to provide scheduling flexibility for students in the immediate geographic service area, to provide students with an educational opportunity equal to that in the traditional classroom, to expand the learning environment so that physical boundaries do not restrict access to education and services, to work collaboratively with other institutions to provide lifelong learning through distance learning technologies, to meet the needs of previously underserved students in the service area, and to meet the needs of highly motivated working professionals who want to earn a graduate degree without unduly interrupting their personal and professional lives.
Goals to eliminate space and time limitations have been at least partially accomplished. Place limitations are eased but not eliminated with GSAMS technology since all GSAMS classes must originate from specially equipped classrooms. Goals to expand access and address the needs of Georgia citizens are being achieved as demonstrated by the 15,000 students who have already been served by GSAMS and/or WebCT methodologies. At the State University of West Georgia, clear goals (or learning outcomes) are in place for the WebMBA and can be found in the WebMBA Prospectus and at the website. Although a discussion of the need for goals for the eCore™ and the M.Ed. programs was provided to the committee, clear and explicit goals for these programs were not found. At Floyd College, distance education goals are the same as the traditional campus-based course goals. Although the quality of instruction and student outcomes are expected to be the same for distance and non-distance courses, Floyd College has not developed clear and explicit goals for its distance learning program. (Recommendation 5) The Committee recommends that the State University of West Georgia and Floyd College formulate clear and explicit goals for each of their electronic distance learning programs and demonstrate that they are consistent with the institutions’ stated purposes. (Recommendation 6) The Committee further recommends that the State University of West Georgia and Floyd College demonstrate that they achieve their electronic distance education goals and that their electronic distance education programs are effective.

The WebMBA Program does not use a common student evaluation instrument, online or otherwise. Each home campus, Georgia College and State University, Georgia Southern University, Kennesaw State University, State University of West Georgia, and Valdosta State University (WebMBA), is responsible for course evaluation. Documentation in the
prospectus indicates that a common, online instrument is planned for the coming year, but no actual timeline for development is stated. (Suggestion 6) *The Committee suggests that all the universities that are part of the collaborative WebMBA agreement ensure that all of their objectives are covered in the yet to be developed matrix and that achievement of the designated objectives for each course be assessed.* (Suggestion 7) *Furthermore, the Committee suggests that a specific timeline for the collaborative online evaluation instrument for WebMBA courses be developed.*

Among the mechanisms used to assess goal achievement are student evaluations, online student surveys, faculty evaluations of distance learning services, focus groups, learner profiles, and quantitative and qualitative studies. Faculty at several institutions, including Darton College and Clayton College and State University, have published or presented at conferences their assessment of learning and teaching in online courses.

While sufficient evaluation has occurred to determine whether distance learning goals are achieved and to assess the effectiveness of distance learning at Darton College, a scattershot approach has been used, and all of the pieces, so to speak, have not been synthesized. As noted in *A Qualitative Study of Web-Based Classes at Darton College*, first published in Spring 2000 and updated in Summer 2001, “at this point, there has not been a comprehensive evaluation of the success of these courses. Descriptive statistics and evaluations have been compiled. With the rapid growth of web courses, it is imperative that we pause and evaluate these activities and their impact on students and student learning.” The Committee agrees with this statement and urges college officials to conduct such an evaluation. (Suggestion 8) *The Committees suggests that Darton College conduct and*
publish a comprehensive review of electronic distance learning courses and the success of students enrolled in these courses by synthesizing data already collected and compiled.

4.8.2 Academic and Professional Preparation

The credentials for all full-time and part-time faculty members teaching distance learning courses at all of the participating colleges and universities were reviewed.

4.8.2.1 Associate

Based on the documentation provided, two faculty members teaching courses in economics and history at Clayton College and State University did not have sufficient graduate semester hours or appropriate degrees for their designated teaching assignments.

(Recommendation 7) The Committee recommends that Clayton College and State University ensure that all faculty teaching electronic distance learning credit courses in economics and history have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of a master's degree with a major in the teaching discipline.

For faculty teaching credit courses in professional, occupational, and technical programs not designed for transfer, noncompliance was noted at Darton College (ALHE).

(Recommendation 8) The Committee recommends that all full-time and part-time faculty at Darton College teaching courses in the ALHE Program hold the minimum of an academic degree at the level at which the faculty member is teaching or provide adequate justification in lieu of academic preparation.

4.8.2.2 Baccalaureate

Academic credentials for baccalaureate faculty were fully documented.
4.8.2.3 Graduate

At Georgia College and State University, the transcript of the faculty member scheduled to teach during spring term was not on file. (Recommendation 9) *The Committee recommends that Georgia College and State University ensure that all faculty teaching in the Web MBA have credentials on file verifying their highest degree.*

4.8.2.4 Distance Learning Programs/Activities

The University System of Georgia utilizes several interaction techniques in its distance learning programs, including videoconference, electronic bulletin boards, chat rooms, telephone, fax, postal service, intercampus mail and e-mail. Faculty members are required to have regular “office hours,” where they can be contacted via e-mail, chat or telephone. Online courses use the WebCT chat rooms. Students’ comments indicate satisfaction with the level of interaction in distance learning courses and programs.

Some distance learning programs require students to come to the campus at least three times during the semester. In those cases, students also have access to faculty before and after on-campus classes and during normal office hours.

A small number of students expressed dissatisfaction with the level of interaction they encountered with faculty on a regular basis in their distance learning courses. Many students responded very enthusiastically about the opportunities for structured access to an interaction with full-time faculty members involved in distance learning. It appears that part-time or adjunct faculty members are used only infrequently.

4.8.10 Criteria and Procedures for Evaluation

Regular evaluation of faculty in distance learning programs and use of the results of the evaluation for improvement is a common occurrence at these Georgia institutions. Most
have folded evaluation of online faculty into their standard faculty evaluation procedures with minor adjustments in some instances to accommodate mailed, faxed, and emailed student course evaluation forms. Similarly, classroom visitation may be adapted and take the form of viewing a tape of a GSAMS course. Some institutions use the same evaluation instrument that is employed for evaluation of on-site courses; others have developed forms specifically for the online courses.

The following are examples of improvements in performance, which were the result of the evaluation processes at various institutions reviewed:

- At Columbus State University the evaluation of eCore™ courses led to improvement in the orientation that faculty go through at the beginning of the semester.

- At Georgia State University in response to the evaluation of the on-line MBA, faculty reported that they had made changes to improve accessibility to students by increasing their virtual office hours.

- At Dalton College the professional development plans and evaluations of the Business/Social Science Division led to the development of a customized training series for existing and developing on-line faculty members.

- At Georgia Southern University findings of the evaluation process added tutorials on the WebCT website for both students and faculty and a modification in all WebCT training materials to better serve faculty needs.

- The faculty of Clayton College and State University University generated several publications and conference presentations that focus on the assessment of instruction and learning in on-line courses.
At the State University of West Georgia, however, the Committee did not find evidence that institution uses evaluations for the improvement of the faculty or its programs.

(Recommendation 10) The Committee recommends that the State University of West Georgia demonstrate that it uses the results of its faculty evaluation for improvement of the faculty and electronic distance programs.
SECTION V: EDUCATIONAL SUPPORT SERVICES

5.1.2 Services

The primary electronic bibliographical resource for students at University System colleges and universities is GALILEO Interconnected Libraries (GIL), GALILEO, an acronym for GeorgiA Library LEarning Online, is an initiative of the Regents of the University System. A Web-based virtual library, GALILEO provides access to multiple information resources, including secured access to licensed products. Through GALILEO students are able to access over 100 databases indexing thousands of periodicals and scholarly journals. Full text versions of over 2,000 journal titles and 15,000 e-books are available. Other GIL resources include encyclopedias, business directories, government publications, and search engines.

Another online resource for students is the Georgia Library Catalogs, a listing of all University System library catalogs. Georgia Library Catalogs can be used to locate print material, which in turn can be obtained by a student possessing a Joint Borrower card from any of the participating libraries. Finally, in addition to online resources, students can use all learning resources available at their admitting institution.

Training in the use of electronic bibliographic databases is available both online and in person. Online are a number of orientation exercises on such topics as finding books, locating articles, searching on the Web, and using Galileo. Workshops are offered at all institutions to faculty and students on a variety of topics relating to online library resources, and learning resources staff members are willing to work on a one-to-one appointment basis with students. Through these methods, students can master the concepts and skills necessary to discover, access, and evaluate both print and electronic material.
Although many of the students surveyed during the substantive review indicated they were satisfied with the availability of electronic resources and support staff, a few noted they needed additional training on how to use GALILEO. Others replied that they had not used any library resources for their courses. While this is somewhat disturbing, these responses may be due to the fact that students misinterpreted the question, assuming they were being asked whether they had actually visited a library rather than using library electronic resources.

5.1.5 Cooperative Agreements

Cooperative agreements must be formalized and regularly evaluated. Since all of the educational institutions participating in this substantive change review process are within the University System of Georgia and operate under the direction of one Board of Regents, there is no requirement for cooperative agreements to provide library and other resource services. However, some of the institutions do have agreements among themselves, and they are regularly evaluated.

5.1.7 Library/Learning Resources for Distance Learning Activities

The institutions' libraries provide ready access to adequate library and learning resources and services to support the courses, programs, and degrees offered. A major part of this access is through the GALILEO system, previously described in 5.1.2.

Questions can be asked and answered by e-mail, fax, and telephone. Resources can also be made available by mail delivery. All institutions in the University System of Georgia have borrowing privileges with other institutions in the University System of Georgia via special borrowing cards issued by the student's home institution. Any student may request
such a card from the circulation department in person or online to ensure that they obtain access to needed print resources from collaborative institutions.

Faculty have input into selection of journals and databases. Availability of learning resources in specialized areas such as health science is both appropriate and adequate. Technical support is provided to students accessing reference materials. Students may call the library for tech support, e-mail questions, or use one of the library’s online forms. Students are asked to evaluate such services through library service surveys, through distance learning services surveys, in focus groups, in phone interviews, and in course evaluations.

Services are adequate and students do not generally report difficulty with access. Indeed, distance education students basically receive the same services provided to on-campus students.

The University System institutions have developed and adopted a Memorandum of Understanding that addresses such areas as acquisitions management, finance, personnel, facilities, resources, services and documentation. In addition to resources made available through GALILEO, individual institutions supplement these resources with their own purchases of resources as single institutions and share resources as appropriate through other cooperative arrangements, e.g., WebMBA. Students admitted to one of the five participating WebMBA institutions (Valdosta State University, Georgia College and State University, Georgia Southern University, State University of West Georgia, and Kennesaw State University) have at their disposal all of the learning resources available at any participating institution. To support distance learners and others unable to attend on-campus sessions, a library-skills module, the Online Library Learning Center, covering GALILEO and
GALILEO Interconnected Libraries (GIL) has been developed as a part of the eCore™ project.

Each of the institutions reviewed has assigned responsibility for providing library/learning resources and services and for ensuring continued access to them. Each institution has a Director of Libraries, Head Librarian, or similarly titled position to which primary responsibility for library services and resources has been assigned.

To supplement GALILEO, institutional libraries provide a number of different enhancements. For example, the library web pages for all institutions contain comprehensive information about accessing materials and services through the individual libraries, e.g. library orientation, interlibrary loans, tutorials, document delivery, help desk assistance, toll-free phone number, one-on-one assistance from a librarian. Some libraries maintain a section on the web site specifically designated for the distance-learning student. In addition, information about library services and resources are publicized in many course syllabi and in other printed documents available to students and faculty.

When formal agreements are established for the provision of library resources and services, they must ensure access to library resources pertinent to the programs offered by the institution and include provision for services and resources which support the institution's specific programs-in the field of study and at the degree level offered.

Formal agreements for the provision of library services and resources include interlibrary loan agreements among all University System of Georgia (USG) institutions. Additionally, all institutions participate in the Georgia Library Learning Online system (Galileo). The GALILEO system in particular was designed by committees including librarians and post secondary staff to ensure inclusion of appropriate resources. In addition
to the many databases available through GALILEO, students can through the interlibrary loan agreements among all University System of Georgia institutions access all resources provided by any of the institutions. Through these various sources, students have access to materials in all fields of study.

Some degree programs offered by institutions require specialized accreditation, including additional library resources, which has been met. Additionally, faculty can request additional resources, often directly from the library website. Faculty and students evaluate learning resources and rate these resources typically as good or excellent.

5.2 Instructional Support

The University System of Georgia has a variety of support centers and services that are organized and administered so as to provide easy access for faculty and student users. Programs are offered on an ongoing basis via two distance education technologies; two-way interactive video through Georgia's Statewide Academic and Medical System (GSAMS) and online courses using WebCT as the course management tool. GSAMS is the world's largest two-way interactive video conferencing network with over 400 sites around the state. Created by Georgia's General Assembly in 1997 through the Distance Learning and Telemedicine Act, the network consists of sites in all large state agencies as well as smaller agencies and community groups. GSAMS appears to have good equipment that allows students at remote sites to participate in the discussions taking place at the host site. Reviewing a tape of a University of West Georgia GSAMS class suggests that students adapt to this structure well.

Students must provide their own computer capable of fully accessing web course material, but a variety of instructional support material is available for faculty and students.
both online and on the physical campuses. Student in the WebMBA and eCore™ program have access, through University System of Georgia units, to the following resources: electronic and institutional library resources, textbooks and other course materials, the WebCT central server and Helpdesk, a Student Orientation course (WebMBA only), and staff resources assigned to the programs.

The eCore™ programs have developed teaching standards and best practices that make it relatively easy for a student with lower end computer equipment to access courses. Students surveyed for this review indicate that the WebCT server functions well and when it has gone down, was repaired quickly.

Participating institutions provide both equipment and facilities to assist students and faculty involved in distance education activities. This assistance takes the form of technical support to students enrolled in distance learning classes and to faculty as they prepare those classes and when they teach them. Most faculty have access to workshops, online tutorials, or staff for assistance in incorporating interactive text, graphics, and animations in their courseware. This instructional support is both readily available and well-organized. Facilities, equipment, and services throughout the system appear adequate to support an effective program of distance learning.

5.3 Information Technology Resources and Systems

All of the schools reviewed provide ongoing training to faculty and staff, which enables them to make skillful use of appropriate application software. This training is available to faculty teaching distance learning courses, faculty teaching traditional, classroom based classes, and staff in all support areas. Much of the training occurs through workshops and classes, where faculty and staff are taught such topics as “Teaching and Learning in an
Online Environment," Teaching via Television," "[the] Human Factor in Distance Learning," "WebCT Basics," and "Technology Troubleshooting." Some of the training is offered during special faculty/staff development days or at annual college-wide conferences, and some takes the form of online tutorials. Special seminars or brown bag lunches are offered at some schools, and at others, faculty mentors help their colleagues’ master fundamental distance learning concepts and techniques. ListServs are used by some schools to stimulate discussion on distance learning topics, and Help Desks are used at others to provide technical assistance and answer technology related questions. At all of the institutions, individualized instruction on a one-to-one basis is available on an appointment, or in some cases, walk-in basis. Furthermore, faculty teaching web-based courses report that they receive excellent instructional design support.

