**Final Report - Strategic Direction 3**

**DISTANCE EDUCATION**

Create a comprehensive, state-of-the-art System-wide Distance Education program, leveraging current technological strengths, and further coordinating program offerings and development.

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Human Resource Requirement</th>
<th>Financial Cost</th>
<th>Time Frame</th>
<th>Complexity of Implementation</th>
<th>Leaders</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>The UMS will provide a robust slate of high quality undergraduate, graduate, and certificate programs that are responsive to identified needs and fully available through distance education.</td>
<td>High</td>
<td>Low</td>
<td>Medium</td>
<td>Medium</td>
<td>LeGore, Nuñez, CAO's</td>
<td>1</td>
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<td>New program development will be encouraged by an additional annual University College budget allocation of not less than $100,000.</td>
<td>Medium</td>
<td>Low</td>
<td>Low</td>
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<td>LeGore, Nuñez, CAO's</td>
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<td>The DLAC will be established to foster greater communication, collaboration, efficiency, and effectiveness in the development and delivery of distance education.</td>
<td>Medium</td>
<td>Low</td>
<td>Low</td>
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<td>LeGore, Nuñez</td>
<td>2</td>
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**Human Resource Requirement**
- Employee numbers, levels, expertise and time commitment required to implement recommendation
  - **Low**: Little employee investment (1-10)
  - **Medium**: Moderate employee investment (10-25)
  - **High**: Significant employee investment (More than 25)

**Financial Cost**
- Amount of money required to implement recommendation
  - **Low**: Less than $250,000
  - **Medium**: $250,000 to $1 million
  - **High**: $1 million and above

**Time Frame**
- Length of time required to implement recommendation
  - **Low**: 2007
  - **Medium**: 2008-2011
  - **High**: 2012 and later

**Complexity of Implementation**
- Level and complexity of bureaucracy required to implement recommendation
  - **Low**: Staff empowered to make decisions
  - **Medium**: Chancellor and multi-campus administration
  - **High**: Legislature, Board, Chancellor and Presidential

**Leaders**
- Person(s) responsible to lead implementation of recommendation

**Priority**
- Rank in order of importance
## Strategic Direction - 3
### DISTANCE EDUCATION

Create a comprehensive, state-of-the-art System-wide Distance Education program, leveraging current technological strengths, and further coordinating program offerings and development.

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<td>On an ongoing basis, the DLAC will advocate for academic policies and procedures that are responsive to the realities of learning at a distance, and that do not hinder or disadvantage distance education students.</td>
<td>Low - Little employee investment (1-10)</td>
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<td>3.3 ACCOUNTABILITY</td>
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<td>Medium - 2</td>
<td>Low</td>
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<td>Low - 2</td>
<td>Low - 2</td>
<td>Medium</td>
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The UMS will encourage and help facilitate external efforts to expand student access to broadband connectivity, statewide, to support student access to distance education programs.

| 3.4 ADVOCACY for Non-UMS BROADBAND ACCESS | Low | Low | Medium | High | LeGore, Caruso, Poulin | 4 |
Recommendation 3.1 Academic Program Development

One-time Costs at System Level
Michael Thomas at NEBHE will have completed studies of two counties by this summer. His work should be expanded to include the remaining counties or, at a minimum, counties, or parts of counties, where University College Centers are trying to meet the needs of place-bound students in more remote areas of the state (Androscoggin, Aroostook, Knox, Lincoln, Oxford, Penobscot, Piscataquis, and Waldo). Estimated cost: $40,000.

On-going Costs at System Level
Although the initial $100,000 for program development incentives can be funded from one-time University College reserves, on-going funding of initiatives will need base budget funding to continue.

One-time and/or on-going Costs at the University Level
Universities that aren’t competitive for system-level funding, or for which system-level funding is inadequate, may need to devote a portion of their budget to program development while waiting for return on investment in the form of new tuition revenue.

As the number of online courses increases, the number of faculty participating in the UMS Mini-Course for Online Faculty will grow. Campuses providing incentives for course enrollment and course planning will need to budget accordingly. This spring, more than thirty-five faculty are participating in the mini-course. If each university recruits 10 faculty to teach via distance education each year, this would total at least $10,000 per university campus per year.

Recommendation 3.2 Distance Learning Advisory Council (DLAC)

One-time Costs at System Level
For $9,000 the UMS Office of External Affairs will use the services of one of its proven consultants to conduct focus groups to test various naming conventions for the UMS distance education effort, including the University College Outreach Centers. The UMS must be careful to preserve the marketability and visibility of the Centers while enhancing the overall image of distance education in Maine.

