

**Final Report**  
**of the**  
**2008**  
**Distance**  
**Education**  
**Task Force**

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# Distance Education Task Force Report

## Executive Summary

The Distance Education Task Force was asked to do four things:

- Determine the nature and scope of distance education activities currently underway as well as those planned to begin in the next two to three years.
- Share strategic plans or goals of programs, divisions, departments and colleges which define their expectations for distance education activities.
- Develop a list of recommendations to the Information Technology Council which includes policy, needed resources, facilities, services and expertise.
- Prepare a vision statement for distance education that addresses the needs of the entire campus.

### *Nature and Scope*

Since the University offers a range of distance education opportunities, we reviewed definitions from several sources before adopting a definition of distance learning that would encompass that diversity.

*“The process of extending learning or delivering instructional resource-sharing opportunities to locations away from a classroom, building or site, to another classroom, building or site by using video, audio, computer, multimedia, communications, or some combination of these with other traditional delivery methods.”*

<http://144.162.197.250/definition.htm>

We may conclude that Distance Education is the process of providing...

*“...learning opportunities, live or on-demand, synchronous, asynchronous or blended, mixing traditional classroom experiences with the options afforded by the most user-appropriate and pedagogically sound “technologies of connectivity” in order to offer, expand, and enhance a learning environment and the interactions that transpire between educator and learner, faculty and student.”*

The Task Force faced two challenges in assessing the nature and scope of Distance Education at the University. 1) Reporting methods for reporting Distance Education activities differ across the University and 2) there is no single repository for data on Distance Education courses. Consequently, a Summary Report of Distance Education course offerings was concatenated from data supplied by our Task Force Web Survey, AOCE, Uonline/TACC, Utah System of Higher Education/State Board of Regents Reports and listings supplied by numerous individual departments, programs and colleges.

We were able to itemize 349 unique course titles offered by 55 sponsoring departments and programs spanning the Summer Semester of 2006 to Spring Semester 2008. The University has 19 colleges, 95 academic departments and 20 interdisciplinary programs. Using academic departments and interdisciplinary programs as a base (N=115) we determined that 47% (N=55) of these entities provide distance education course work and events during our time span.

Rate of growth for asynchronous computer-based courses has been significant as illustrated by the Uonline Chart shown on Page 5 of the Task Force Report. While the statistics for other delivery methods are not as dramatic as this, across the board, they are significant. The Sloan

Consortium Report, *Making the Grade*, indicates that University of Utah Distance Education efforts are in the mainstream rather than on the leading or trailing edges of Distance Education activities.

[http://www.sloan-c.org/publications/survey/pdf/making\\_the\\_grade.pdf](http://www.sloan-c.org/publications/survey/pdf/making_the_grade.pdf)

Many departments have concrete plans for Distance Education activities in the next two years. Several others are in a formative stage of considering Distance Education activities.

#### *Departmental Plans and Goals for Distance Education*

We found that with very few exceptions programs, divisions, departments and colleges have not defined their expectations for distance education activities. The College of Nursing and AOCE have well conceived plans for their distance education activities. Some other departments, Psychology and Mechanical Engineering for example, have less formal expectations and plans. But there is not a wealth of information about other efforts that could be identified. However, all respondents indicated they would continue to offer courses via Distance Education in the foreseeable future

#### *Recommendations*

The following recommendations are a distillation of the highest priority obstacle-resolutions included in the report. They fall into three primary categories: coordination, funding and assessment/research. (See details of the Obstacles and Resolutions on pages 13 through 17 of the complete report.)

#### **Coordinate the diverse Distance Education efforts at the University**

- Create an immediate initiative, with input from the office of Associate Vice President for Academic Affairs and Undergraduate Studies, the office of the Associate Vice President for Information Technology and the Associate Vice President for Health Sciences Information Technology to establish a way of coordinating Distance Education at the University of Utah. It is recommended that this be accomplished by instituting a **Distance Education committee** or sub-committee to report to ITC.

The committee should include representatives from **Service Providers** (candidates include: Academic Outreach and Continuing Education, Technology Assisted Curriculum Center, Instructional Media Services, Media Solutions, members of the Cyber-Infrastructure Committee, representatives from the Open Learning group [Psychology], Center for Teaching and Learning Excellence, Center for Disability Services, University Scheduling offices and Utah Education Network) as well as representative **Curriculum Providers** (departments, colleges, and schools) who can represent 1) the interests of the teaching mission as a whole and 2) the interests of the instructors who create and teach the classes and Student Representation.

- Designate or create a Distance Education ombudsman or other **single point of contact** at the University for external agencies (e.g., UEN) and, possibly, vendors.
- Develop an initiative to **educate higher administration** at the University of Utah about the critical importance of Distance Education in its future and of the status of the University's efforts relative to sister institutions in Utah and institutions across the nation.
- Create a Communication Portal for Distance Education to allow curriculum and service providers and administrators to communicate easily by email lists, a newsletter, and other ways to make Distance Education information such as policies, copyright, fees

assessment, etc. consistent and easily accessible across the University.

The coordination of Distance Education should **leverage the strength of the discipline specific diversity** of Curriculum Providers that exists at a research institution like the University of Utah while avoiding policies that homogenize its rich cultural differences.

**Address the budgetary needs of Curriculum and Service Providers' to support the creation, development and delivery of Distance Education classes.**

There are budgetary needs in several areas outlined in the Obstacles/Resolution section of this report. They include budgetary support for both Curriculum Providers and Service Providers and address personnel, infrastructure and support issues.

**Assess and research elements to support the growth of Distance Education**

- local or regional centers or authenticated computer-based for Distance Education examination/testing.
- facilities, including classrooms, designed and designated specifically for Distance Education teaching.
- need for accessible, affordable mass storage for Distance Education materials and media.
- need for maintenance, repair or replacement of enterprise level hardware and software.
- need for a Help/Information point of contact for Distance Education-specific student/user problems.

***Vision Statement***

The Distance Education Task Force offers a vision that the University provide students with the opportunity to learn at anytime, anyplace, and at-any-pace, delivered through the most user-appropriate and pedagogically sound technologies in order to ultimately enhance the connectivity between educator and learner, faculty and student, in higher education courses, activities, and assessments. The availability and usability of the technologies of connectivity greatly enhance the options for faculty to reach their students and for students to participate in higher education activities. The Distance Education programs at the University of Utah will be well coordinated, well supported, of the highest educational quality, and will attract high caliber students to programs where they are offered.