At the State University of West Georgia, the amount of faculty training appears to vary between the eCore™, the WebMBA, and the proposed M.Ed. programs. Faculty teaching eCore™ courses are "encouraged" to participate in a four-week online course on fundamentals of online teaching. Faculty "may" also participate in an orientation session that focuses on the policies and procedures of the eCore™ program. Faculty selected to teach in the WebMBA program receive "extensive training in the design and development of online courses." Faculty "who are interested in delivering a courses through GSAMS or WebCT [for the proposed M.Ed. program] must first get approval from their department chair and then be trained in advance of the course by staff of the Distance and Distributed Education Center." Additionally, faculty in the proposed M.Ed. program "must complete face-to-face training or self-paced online training prior to teaching a GSAMS course and must also complete a one-hour practice session prior to teaching via GSAMS." (Suggestion 9)
Committee suggests that all faculty at the State University of West Georgia who teach
distance learning courses, regardless of program, demonstrate their competency in distance
learning through appropriate training or other activities.

5.4 Student Development Services

5.4.1 Scope and Accountability

Institutions provide a full-range of appropriate student services to their distance learning
students. Among the services available online are admissions and registration, bookstore
access, testing and proctoring, financial aid, and learning support information, such as
information about learning styles and the nature of distance learning.

At some institutions, student development services and programs do not appear to be
evaluated regularly. Undergraduate students enrolled in eCore™ courses are encouraged to
participate in a student services survey. This survey evaluates University System of Georgia
provided services including online library services (GALILEO), bookstore services, advising,
online registration, test proctoring, and WebCT support. No questions evaluating services
(other than advising) provided by the affiliates are included. At Columbus State University
there is no evidence of another method of evaluating locally provided student development
services and programs.

At Darton College student development services and programs are evaluated in a
number of ways. Evaluation forms are available to distance learning students online.
Distance learning students are also invited to campus to participate in student focus seminars
where students and teachers interact to discuss any problems students may have. Although
the Strategic Plan asserts that all evaluations are used to improve programs, it is unclear how
the results of the distance learning surveys and student focus groups are used.
INSTITUTIONAL REPORT FOR CLAYTON COLLEGE AND STATE UNIVERSITY

General Description of the Distance Learning Activities

Clayton College and State University (CCSU) offers ten baccalaureate majors, in which students can complete at least fifty percent of the required course work online. Only one of these majors, the Bachelor of Science in Nursing, is designed to allow students who are already registered nurses to complete the entire program without coming to campus.

In addition, Clayton College and State University offers via distance education the core curriculum for the associate and baccalaureate degree programs. Known as eCore™, this core curriculum is available through the Internet, via a joint effort among five colleges to deliver the first two years of instruction solely online. Currently, there are twelve courses offered as part of eCore™, a number of which are taught (or have been taught) by Clayton College and State University faculty.

As with the majority of the degree programs offered at Clayton College and State University, the degree programs are not designed to allow students to complete all requirements without campus visits; however, once the core curriculum is complete, five of the six required sections (Areas A – E) are available totally on line.

Technology

Due to initiatives at both the System level and at the university level, distance education was expanded at Clayton College and State University and the number of on-line courses available to students but not to the point whereby a student can earn a degree fully on line. In addition, Clayton College and State University has developed technology standards required for all software and hardware used by students. Before the Fall 2001 semester, the
institution issued university-owned notebook computers. As a result of student and faculty
evaluations, students are now able to provide their own computers as long as the standards
are met.

Planning

Distance learning at Clayton College and State University began as a vision of a
former president of the institution who believed that distance education was a vehicle to
increase access to higher education for Georgia residents. To that end, online courses were
developed at Clayton College and State University.

The Board of Regents of the University System of Georgia later authorized the
establishment of distance learning degree programs at Clayton College and State University.
However, with exception of the baccalaureate degree program for nurses, these other
approved programs have not been implemented as entirely on-line degree programs.

The reason for this situation is as follows: a faculty survey in the Fall 2000 revealed
a strong preference for students to have on-campus experiences and, as such, Clayton
College and State University defined its role in the distance education arena as providing on-
line courses to students who have access to campus services and support. Therefore, the
university offers a number of courses on-line but not all courses required to complete the
degree programs.

Evaluating and Monitoring

Clayton College and State University has been evaluating and monitoring the impact
of technology on both student learning and on faculty reaction to and experience with
instructional technology.
To determine the effectiveness of the Information Technology Project, Clayton College and State University decided to take a proactive approach and to research the impact of this project over time. Prior to implementation of the project, more than twenty faculty members (some supportive, some not) volunteered to make regular entries into an electronic diary that recorded their experiences and feelings. This qualitative study known as the "Chronicles of Change" provided invaluable information to the University about the project and served as a basis for making changes to enhance the project's effectiveness.

On a course basis, students in eCore™ courses are required to attend at least one proctored session during the semester. WebCT allows faculty members to track student progress and participation. Both students and faculty complete a course evaluation at the end of the term and the eCore™ subcommittee reviews results.

Faculty

Clayton College and State University faculty members are quantitatively and qualitatively evaluated by students, the results of which can be used by the faculty for professional and developmental purposes. Faculty workload at Clayton College and State University is twelve semester credit hours per semester. Faculty members are given one course release time during the semester in which they are developing a web-based course and the first semester the course is offered. In addition, Clayton College and State University provides one course release time to the faculty member assigned as the eCore™ advisor.

Faculty members who were teaching on-line courses and who were contacted in preparation for this review were most enthusiastic about student learning and about how the online development improved the quality of student learning.
Orienting Faculty

Faculty teaching distance learning courses can receive orientation in a number of ways. At the System level, faculty can participate in a four-week on-line course on teaching on-line. There’s also an orientation session available on eCore™ policies and procedures. In addition, faculty members are provided a Faculty Resource Guide that contains additional information helpful to distance learning instructors.

At the institutional level, Clayton College and State University faculty members may receive training through the Center for Instructional Development (CID), an exemplary program that supports faculty growth and development. In addition to the software skills training, CID sponsors formal and informal opportunities for faculty to learn how to integrate technology into their courses. Faculty members who volunteer to be mentors of other faculty are recognized for their contribution by being released from one course or by receiving compensation of $1,800 per semester. The CID is comprehensive and worthy of imitation at many other institutions.

Learning Resources and Services

It must be stated that CCSU, like all institutions within the USG, has been the beneficiary of a visionary USG Board of Regents who had the foresight to create an information system that would provide access to all Georgia citizens, regardless of location. It is because of this action that many of the universities in the USG are able to provide exceptional library learning resources for their students.

In 1995, the USG stated “A Vision for One Statewide Library” and the Georgia General Assembly approved legislation for the USG Board of Regents to implement a world wide web-based virtual library, GALILEO (Georgia Library Learning Online). Most of that
vision has been realized by the time of this substantive change review. The initiative established an infrastructure that provides universal access to materials and information services for all students and faculty in the USG regardless of geographic location, size of institution, or mode of instructional delivery. Clayton College and State University, as all other institutions in the USG have access to licensed products, such as over 100 databases and over 18,000 journals. Other resources include encyclopedias, business directories, and government publications. In addition, GALILEO Interconnected Libraries (GIL) participates in joint training, interlibrary loan, reciprocal borrowing and universal catalog. GIL is still underway, but almost completed. At the present time, over 2000 institutions participate in GALILEO and include the University of Georgia System, K-12 schools, public libraries, the adult technical institutes and colleges, and a group of private academic colleges and universities. The “One Statewide Library” is exemplary and demonstrates a shared spirit of collaboration that has provided equal access to information for all Georgia citizens.

Since the Information Technology Project (ITP) in 1997, Clayton College and State University made a serious commitment to learning technology and support. Notebook computers, unlimited internet access, e-mail for all faculty and students; twenty-one model classrooms; internet access to all classrooms; the campus network infrastructure; the Center for Learning Enhancement; and the HUB, make a strong learning support system around the student.

All students enrolled at CCSU are required to have a notebook computer. Originally, the University purchased the computers and rented them to students, however, now students are required to purchase or have access to a computer and internet service. This decision was
made after student and faculty feedback was considered. Presently, students pay a $38.00 technology fee per term.

CCSU provides the learning resources and services necessary for students to learn successfully.

Support Services

Distance education students receive the same services provided to on-campus students. However, it must be stated again that there is only one degree program offered at a distance (nursing). This is true even though CCSU has been approved to offer a second one. All courses require three face-to-face meetings with the course faculty member and classmates.

Students seeking admission to CCSU have access to all information online. CCSU’s webpage has a direct link to the Office of Admissions, academic programs, criteria for admission to the respective programs, deadlines, special requirements, and information for students with disabilities. All requirements for admission may be met through a combination of web, telephone, and mail. Students may apply for and receive financial aid, register, purchase textbooks, and pay fees online.

Meeting with an advisor is convenient for students. This session can be accomplished in person, on the phone, or by email. There is a student accessible communication and record system called DUCK (Digital University Campus Kiosk) that provides students access to their own academic records. Faculty members post grades for all classes on the web so there is immediate access to grades.

The Center for Learning Enhancement (CLE) provides on and off-campus interactive instructional materials. It offers computerized testing and placement services and online
tutorial services for students who need additional help. CCSU provides access to adapted hardware and software for students with documented disabilities. “Study Hints” links to a variety of resources that assess and teach learning fundamentals and study skills for students who need additional assistance. There are online math workshops/instruction in both audio and graphic formats. Staff and faculty members at CCSU have been creative in development of student assistance. For example, a CLS staff member in the CLE created “Word Comments,” which is a writing criteria software package. It is used campus wide to facilitate on-campus and off-campus courses. CLE staff members are to be commended for the student-centered creativity in the development of unique learning support systems.

There is a computer hardware and software support system called “The Hub.” This center is convenient for on-campus students and faculty.

While CCSU has only one-degree program that is offered entirely at a distance, the university has developed an exemplary student services support system that benefits on-campus students as well.

Organization and Administration

Clayton College and State University has a traditional administrative structure with the primary responsibility for educational programs within the jurisdiction of the Vice President for Academic Affairs (VPAA). There is overall responsibility for distance education in the VPAA’s office. There is also an Office of Information Technology and Services within the central administrative structure of the university. The academic and administrative structures to support distance education at CCSU are adequate.
Financial

The budget for eCore™ is included in several different department budgets at Clayton College and State University. Costs associated with hardware, infrastructure, and client support are included in the Office of Information Technology and Services while costs associated with direct student and faculty support are included in the budget of the Vice President of Academic Affairs. These costs are approximately $1.8 million for the FY2002.

To continue providing the requisite services for distance education courses and programs, the institution must ensure that these activities are consistently and adequately funded.
INSTITUTIONAL REPORT FOR COLUMBUS STATE UNIVERSITY

General Description of the Distance Learning Activities

Columbus State University is one of five Affiliate institutions offering credit for eCore™ courses. The eCore™ project involves the development and delivery of web-based general education courses leading to the completion of the first two years of an undergraduate degree. In the fall of 2001 a total of 90 Columbus State University students initially enrolled in one or more eCore™ courses.

Technology

All eCore™ courses are taught using WebCT. Students must provide their own computer to access the on-line courses. Requirements for student-supplied computer are purposely set at minimal levels, both in terms of speed and capacity of the computer and the speed of the access connection.

Planning

Columbus State University, along with the other Affiliate institutions, participated in the planning and development of the eCore™ project. Faculty participated in collaborative efforts to develop the courses, which are currently taught in the eCore™.

Evaluation/Monitoring

Most of the evaluation and monitoring of the eCore™ is done in a centralized fashion by the University System of Georgia.

Faculty

Although Columbus State University faculty participated in the development of the eCore™ courses, none of the faculty are teaching any of the 14 eCore™ courses offered Fall 2001.
Orienting Faculty

When Columbus State University faculty do participate as instructors for eCore™ courses, there is a variety of support available to assist them. Included in the support are the following: a four-week online course in teaching and learning which also exposes faculty to the experience of being an online student; an eight hour orientation session on policies and procedures; the University System (ALT) course designer is available to help faculty get started in the course and answer questions at any time; and a faculty associate serves as a mentor and responds to questions that faculty may have.

Learning Resources and Services

An extensive range of on-line learning resources and services are available through the University System of Georgia for Columbus State University eCore™ students. Included are GALILEO, which provides access to databases of bibliographic, and database resources, GIL (GALILEO interconnected Libraries) and the Online Library Learning Center, which includes online tutorials.

Support Services

The University System of Georgia provides student support services including registration, bookstore, testing and proctoring, and enrollment counseling services. A Student Online Readiness Tool (SORT) has been developed to help prospective students make informed decisions about their readiness to take online courses. In addition to evaluating readiness, SORT provides students with strategies to improve their readiness, including links to resources for additional information and assistance. Student online help is available at any time while taking a web-based course. A Student Online Readiness Tool (SORT) has been developed to help prospective students make informed decisions about their readiness to take
online courses. In addition to evaluating readiness, SORT provides students with strategies to improve their readiness, including links to resources for additional information and assistance. Student online help is available at any time while taking a web-based course.

Organizational Structure

Columbus State University is part of a collaboration involving the University System of Georgia and four other Affiliate institutions for the offering of eCore™ courses.

Financial

Statewide funding was available to fund the development of eCore™ courses. Funding for ongoing course offerings is mostly from student tuition. Revenues are divided between the Affiliate institutions and the University System of Georgia using a cost-sharing model. The model divides revenues between the Affiliate institution providing the faculty member teaching the course, the Affiliate institution providing the student, and the University system on 60/20/20 percent basis.
INSTITUTIONAL REPORT FOR DARTON COLLEGE

General Description of the Distance Learning Activities

The distance learning programs for the Georgia System of Higher Education, and especially at Darton College, are truly reflective of the new economy, changes in life-styles, the accelerated pace of change in knowledge and technology and student needs for accessibility to education in a variety of formats and time frames. While Darton College subscribes to lifelong learning which typically takes place in academic settings such as classrooms, or in other college facilities set aside for classes. Typically the instruction is synchronous and occurs in a traditional setting which links the instructor, learning resources and students at the same point in time and usually in the same location.

The major direction of the Distance Learning Program at Darton College since 1996 has been toward increasing the number and variety of courses and programs offered in the asynchronous format to meet the demands of students whose lifestyles dictate a different delivery system.