On-going Costs at the System Level
For the Distance Learning Advisory Council to stay current in distance education affairs, a fund of $10,000 should be made available to encourage at least two council members, as a team, to participate in appropriate distance education conferences each year.

At this time, system-level peer learning activities are restricted to the annual Faculty Institute in May and the online mini-course for first-time online faculty. Additional peer learning opportunities could include guest speakers from exceptional programs, satellite downlinks, etc. An additional $5,000 per year would greatly enhance peer learning.

On-going Costs at the University Level
While the UMS maintains a membership in WCET, individual universities would be wise to invest in university-level memberships at from $500 to $1800 per year. Memberships in NUTN may also be appropriate ($500 per year) as well as Sloan-C (no cost).

**Recommendation 3.3 Accountability**

**On-going Costs at the System Level**

$20,000 may be required to provide stipends or salary increases to appropriate professional staff at University College in recognition of increased statewide responsibility for supporting new program development, oversight of the DLAC and increased reporting demands.

**On-going Costs at the University Level**

*Fair, competitive faculty compensation based on a stable, accountable financial framework* may require additional funds at the University level. Hopefully these funds would come from tuition revenue generated from expanded programs.
Strategic Direction 3
Distance Education
3.1.b ASSESSMENT TEMPLATE

*Recommendation*

Create a comprehensive, state-of-the-art System-wide Distance Education program; leveraging current technological coordinating program offerings and development.

**Performance Metric Questions**

- Has $100,000 been added to the University College budget for this purpose?
- Are universities applying for the $100,000 funding in order to develop new distance education programs?
- Are funds recycled in a timely fashion (rather than being tied up for extended periods of time at a single school and/or for a single program)?
- Are new programs actually being created and offered as a result of the $100,000?
- Are the newly generated programs critical to the needs of the state?
Strategic Direction 3
Distance Education
3.2.a ASSESSMENT TEMPLATE

Recommendation

DISTANCE LEARNING ADVISORY COUNCIL — The DLAC will be established to foster greater communication, collaboration, efficiency, and effectiveness in the development and delivery of distance education.

Performance Metric Questions

► Has a DLAC been established?
► Does it include adequately broad representation?
► Is the DLAC operating in a cohesive, sustainable, regular fashion?
► Is the DLAC operating as a credible advocate for distance education within the UMS — on the individual campuses, at the UC centers, and at the UMSystem Office?

Create a comprehensive, state-of-the-art System-wide Distance Education program, leveraging current technological coordinating program offerings and development.
Strategic Direction 3
Distance Education
3.2.b ASSESSMENT TEMPLATE

Recommendation

Create a comprehensive, state-of-the-art System-wide Distance Education program, leveraging current technological coordinating program offerings and development.

DISTANCE LEARNING ADVISORY COUNCIL — During year one, the DLAC will find a name for the UMS multi-campus distance education program, including University College itself, that can be used to effectively market the program's high quality, broad access, and affordability.

Performance Metric Questions

► Has a process been established to identify and hire appropriate consultants and conduct market research?

► Has a process been established that involves sufficient collaboration and feedback loops among the broad range of constituents involved — University College, the seven universities, the System Office, UMS students, etc.?

► Is sufficient funding in place to pay for the marketing necessary to create a brand around the new name?

► Under this new brand identity, has UMS distance education become an integrated, holistic, comprehensive and collaborative system fully embraced by each of the campuses and the organization formerly known as University College?
Strategic Direction 3
Distance Education
3.2.c ASSESSMENT TEMPLATE

Recommendation

Create a comprehensive, state-of-the-art System-wide Distance Education program; leveraging current technological coordinating program offerings and development.

DISTANCE LEARNING ADVISORY COUNCIL — During year one, the DLAC will define and support a UMS-wide policy that will encourage all faculty teaching courses delivered at least 85% online, for the first time, to participate in UC's online mini-course, or equivalent experiences that prepare them to teach online. UC will be encouraged to coordinate a variety of faculty training initiatives statewide.

Performance Metric Questions

► Is the mini-course being taught on a regular rotation and reaching faculty System-wide?

► Is University College coordinating a variety of faculty training initiatives statewide?

► Is the effectiveness of these faculty training initiatives being assessed on a regular, systematic basis?