The Distance Education Task Force understands that this vision can come to fruition by building upon two basic criteria. First, the University of Utah must commit to attaining a competitive advantage in Distance Education that will compliment the high quality education that it now offers. Second, the University, in collaboration with the Utah Education Network, must establish a support infrastructure that will allow faculty and students, in all institutions, colleges and departments, to easily access, acquire and develop academic information in all appropriate media and technologies.

# Determine Extent of Distance Education

## Charter 1: Nature and Scope

### *Defining Distance Education*

What is Distance Education? As educational technologies have advanced over the decades, the options available for educators to interact with learners have seen dramatic changes. What was once a correspondence study course with predetermined assignments and finished class work shared by “snail mail” has become an all electronic exchange of communications, feedback, calendars, chat, collaborations, threaded discussions, live video interaction, as well as access to stores of text documents and pre-recorded audio and video clips. The “technologies of connectivity” that now link faculty and student transform educational processes. There is greater flexibility in the delivery options available to educators and learners.

With all the excitement for the latest technologies and the most remarkable portable and mobile devices available to us, we cannot lose sight of the intrinsic value of the traditional classroom experience. Person-to-person contact, when all participants are gathered together in a single, physical place, such as a classroom or lecture hall, fosters dialogue and communication with an immediacy and directness that new technologies of connectivity can approximate, but not completely replicate. At the same time, the capabilities of distance education, when exploiting live two-way audio, video, and even computer based virtual classroom collaborations, bring a new opportunity to extend the person-to-person experience of traditional teaching methods to participants who by time or location are unable to physically gather in a single place.

A colloquial definition that differentiates traditional classroom teaching methods from those involving technology, distance education, telecommunications, online courseware, and distributed learning has been coined. The reference appears in a report from Gartner and its affiliates entitled “E-Learning in Higher Education: A Quiet Revolution,” by Michael Zastrocky, Ron Yanosky, and Marti Harris (Publication Date: 9 June 2004/ID Number: SPA-23-1133 Page 2 of 5 , © 2004 Gartner, Inc. and/or its Affiliates. All Rights Reserved). The definition is distilled down to a single phrase...

### ***“Bricks and Clicks”***

...in which face-to-face interactions take place within actual facilities and buildings, while telecommunications, Internet or software based teaching methods are accessed through technology, computers, and “buttons.” Notice that the phrase is not “Bricks OR Clicks.” The two are not mutually exclusive, but instead are complementary. In fact, in the same Gartner Report, it is projected that...

***By 2009, more than 50 percent of all courses/sections offered [in Higher Education] will be a hybrid of face-to-face and online learning.***

In the same Gartner Report, it is suggested that...

***While a thriving e-learning environment has developed, it has not replaced the need for physical campuses but has redefined the physical campus and the learning environment.***

In Distance Education, communication and interaction between participants in the learning process are often characterized as synchronous, asynchronous, or blended events.

- **Synchronous** events are conducted as live or real time interactions between faculty/facilitators and students/learners/participants. Synchronous learning utilizes one or more of these features...

- face-to-face classroom interaction (bricks)
  - video & audio teleconferencing using telecommunications to reproduce the face-to-face experience
  - audio conferencing
  - one-way live presentation
  - two-way live presentation
  - with supplementary presentation materials and visuals
  - broadcast, television, satellite, or digital video over IP
  - on-line, computer-based communications using virtual classroom collaboration tools, such as WIMBA or Adobe CONNECT (Breeze) or as modules within Courseware Management Systems, such as WebCT, Open LMS, Moodle or Sakai.
  - collaboration using white boards, chat, or application sharing
  - proctored assessments & testing
- **Asynchronous** events provide access to educational content and materials in an on-demand environment, at the time and place of a participant's choosing. Asynchronous learning involves one or more of these functions...
    - downloaded or streamed video & audio files
    - supplementary presentation materials and visuals
    - multimedia and simulations
    - text resources
    - threaded discussion boards & forums
    - blogs
    - wikis & collaborative writing environments
    - portfolios
    - online assessments & testing
    - packaged media (DVDs, CDs, tapes)
    - e-mail
    - iTunes U podcasts
    - mobile device access to content
    - modules within courseware management systems, such as WebCT, OPEN LMS, Moodle, or Sakai

[see also the University of Utah's Media On Demand wiki article [http://library.med.utah.edu/wiki/MODwiki/index.php/Courseware\\_Management\\_%26\\_Delivery\\_Systems\\_%28includes\\_WebCT%29](http://library.med.utah.edu/wiki/MODwiki/index.php/Courseware_Management_%26_Delivery_Systems_%28includes_WebCT%29) ]
- **Blended** instruction combines traditional teaching methods with many of the new "technologies of connectivity," altogether providing the best of all delivery options...
    - with face-to-face classroom
    - with synchronous events
    - with asynchronous events
    - with virtual classroom events
    - with assessments & testing

Our itemization of the functions and features in synchronous, asynchronous, and blended instructional learning helps us arrive at a definition for Distance Education. The Instructional Telecommunications Council summarized the scope of "Distance Education" as...

*The process of extending learning or delivering instructional resource-sharing opportunities to locations away from a classroom, building or site, to another classroom, building or site by using video, audio, computer, multimedia, communications, or some combination of these with other traditional delivery methods.* <http://144.162.197.250/definition.htm>

We may conclude that Distance Education is the process of providing...

*...learning opportunities, live or on-demand, synchronous, asynchronous or blended, mixing traditional classroom experiences with the options afforded by the most user-appropriate and pedagogically sound “technologies of connectivity” in order to offer, expand, and enhance a learning environment and the interactions that transpire between educator and learner, faculty and student.*

### ***Nature and Scope of Distance Education at the University of Utah***

In gathering data about the types and number of Distance Education classes and events offered by the University of Utah, the Task Force faced two challenges.

- Reporting methods across the University differ in how distance education classes are categorized and classified.
- No single repository of data is available to represent all of the various synchronous, asynchronous, and blended educational activities sponsored by individual departments, colleges, programs, and agencies across the University.