Resources have been devoted to making necessary changes to upgrade physical learning space and the various instructional technology modalities to deliver instruction to students who choose not to, or are unable to, pursue instruction through the traditional modes. Distance learning in general eliminates barriers of time, place, course-bound sequence, and allows faculty to realign course presentation, materials, and theories to accommodate the different learning needs and styles of today’s student population.

Darton College has embraced the concept and practice of distance learning and instructional technology, viewing this as part of the institutional mission, making this instructional modality available to students through Channel 19 Cable telecasts, the World
Wide Web, the Georgia Statewide Academic and Medical System (GSAMS), satellite
downlinks, and other forms of distance learning.

Students have access to Darton's 35 associate degrees through distributed
instructional modalities.

Technology

The technology allows for interactivity by linking learners with faculty and permits
students to choose the approach which best meets their needs and ability with the particular
technology. The technology also allows students to work alone or in groups; it allows, also,
students from remote sites to participate. In FY 01, the college expended funds totaling
$169,380 to upgrade equipment. This is in excess of classroom upgrades, which are funded
from individual academic budget accounts. There is evidence that this institution has current,
state-of-the-art equipment and has a plan for maintaining currency in technology.

On-line students are not bound by location and time. Full time workers are free to
complete their weekly assignments when it is most convenient for them.

Planning

The college engages in on-going planning activities. Currently, the college plans to
include purchase of additional television equipment and software. It is also planned to
upgrade at least one HTML server in FY 02. The staff is currently revising and updating the
Operational Goals of the Strategic Plan, anticipating expenditures for mission critical areas in
distance learning and instructional technology.
Evaluation/Monitoring

An electronic review of courses and programs reflects that there are adequate measures in place for regular evaluation and monitoring of the quality of distance learning activities.

Strategies have been identified and are screened and evaluated to determine the appropriateness of course content, format and presentation. Surveys are conducted to gather student perceptions of the effectiveness of distance education learning. Faculty are also surveyed to provide feedback on the quality and strength of instructional design and technical support. The college employs a variety of methods of collecting this information, including results in a feed-back-loop to improve the quality of instruction. Both students and faculty offer positive comments about their experiences in distance learning and are of the opinion that the quality of instruction offered is comparable to that offered in the traditional format and that the performance of distance learning students is similar to or exceeds that of students who take courses in the traditional format. Results of qualitative studies reflect that the retention rates of students in distance learning over a 5-7 semester period exceed that of students in the traditional in-class setting in certain courses.

Faculty

The role of faculty teaching distance learning courses takes on new dimensions and types of performance requirements. This new role is enhanced by the acquisition of new skills and abilities in using technology thereby enabling them to perform activities that are fundamentally different from their prior levels of performance. Faculty at Darton College self-select in teaching distance learning courses. Faculty teaching these courses have the
same or similar credentials as those teaching traditional courses and find the experience of teaching courses in this manner rewarding and challenging.

Orienting Faculty

A variety of methods is available to assist faculty to enhance their professional skills to include the distance learning modalities. These professional development activities have been designed to assist faculty acquire the tools and understanding of technology utilization in an asynchronous environment. Darton College has extensive professional development offerings that introduce and prepare faculty to teach distance learning courses. In addition, there is a well-developed support system that provides technical support in actually learning and using technology, and instructional design staff to offer guidance and support in developing courses or providing guidance in determining what is the appropriate technology, software, or medium in which to offer the course.

Learning Resources and Services

Online library resources are available to all students participating the distance learning initiative through agreement between partner institutions. A memorandum of understanding allows students to have borrower privileges and reference services at all participating libraries. In addition, students have access to public computer workstations, photocopiers and reserve services

Support Services

A variety of support services are available to both students and faculty. These services include online access to library services, technical support for students and instructional design support for faculty. These services also include on-line advising,
financial aid, and all other services available to students who pursue the traditional mode of education.

Organizational Structure

There is evidence that technology is used to support the realignment of organizational processes and structures to accomplish activities more efficiently and in fundamentally different ways. The administrator responsible for distance learning and instructional technology reports directly to the Vice President for Academic Affairs and meets weekly with the Vice President and other team members to provide input into planning for distance learning courses.

Financial

The Substantive Change report attests to the ongoing financial support Darton College has provided to the Distance Learning Program. That support has increased as the demand has grown for more distance learning courses. Funding for the Distance Learning Program come from several sources including institutional funds, the Georgia State lottery, and the University System of Georgia, through a technology fee and other special funding for instructional software and equipment and faculty development activities.
INSTITUTIONAL REPORT FOR FLOYD COLLEGE

General Description of the Distance Learning Activities

The distance learning activity, which Floyd College presents for substantive change review, is the American Sign Language Immersion Training Program for Interpreters (ASL ITPI), which offers classes leading toward the Associate of Science Degree in Human Services, Interpreter Training Option. More than 50 percent of the ASL ITPI program is available via distance education, which designated it for a substantive change review. The ASL ITPI interpreter training courses have been delivered continuously via distance since the fall of 1997. A Certificate of Completion is also available for students taking the 33 hours of ASL courses and English 1101.

Technology

ASL courses in this program are taught over the Georgia Statewide Academic and Medical System (GSAMS), a videoconferencing network operating over T-1 telephone lines and providing two-way interactive audio/video communication for instruction with multiples sites around the state of Georgia. The general education component of the ASL ITPI curriculum is available through the University System of Georgia’s eCore™ on-line courses.

Other technology used in this program include the copyrighted BurtonVision ASL instructional videodisc systems; e-mail and fax machines for communication among students across the state, their instructors, and program staff, and videotapes of classes delivered to students who miss a class.
Planning

Planning began for the change of the ASL ITPI program into a distance education format as a result of requests from potential students throughout the state. Only two interpreter training programs existed in 1996, one through DeKalb College (now Georgia Perimeter College) and the new program at Floyd College. The Floyd College ASL program director and an ASL instructor piloted a distance education class in the spring of 1997. Student evaluations were positive, leading the college president to propose the entire program for instruction via distance education. The program instructors and the ASL ITPI Advisory Committee supported this change.

The mission statement of Floyd College specifies distance learning and special programs as within the scope of the college's purpose to provide geographical and affordable access to higher education. The ongoing evaluation of the ASL ITPI distance education program is provided through student and faculty evaluations of the instruction and delivery method. From the inception of the delivery of the program via distance means, the student enrollment tripled (from under five to fifteen students) and has remained steady since that time.

Evaluation/Monitoring

Four specific outcomes with specific objectives have been identified for the ASL ITPI program. The monitoring of the program is overseen by the program director, whose primary method for evaluating the program is by faculty and student course evaluations. Students in each course complete the evaluations and returned them by mail or fax to the director. An online evaluation form was implemented in the Spring 2001, which is returned by email. Both evaluation forms are being used.
A new questionnaire has been developed for follow-up with graduates of the ASL ITPI program. This evaluation method is being used to determine the effectiveness of the program, the continued training of the graduates and those obtaining state and national licensures.

Faculty

There is one full-time faculty member for the ASL ITPI program, who also serves as the director of the program. At the time of this report, there were four part-time faculty members listed on the teaching roster. Academic qualifications for the faculty teaching in this program follow SACS criteria for faculty teaching in professional, occupational and technical areas that are components of associate degree programs. Floyd College’s guideline is that faculty teaching in the ASL ITPI program will have a degree higher than the one they are teaching toward. All faculty members listed on the roster had a Bachelor’s or Master’s degree, two had degrees from Gallaudet University, and all had experience in deaf education. The faculty in the ASL ITPI program are evaluated in the same manner as the campus-based faculty through the student evaluations of classes and instructors.

Orienting Faculty

New instructors are trained to operate the GSAMS videoconferencing system and to adjust their teaching style to this medium. “Faculty Teleteaching Handbooks,” developed by Floyd College’s Extended Learning Department, are mailed to each first-time instructor and an electronic copy of the same document is available on the College’s intranet. Materials obtained from statewide distance education conferences are also disseminated to instructors. Each GSAMS site has a facilitator present to ensure equipment operates effectively. At sites where the instructor is deaf, the facilitator is also an interpreter.
Learning Resources and Services

The Floyd College Library has a collection on interpreting and ASL materials in both text and videotape formats. For distance students, these materials can be checked out and received by mail. Some of the materials are available over the statewide virtual library GALILEO system and some can be obtained by interlibrary loan through GIL (Georgia Interconnected Libraries database system).

A learning laboratory for the ASL ITPI program contains materials such as periodicals and magazines related to the field, which are available for checkout by students. The main feature of the learning laboratory is the five, copyrighted BurtonVision systems, which contain specialized ASL instructional materials on laserdisc players, which are connected to Macintosh computers. One of these systems is also used with the GSAMS classroom to assist with instruction in one of the program courses.

Support Services

Basic competency training in the use of computers and related informational technology resources is offered at registration, through an online tutorial, and through a required Computer Studies 1100 course. Access for distance education students is provided primarily through online services, although mail, fax, and the telephone are also used to serve these students.

The College Catalog, Handbook, schedule of classes, and other official publications are available online. Other online services include Ask Webster, a question and answer service for anonymous questions about programs and services; the Cyber Clinic, an outlet for learning about healthy lifestyles; an official Student Life website; and the Access Center—Serving Students with Disabilities. Services such as admission and financial aid applications
are online, as well as access to the bookstore. Counseling and advising for students in the
ASL ITPI are offered through the program director, who works closely with a college
academic advisor.

Organizational Structure

The ASL ITPI has a program director who also serves as the only full-time faculty
member in the program. This director reports to the Division Chair for Social and Cultural
Studies who, at the time of this report, was shown on the organizational chart as also serving
as the Acting Vice President for Academic Affairs and reporting to the President of Floyd
College. The eCore™ advisor reports to the Vice President for Academic Affairs.

Financial

For the first three years of the ASL ITPI, a Strategic Allocation Proposal Grant was
obtained. These funds provided for purchase of computer hardware and software, primarily
to obtain the BurtonVisual systems. The program is a line item within the Division of Social
and Cultural Studies and covers personnel and basic operating expenses. The College’s
Extended Learning Department budget supports the GSAMS network charges, equipment
and support systems.

Funds to support facilitators at the various sites have come from various sources. The
program director received special state funds in 1998 to support facilitators and sites, other
funds have come from the College’s Human Resources Office for student assistants. The
program’s annual budget does allow for GSAMS site and facilitator fees.
Site fees have been shown to vary greatly from year to year, requiring subsidized funding by
the Division of Social and Cultural Studies.
Documentation provided by Floyd College shows that the budget for fiscal cycles is adequate.
INSTITUTIONAL REPORT FOR GEORGIA COLLEGE AND STATE UNIVERSITY

General Description of the Distance Learning Activities

Georgia College and State University offers a complete web-based Master of Business Administration program as part of a consortium with four other Georgia institutions: Georgia Southern University, Kennesaw State University, State University of West Georgia, and Valdosta State University. The program targets working, professional adults who would otherwise be unable to achieve a degree because of work commitments, time constraints, and family responsibilities. Students are admitted by and receive degrees from one of these five admitting institutions but take courses offered by all five institutions. Students are admitted in cohort groups and take 10 out of 12 offered courses based on the requirements of the admitting institution. The first cohort was admitted in January 2001 and the second cohort will start in January 2002.

Technology

The program uses WebCT as a learning management tool. Georgia State University houses the server and provides technical and administrative support. Students receive recommendations for minimum equipment to access the courses. A duplicate machine is maintained in case of failure.

The server is maintained on a 7 day, 24-hour basis. A systems administrator and WebCT applications administrator reside at Georgia State University. The applications administrator conducts training for faculty and students and works with ALT to assess and fulfill training needs.
Georgia State University contracts with WebCT for help desk services, which can be accessed either through email or toll-free telephone line. A "Help" link for each course gives several other options for solving problems or answering questions.

Planning

Planning for the WebMBA program started almost two years before admission of the first cohort of students in January 2001.

The need for the program was documented by evidence of workforce demands and consumer interest. The Georgia Institute of Technology Research Corporation revealed annual vacancies for approximately 1000 business jobs requiring a college degree. Statewide opinion surveys administered between September 1999 and March 2000 documented popular interest in such a program.

Representatives from six participating schools developed program policies, designed a curriculum, and assigned specific courses to each institution at a May 1999 retreat. At this meeting a directing board consisting of representatives from each participating institution was formed while six deans met simultaneously to work out policy details.

In the fall another meeting of deans, program directors, and chief academic officers resulted in the withdrawal of one school from the consortium and formation of a WebMBA Deans' Council. The original directing board evolved into the WebMBA Advisory Board to continue operational development. The Deans' council crafted the WebMBA proposal. After extensive consultation with the Chancellors' staff, the proposal was officially approved by the USG Board at its April 2000 meeting. In July 2000 the five institutional presidents executed a formal memorandum of understanding. The original target date to start the program was the fall of 2000 but this goal was not met because of inadequate time to market the program.
Evaluation/Monitoring

Six WebMBA learning objectives have been defined. The first specifies knowledge in discrete areas while the remaining five are skills objectives. Each course is expected to address appropriate aspects of the first knowledge objective as well as at least two of the five skills objectives. A matrix of how each course contributes to each of the learning objectives will not be developed until November 2001. After this matrix is developed, any identified gaps or coverage of objectives not in the original list will be discussed with the Advisory Board.

For individual course objectives, the WebMBA Advisory Board recommends pre and post tests for each student and the overall class.

Students complete a course evaluation at the end of each term. The results are presented to each faculty member but are not formally compiled. A standardized form with open-ended questions will be created in the coming year.

A discussion area in the non-credit orientation course is described in the prospectus as a "unique and somewhat unexpected evaluation tool." Students have generally used this discussion board to "vent frustrations, air problems, and generally exchange information." A faculty member who has thereby been able to deal quickly with student concerns and even effect changes mid-term monitors the board.

Faculty

Web faculty are from all five institutions participating in the agreement. Nineteen faculty are listed on the roster provided with the prospectus. All have terminal degrees, 17 with Ph.D's or DBA's in fields directly related to business, one an LL.M degree, and one an Ed.D in curriculum instruction. Kennesaw State University has five faculty, Valdosta State
University and State University of West Georgia four faculty each, and Georgia College and State University, and Georgia Southern University, three each. Two new faculty members not included on the original roster are listed as instructors in the program at present. These two professors have terminal degrees in business areas.

Learning Resources and Services

On-line students have at their disposal all the learning resources normally available to students taking courses in traditional formats. In addition, they have access to a number of electronic resources. GALILEO (Georgia Library Learning Online) provides access to over 100 databases indexing thousands of periodicals and journals and to over 2000 journals in full text form. Students can use the Virtual Libraries office to obtain access to print resources from collaborating institutions. Textbooks and course materials are purchasable from the Georgia GLOBE Virtual Bookstore, local campus bookstores, or online bookstores.