Has the DLAC defined and advocated for UMS adoption of a policy that encourages professional development for faculty teaching—or interested in teaching—distance education?
Strategic Direction 3
Distance Education

3.2.d ASSESSMENT TEMPLATE

Create a comprehensive, state-of-the-art System-wide Distance Education program, leveraging current technological coordinating program offerings and development.

DISTANCE LEARNING ADVISORY COUNCIL — On an ongoing basis, the DLAC will work with the UMS Director of Distance Education to enhance their learning about best practices in distance education, and will advise and support the Director in continuously improving the delivery of University College's and system-wide services to distance learners, faculty and staff.

Recommendation

Performance Metric Questions

- Are ample opportunities provided by the UMS Director of Distance Education, and University College staff, for DLAC members to learn more about distance education best practices?
- Is a significant portion of the council’s overall meeting time devoted to learning about, reflecting upon, and suggesting improvements to University College services?
- Is a significant portion of the council’s overall meeting time devoted to learning about, reflecting upon, and suggesting improvements to system-wide services and policies (e.g. PeopleSoft systems, academic policies) that impact distant learners and multi-campus students?
- At the system level, when necessary, has the DLAC advocated for support of key University College services and activities, and for distance students, in general?
- At the university level, when necessary, have individual members of the DLAC advocated for support for University College services and activities, and for distance students, in general?
Are the Chief Academic Officers meeting periodically—perhaps annually—to discuss issues and opportunities with representatives of the Distance Learning Advisory Council?

DISTANCE LEARNING ADVISORY COUNCIL — On an ongoing basis, the DLAC will advocate for academic policies and procedures that are responsive to the realities of learning at a distance, and that do not hinder or disadvantage distance education students.

Performance Metric Questions

- Is UMS distance education taking full advantage of the potential and opportunities made available by the implementation of PeopleSoft?
- Have specific problem and opportunity areas been articulated, policies drafted and suggested to the Chief Academic Officers?
- Are the Chief Academic Officers meeting periodically—perhaps annually—to discuss issues and opportunities with representatives of the Distance Learning Advisory Council?
Strategic Direction 3
Distance Education
3.3.a ASSESSMENT TEMPLATE

Recommendation

- Create a comprehensive, state-of-the-art System-wide Distance Education program, leveraging current technological coordinating program offerings and development.

ACCOUNTABILITY — The UAS will address the benefits, limitations, and cost effectiveness of current technologies, while also evolving to new technologies that better support the goals of the universities' distance programs.

Performance Metric Questions

- What is the total cost of each delivery system? What is the number of enrollments and/or customers for each delivery system? What is the cost per student enrolled or per customer use for each delivery system?

- What are the significant enrollment trends for the past year, and what are their implications for technology planning?

- Survey students every two or three years to determine student satisfaction with the various technologies.
Strategic Direction 3
Distance Education
3.3.b ASSESSMENT TEMPLATE

ACCOUNTABILITY — The viability of each UC center and site will be assessed annually using standardized, consistent rubrics.

Recommendation

Performance Metric Questions

► Have the five standard, consistent rubrics been applied annually to each center and site?

► Have the rubrics been examined for the purpose of evaluating the long-term viability of each center and site?
Strategic Direction 3
Distance Education
3.3.c ASSESSMENT TEMPLATE

<table>
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**ACCOUNTABILITY —** Distance education tuition and fees will be fair, competitive, and based on a stable, accountable financial framework.

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- Have benchmarking peers been identified for the various programs being offered at a distance? Are tuition and fee rates being tracked, over time, for these benchmark peers?
- How do Maine programs compare to the benchmark rates? Are they fair and competitive?
- What are the enrollment trends for the various UMS programs by delivery mode, both in-state and out-of-state? Do the data suggest any correlation to tuition and fee rates?
Within the past two years, has information about current compensation models in Maine been distributed to interested parties for their review?

Within the past two years, has information about current compensation models across the country been distributed to interested parties for their review?

**ACCOUNTABILITY** — Distance education faculty compensation will be fair, competitive, and based on a stable, accountable financial framework.

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Strategic Direction 3
Distance Education
3.4.a ASSESSMENT TEMPLATE

► Create a comprehensive, state-of-the-art System-wide Distance Education program; leveraging current technological coordinating program offerings and development.

Recommendation

Performance Metric Questions

► Has the University of Maine System been represented at all major discussions relating to broadband access in Maine?

► What percentage of Maine citizens do not have access to reasonably-priced broadband internet service due to geographic limitations? How is this number changing over time?