### **CHALLENGE 1: CATEGORIZATIONS**

Within the University and various departments, the Task Force realized that distance education activities fell into three basic categories or delivery modes...

1. Online (asynchronous and synchronous)
2. Telecourse (broadcast)
3. Correspondence/Independent Study

The manner in which a distance education event is identified depends on the sponsoring department and its primary mission. For example, the Technology Assisted Curriculum Center (TACC) at the Marriott Library manages the WebCT courseware management system and only reports on fully online, semester-length offerings. In addition to semester-length courses, Academic Outreach and Continuing Education (AOCE) also offers extensive open entry/open exit correspondence study courses and short-term certification classes and broadcast telecourses.

Additionally, the Task Force determined that University reports to the Utah System of Higher Education (USHE) and the Board of Regents use somewhat different categorizations for the delivery methods of distance education coursework. All Utah colleges and universities are required to report on educational delivery methods and student enrollments for classes and educational events. Seven categories are defined into which class data is grouped, with granular definitions of delivery methods...

1. Face-to-Face
2. Technology Enhanced
3. Broadcast
4. Interactive Audio/Video
5. Online
6. Electronic Media
7. Correspondence Study

For expanded definitions of the USHE categories for educational delivery methods, see the Appendices to this report as well as reference the PDF document posted to the University of Utah IT website. [[http://www.it.utah.edu/leadership/committees/DistanceEd/papers/USHE\\_delivery\\_methods.pdf](http://www.it.utah.edu/leadership/committees/DistanceEd/papers/USHE_delivery_methods.pdf)]

The University of Utah supplies data to the USHE and State Board of Regents based on these seven categories defined by USHE and typically for only three of them, i.e., Broadcast, Online, and Correspondence Study. Technology Enhanced courses are not reported by the University because the USHE definition specifies that in such courses, the use of technology reduces the

amount of in-class time spent by students. Since University of Utah classes which, in fact, have significant Enhanced Technology components do not reduce time spent in face-to-face instruction, they are reported as face-to-face. The classes are distributed through various providers at the University, including UOnline (WebCT Courseware Management system), AOCE (Academic Outreach and Continuing Education), and individual departments and colleges, the Marriott Library and the Eccles Health Sciences Library.

## ***CHALLENGE 2: UNIVERSITY DISTANCE EDUCATION OFFERINGS***

To gain a snapshot of the different course offerings provided by the various departments and colleges across the University of Utah, five sources were consulted...

- Task Force Web-based Survey
- UOnline Statistics (TACC Center)
- AOCE: Academic Outreach and Continuing Education
- USHE Delivery Methods as reported by the University of Utah to the State Board of Regents
- Individual Departmental reports where available

It has been a challenge to gather comprehensive data, because courses with distance education components are sponsored by numerous departments, each with autonomous management over their course offerings and the student credit hours issued. Distance Education responsibilities are widely distributed across campus with no central coordination. As well, depending on the report, the semesters included in the data varied. Given the situation, the Task Force accumulated as many individual source reports as possible and combined the data into a single overview of Distance Education offerings at the University of Utah. Presented below is the Combined Data Report. Reports from individual sources are collected into the Appendices.

## ***COMBINED DATA REPORT***

A summary report for distance education course offerings is the result of concatenating data generated by our Task Force Web Survey, AOCE, UOnline/TACC, Utah System of Higher Education State Board of Regents Report, and listings supplied by numerous individual departments, programs and colleges.

We are able to itemize **349 unique course titles from 55 sponsoring departments and programs spanning the Summer Semester of 2006 to Spring Semester 2008**. The 349 courses mean that of all the courses taught at the University of Utah, 349 included distance education components. Naturally, the same course may have multiple sections and may have repeated across different semesters. *The total number of course occurrences is not reported here, just the total number of course titles that have distance education components for the time period specified.* Courses represent both undergraduate and graduate work. These courses cover the spectrum of offerings with distance education components, including Online, Broadcast/ Telecourse, Correspondence Courses, with a mixture of synchronous, asynchronous and blended instructional events. Given the challenge of gathering sufficient and accurate data, it can be assumed that no less than 349 course titles have distance education components; likely the number is higher.

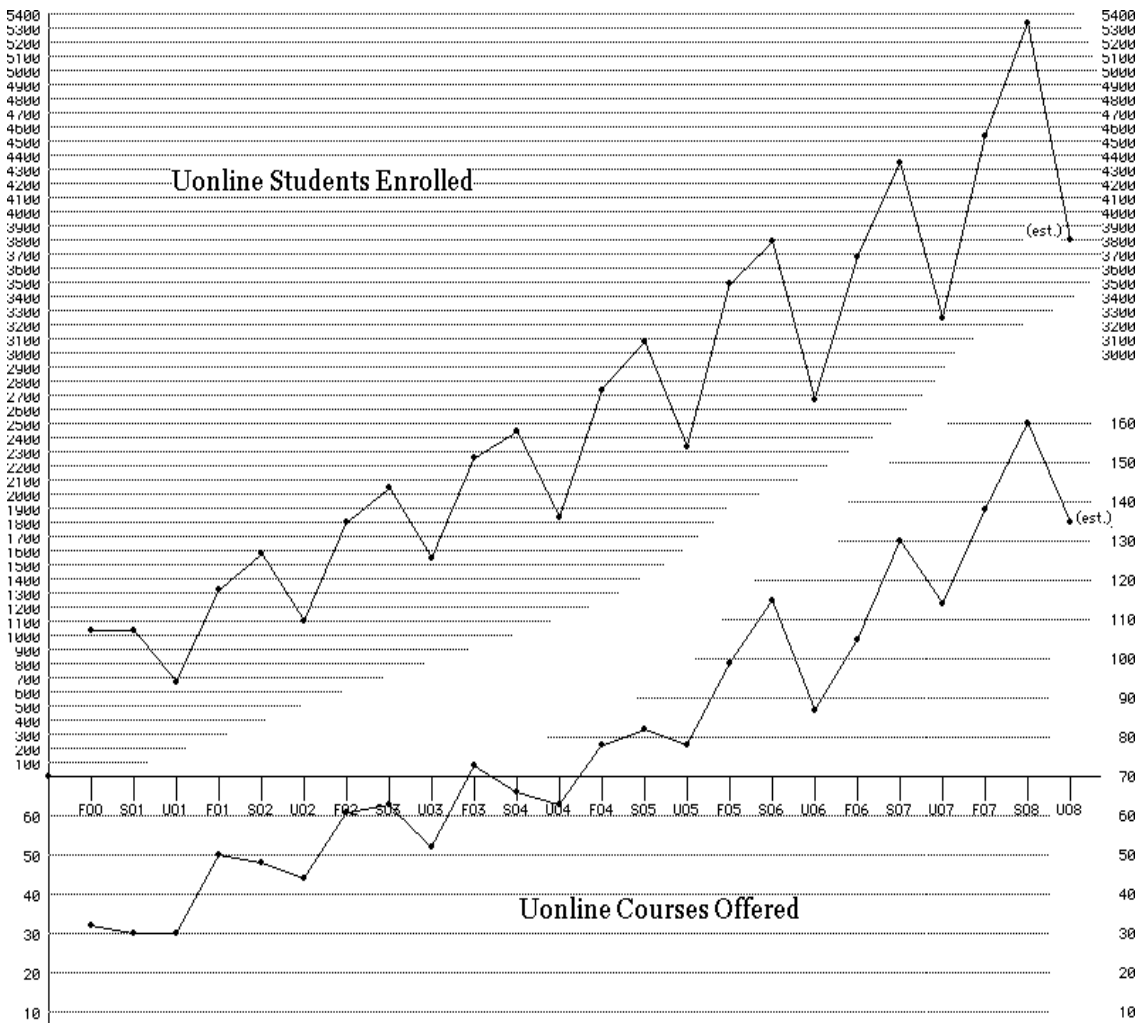
The University of Utah has 19 colleges, 95 academic departments, and 20 interdisciplinary programs. Using academic departments and interdisciplinary programs as a base (n=115), approximately 48% (n=55) of these entities provide course work and events containing distance education components.