Support Services

A stand-alone on-line orientation course introduces students to the WebCT environment and supplies information on how to access various learning resources. A hands-on workshop offered at the start of the program is also provided. Technical support hosted on the central WebCT server is available 7 days a week 24 hours a day. Students and faculty can receive help with the WebCT course management tool by contacting a help desk through email or telephone.

A WebMBA Director coordinates recruitment, admission, matriculation, and services in conjunction with Graduate Program Directors from each institution.
Organizational Structure

A WebMBA Advisory Board composed of the five MBA directors at each of the five institutions provides assistance with day-to-day operations to one of the five deans who is designated as the WebMBA Dean. One of the five MBA directors assumed a WebMBA director's role originally. But recently a permanent WebMBA Director was appointed.

Each member of the consortium manages day-to-day recruitment and admissions, enrollment, course and faculty scheduling, and curriculum changes in accordance with a common set of standards. Each institution has the ability to admit up to five students per cohort. Institutions can admit wait-list students in the event that one or more institutions admit fewer than its allotment of five.

Financial

The WebMBA program charges tuition for its courses somewhat higher than that for students taking traditional courses. The amount of tuition, which is equivalent to each school's normal tuition, remains with the school while the remainder is pooled into a fund maintained by Kennesaw State University, which is the fiscal agent. These pooled funds cover the Web MBA Director's salary, start-up costs, and common institutional expenses. In 2002 the tuition rate and associated costs will be re-evaluated to determine the solvency of the program.
INSTITUTIONAL REPORT FOR GEORGIA INSTITUTE OF TECHNOLOGY

General Description of the Distance Learning Activities

Outreach to the professional engineering and industrial community has been an important component of the mission of the Georgia Institute of Technology for over a century. As a result of their strategic planning process, distance learning was identified as a way to meet the demand for a Georgia Institute of Technology education without adding more students on the Atlanta campus, which is quickly approaching its capacity. Two graduate degree programs, offered by Georgia Institute of Technology as video-based distance learning programs since 1977, were identified as programs to be offered online; namely, the Master of Science in Mechanical Engineering and the Master of Science in Electrical and Computer Engineering. Both are described below.

The Woodruff School of Mechanical Engineering at Georgia Institute of Technology offers working professional engineers throughout the United States and around the world the opportunity to enroll in the distance delivered MSME program, described at http://www.me.gatech.edu/me/online/program.html. The Woodruff School’s distance-delivered programs are considered to be a critical ongoing element in the School’s role as a major national and international provider of graduate-level education. Since 1977, the Woodruff School has provided courses and degrees in mechanical engineering using videotaped asynchronous delivery. The Woodruff School is the very first of the elite top-ten mechanical engineering programs to offer its MSME degree program via internet-based technologies. At present, 15 courses are available via the internet and another seven courses will be added by spring semester 2002. Current enrollment is approximately 100. The School’s goal is to reach enrollments of 200 students and to have 40 graduates per year by
2005. Since 1977, all distance courses in the program have been offered concurrently with the Atlanta campus section.

In 2000, the School of Electrical and Computer Engineering (ECE) introduced one of the first online Master's programs in Electrical and Computer Engineering in the country, described at http://www.ece.gatech.edu/academics/online_masters/index.html.

The courses offered through ECE's online programs, while following the same syllabi used for on-campus courses in the program, have been designed specifically for the web, using state-of-the-art streaming audio and video technologies, synchronized slides, simulators and other multimedia.

Online students are connected with the ECE graduate program in two ways. First, for every online course, students receive a course CD-Rom. Second, on-line students are connected and interact with the community of faculty and students via WebCT.

ECE's online programs allow working professionals anywhere in the world to have access to the same graduate curriculum, faculty, and degree from Georgia Institute of Technology's School of Electrical and Computer Engineering as on-campus students. This program was started in 1977 with asynchronous video-based delivery. The internet delivery of course materials is an extension of the already mature and successful video program. Currently two internet-based courses are available. The number of internet-based courses is expected to increase significantly in the future. Current enrollment in the distance learning MS - ECE program is 100 and is expected to grow to 200 by 2005.

Technology

The Center for Distance Learning (CDL) has nine hybrid distance learning classroom/studios. Each classroom has a high-bandwidth network connection with Internet
access. A desk computer is available for instructional use, or an instructor can bring in his or her own laptop.

The typical classroom configuration consists of four remote controlled cameras, one from the front, one overhead, and two from the rear of the room. Two front monitors allow students to see what is being presented from the overhead camera or other video/computer source. Two rear monitors allow presenters to see remote sites or external video sources. Wireless and desk microphones pick up teacher/student interaction.

The control rooms are set up so that one person can control all aspects of a production, running multiple cameras, audio, character generator, video mixer, play/record decks, and all other associated equipment including computers. The center has DV and S-VHS handheld cameras with tripods and wireless audio for location production.

1. Tape Duplication: CDL's duplication area has approximately 80 real-time VHS duplication decks using DV and S-VHS masters.

2. Teleconferencing/Satellite: CDL has three CLI teleconferencing units—two for the State of Georgia's GSAMS network and one dial-up unit. The unit also has three satellite dishes used for receiving a variety of satellite educational programming. Each of these satellite units can be routed to any one of the classrooms. Through a partnership with Georgia Public Television (GPTV), CDL also has satellite uplink capabilities.

3. Remote Production: CDL has a modular "studio in a box" with capabilities almost equal to the standard production classroom setup, which provides the unit with the capability to convert almost any room on campus into a distance learning classroom. Included in the setup is an A/V PA system capable of
servicing a room which seats 110-160 persons. This "studio in a box" is ideal for conferences, short courses, distinguished lectures, etc. The unit can record two separate video feeds with one person controlling each feed.

4. Video Editing: The unit has both S-VHS linear and non-linear video editing available. The non-linear editing system is an Intergraph system using Reeltime™, Adobe Premier™ and After Effects™. Source master tapes can be from DV, S-VHS, Hi-8, and VHS.

5. Streaming Video: Video and audio are encoded for streaming format using Real™ media. From home users at 28.8k and 56k modems to corporate users with an ISDN or T1 line, a variety of streams can be encoded depending on the target audience. Real Text, Real Pix, audio and video can be created separately or put into a SMIL interface for a varying online experience, perfect for asynchronous seminars, conferences, online classes, and promotions. CDL uses streaming media with an SMIL interface for archived on-line classes.

The Georgia Institute of Technology Center for the Enhancement of Teaching and Learning provides support and assistance for faculty members to configure their course on WebCT, the course management software used at Georgia Institute of Technology for delivery of online courses. A full-time instructional technology specialist assists faculty members in designing their instructional materials for online applications and in helping those faculty members set up courses on WebCT.

The WebCT server is supported by the Educational Technologies Directorate of the Office of Information Technology, which also provides a highly equipped Instructional
Technologies Development Center (ITDC) in the Office of Information Technology building for faculty members who are interested in designing and setting up an on-line course.

6. Electrical and Computer Engineering Resources and Facilities: The School of Electrical and Computer Engineering at Georgia Institute of Technology is committed to delivering the highest quality courses to off-campus individuals. ECE has developed its own studio production facilities to create video and online courses, primarily with funding provided by Hewlett-Packard. ECE has also developed software to help provide professors the necessary software tools to link up Power Point to the Media Player, etc., to enable online courses containing a variety of media to be delivered seamlessly to students anywhere.

Evaluation of the effectiveness of facilities and equipment used in the distance learning programs is accomplished through the usage of CDL’s Distance Learning Course Evaluation Form and the Post-Course Survey designed by the Georgia Institute of Technology Office of Assessment. Both of these instruments are administered to students at the end of each course. Feedback obtained has been generally very positive concerning the technologies used. Student suggestions have been used to institute such improvements as including lecture date and scheduling on all lectures supplied on course CD-ROMs, and making adjustments to ensure that whiteboards are easier to read on the lectures.

Planning

During the most recent phase of planning for Georgia Institute of Technology's future, distance learning was identified through a systematic environmental scanning process as a way to meet the demand for a Georgia Institute of Technology education without adding more students on the Atlanta campus. Out of this environmental scan, the needs to both
constrain on-campus enrollment and meet the demand of non-traditional and off-campus students required that Georgia Institute of Technology look beyond the traditional means of delivering instruction.

The decision by the faculty in the Woodruff School of Mechanical Engineering and the School of Electrical and Computer Engineering to use the internet to deliver course content in these Master’s programs was a logical fit for the Institute’s strategic goals to develop effective educational technologies and to provide a student-focused education, regardless of a student’s physical location.

To determine the demand for education programs and the educational needs of its stakeholder groups, Georgia Institute of Technology conducts systematic industry needs assessments on a recurring basis. Results of the latest study, done in the summer of 2000, confirmed a high level of interest in graduate-level programs among alumni and within Georgia Institute of Technology’s industrial stakeholder base. Respondents to the needs assessment survey asked for flexible delivery formats of these graduate programs, especially online delivery, that would enable working professionals to maintain their jobs and work towards degree completion. Results also demonstrated that the highest demand for graduate programs was for (1) Mechanical Engineering, and (2) Electrical and Computer Engineering.

The development of new educational programs is the provenance of the faculty at Georgia Institute of Technology, and decisions regarding the off-campus delivery of programs also reside with the faculty in each school. Schools at Georgia Institute of Technology collaborate with their respective colleges to develop plans and to integrate those plans with institutional priorities as expressed in the Institute strategic plan. Faculty typically collaborate with the Center for Distance Education and the Center for the Enhancement of
Teaching and Learning in the development of distance learning activities. Each school coordinates the courses to be offered and develops appropriate schedules of course offerings; CDL assists with the logistical aspects of setting up the courses for online delivery.

The Office of Assessment is increasingly asked to undertake assessment and evaluation of such programs; it collaborates with program faculty and CDL in designing and carrying out suitable systematic assessment. Two major objectives of online course assessment activities are (1) to determine the extent to which the technology used is appropriate and is having the intended educational effects, and (2) to provide feedback to enable continuous improvement of online course offerings.

As expressed in the School’s most recent strategic plan it is the goal of the Woodruff School of Mechanical Engineering to have the best MSME distance-learning program of its kind in the world. Currently about 100 ME students participate in this program. The School maintains an aggressive recruitment program and hopes to reach enrollments of 200 suitably qualified students per year and 40 degrees per year. Most students are given strong support from their employers including tuition reimbursement upon satisfactory completion of each course.

The 2001-05 Strategic Plan for the School of Electrical and Computer Engineering calls for the school to "become the leader in technology enabled/enhanced education, creating a new paradigm for teaching." The plan further calls for the development of programs for remote education, both degree-based and professional, targeted at the engineering profession in general and ECE graduates in particular. Currently about 100 ECE students participate in this program. The School maintains an aggressive recruitment program and hopes to reach enrollments of 200 suitably qualified students per year and 50 degrees per
year. As is the case for Mechanical Engineering, ECE distance learning students are given strong support by their employers, including tuition reimbursement upon satisfactory completion of each course.

The on-going evaluation of Georgia Institute of Technology’s distance learning programs is an integral portion of the overall institutional assessment and evaluation strategy. An important facet of understanding student learning at Georgia Institute of Technology involves understanding how students interact with technology-enhanced learning environments. Technology Enhanced Course Assessment (TECA) has been a vital feature of several instructional technology initiatives since 1999. It has been featured in not only the systematic assessment of the online ME and ECE master’s programs but also freshman composition programs, physics courses, simulation modules in Industrial and Systems Engineering, and other courses.

The understanding gained from these assessments concerning the needs of learners and the effectiveness of the technologies used in online courses will continue to be used to improve the construction and content of online learning environments for future online program offerings at Georgia Institute of Technology.

Evaluation and Monitoring

Systematic assessment procedures were initiated at the inception of the ME online master’s programs in fall 1999 and have been an important feature since that time. The mainstay of assessment in ME and ECE graduate on-line courses is a pre- and post-course survey taken by students enrolled in the courses being offered each semester. These instruments were developed by the Georgia Institute of Technology Office of Assessment with a high level of input from faculty members and CDL staff. These survey instruments
explore student satisfaction with aspects of instruction and the logistical aspects of the online course. The instruments also explore the effects of technology on the learning experience; on how students interact with each other, the course materials, and the instructor; the knowledge gains they derive from the various modes of delivery used; and the usefulness of the course material in meeting their educational and professional goals.

Students enrolled in ME and ECE online master's program courses also have the opportunity to complete the distance learning course evaluation form at the end of each course and the Course Instructor Opinion Survey (CIOS), which is available online to all Georgia Institute of Technology students and for all courses regardless of modality of course delivery. Feedback from these forms is forwarded to instructors and to school chairs for their review.

Since 1999, faculty in ME and ECE have used feedback derived from the program evaluation reports and course evaluation forms to improve their delivery of distance courses. The Center for Distance Learning (CDL) makes tapes, WebPages, and CD-Roms available to faculty for their review of classroom performance. Furthermore, this feedback has enabled CDL to obtain funds to upgrade several video/internet classrooms. The internet-delivered courses have been refined with input from students, CDL, and CETL professionals. The Center for Distance Learning has also instituted a number of program improvements in online programs as a direct result of the review of the evaluation reports, the student course evaluation forms, and other feedback. Specific steps taken so far include the following:

1. Encouraged faculty to use ALN-type tools such as threaded discussion and bulletin boards to increase interactivity between students and faculty related to course materials;
2. Standardized all GT online courses on the WebCT platform;

3. Standardized placement of all displayed instructional materials e.g., PowerPoint slides) onto the WebCT class site. Made materials available of easy download/print for all students for their use when viewing instructional modules;

4. CDL staff monitor all WebCT course sites to provide quick answers to technical/logistical questions-not related to instructional content. (e.g., "When will my next CD arrive?" "Did you get my homework paper?" "I forgot my password.");

5. Made all instruction modules (audio/video) available on CD-Rom as well as via the internet to overcome issues of insufficient bandwidth on the student end and corporate firewalls;

6. Placed demonstration/test lectures on the CDL website in order for students to test their computer setup and gain a level of comfort prior to beginning a course;

7. Developed online registration/payment service; and

8. Developed an online textbook ordering/payment system.

Student course grades, while themselves not a reliable indicator of student learning, are useful as comparative indicators. In this case, the performance of students in online sections is systematically compared to the performance of students in the on-campus classroom sections of the same courses, taught by the same instructor. To date, no statistically significant difference in student performance has been found in ME or ECE master's courses between online students and classroom students.
As described above, the instruments used to systematically evaluate courses in the ME and ECE programs provides in-depth information on a number of areas that are vital to understanding how learners interact with the technology-enhanced learning environment. The ongoing evaluation of Georgia Institute of Technology's distance learning programs is an integral portion of the overall institutional assessment and evaluation strategy. An important part of understanding student learning at Georgia Institute of Technology involves understanding how students interact with a technology-enhanced learning environment.