The complete list of 349 course titles as well as the 55 sponsoring departments can be found in the Appendices of this report.

Included here is a graph provided by UOnline at the Marriott Library in which semester-length, University credit, completely online (asynchronous) courses are reported. This graph is compelling. Although it does not include the total spectrum of course offerings with distance education components at the University of Utah, the data overwhelmingly depicts an upward trend in both the number of UOnline courses offered and their enrollments.

For Spring Semester 2008 alone, UOnline offered **160** unique courses with an enrollment of almost 5400 students. Total enrollments increased by five times over an eight year period, with a corresponding 80% increase in the number of UOnline courses offered during the same time.

### UOnline Courses\* and Enrollments Fall Semester 2000 to Spring Semester 2008



\* does not include classes offered in a synchronous environment.

<https://uonline.utah.edu/html/statistics.html>

#### INDIVIDUAL SOURCE REPORTS

The combined data summarized above were derived from reports supplied by various sources across the University of Utah. The Appendices expand discussions and data from the Web-

based Survey, the UOnline Statistics, AOCe, and the USHE Delivery Methods reported to the State Board of Regents.

### *Analyses from Web-based Survey*

The web-based survey entitled *Distance Education Courses & Experiences at the University of Utah* was constructed and delivered to known distance education and e-learning educators at the University of Utah. The survey was open for a 38 day period from Wednesday, November 28, 2007 to Tuesday, January 15, 2008.

The survey was divided into six sections...

SECTION 1: Identify Distance Education Courses, Activities or Experiences

SECTION 2: Features and Delivery Methods

SECTION 3: Frequency of Contact between Faculty and Students

SECTION 4: Using Courseware Management Systems

SECTION 5: Technology Support and Services

SECTION 6: Additional Comments

### **WEB SURVEY REPORT**

There were a total of **42 survey responses** reporting distance education courses and events sponsored by 55 departments, programs, and colleges for the period of Fall Semester 2006 through Fall Semester 2007. NOTE: Lacking the budget to conduct a fully representative (randomized, stratified, etc.) sampling technique the committee found its online survey (respondents were self-selected from among a sensible but not formally representative list of contacts) to be suggestive but in no way definitive.

The survey instrument itself is included in the Appendices to this report. It is also posted to the University IT website as a PDF file.

[<http://www.it.utah.edu/leadership/committees/DistanceEd/papers/SurveyInstrument.pdf>]

The full data report from the survey is posted to the University IT website as a separate PDF file

[[http://www.it.utah.edu/leadership/committees/DistanceEd/papers/SurveyReport\\_2008-01-25.pdf](http://www.it.utah.edu/leadership/committees/DistanceEd/papers/SurveyReport_2008-01-25.pdf)]

From the survey data report, selected analyses are reported below according to topical headings.

CAVEAT: Lacking the budget to conduct a fully representative (randomized, stratified, etc.) sampling technique the committee found its online survey (42 respondents were self-selected from among a sensible but not formally representative list of contacts) to be suggestive but in no way definitive. It accounts for less than half of the courses the Task Force was able to itemize from a combination of data sources on campus. The survey by nature is unable to report data that represents a course-by-course accounting of teaching methods, tools, and delivery methods. Responses are based on aggregations of courses. In some cases, questions were not answered by all of our respondents. Even with this caveat, there are trends that can be derived from the data and they are summarized below.

### **SUMMARY ANALYSES OF SELECTED SURVEY RESPONSES**

#### *RE: TYPES OF DISTANCE EDUCATION EVENTS*

The respondents to our Distance Education Survey reported that , over 80% of events are semester-long courses, with 14% of events presented as multiple semester courses. Student assignments account for 12% of the events; 7% are assessment-based activities. At the present time, no one has reported using web collaboration or web-based virtual meeting tools. It is anticipated that use of such tools may be reported

during 2008-2009 as the state-wide licensure for the WIMBA virtual classroom service is brought online and integrated into learning courseware management systems (Web-CT/Vista, Moodle, Sakai and OPEN LMS. Other distance education activities reported in the survey include independent study, open-entry & exit courses, as well as modules of readings, papers, and exams.

**RE: PRIMARY DELIVERY METHOD FOR DISTANCE EDUCATION EVENTS**

In keeping with an emerging definition of Distance Education as ...

*... learning opportunities, live or on-demand, synchronous, asynchronous or blended, mixing traditional classroom experiences with the options afforded by the most user-appropriate and pedagogically sound "technologies of connectivity" in order to offer, expand, and enhance a learning environment and the interactions that transpire between educator and learner, faculty and student....*

...it is reasonable that the results of our online survey show a complete mix of delivery methods for distance education activities, blending synchronous and asynchronous modes, with a variety of delivery technologies. Broadcast/Telecourses are less frequently reported, undoubtedly due to the preparation and production requirements and associated costs for these packaged programs. Courseware Management systems, such as Web-CT, used asynchronously, are used 80% of the time. Synchronous components using online computer technology (outside of EdNet/IVC) should be seen more often in the next few years as the virtual online classroom capabilities of the WIMBA solution, licensed for the entire state of Utah, is implemented and integrated into online courseware modules. Of note, Correspondence Study is still alive and useful, with an 80% presence.

**RE: TEACHING METHODS EMPLOYED**

The data for this question must be viewed critically since the counts are based on 42 respondents, not on the number of different distance education classes being taught. Respondents were asked to complete the survey based on aggregations of similar classes as sponsored by their respective departments. At the present time many two-way video classes are conducted through EdNet/IVC and Nursing uses two-way video utilizing the University Telehealth bridge. Much of the distance education experience for students is based on individual study, asynchronously (29%). As reported by the respondents to our survey, such study is often in combination with other teaching methods, such as group/work collaboration, seminar/group discussions, demonstrations, and lectures (all below 10%). As the technologies of connectivity improve and expand, the blend of various synchronous and asynchronous methods should likewise increase.

**RE: PEDAGOGICAL TECHNIQUES EMPLOYED**

Well defined and implemented pedagogical techniques, as promoted by formal instructional design principles, are not necessarily the mainstay of teaching methodologies in higher education nor at the University of Utah. The focus has always been on the knowledge, expertise, and capabilities of the individual faculty member who is motivated to share his or her specialties with students by using a combination of intuition and personally effective classroom experiences. The introduction of online events and other technologies of connectivity introduce the need for newer, carefully considered approaches to the presentation of educational materials, interaction with students, and assessment of knowledge gained. New media equals new methods, which likely require more rigorous instructional design.

The new methods of content presentation, student interaction, and assessment that accompany the use of contemporary technologies of connectivity can pose challenges to the integrity of the educational process. Reported to us in our online survey were the potential for cheating when face-to-face interaction is no longer predominant, with one respondent suggesting that the "class would be much more effective and attractive if there were some face-to-face and interactive components." Also noted are technological failures and connectivity bumps as an ever-present challenge.

*RE: ASSESSMENT & TESTING TECHNIQUES EMPLOYED*

Our snapshot of assessment methods, given the current state of distance education technologies and implementations, reports 38% of respondents use some sort of live, synchronous, face-to-face event in order to test and evaluate student performance and learning, with one-fourth using face-to-face, proctored, paper-based testing. Online tests, quizzes, self-assessment exercises, reflection activities, and reports and papers combined account for nearly 30% of the methods used to evaluate learning.

A handful of comments were obtained from the online survey regarding the challenges or successes a faculty member experienced in using distance education assessment methods. One key comment stated that, "A major challenge is testing and insuring that the student taking the course/exams is the student receiving the credit." Refer to the section on "Obstacles and Challenges" in the main ITC report from the Task Force for further discussion about the problems in assessing student performance.

The benefits of technologies that facilitate interactions regardless of time and place are noted, although the inclusion of face-to-face interaction opportunities is suggested as a key component in the learning process. Courseware Management Systems, such as WebCT, assist in grading homework assignments and communicating progress back to students. Of course, early planning and preparedness are vital to the success of distance education and its assessment methods.

*RE: ACCESSIBILITY ACCOMMODATIONS*

Accommodating students who have unique needs (visual, auditory, motor, or cognitive) and who require accessibility modifications is undertaken where required by faculty and sponsoring departments. The online survey respondents comment that they have provided various accommodations as needed or requested.

*RE: FREQUENCY OF FACULTY-STUDENT INTERACTIONS*

Interaction between faculty and student is a key component of successful distance education activities and coursework. Naturally, the type and frequency of contact depends entirely on the nature of the distance education topic, method of delivery, and necessity for communication. Synchronous events, as delivered in two-way video/audio through the UEN EdNet/IVC state-wide system or through the University Telehealth bridge have by definition 100% interaction, all the time. For other asynchronous events, it does not appear that daily interaction, other than by e-mail, commonly occurs. Weekly and end-of-semester contact is prevalent, particularly in dealing with written assignments and correspondence study activities. Simply based on our respondents, there seems to be no interaction with students, about 20% of the time, across most of the various methods on making faculty-student contact. The data should be observed critically because of the low number of respondents.

#### *RE: USE OF COURSEWARE MANAGEMENT SYSTEMS*

Over three-fourths of our respondents report that their distance education activities are delivered through a Courseware Management System, such as WebCT, OPEN LMS, Moodle, or Sakai. For the University of Utah, most of these activities are managed through the TACC Center in the Marriott Library, although individual departments (such as Psychology) maintain their own management system (OPEN). Note that these figures are based on the 42 respondents reporting on an aggregation of distance education events (which also account for just under half of the distance education events the Task Force has been able to itemize from other campus sources).

Of those using a Courseware Management System, about three-fourths of our respondents employed WebCT/Blackboard, followed by the Psychology Department's use of the OPEN Learning Management System, and a smattering using the newly available iTunesU platform, WebWorks, and WIMBA virtual classroom utilities.

Courseware Management Systems offer a variety of features and components in order to present and manage the online educational experience. The survey reports a broad spectrum of feature use, with 12% employing e-mail followed by syllabus, content module, assignments, availability of text/pdf files, and student record keeping (ranging between 7% and 10%). No one reports using the synchronous capabilities of whiteboards or chat.

#### *RE: ORIGINATION SITES FOR DISTANCE EDUCATION ACTIVITIES*

For those who use a room, office or other origination site to deliver a distance education event, about 72% of respondents indicated that the facility they used was "ready to go." Our data is unable to report where all of the rooms, offices or other classrooms are located; however, "Ready to go" classrooms are located in Health Sciences Education Building, Instructional Media Services and the College of Education.

#### *RE: EQUIPMENT/SOFTWARE RESOURCES*

In the preparation phase of creating content for distance education courses and events, three-fourths of the respondents indicated that the computers, scanners, cameras, and software tools they use are provided by their college or department. Just under a third of respondent use outside services to assist in the creation process, and about 17% use personal gear and software.