Technology Enhanced Course Assessment (TECA) has been an important feature of several instructional technology initiatives since 1999. TECA has been featured in not only the online ME and ECE graduate courses, but also freshman composition courses, physics courses, simulation modules in Industrial and Systems Engineering, and other courses both on-campus and online. Results from these studies have been used to inform the reframing of, in particular, the undergraduate learning environment in terms of interdisciplinary technology-based learning modules that may be embedded within courses. Another major outcome of this evaluation is its effect on the educational programming of the Undergraduate Learning Center, currently in design stage. This center will feature a close confluence of learning resources, labs, and learning support services to enable the realization of a research-rich, technology-enhanced interdisciplinary learning experience for Georgia Institute of Technology students. Knowledge gained through the ongoing evaluation of Undergraduate Learning Center programs will in turn be used to inform continuous improvements in the design and delivery of distance learning courses.
Faculty

Full-time Georgia Institute of Technology faculty members teach all courses in both the ME and ECE online master’s programs. Mechanical Engineering faculty vitae are available at http://www.me.gatech.edu/me/people/academic.faculty/index.html.

Electrical and Computer Engineering faculty vitae are available at http://www.ece.gatech.edu/profiles/facindex/index.htm. ME and ECE rosters of faculty teaching in the program, course load information, and transcripts are available on the GT website created for this substantive change review.

Faculty participation in the distance delivered MSME program is voluntary. However, experience with the video-based program since 1977 indicates that most faculty are interested and willing to participate. In the Woodruff School, the faculty receive the first $5250 of revenue returned from CDL and any revenue in excess of $5250 is split 50-50 between the Woodruff School and the faculty member. This funding received by faculty members is not used for salary enhancement, but rather for graduate assistant support, lab equipment purchase, etc.

Faculty participation in the development of the internet-delivered program for the Woodruff School was initiated by a combination of factors. First, the faculty member had to volunteer. Second, the School Chair in consultation with the Associate Chair for Administration, the Associate Chair for Graduate Studies, and the Director of CDL identified faculty who had demonstrated superior teaching skills and who had experience teaching video classes. For the most part, selections were limited to experienced faculty who had attained tenure. Third, the prospective faculty participants were recruited with the aim of
providing those courses that would be of most interest to the students in the distance-delivered MSME program.

Faculty participation in the School of ECE distance learning program is voluntary, however, participation is encouraged. Many ECE faculty members have participated and the number is growing. The funds returned to ECE from CDL go to the faculty member. This funding received by faculty members is not used for salary enhancement, but rather for graduate assistant support, lab equipment purchase, etc.

The development of the internet-delivered courses was initiated in the mid-nineties by a group of professors from the Center for Signal and Image Processing (http://www.ece.gatech.edu/research/brochure/dsp.html). These faculty members had considerable experience in the video-based courses and were very interested in the use of multimedia computer technology to deliver course material. They were partly funded by various grants and also reinvested funds returned by CDL to enhance the expansion of the internet-based courses. They developed both the expertise and infrastructure to assist other faculty in developing courses. To date, mainly senior tenured faculty have been engaged in the internet coursework development and delivery.

Faculty performance in both the ME and ECE online master's programs is evaluated primarily via three instruments: (1) the distance learning course evaluation form; (2) the Course Instructor Opinion Survey (CIOS), which is available online to all Georgia Institute of Technology students regardless of instructional modality, (https://intranet.gatech.edu/cfprod/cios/Index.cfm); and (3) the post-course survey designed by the Georgia Institute of Technology Office of Assessment. Feedback derived from these instruments is shared with instructional faculty, the Director of the Center for Distance
Learning, and the school chairs in ME and ECE. The school chairs in both ME and ECE include teaching performance in this program as part of annual faculty evaluations.

A faculty member's teaching load in Mechanical Engineering is determined by a combination of factors including a faculty member's graduate student advising load, obligations to funded sponsors, scholarly activities, and service commitments. Since 1977 all distance sections in the Woodruff School have been taught concurrently with an on-campus section. As such, each faculty member teaches a single course with an on-campus section and a distance section. Teaching credit for this is treated as a single course. If the total enrollment exceeds 30 students, the faculty member is provided GTA assistance. Since the distance-delivered MSME program has the same admission and degree requirements as the on-campus MSME program, every attempt is made to make the teaching of these courses as integral and seamless a part of a faculty member's teaching assignment as possible.

The teaching load for ECE faculty member is determined by a combination of factors including funded research, graduate students advised, service, and the production of scholarly publications. Distance learning courses are taught concurrently with on-campus sections and, therefore, the teaching load is not affected by the inclusion of distance learning students. The distance learning students are accepted into the program using the same criteria as the on-campus students and, therefore, are considered as additional class members. Rather than change the teaching load of the participating faculty, they are rewarded for the extra workload by the funds returned by CDL.

Orienting Faculty

The Georgia Institute of Technology Center for Distance Learning offers extensive orientation and training procedures for faculty who will be teaching online courses, including
ample time with instructional technology specialists, WebCT experts, etc. Both the CDL and CETL staffs are involved in faculty orientation and training for online courses.

The sequence of this orientation and training is summarized below.

1. Faculty Orientation and Training for Online Course Development. Initial meeting with DL team (2 hours)
2. Meeting with Instructional Developers (1.5 hours)
3. Meeting with Production Team (1 hour)
4. Module 1 (1 hour)
5. Additional Meetings with Development Team
   (a) Weekly meetings to define course design (4 or 5 weekly meetings)
   (b) Status updates for development process
   (c) Individual instruction on using and maintaining online tools (on request)
   (d) Status updates for course progress scheduled during course implementation
   (e) Course review meeting

The Georgia Institute of Technology Center for the Enhancement of Teaching and Learning (CETL, at http://www.cetl.gatech.edu/) administers the new faculty orientation program each year. This two and a half day structured orientation features presentations on distance learning topics to assure that all incoming faculty members have a basic knowledge of how to construct online courses. CETL offers instructional technology resources and consultation. The Center has just finished a video for faculty, which helps prepare them to record video modules, and has also created a booklet to give to faculty members with a CD containing the video, called "Preparing for Online Video." The video covers presentation
Organizational Structure

For the MSME program faculty oversight mechanisms are as follows: The School Chair and Associate Chairs make the teaching assignments upon consultation with the faculty. The Woodruff School Graduate Committee is the cognizant faculty committee that has oversight for this program, as well as the other MS and Ph.D. programs. All curricular changes and new course requests must first be approved by the Graduate Committee and are then sent to the full faculty for discussion and vote. The School Chair includes teaching performance in this program as part of annual faculty evaluations.

For the MS-ECE program oversight and administration of the program falls under the Associate Chair for Graduate Affairs and the ECE Graduate Committee. The ECE faculty are responsible for the curriculum. All curricular changes and new course requests must first be approved by the ECE Graduate Committee and are then sent to the full faculty for discussion and vote. The School Chair includes teaching performance in this program as part of annual faculty evaluations.

The Center for Distance Learning provides logistical support to Mechanical Engineering and Electrical and Computer Engineering for the delivery of distance learning courses. The CDL organizational chart is shown below.

Financial

The Center for Distance Learning at Georgia Institute of Technology is a revenue-generating, self-supporting unit. In recent years the unit has successfully broken even, returning a small amount of excess revenue to the Georgia Institute of Technology general fund. CDL revenue is earned via tuition charges to participating students and in performing projects for other campus units. During FY 2001, total revenue and expenses were
approximately $1.6 million. Supplemental revenue is earned by offering services to the Georgia Institute of Technology community, and through grant writing. Additionally, CDL has been fortunate to receive a portion of the State of Georgia instructional technology funds for instructional technology improvements. Important to note in this context is that Georgia Institute of Technology supplies all instruction and support services for the ME and ECE online master's programs; thus, no contractual arrangements exist for other organizations or institutions to supply any contractual instruction or support services.

Both the ME and ECE online master's programs have received public and private support to develop self-supporting educational programs that are of substantial benefit to working engineers and address the needs of industry. These funding sources are detailed below for each program, as is budgetary detail for ME program development. The eventual goal of the online ME and ECE master's programs is to be self-sustaining through tuition revenue. Enrollments are surpassing projections and are expected to continue to climb in the foreseeable future, assuring the financial viability of the programs.

The Woodruff School of Mechanical Engineering has relied upon the facilities provided by CDL to put online courses for the ME distance education master's program. In the case of the School of Electrical and Computer Engineering, program development has been somewhat different. Nearly a decade ago, ECE faculty decided to move aggressively in the direction of computer-mediated learning; this remains a strategic focus to the present and complements the strategic focus on distance learning established at the Institute level. ECE's efforts have been focused on a number of facets of computer-based distance learning. First of all, ECE used the funds detailed below to develop online course delivery, which also includes undergraduate Georgia Institute of Technology Regional Engineering Partnership
courses. The Yamacraw money funded that effort. Funds secured from the Hewlett-Packard Foundation were used to purchase studio equipment and computing resources, such that ECE now has studios and the capability of producing the School's own online courses. ECE also developed software to help provide professors the tools needed to integrate various presentation and simulation media (the software that links up Power Point to the Media Player, etc.). It is not trivial to have streaming audio and video linked to PowerPoint, etc.

The group that developed the Internet courses did a lot of work developing the infrastructure to make all of this happen. When examining the funding for the development of online courses, it is important to note that from the beginning, the group was interested in course development for more reasons than online master's program course delivery. Distance delivery to the Georgia Institute of Technology Regional Engineering Partnership and to courses at Georgia Institute of Technology Lorraine was other considerations. In the final analysis, the ECE funding is for much more than online master's program course delivery. The level of funding does show, however, that ECE is committed to delivering courses to off-campus individuals.
INSTITUTIONAL REPORT FOR GEORGIA STATE UNIVERSITY

General Description of the Distance Learning Activities

In Fall 1999, the Robinson College of Business (RCB) of Georgia State University (GSU) began offering selected MBA foundation and core courses as well as two elective courses in an online format. The impetus for these offerings was to make the MBA Program more attractive and competitive by accommodating the work, travel, and personal schedules of both full- and part-time MBA students. The MBA Program is a campus-based program for which the online sections afford students an alternative to face-to-face classes at the main campus in downtown Atlanta or at the Alpharetta Center in a northern suburb.

Less than half the credits in the MBA Program can be obtained online, and these are principally in MBA core and other required courses. No MBA majors or minors can be obtained online. Class sizes for MBA online courses are limited to 25 students; one of the elective courses typically has 35 students and the other one, 15 students. The online sections constitute a way to facilitate access to graduate business education in GSU's traditional service area.

Technology

The online courses are offered through WebCT as supported by GSU Information Systems & Technology (IS&T) for the technical infrastructure and by IS&T University Educational Technology Services (UETS) and the Division of Distance and Distributed Learning (DDL) for support services. In general, the courses have regularly scheduled chat sessions, bulletin board participation, online submission of assignments, web access to course materials, and email communication among students and faculty. Some courses feature streamed audio/video segments. The courses typically require face-to-face meetings for selected sessions, e.g., first class day and one or more examination periods. The courses
have the same learning outcomes and assessments as their face-to-face counterparts and are taught by the same faculty who teach the courses face-to-face.

With respect to technology planning, Information Systems and Technology is preparing a revised Strategic Plan to support university goals for technology use.

Planning

In early 1999 a task force was created to assess the need for the RCB to offer graduate MBA courses online and to make a recommendation based on its findings. Because the MBA program embraces disciplines across the college, the task force was composed of faculty from across the college. With respect to online courses, the task force's recommendation was for the RCB to "offer one or more sections of MBA courses online beginning Fall 1999." "MBA courses" were defined as the eleven courses with an MBA prefix: two foundation courses, four core courses, and five courses beyond the core.

The rationale for the recommendation was the perceived need, uniformly shared by task force members and representatives of premier employers of RCB students, for "online education for knowledgeable workers in the new network society." The implication for graduate business education of this societal shift was that competitive MBA programs needed to embrace online learning experiences. This meant that online courses would support the RCB's strategic goal of maintaining a competitive MBA program. Also, the 1999 AACSB Peer Review Team recognized the strategic need to embrace online education in its report.

The RCB Executive Committee, comprised of all RCB deans and unit directors and department chairs, approved the recommendation for the online delivery of MBA-prefix courses and designated faculty for online sections beginning Fall 1999. As the task force had recommended, all faculty members teaching online sections received upgraded computer
workstations with the requisite software and course releases for developing online versions of courses they were already teaching.

**Evaluation/Monitoring**

Since the online courses have the same learning objectives as their face-to-face counterparts, they are evaluated similarly. The responsibility for evaluating teaching in online courses resides in the same place as the analogous responsibility for evaluating teaching in face-to-face courses, i.e., in the departments offering the course and in the college overall.

Students in every course complete a Student Evaluation of Instructor Profile (SEIP) form at the end of the term; results are made available to the faculty member and department chairs. Students in online courses complete the SEIP forms online. Based on factor analysis of item responses, two SEIP items are tracked over time as the best proxies for teaching effectiveness. They are "Effectiveness of instructor" and "Relative worth of course." Mean responses for these two items for online and face-to-face sections of MBA courses are indistinguishable. This means that students believe the online and face-to-face instructors are equally effective and that the online and face-to-face courses are equally valuable.

All faculty complete an annual Faculty Activities/Accomplishments Report (FAAR), one of whose sections focuses on teaching activities/accomplishments. All faculty members report quantitative and qualitative evidence of teaching effectiveness and characterize their contributions in course/curriculum design and development in the following categories:

- **Instructional innovation and improvement related to course/curriculum design**
- **Instructional innovation and improvement related to delivery**
- **Publications in area of pedagogy**
• Teaching awards, honors, and grants

The FAAR is the basis for an individual conference of the faculty member with the department chair. Outcomes from this annual review process include the completion of an Evaluation of Performance Level Form and a Goals Statement for the next year. All untenured faculty are evaluated by departmental committees every three years. The departmental committees make recommendations to department chairs, who in turn, make recommendations to the RCB Promotion and Tenure Committee, which makes recommendations to the Dean's Office. Faculty seeking tenure are reviewed by departmental committees, which make recommendations to department chairs, who make recommendations to the RCB Promotion and Tenure Committee, which makes recommendations to the Dean's Office, which makes recommendations to the Provost, who makes recommendations to the USG Board of Regents. All tenured faculty are reviewed at five-year intervals in a post-tenure review process that begins with a departmental review committee and ends with recommendations from the Provost. Each of these reviews includes the preparation and examination of evidence pertaining to teaching effectiveness.