For those respondents who used services outside their department to assist in the content creation process for their distance education events, about a fourth employed facilities managed by the Eccles Health Sciences Library and 5% the AOCE department. The remaining 70% did not identify a facility that they used.

#### *RE: PERSONNEL RESOURCES*

For the most part, personnel from an individual department or college were used in the preparation and creation of content for distance education courses and events (two-thirds of those responding to this question in the online survey). Since the question allowed multiple responses as they applied, the results showed that 50% also used outside personnel, and 20% just themselves.

Solely based on those responding, almost half used staff from the Eccles Health Sciences Library and 5% from the TACC Center in the Marriott Library to assist them on content creation.

*RE: DISTRIBUTION/DELIVERY RESOURCES*

About three-fourths of respondents used facilities, origination sites, or distribution technology found within their own colleges or departments. It is unknown to what extent those facilities are paid for and maintained by those departments themselves, or if other campus service departments carry that responsibility. Nor is it known what facilities other respondents used for distribution and delivery.

*RE: OBSTACLES TO DESIGNING, BUILDING & MANAGING DISTANCE EDUCATION COURSES AND ACTIVITIES*

It appears that the chief impediments to providing distance education courses and events at the University of Utah are related to funding issues, technology fragility or failures, as well as the increased faculty load to design, teach, and maintain distance education materials for students (two-thirds of respondents expressing concern in each of these areas). Interestingly, 71% of respondents suggested that a chief impediment is the familiarity of students with distance education technologies and the protocols used. Further investigation is needed to examine this failing, since the use of newer technologies of connectivity require a high level of comfort on the part of users. Not unexpectedly, copyright and intellectual property rights are of major concern, both in using resources created by others and in protecting one's own content.

<b>Response</b>	<b>Count</b>	<b>Percent</b>
Funding for equipment	28	66.7%
Funding for personnel support	28	66.7%
Funding for technical support	28	66.7%
University support & endorsement	27	64.3%
College support & endorsement	1	2.4%
Department support & endorsement	2	4.8%
Colleague support & endorsement	1	2.4%
Student support & endorsement	1	2.4%
Technology resources	3	7.1%
Technology failures	28	66.7%
Personnel resources	0	0.0%
Personnel failures	0	0.0%
Facilitator at origination site	27	64.3%
Facilitator at distant receive sites	0	0.0%
Student motivation	4	9.5%
Student familiarity with distance education technology & protocols	30	71.4%
Communication & contact with participants (including virtual office hours)	3	7.1%
Evaluating & assessing participant learning	0	0.0%
Faculty release time to development & manage distance education events	3	7.1%

Increased faculty load to re-design teaching and learning methods for distance education	30	71.4%
Increased faculty load to monitor & manage distance education events	30	71.4%
Necessity for on-going updates to and refinement of content	0	0.0%
Copyright & Intellectual Property Rights restrictions & concerns (imposed by others)	28	66.7%
Copyright & Intellectual Property Rights concerns (personal content)	27	64.3%
Not sure	0	0.0%
None	3	7.1%
Other	27	64.3%
<u>Other Responses:</u>		
teaching pedagogy; policies		

*RE: ADDITIONAL COMMENTS*

Although only a handful of respondents supplied additional comments to the survey, we should note that the "buy-in and support from administration" was mentioned as critical; in one instance, a course of particular importance and uniqueness was cited as defunct because of failed support from a department. Independent Study services were noted as "very efficient." Specific mention was made about the Adobe Connect/Breeze web collaboration software and that it has been the only solution available for a virtual classroom learning environment. This picture will change in the coming year as the state-wide WIMBA license for their web collaboration solution is implemented and exploited. A final comment by one respondent is particularly enlightening. Based on the respondent's years of involvement in distance education activities, he/she reports that **"it is vital to be prepared for any contingency."**

## Charter 2: Delivery Methods

Courses delivered to students at the University of Utah which use technology to enhance or wholly deliver course content vary greatly in technical methodology. Delivery methods are being adopted throughout the campus, but with little coordination or oversight. It is important first to determine what methods are being used and then to decide whether the current trends are to continue or whether there should be institutional direction and support in how the future of education proceeds at the University of Utah.

The majority of courses that use technology on campus use systems referred to as Course Management Systems (CMS), WebCT being one example. However, there are other uses of technology that are starting to be used to deliver course content and to help facilitate distance education learning. For example, the Nursing and Medical Informatics use simultaneous live lecture and synchronous broadcast technology in their courses. Also, the University of Utah is starting to partner with other technology companies such as Wimba for live conferencing. These newer technologies are starting to be used, but the bulk of this report focuses on the use of more traditional technologies, such as WebCT. These new technologies bear mentioning to show the forward-thinking nature of distance education on campus

Over the past few years, courses which do include some electronic component have become more the norm, rather than the exception. For example, the Uonline Help desk, at the beginning of the current semester, receives as a common concern from students, the question: "Why is my course not listed in WebCT?" Students are now assuming that they will find a presence for all of their courses in a Course Management System (CMS), such as WebCT.

From the somewhat limited survey, mentioned elsewhere in this report, we find that 79.3% of respondents report using "Online" as a delivery method. Other delivery method types included in survey responses are:

- "Interactive Audio/Video" (66.7%);
- "Correspondence Study" (80%);
- "Electronic Media" (60%);
- "Broadcast" (20%);
- Technology-Enhanced" (10%); and
- "Face-to-Face" (64%).

Obviously, many of these used multiple delivery methods in their course work. It is notable that Online and Technology-Enhanced were prominently chosen responses.

Currently, within a given semester, there are approximately 1000 courses which use WebCT as a course delivery tool. Of these, about 12% are fully online using WebCT, meaning that there is no "Face-to-Face" meeting with students in those courses. In addition to this, there are several hundred courses that use other systems to deliver course materials, including two instances of the local Open LMS, one sponsored by the Psychology Department and one by Uonline. The majority of the courses using the Uonline OPEN system are from the Music Department. Other examples of course delivery systems in use include WebWork, Moodle and several department specific course delivery (web-based) systems.

The way in which these systems are used by particular courses varies. Generally, all courses provide a syllabus or a course information page. They often also include lecture notes or documents that enhance course content beyond what is provided from the traditional textbook. In a few cases, there are no textbooks required and all materials are provided in the CMS online. One impetus for moving to an online system for face-to-face courses is the desire to save departmental funds by not printing course documents, rather providing them online for the students to read and print on their own.

Course materials are sometimes delivered to students in the form of recorded lectures, either audio or video, then streamed or provided in integral form in the course delivery systems. This is done in a small fraction of courses that use electronic delivery tools, but the trend shows this to be increasing. The recent implementation of iTunesU on campus has added a new delivery tool as an option for providing course content of this type.

Many courses look to CMS services to enhance or provide the major avenue for communication and discussion between students and between the instructor and the students. WebCT and other systems usually provide a discussion forum tool (asynchronous) and a chat room tool (synchronous) for one-to-one and group interaction. Those courses that do not meet face-to-face often require as part of the grade, participation in specific discussion fora or chat rooms. In addition to these tools, instructors use the CMS tools for giving announcements to the students and for communicating mail messages.

Increasingly, CMS web systems are being used for assessment and assignment submission. A side benefit being employed by instructors through these tools is the ability to analyze these

electronic submissions for plagiarism using CMS enhanced tools, such as Turn-It-In and SafeAssign.

The responses to the survey concerning the use of various tools in their courses are as follows (those showing ANY use of the tool in their course):

- Audio Interactivity - 7.2%;
- Video Interactivity - 4.8%;
- One-on-one EMail - 23.9%;
- Group EMail, blogs, wikis, etc. - 7.2%;
- One-on-one chat - 4.8%;
- Group Chat - 2.4%;
- Written assignments/correspondence study - 30.9%; and
- In-person face-to-face interactivity - 9.6%.

Note: this question referred to the "distance education experience" which was free for the interpretation of the respondent. What this does show, however, is that instructors using distance education tools are taking advantage of these interaction tools provided by the various course delivery systems.

Part of the confusion shown in the results of this survey can be explained by the lack of a standard set of definitions pertaining to the delivery methods of the distance education experience. Various service providers on campus use differing terminology and standards of service in helping faculty implement these technology enhancements for their courses. In addition to the web-based technologies described in this section, there are also classroom technologies incorporating various distance services such as conferencing, remote lectures and electronic testing. These should also be included in analyzing how courses are taught with respect to distance education.

Basically, the use of distance education technology is increasing on the University of Utah campus, as evidenced by the above details. Those who embrace "cutting-edge" technologies and have the funding to do so may advance into delivery methods that other departments and faculty do not. As the varying delivery methods mature and are adopted by faculty and departments, there will likely develop dramatically different experiences for students and instructors over time unless some effort is made to coordinate the use and development of the tools at an institutional level.

## Charter 3: Obstacles and Solutions

This section is based on information culled from the Task Force's online Distance Education Survey and from the expertise of the Distance Education Task Force which itself included extensive experience and knowledge of the many different facets of Distance Education at a full range of administrative perspectives.

In this section, it will be useful to distinguish between administrative units that generate the curriculum, create new classes and teach the classes (departments, colleges, and schools) and those administrative units who support the delivery of the curriculum through various forms of distance learning (UOnline, TACC, UEN, IMS, CTLE, among others and the University Scheduling Office which facilitates the efficient use of General Purpose classroom space.). We will refer to the former as **Curriculum Providers** and to the latter as **Service Providers**. This distinction is necessary because different obstacles and different resolutions apply differently to these two constituencies.

### *Cluster One: Fragmentation of Distance Education: The need for Coordination*

- **OBSTACLE:** Distance Education, its policies, its execution, its budgetary support, its technical support and its administration in different departments, colleges, schools and other administrative units is not well coordinated across the University of Utah. The positive side is that there is great diversity in Distance Education that reflects local needs and harnesses local initiative and creativity. On the converse side, this may indicate a less than ideal communication, convergence and agreement among the various Curriculum Providers and Service Providers and their respective administrative units about the allocation and location of limited resources within the University.
- **Resolution:** An immediate initiative, coordinated with the office of Associate Vice President of Associate VP for Academic Affairs and Undergraduate Studies, the office of the Associate Vice President for Information Technology and the Associate Vice President of Health Sciences Information Technology to establish a way of coordinating Distance Education at the University of Utah in the following or like-mannered ways:
  - A Distance Education committee or sub-committee to report to ITC.
  - A Distance Education ombudsman or other single point of contact at the University for external agencies (e.g., UEN) and, possibly, vendors.
  - An initiative to bring the critical importance of Distance Education in the future of modern universities to the awareness of all levels of the administration and make clear how the University is ranked in terms of sister institutions in Utah and cross the nation.
  - A sensitivity in all solutions to the natural tensions in Distance Education between central initiative and control and local initiative and control (knowledge and even the process of learning is discipline specific). For Curriculum Providers, the academic freedom, fundamental creativity and motivation, and the discipline-specific expertise of individual instructors and departments, colleges and schools must be encouraged while balancing the utility of economies of scale, clear consistent communication, unified policies and other advantages of central solutions. This issue is particularly critical in terms of balancing limited budgets.
- **OBSTACLE:** There is an inconsistency in collecting full and accurate data on Distance Education. Various administrative units such as Uonline, Distance Education, and the OPEN Learning group contribute to reports using the ONLN and TEL class attributes; this accounts for a high percentage of undergraduate distance education activity reported for the State Board of Regents Reports. However, given the USHE definition of “Technology Enhance” with its expectation of reduced seat time, there is inaccuracy in reporting all undergraduate distance education activity. Reporting of graduate classes and those offered by the Health Sciences is problematic. These could be improved.
- **Resolution:** As part of coordinating Distance Education a first priority should be to determine, in coordination with the Office of the Registrar, Academic Computing Services, and the Health Sciences, improved ways of reporting course delivery methods.
  - report University Distance Education courses which use Enhanced Technology, but do not reduce classroom attendance.
  - ensure that information on graduate level programs and those of the Health Science programs are accurately reported and considered in University statistics.
- **OBSTACLE:** Departments delivering Distance Education are generally unaware of each other's efforts and have no way knowing about each other or about other activities.
- **Resolution:** Provide a centralized “communication space” dedicated to Distance Education such as a Distance Education administrators’ portal with newsletter, email lists and other ways to communicate.