Overall responsibility for the effectiveness of the MBA Program is vested in the Associate Dean for Master's Programs. The MBA Program is subject to a formal program assessment process requiring periodic review of the achievement of assessment objectives. For each program objective, expected outcomes translate the program objective into a statement of program impact in terms of the knowledge, skills, and attitudes that student develop in the program. Assessment methods are specified for each outcome, as indicated in the MBA Program Assessment Plan.
Faculty

The criteria for faculty teaching online are identical to those for faculty teaching face-to-face with two exceptions: online faculty must be willing to teach online and they must have sufficient technical fluency with information technology to be able to teach online. Faculty who teach online courses also teach the same courses face-to-face. All online faculty are full-time.

When online courses were first offered, each faculty member teaching one of them received a course release for developing the course. Otherwise, online courses have been treated as being equivalent to face-to-face courses in workload configurations.

All but two of the faculty members who teach online courses hold doctoral degrees in their fields. The two exceptions are well qualified and justifications are reasonable and impressive.

Orienting Faculty

Faculty assigned to online courses must be willing to teach online and they must have sufficient technical fluency with information technology to be able to teach online. A WebCT workshop is available for faculty who wish to learn how to develop a new on-line course. This is an intensive 3-day workshop sponsored through Georgia State University, which, according to the literature, prepares a person to put a course on-line, immediately following the training session.

Learning Resources and Services

Since the online courses are offered as part of a campus-based MBA Program, the library and learning resources needed for the courses are those already configured for the university, college, and program. Increasingly, library and learning resources are being made
available electronically for all students, which facilitates everyone's access. For example, through the GSU Pullen Library, students have electronic access to the library catalog, Georgia Library Learning Online (Galileo), GSU-specific research databases, electronic journals, electronic books, and other databases, and library patron services.

The library holdings at the new Alpharetta campus are entirely electronic. Students and faculty have very well received the library's offering of electronic services. More and more, library services are being delivered to everyone electronically, with many features being available only electronically. As a result of Student Technology Fee funding, the library is installing a proxy server that will let GSU-affiliated persons access proprietary resources such as research databases and electronic journals from off-campus locations. This capability, tested August 2001, should make the library's resources more valuable to everyone.

Support Services

All of GSU's student services are available to MBA students. Master's program admissions, direct to RCB, can be completed online, and 32 percent of RCB students applied online in FY2000-01. Academic advising is provided through the RCB Office of Academic Assistance, by email or in person. Course registration can be accomplished online, and 85 percent of all GSU students registered online in FY2000-01. At the end of the first registration phase for each term, mailing labels for students in online courses are provided to the faculty members teaching the courses so that they can mail a greeting and other pertinent information to students before the first class meeting. When GSU's new student email system is fully operational, the mailing labels will be replaced with an email distribution list.
Because the online courses are offered through a campus-based MBA Program, online students obtain their textbooks and other materials the same way that face-to-face student do: from local book and supply stores, direct from publishers or web-based retailers, online from publishers (e.g., subscriptions to periodicals such as newspapers), and from course-specific websites (WebCT and server sites). For the MBA courses, students use the same textbooks and materials as their face-to-face counterparts. For one of the elective courses, all course materials are available online.

MBA students are especially interested in access to employers and job listings for the purpose of finding suitable employment after graduation. For this purpose, RCB offers Career Services for graduate master's students. Job listings and resumes are all handled electronically.

RCB courses may have Computer Skills Prerequisites (CSPs), which are in addition to course pre- and co-requisites. For all courses, students currently self-assess their competence level. During Fall 2001, RCB will begin testing a vendor-contracted, web-administered, performance-based system for assessing student proficiency in Microsoft Office 2000 products at the level of CSP 1-6. Also for Fall 2001, GSU Information Systems and Technology will launch vendor-contracted, web-delivered training in Microsoft Office 2000 products and web development tools. This training will be accessible to all students and will help them achieve the level of technology fluency that they will need to fulfill requirements for any course requiring computer skills.

Organizational Structure

The Associate Dean for Master's Programs has the responsibility of overseeing the MBA program, to include curriculum, innovation, and program assessment. This individual
reports directly to the Dean of the Robinson College of Business and serves as the Dean’s representative on the RCB Graduate Program Council and the MBA Curriculum Improvement Committee.

Financial

The online courses are an integral part of the regular MBA Program; therefore, there is no separate budget for them. They are budgeted and accounted for in a manner similar to face-to-face courses.

Student Technology Fees, first collected Fall 2000, have increased GSU’s ability to fund technology projects, e.g., upgrading computers in student labs and in classrooms. This source of regular funding ($75 per student per term) will help GSU keep its infrastructure current with the increasing needs for technology use by students and faculty. For example, technology fees funded a new student email system that was installed June 2001 and a proxy server for the libraries being installed August 2001.

The physical facilities provided for the online courses are the same as those provided for face-to-face courses. By GSU policy, students are responsible for providing their own access to computers. To take the online MBA courses, students must have access to a computer with an adequate connection and Microsoft Office 2000. This requirement applies equally to face-to-face students. All students have access to on-campus computer labs, but most online-course students provide their own computer and facilities.

The online MBA courses rely on the WebCT learning management system, which is funded and administered centrally through Information Systems and Technology. Some instructors also rely on other department, college, or university web servers. At the department, college, and university levels, there is no distinction between online and face-to-
face courses with respect to their support of web facilities. In some cases, departments have one central website for a course that is used by both face-to-face and online sections. Because their number is small, RCB’s online courses make negligible demands on department, college, and university web facilities relative to the demands engendered by face-to-face courses. RCB provides computer workstations and support to all faculty.
General Description of the Distance Learning Activities

Georgia Southern University seeks to meet the educational needs of its region and sees distance learning as a means of reaching those who would be otherwise time and place bound. In this regard Georgia Southern University is offering a number of its graduate programs through distance learning methodologies. Graduate programs in this Substantive Change Review are:

- Master of Accountancy
- Master of Business Administration
- Master of Science in Nursing
- Master of Public Administration
- Master of Education in Reading
- Master of Education in School Psychology
- Master of Education in Industrial Technology
- An on-line MBA in cooperation with four other Georgia institutions

Technology

Georgia Southern University is employing two different technologies in its distance-learning program. Since 1992 it has utilized the GSAMS (Georgia’s Statewide Academic & Medical System) delivery system. GSAMS is an interactive videoconferencing network with over 400 sites around the state. Through GSAMS technology a course can be offered at many locations simultaneously. This allows scarce faculty resources to be better utilized because one instructor can reach students in locations where it would not be cost effective to
send the instructor. It is also very beneficial to distant students because they can avoid long
commutes to the Statesboro campus.

Another useful technology that has facilitated the growth of distance learning at
Georgia Southern University is WebCT. This software product has been customized to
handle virtually all classroom-related activities over the Internet. It is simple to use, requires
no knowledge of Internet programming languages, yet can accommodate a wide range of
sophisticated technology.

Planning

Planning activities at Georgia Southern University are tied closely to the University’s
mission statement, which states in part,

Our mission is rooted in South Georgia, a largely rural region that
encompasses coastline, wetlands, cities with rich histories, and areas of
endemic privation but abundant potential. Our quest is to uplift our region’s
educational attainment, cultural opportunities, and personal well being. Our
hallmark is a comprehensive university experience that promotes student
growth and success through creative strategies for using technology,
enhancing learning, and connecting all we do to those around us. (Georgia
Southern University Mission Statement, July 1996.)

Georgia Southern University’s expansion into distance learning endeavors is directly
linked to its mission, a portion of which is quoted above. To further the mission of the
institution through distance learning programs, the following distance learning goals have
been formulated:
1. To provide students with an educational opportunity equal to that in the traditional classroom;

2. Expand the learning environment so that physical boundaries such as classrooms and building locations do not restrict access to education and services;

3. Delivery education to residents anywhere, anytime;

4. Provide opportunities for lifelong learning; and

5. Promote and further economic development.

Evaluation/Monitoring

The Georgia Southern University Faculty Handbook requires: "(a)n annual evaluation of the work of every faculty member…" These annual faculty evaluations are undertaken for the primary purpose of stimulating faculty improvement. Georgia Southern University's annual faculty evaluation is consistent with guidelines established by the University System of Georgia Board of Regent's policy statement which states in part, "...evaluation shall occur at least annually and shall follow procedures prescribed by each institution."

Georgia Southern University's faculty evaluation procedures are specified in the Faculty Handbook. Department chairs share evaluation results with the individual faculty members and where the need exists remedial programs are prescribed.

A key element in the annual evaluation process is the student input. Students complete a rating instrument, which contains several common elements. Each faculty member is rated on each course taught each semester. The department chair shares results of the student evaluation process with each faculty member at the conclusion of each term.
Faculty

All faculty at Georgia Southern University meet or exceed the criteria specified by SACS and the University System of Georgia Board of Regents, and all are appropriately credentialed in their discipline. Regardless of program, faculty make special efforts to reach out to their distance-learning students and provide comparable levels of service to that provided to on-campus students. Depending on the program, teaching loads for faculty who teach distance-learning courses may vary slightly from those who teach exclusively on campus.

Orienting Faculty

Faculty teaching in the distance-learning courses are provided orientation and training before the distance-learning activity begins. Faculty orientation provided by the Master of Science in Nursing Program is typical of the level of orientation provided to all distance-learning faculty. MSN faculty who teach distance-learning courses have been trained in distance-learning teaching techniques, procedures and protocols through the Distance Learning Center and the Center for Excellence in Teaching at Georgia Southern University. Furthermore, they mentor other faculty in curriculum development, syllabi development, and preparation of assessment and testing measures. Recently two graduate faculty in the MSN program attended a one-week intensive workshop on webpage design, WebCT techniques, graphics development, and other on-line strategies.

Learning Resources and Services

The University library website includes a special off-campus service page for both students and faculty. The Director of University Libraries has responsibility for ensuring that
library services are adequate and accessible to students studying in distance-learning courses and programs. Resources used by students are frequently a part of Georgia Library Learning Online (GALILEO) system brought into existence in 1995 by action of the Georgia General Assembly. The GALILEO system of databases makes research and accessing information very efficient for students at a distance. In addition, the Georgia Southern University library provides a Document Deliver Service for off-campus students, including online students. Students can electronically request books and other materials that the library will send to them at no cost. Additionally, students have access to computer labs, video taped resources and video streaming along with other resources. The University has signed a memorandum of understanding with Augusta State University to provide library resources to distance-learning students in the Augusta area. Further, Georgia Southern University is a member of the Georgia Coastal Library Consortium that provides additional learning resources to its distance learners.

Support Services

Georgia Southern University offers its distance learners the same wide variety of support services which are available to on-campus students including financial aid, placement, and counseling services. Students surveyed report that resources available to them to be quite adequate and the support staff that assist them available and user friendly.

Financial

In fiscal year 2002, Georgia Southern University has budgeted adequately for in salaries and operating costs for the Distance Learning Center and for the Center for Excellence in Teaching. These funds are supplemented as budget demands allow with year-end funds and other special allocations, both from the University’ own funds and from
statewide sources. In addition, costs of telephone and mail contacts with students are borne by departmental budgets. The Jack N. Averitt College of Graduate Studies funds cost of graduate faculty travel to distant sites as well as cost of advertising.
INSTITUTIONAL REPORT FOR KENNESAW STATE UNIVERSITY

General Description of Distance Learning Activity

The Kennesaw WebMBA is a program, which is the responsibility of a consortium of five universities in Georgia. Much of what follows is therefore directed at the entire consortium, rather than just Kennesaw.

The program has been described as a “grass-roots” initiative from the business deans at the five universities. It is still in a pilot stage having emerged from a planning effort that gained momentum in Fall 1999 to implementation in January, 2001 (a commendable turn-around time given the financial and organizational issues). The intended audience is working professionals who can complete the 10 required courses in 18-24 months (essentially 2 courses per semester, plus course work in the summer). It appears that the driving goal was to meet a need for Georgia residents seeking an on-line MBA.

Technology

Support for faculty and students appears to be adequate. Students are required to purchase appropriate and uniform hardware and software. The support functions for technology appear to be adequate with access to on-line data bases, responsive help desks and training opportunities.

Planning

As mentioned, much of this program is a work in progress. In three years, the program will be evaluated vis-à-vis its implementation and achievement of specific measures. By then specific plans should be in place for continuation or discontinuation.
Evaluation/Monitoring

The committee assumes that significant progress will be made at the retreat next month in addressing issues of evaluation and monitoring of both faculty and student work and the entire program. To-date, evaluation and monitoring have been primarily reactive, rather than formative.

Faculty and Orienting Faculty

The entire faculty seem pleased with the training, support and reassigned time for participation.

Learning Resources and Services and Support Services

Faculty have funds to participate in conferences to learn more about what works with other on-line MBA programs and students receive adequate assistance in learning how to use all the data bases and other resources for courses.

Organizational Structure

Mention is made of employing a coordinator to assume the functions of the MBA directors. Other positions have evolved. The very decentralized form, such as it is, has followed function.

Financial

This is a very good experiment done with real money up front (as opposed to promises).
INSTITUTIONAL REPORT FOR STATE UNIVERSITY OF WEST GEORGIA

General Description of the Distance Learning Activities

The State University of West Georgia (UWG) has been offering distance learning courses and programs since 1995, when they began with two-way interactive videoconferencing through the Georgia Statewide Academic and Medical Systems (GSAMS) network. In 1996, the institution established the Distance and Distributed Education Center (DDEC) and expanded its distance learning activities to include web-based courses using WebCT.

UWG has built its distance learning activities based on the University System of Georgia’s commitment to “anytime, anywhere” learning. The University is involved in distance learning through two collaborative programs, the WebMBA, and the eCore™, and through its own offering of three online degree programs, an M.Ed. in Administration and Supervision with Certification, and an M.Ed. in M.Ed. in Media with Certification (Plan A), and an M.Ed. in Media with an Emphasis in Instructional Technology (Plan B).

The WebMBA collaboration consists of (in addition to West Georgia) Valdosta State University, Georgia College & State University, Georgia Southern University, and Kennesaw State University. The eCore™ collaboration includes (in addition to West Georgia) Floyd College, Clayton College and State University, Columbus State University, and Valdosta State University.

Technology

Several sections of the UWG Vision Statement address the use of technology, both on-campus and through distance learning. The innovative use of technology to enhance learning and reach new audiences is specifically stated. UWG’s use of distance learning
through the DDEC is characteristic of meeting these goals. Of note is that the institution sees the use of technology as important for classroom instruction as it is for distance learning, as evidenced in one of its goals to “become a leader in the innovative use of asynchronous learning environments to support both distance learning and classroom instruction.” To date, the primary technologies utilized are GSAMS (for truly distance learning), and WebCT (for both distance learning and on-campus instruction). There is a commitment by the institution to research and utilize emerging technologies as appropriate.

Planning

Planning for the collaborative WebMBA and eCore™ programs took place System-wide, with input by UWG and other schools in the Georgia System. The three M.Ed. online programs proposed by UWG alone have seen extensive market research and planning. Data from the Georgia Department of Education and from the legislature let UWG to create these two online programs. Professionals with the credentials created by these degree programs will also assist the state with school improvement efforts. All courses delivered via distance learning comply with the Georgia University System Board of Regents standards, as well as with the Southern Regional Electronic Campus. In addition, UWG provides extensive materials for faculty and students involved in distance learning.

Evaluation/Monitoring

UWG utilizes several techniques for evaluating and monitoring the quality of the distance education courses and programs it offers. The institution also emphasizes the importance of interaction between students, and between students and faculty. At the end of all courses, students are asked to complete evaluation instruments on course materials, the professor and course delivery. In addition to using the traditional evaluation instruments
techniques and slide development tips. The video uses the same format as the ME video modules and provides an example of various techniques.

In Electrical and Computer Engineering, further faculty orientation for the online courses is provided by a group of professors who are experienced in distance education. This group of professors was instrumental in the development of the first online courses and in the development of the infrastructure to assist other ECE faculty develops courses.

The Georgia Institute of Technology Office of Organizational Development offers numerous training opportunities for faculty and staff members to gain skills in the use of various computer software packages and programs, and to thus enable them to make skillful use of appropriate application software. A schedule of training available through the Office of Organizational Development may be viewed at http://www.training.gatech.edu/main.html.

Learning Resources and Services

Library services are publicized through the Center for Distance Learning’s distribution of a Library handout in an information packet sent to each distance learning student. This handout includes information about "Remote Access to Library Catalog and Information Databases" as well as how to access library materials, such as books, articles, and other relevant materials. In addition, Library services for all students, distance learning and campus-based, are advertised to faculty (for use in their class lectures) via the annual New Faculty Orientation conducted by CETL, at which a librarian specifically discusses this information. Another means of publicity consists of the Library's information consultants specifically assigned to distance learning student disciplines. These information consultants interact regularly with faculty to keep them aware of the learning resources available to their
students. Beginning with the fall semester 2001, the information consultants directly contact CDL students with information awareness alerts via a group alias.

Library services are described in the Georgia Institute of Technology General Catalog. In addition, the Library's web pages (http://www.library.gatech.edu) provide comprehensive information to all students about Library services and resources. Students can also easily make information inquiries to the Library via two virtual reference services (Ask A Librarian and Real Time Reference), they can email questions to the Reserves department, and they can telephone enquiries.

The Library's web pages provide equivalent access to information for both distance learning and campus-based students. From the Library's web page, distance learning students can access over 200 databases, over 3400 full-text electronic journals, and over 14,000 electronic books. Students may borrow books and obtain copies of articles not available at the desktop. Electronic Reserves, via the Library web page (http://www.library.gatech.edu/refwebsite_frame.htm), was developed with the distance learning student in mind. E-Reserves provides desktop access to articles, book chapters, homework solutions, sample exams/tests/quizzes, class lecture notes, faculty PowerPoint presentations, and other learning resources.

CDL students have many opportunities, identical to those for campus-based students, to be informed about learning and information resources, although not all CDL students avail themselves of these opportunities. The Library web pages and one-page handout (referenced above) inform distance learning students about the resources and services available to them. In addition, the Library employs information consultants in all academic disciplines who interact regularly with faculty to keep them informed of the learning resources available to
their distance learning and campus-based students. Beginning with the fall semester 2001, the information consultants directly contact CDL students with information awareness alerts via a group alias. CDL students, in turn, can contact their information consultant for any information need.

Full and equal access to Library resources and services is available to distance learning students and campus-based students. The Library participates in regular and continuous planning and evaluation in collaboration with CDL so that library staff can be aware of ever-changing student needs.

In the spring of 1999, the Dean of Libraries initiated a committee to survey graduate students in focus groups. Based on the findings of this focus group, enhancements were made to Library outreach through the redesign of the Library web pages (see Georgia Institute of Technology SACS review website).

In the spring of 2001, a survey of Center for Distance Learning students was undertaken. 277 CDL students were surveyed with a 46% response rate. Results from this survey are being used to plan improvements specifically in document delivery and student awareness of reference databases available via a library tutorial (see http://www.library.gatech.edu/dl_survey_results/dlsurvey2.htm).

Based on the preliminary results of the Spring 2001 Distance Learning Survey, an administrative decision has been made to move ahead on a Library tutorial, available in a variety of formats, including the web and CD-ROM. The Library tutorial will be one component of a CDL CD-ROM describing support services and resources unique to CDL students. The timeline for implementation of the Library tutorial and the CDL CD-ROM is Spring Semester 2002.
The majority of distance learning student information needs are accommodated through the desktop/electronic delivery of library resources. Provision of books and photocopies are delivered via standard delivery systems, which is considered reasonable. The interlibrary loan turnaround that CDL students experience is typical of the turnaround that campus-based students experience. Delivery to CDL students via UPS adds about two additional days. Based on the Spring 2001 survey, the Library has learned that students want the delivery to be faster, so staff members are developing a web form to expedite requests. As a result of expressed student preference on this survey, the Library will now also ship directly to students and discontinue use of the CDL office as an intermediary, in an effort to further reduce turnaround time. It is important for students to anticipate their information needs in a timely manner. Assignment due dates for CDL students are two weeks later than campus students which accommodates the extra delivery time.

Based on the Spring 2001 Distance Learning Survey, 65 percent of the CDL student respondents are actively using library resources. Many indicated that they want more information about specific library resources that they had not used. The library is currently implementing procedures to track student usage of resources. The library is working with the Georgia Institute of Technology Office of Information Technology to identify student codes that can be used to track CDL student usage of library resources.

Library resources at the desktop are considerable and appropriate to the program level. The majority of distance learning student information needs are accommodated through the desktop/electronic delivery of over 200 databases, over 3400 full text electronic journals, and over 14,000 electronic books. In addition, there are numerous bibliographic databases to assist students in identifying articles, books, patents, conference papers, etc. that
they need. Document delivery services mentioned above provide access to materials not owned by the library.

Cooperative agreements with other libraries outside of Georgia Institute of Technology are not necessary. Considerable desktop availability of information and delivery mechanisms is in place for materials not available directly from Georgia Institute of Technology. This availability applies for all Georgia Institute of Technology students, on-campus and off-campus. Georgia Institute of Technology Library has found it unnecessary to contract with other libraries because of the wealth of information provided at the desktop-e-reserves, e-journals, e-texts, and document delivery services. In addition, distance learning students are distributed randomly across the country, so that contractual arrangements with numerous libraries would be cost prohibitive. The library's licensing/contract agreements for databases, e-journals, e-texts, e-reserves, etc. accommodate both campus-based and distance learning students.

Support Services

The ME and ECE distance education master's programs are highly specialized programs that appeal to a targeted national and international market. Based on an analysis of enrollments in these programs over the past six years, the average age of students enrolled is approximately 28.3 years. Enrolled students in these programs are almost exclusively working engineers with an average of approximately six years of work experience, who desire to upgrade their technical skills and obtain career advancement.

CDL students can access information about available student services from the CDL student handbook (given to all distance learning students) and the CDL website at http://www.conted.gatech.edu/distance/index.html. In addition, CDL students have toll-free
access to CDL support staff for any questions or clarification. Student services sections of the Institute's publications do not specifically separate services for CDL and campus students, since all are subject to the same degree requirements, policies, and regulations. However, CDL students do utilize these publications, as most services do not differ for distance learners.

Distance learning students receive assistance with application process, academic advisement, and counseling from the academic unit.

Students can apply for financial aid through the Georgia Institute of Technology Financial Aid Office (http://www.enrollment.gatech.edu/finaid/), can seek advice on veterans' benefits through Veterans Services in the Office of the Registrar (http://www.registrar.gatech.edu/veteran/veteran_services.htm), and can utilize the services of the Georgia Institute of Technology Career Services Office (http://www.career.gatech.edu/student/index.html). Course materials are delivered efficiently by several distance learning modalities.

The Center for Distance Learning and the academic units provide more personalized student services, academic counseling, and advisement services for the distance learners because those learners are not physically on campus. Students work with both a graduate faculty advisor, who is usually an associate chair, and with their major professor in their academic unit. In addition, students have access to CDL support staff who provide advice on administrative issues. Student records and files are maintained in a manner identical to that for on-campus students. Distance learning students follow the same procedures as on-campus students for accessing those records, via the Georgia Institute of Technology Registrar's website (http://www.registrar.gatech.edu/).
Distance learning students have an effective support staff on the Georgia Institute of Technology main campus, as follows:

Registration and Tuition: CDL students register with both CDL and on the GT system. There are special CDL sections set up on the GT system. CDL captures all other data for shipping, tuition, and contact. CDL staff assists students with registration procedures and requests for refunds.

Grading: Graded exams and work are delivered back to student via CDL. CDL logs all incoming and outgoing exams and assignments as a backup. Grading by professors is consistent with on-campus students. Grade comparisons show comparable grade distributions with campus sections taking the same courses.

Testing: Exams are sent to a CDL approved proctor, who is usually the student's supervisor or someone from the company human resources or training section. The proctor is provided specific instructions for administering exams. The proctor faxes exams to CDL and files the original in case a question arises at a later time about the exam (e.g., exam is lost or fax does not come through). The CDL logs and delivers the exams to professors for grading.

Financial Aid: Students are directed to the Georgia Institute of Technology financial aid representative or Veterans Administration officer as needed.

Textbooks: The Georgia Institute of Technology Bookstore (http://www.bookstore.gatech.edu/), which is operated by Barnes and Noble, provides online textbook services for the distance learning students. Students can also purchase school spirit merchandise. A link to the bookstore is provided on the registration form from the CDL website.
Academic Materials: Journal articles, library books, assignments, and handouts from professor are shipped via UPS to CDL students.

Disabilities: Distance learning students who self-identify as having a disability receive support from the Georgia Institute of Technology disability office (ADAPTS) (http://www.adapts.gatech.edu/). Those with needs for specific assistive technology devices are referred to the Georgia Institute of Technology Center for Assistive Technology and Environmental Access (http://www.arch.gatech.edu/CRT).

Other support areas: CDL students receive quality support in many areas including: library, graduation/degree issues, computing services, Bursar, and Registrar.

All distance learning students receive a student handbook specific to distance learning.

This handbook is sent in printed form and is also available on the CDL web site at http://www.conted.gatech.edu/distance/index.html. Printed advertising, recruiting and admissions materials for both programs clearly set forth the requirements for admission and degree completion, and accurately represent the program purposes and courses available.

Online program advertising, recruiting, admissions, and orientation information for Mechanical Engineering is available at http://www.me.gatech.edu/me/academics/graduate/ and at http://www.me.gatech.edu/me/academics/graduate/Orientation/Index.htm. The ME Graduate Student Handbook is available at http://www.me.gatech.edu/me/publicat/handbook/new/index.html (html version) and http://www.me.gatech.edu/me/publicat/handbook/handbook.pdf (pdf version).

Georgia Institute of Technology is a highly selective institution that admits only those students who give adequate evidence of their academic ability to undertake an extremely rigorous program of study and of their motivation to succeed. The application process for
admission to both the ME and ECE programs is accordingly very thorough. Candidates are screened for academic performance and must meet strict criteria. The basic admission requirements for distance learning students are identical to those for campus students, and are described in printed materials as well as on the Mechanical Engineering and Electrical and Computer Engineering websites. Distance learners are in the same classes as campus students and are graded in the same manner as campus students. Thus, it is very important for them to have comparable qualifications and background education in order to succeed.

Students are also carefully screened for adequate background knowledge of the equipment and technologies employed in the programs during the admission process. Once admitted, students can use a toll free number, email, or fax to contact CDL if they are experiencing difficulty with the technologies employed in a given course. Student ability to succeed in the technology-enhanced online course environment is assessed via the pre-course and post-course surveys as a part of ongoing program evaluation. Studies undertaken so far by the Georgia Institute of Technology Office of Assessment have indicated no statistically significant relationship between the degree of student familiarity and comfort with the technology-enhanced online learning environment at the beginning of the semester and subsequent student performance in a specific course in the ME and ECE programs.

A notable strength of both the ME and ECE online master's programs is that they are taught by full-time, mostly tenured faculty members at Georgia Institute of Technology. Distance learning students have access to faculty members teaching the online courses via email, telephone, and though the online forum provided in WebCT, the online course management software used by Georgia Institute of Technology. Post-course surveys have consistently demonstrated that ME and ECE distance learning students are in contact with
their instructors an average of once per week via email or telephone. Some courses make extensive use of WebCT’s online forum feature. Post-course survey results also demonstrate that online students are satisfied with instructor responsiveness to their email and telephone questions.

The institution utilizes course evaluations, post-course surveys, and grade comparisons between campus and distance learning students to evaluate effectiveness in providing these services. Specific items on the post-course survey and distance learning course evaluation forms are concerned with the provision of distance learning services. Improvements to the program are made based upon systematic feedback received from the course evaluation forms, from the post-course surveys, and from direct contact with the students.

The Center for Distance Learning is the first point of contact for distance learning students who have a complaint. If CDL staff cannot resolve the issue, the student is advised to follow the specific steps and procedures outlined in the Georgia Institute of Technology General Catalog. These catalogs are mailed to every CDL student. New catalogs are sent with every reprint.

The Georgia Institute of Technology CDL does not operate sites off the Georgia Institute of Technology campus; thus no off-campus site supervisors are necessary. Contractual arrangements for provision of services are also not necessary. Georgia Institute of Technology does not participate in consortial arrangements for the delivery of the ME or the ECE online master’s programs. The CDL staff, the Woodruff School of Mechanical Engineering, and the School of Electrical and Computer Engineering primarily provide services.
designed for on-campus instruction, students are asked to complete an evaluation that looks at specific areas targeting the use of distance learning technologies. For the new M.Ed. programs, plans are in place for the DDEC to share information gleaned from the evaluations with the Department of Educational Leadership and Professional Studies.

Faculty/Orienting Faculty

UWG offers training for all faculty interested in teaching via distance learning. Although it does not appear to be consistent across the Georgia System, UWG requires that all faculty teaching through GSAMS participate in training to use this system. Only tenure-track faculty members are allowed to teach via distance learning for UWG. The DDEC provides group and individual assistance for teaching online with WebCT. New faculty members are routinely provided with assigned mentors during their first course. UWG reports that the mentoring program assists faculty with day-to-day problems that arise when teaching at a distance.

The qualifications for faculty who teach via distance learning are the same as for those faculty who teach on campus, and there are no faculty who teach solely by distance learning.

Learning Resources and Student Support Services

UWG demonstrates commitment to serving distance learning students by making all services available online. Application and registration procedures are the same for online and distance learners and can be done face-to-face, via e-mail or by fax. UWG students have access to the extensive services offered by GALLILEO, the online library support service provided by the Georgia University System. Students may also receive materials via courier service to their homes or to the University's full-time program locations at Dalton and
Newman. Students also receive joint borrower cards for use at other Georgia University System institution libraries. Because student records are maintained on the University mainframe system, faculty, advisors, financial aid officers and admissions/registration staff have ready access to them. Students may order textbooks and other support materials through the UWG bookstore.

Organizational Structure

UWG established its Distance and Distributed Education Center (DDEC) one year after the start of courses offered via the GSAMS network. The DDEC includes a director and staff who are devoted to working with faculty and students involved in distance learning, regardless of technology used. It appears that the administration of UWG has recognized the importance of distance education to the university and has responded with the support necessary to sustain a department and the appropriate staff to ensure high quality distance education activities.
INSTITUTIONAL REPORT FOR VALDOSTA STATE UNIVERSITY

General Description of the Distance Learning Activities

Valdosta State University (VSU) offers two distance learning programs:

- eCore™: The core curriculum is required of all online undergraduate students seeking an online baccalaureate degree through VSU, in accordance with the requirements of the University System of Georgia (USG) and meeting the institutionally determined requirements in the areas in which the institution may select specific courses for their own students. Courses in the eCore are taught by faculty from five consortium institutions, including VSU.

- WebMBA: The 10 course curriculum is required of all students registered through VSU who are seeking the online Masters of Business Administration degree, in accordance with the requirements of the University System of Georgia (USG). Four of these courses are taught by VSU faculty, with the others taught by faculty of other institutions in the consortium.

Technology

These programs are offered on-line, using WebCT as the course management software. Some communication between the instructor and students also occurs via phone and e-mail. Some courses also include additional audio and video components. Online assistance is available from WebCT, the University System of Georgia, as well as online support personnel at the institution. Students have reported receiving technical help from their instructors and other students.
program directors evolved into the WebMBA Advisory Board to continue with the 
operational development of the program. In July 2000, the presidents of the five WebMBA 
consortium institutions executed a formal memorandum of understanding for delivery of the 
WebMBA Program. Originally, the WebMBA Program was targeted to begin Fall 2000, so 
there were considerable course development activities necessary to meet this ambitious 
timetable.

After extensive work with the Chancellor's staff of the USG Board of Regents, the 
Proposal for a Collaborative WebMBA was presented to and approved by the USG Board of 
Regents at its April 2000 meeting. Due to the lack of time to market the program adequately, 
actual program implementation was postponed to January 2001. The WebMBA Program 
formally began with a two-day orientation session for 29 students enrolled in the regular 
cycle and ten students enrolled in the prerequisite cycle beginning on January 5, 2001.

Evaluation/Monitoring

eCore™: At the beginning of each term, students complete an eCore™ Student 
Profile to assess their method of electronic access, their technological proficiency, their 
educational background, and their educational goals. Course developers use these data to 
improve students' success with the eCore™, for planning new courses, and in assessing the 
level of technology to be included in classes. About 12 percent of Spring 2001 students had 
access to either cable modem or DSL service, the number rose to more than 20 percent in 
Summer 2001, with most of the increase arising in DSL. Approximately 90 percent of 
students in both terms accessed their course materials from their homes. Nearly 60 percent of 
students mentioned convenience of time and/or location as a reason for taking an online
course. Nearly all students took online courses that either fulfilled a general education requirement or a requirement for their major.

Some student evaluation data analysis has been completed. For the Spring 2001 and Summer 2001 terms, approximately 80 percent of the students were taking online learning classes for the first time. Nearly all of those students believed they possessed the necessary computer skills to succeed in their courses. Approximately 75 percent of the students rated their online instructors in the "good" or "excellent" categories. Similarly, about 70 percent of students rated their courses as either good or excellent. Nearly all the students from both Spring 2001 and Summer 2001 expressed satisfaction with the online registration process, and with few exceptions, the students stated their experiences with the proctored exams went smoothly. After each term, Advanced Learning Technologies (ALT) provides each eCore™ faculty with compiled data from their courses for developmental purposes. Each faculty decides if they wish to include the data and evaluations for their promotional tenure reviews or any other departmental reviews.

The eCore™ faculty participate in two evaluations. The Instruction and Student Issues Survey for Faculty provides information that is used to revise both course structure and faculty training. Questions relate to whether course objectives were met and which activities helped achieve the desired results the best, whether the levels of student-instructor interaction and student-student interactions were appropriate for the course, and requesting instructor input to improving and preparing students better for online instruction. Results from the Administrative Support and Infrastructure Survey for Faculty are used to improve technical and administrative support for each course. Questions report on the timeliness of
receiving class rosters, the problems associated with assimilating late-entering students into the class discussions, and which aspects of their orientation were most and least effective.

Both faculty and students assess their abilities to meet a set of approved learning outcomes. All Spring 2001 and Summer 2001 students stated that the intellectual challenge of their online courses either matched or was much higher when compared to their traditional college courses, and more than 70 percent of the students exerted "much higher" effort than in the traditional college courses they had taken. Well over 90 percent of the students felt their level of involvement with their courses were equal or greater than their involvement in their traditional courses.

About half of the instructors for Spring 2001 noted that their online students performed similarly to their traditional students and yielded similar grading distributions. The majority of the faculty believed the eCore™ students were better prepared, more mature, more motivated, and more capable of handling criticism and instruction than students in their traditional face-to-face classes. The majority of faculty thought students were quite prepared for the technological requirements of their courses.

WebMBA: At the end of each term, students complete a course evaluation, intended to monitor satisfaction with the course. In the first two terms of the program, faculty administered the evaluation utilized by VSU. The results of these evaluations have been reviewed by the faculty but not formally compiled and reviewed. The WebMBA Advisory Board plans in the coming year to create a single instrument, to be administered online, possibly utilizing the WebCT Survey function. They plan to include an open-ended section in which the students are asked what went well, what was problematic, and what changes
they would suggest for future WMBA courses. For the first cycle of courses, evaluations will be formative rather than summative, designed to help improve the overall program.

At the conclusion of each course, each of the WebMBA faculty has been asked to describe what went well in their course, what was problematic, and what they plan to change the next time they teach the course. Also, faculty are asked to describe what was the biggest adjustment they had to make in bringing their course online and how it was addressed. In November 2001, a faculty retreat will be held that will allow the faculty to share their successes and problems, allowing faculty to learn from each other and creating a stronger program. For instance, after Summer 2001, faculty realized that asking students in the cohort, who hold full-time positions, to complete two courses in a compressed timeframe was unreasonable. Faculty will need to decide what steps to take to ensure students are successful during summer terms.

In 2004, this program will be evaluated by the collaborating institutions and the University System to determine the success of the program's implementation and achievement of the enrollment, quality, centrality, viability, and cost effectiveness.

Faculty

The eCore™ and WebMBA instructors are drawn from a pool of volunteers. All WebMBA faculty are academically or professionally qualified in accordance with AACSB International standards. They are given a one-course release while developing an online course. These faculty are full-time and tenured or tenure track. Each faculty member receives a course release from his/her institutional teaching load for each course taught in the eCore or WebMBA program. Under some conditions, faculty members may choose to forego the release and teach the course as an overload assignment.
Planning

eCore: In 1999, based on the Technology Principles endorsed by the Board, the Vice Presidents for Academic Affairs for the 34 institutions approved the development of a set of online courses that would satisfy the core curriculum requirements of most USG institutions. The eCore subcommittee was formed to oversee academic concerns of the project, including academic policies and procedures. Courses were based upon learning outcomes developed by the Council on General Education Committee after an analysis of commonalities across institutional student learning outcomes. A single course management system, WebCT, was selected to deliver eCore.

WebMBA: Representative faculty and administrators from each school met at a two-day retreat in May 1999 to develop program policies, design the curriculum, and assign specific courses to institutions. At this meeting a "directing board" consisting of the six MBA Program directors was formed to manage the operational aspects of the program. The six deans also met at this time to work out policy details.

Deans and program directors met again in Fall 1999 to reestablish momentum. Chief academic officers of the six institutions were also invited to this meeting to determine the institutional feasibility of continuing this initiative since program development would depend initially on the redirection of internal institutional resources. Two significant outcomes resulted from this meeting: (1) Five of the participating institutions agreed to proceed with developing a program proposal for the USG Board of Regents' consideration in Spring 2000; Augusta State University decided to withdraw from the collaborative following this meeting; and (2) a WebMBA Deans Council, consisting of the deans from each of the participating institutions, was created to draft the WebMBA proposal. The original "directing board" of
During the eight hour orientation, faculty are given an overview and history of the eCore™ project. The policies and procedures regarding registration, grading, testing procedures, evaluations, course withdrawals and the grade appeal process are covered. In addition to this training, faculty receive a Faculty Resource Guide, provided by Georgia GLOBE, which details enrollment procedures and student resources available for the semester. Faculty also receive an instructors’ guide for the specific course. This guide provides an overview of course learning objectives and a rationale for decisions made about the structure and flow of the course. It furnishes a step-by-step guide to personalizing the course and to selecting among the instructor options. These options include choosing among recommended readings and selecting assignments while hiding others from the student’s view.

Learning Resources and Services/ Support Services

All eCore™ and WebMBA students are provided with the same level of student services provided to traditional, on-campus students. Responsibilities for these services have been divided between the System and VSU. The System has assumed a number of central and system-wide services, including registration, bookstore, testing and proctoring, and library services. VSU assumes all remaining duties for its students. The VSU web page describes each service provided.

Financial

The Statewide Desktop Distance Learning Initiative provided funds in FY1999 and even more in each of FY2000 and FY 2001 to create a prototype of an effective, scalable, and sustainable infrastructure for the development and delivery of on-line courses and programs to meet degree, credit, and non-credit needs of Georgia citizens. In particular, the
Desktop initiative funds the development of the electronic core courses (eCore™) that meet the learning outcomes of the first two years of a college education.

On the System level, funding provides for a number of positions that work on the eCore™. Additionally, consultants and graduate students contribute to project activities. Two system-funded positions at Georgia State provide for the administration of the USG WebCT server and coordination of all activities and services extended to institutions with WebCT servers meeting a set of standards. Additionally, faculty associates from various USG institutions contribute to the support of faculty learning how to teach online.

VSU receives compensation for each semester a VSU faculty member participates. VSU is expected to use a portion of the compensation to hire a replacement instructor to teach one course for one semester, thereby enabling the participating faculty member to receive a one course release to work on eCore™ activities. The remaining funds are to be used to support the participating faculty member's travel expenses and materials purchases related to the eCore™ course development.
RECOMMENDATIONS

SECTION IV: Educational Program

4.1 General Requirements of the Educational Program

(Recommendation 1) The Committee recommends that Columbus State University, Valdosta State University, and Georgia Institute of Technology undertake a formal evaluation to compare the performance of students taking electronic distance learning courses with those taking the same course in the traditional format to ensure that learning outcomes are equivalent.

4.2.5 Academic Advising of Undergraduate Students

(Recommendation 2) The Committee recommends that Columbus State University demonstrate that it conducts a systematic, effective program of undergraduate academic advising for this program.

(Recommendation 3) The Committee recommends that orientation and advisement for electronic distance learning programs be evaluated regularly and results used to enhance assistance to students at Floyd College, the State University of West Georgia, and Valdosta State University.

4.3.5 Graduate Instruction

(Recommendation 4) The Committee recommends that orientation and advisement programs for graduate students enrolled in electronic distance learning courses be evaluated regularly and that the results be used to enhance assistance to students at Georgia State University and The State University of West Georgia.
4.5 Distance Learning Programs

(Recommendation 5) *The Committee recommends that the State University of West Georgia and Floyd College formulate clear and explicit goals for each of their electronic distance learning programs and demonstrate that they are consistent with the institutions' stated purposes.*

(Recommendation 6) *The Committee recommends that the State University of West Georgia and Floyd College demonstrate that they achieve their electronic distance education goals and that their electronic distance education programs are effective.*

4.8.2.1 Associate

(Recommendation 7) *The Committee recommends that Clayton College and State University ensure that all faculty teaching electronic distance learning credit courses in economics and history have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of a master's degree with a major in the teaching discipline.*

(Recommendation 8) *The Committee recommends that all full-time and part-time faculty at Darton College teaching courses in the ALHE Program hold the minimum of an academic degree at the level at which the faculty member is teaching or provide adequate justification in lieu of academic preparation.*

4.8.2.3 Graduate

(Recommendation 9) *The Committee recommends that Georgia College and State University ensure that all faculty teaching in the Web MBA have credentials on file verifying their highest degree.*
4.8.19 Criteria and Procedures for Evaluation

(Recommendation 10) *The Committee recommends that the State University of West Georgia demonstrate that it uses the results of its faculty evaluation for improvement of the faculty and electronic distance programs.*

SECTION V: Educational Support Services

(Recommendation 11) *The Committee recommends that Columbus State University regularly evaluate student development services and programs for their distance learning programs and that Columbus State University, Darton College, and the State University of West Georgia demonstrate that they use the results of evaluations to improve their distance learning programs.*
SUGGESTIONS

SECTION IV: EDUCATIONAL PROGRAM

Section 4.1 General Requirements of the Educational Program

(Suggestion 1) The Committee suggests that Georgia Southern University undertake a new analysis to ascertain whether there are differences between on-campus and distance learning courses in respect to the quality of programs.

(Suggestion 2) The Committee suggests that the State University of West Georgia clearly identify the student learning goals of the same courses taught on and off campus to ensure they are comparable.

4.2.4 Undergraduate Instruction

(Suggestion 3) The Committee suggests that Floyd College combine the two forms used for course evaluation into one form.

4.3.5 Graduate Instruction

(Suggestion 4) The Committee suggests that an analysis of the assessment/evaluation data be completed for web classes as a group and that these classes be compared with traditional classes on the same variables as those in traditional classes.

(Suggestion 5) The Committee suggests that the matrix of courses describing how the program addresses the five learning objectives of the WebMBA Program should include the specific instrument used.
4.5 Distance Learning

(Suggestion 6) The Committee suggests that all the universities that are part of the collaborative WebMBA agreement ensure that all of their objectives are covered in the yet to be developed matrix and that assessment of the achievement of each course’s designated objectives be performed.

(Suggestion 7) The Committee suggests that a specific timeline for the collaborative online evaluation instrument be developed.

(Suggestion 8) The Committees suggests that Darton College conduct and publish a comprehensive review of distance learning courses and the success of students enrolled in these courses by synthesizing data already collected and compiled.

SECTION V: EDUCATIONAL SUPPORT SERVICES

5.3 Information Technology Resources and Systems

(Suggestion 9) The Committee suggests that all faculty at the State University of West Georgia who teach distance learning courses, regardless of program, demonstrate their competency in distance learning through appropriate training or other activities.