### *Cluster Two: Infrastructure*

- **OBSTACLE:** There is strong need to monitor the availability of robust storage servers to deliver course content (e.g., video streaming). Currently the Office of Information Technology and the Utah Education Network have addressed this on an as-needed-basis.
- **Resolution:** Fund a regular assessment of data resources.
  - Purchase and upgrade enterprise level software
  - Replace and upgrade hardware.
- **Resolution:** Some departments continue to store their own information. It is probable that local storage capacity may be exceeded. This should be monitored closely.
- **OBSTACLE:** There may be a need to move away from paper and pencil testing in evaluating students in Distance Education courses. This obstacle should be monitored closely. For now, most distance education students are local residents. Computer-based testing is an expensive and somewhat restrictive option.
- **Resolution:** Based on conversations with Uonline and other Support Providers, Computer testing centers might be created to serve distance education students at some Point as the need arises. The need should be closely monitored as the University's distance education activities increase.
- **OBSTACLE:** There is inadequate dedicated teaching space for Distance Education. Moreover, Distance Education comes in many forms including live, synchronous IPVideo broadcasts. With the diverse forms described in the Delivery Methods section of this report comes the need for diverse rooms tailored to meet those needs.
- **Resolution:** As concrete needs arise, fund diverse rooms including IPVideo rooms in which Distance Education is not just an afterthought to regular classes; what is needed are rooms that are primarily designed for the variety of particular needs of Distance Education.
- **OBSTACLE:** Technology that fails right before or during teaching. This comes in many forms from server outages, network connectivity loss, centralized software failure, and, most commonly, the equipment in the room. Failures also frequently result from theft and vandalism.
- **Resolution:** Provide ongoing maintenance and support for distance education facilities.
- **Resolution:** Continue and increase quality control measures at every level.
- **Resolution:** Examine the life span of both software and hardware and make sure that, in either case, replacement and upgrades are timely.
- **Resolution:** Fund enterprise level software solutions in those cases where evidence indicates that they can increase software reliability.
- **Resolution:** Fund security and regular preventative maintenance of DE classrooms to ensure reliable operation.

### *Cluster Three: Budgetary Stresses on Departments, Colleges, and Schools*

- **OBSTACLE:** Distance Education depletes the budgets of Curriculum Providers. Knowledge, learning process, and course content are discipline specific. This requires

that specific courses must come from the expertise of disciplines who thus should be encouraged to have a sense of participatory ownership and responsibility. Currently a great deal of Distance Education is developed and maintained by Curriculum Providers taking money from other priorities in their already stressed budgets.

- **Resolution: Budget lines for the Curriculum Providers:** Departments, Colleges and Schools need dedicated funding in the form of budget lines for Distance Education. In some cases this may involve technical staff embedded in departments, colleges or schools. In other cases this may be release time for instructors whose work load is increased by Distance Education (more on this below).
- **Resolution: Funding for Service Providers who support Distance Education teachers:** The University has excellent support units such as U-Online, TACC, Media Solutions, Continuing Education, CTLE, IMS, etc.). Increased funding for these support units must reflect the large increases seen in the past and expected in the near future in Distance Education.
- **OBSTACLE:** Support Providers in some cases and for some instructors and department are reported to be too remote to be maximally useful.
- **Resolution:** Service Providers might consider how to embed personnel or how to deliver services in a way that makes them geographically and sociologically “close” to the instructors (and Curriculum Providers) who are developing and delivering Distance Education.
- **Resolution:** Consider embedding Personnel for Curriculum Providers in some manner. A complementary resolution for this obstacle is to fund, in appropriate cases, dedicated technical support personnel embedded in the local culture and needs of departments, colleges and schools. Currently some departments and schools maintain such personnel out of their ongoing budget.
- **OBSTACLE:** Distance Education increases faculty workload.
- **Resolution:** Increased funding for Service Providers as well as their flexibility in “coming to” instructors could help instructor workload.
- **Resolution:** Fund release-time in Curriculum Providers’ budgets for instructors’ distance-based course efforts.
- **OBSTACLE:** Some forms of Distance Education, such as synchronous IPVideo require the instructor to interact with complex technology while teaching. A few instructors may be able to do this but it is a barrier both to teaching and to recruiting the best teachers.
- **Resolution:** Provide appropriate funding support for faculty and staff where necessary for all delivery modes. Building infrastructure such as classrooms is excellent but it can in some cases require a commitment to ongoing faculty orientation and support staffing .
- **OBSTACLE:** Even though there are clear and established policies and procedures about fiscal options, including student fees to support distance education, some academic or administrative units are either unaware of this option, or are reluctant to impose fees on students who already pay many fees.
- **Resolution:** As the University develops Central Coordination (see above) one priority should be clarifying and increasing awareness among potential and active Curriculum Providers of the existing University policies and procedures (and perhaps limitations) for

such fees with sensitivity to student concerns.

- **Resolution:** Promote awareness and use of existing resources to lessen financial burdens on Curriculum Providers.

#### *Cluster Four: Technical Support*

There was a general sense, broadly across the University community, that many faculty did not have or did not know how to find the necessary technical support to create and execute Distance Education classes.

- **OBSTACLE:** As noted above, not all instructors who have the expert discipline-based knowledge to teach Distance Education courses have the technological and pedagogical design skills to do so.
- **Resolution:** Support the Curriculum Providers with embedded expertise or flexible Service Providers to better reach out to instructors.
- **Resolution:** Ensure that resources such as funding allocated to support Distance Education is used for that purpose.
- **OBSTACLE:** Many instructors are confused about intellectual property rights.
- **Resolution:** While the University web site has detailed information on this issue, a multi-modal outreach to educate instructors would be useful, perhaps as an increased emphasis in various contacts by Support Providers with instructors.  
[http://library.med.utah.edu/wiki/MODwiki/index.php/Intellectual\\_Property\\_Rights%2C\\_Digital\\_Rights\\_Managements\\_%26\\_Copyright](http://library.med.utah.edu/wiki/MODwiki/index.php/Intellectual_Property_Rights%2C_Digital_Rights_Managements_%26_Copyright)
- **OBSTACLE:** The technological abilities and capabilities of some students may not be appropriate/adequate for distance education, and we have no standard way to assess their needs or help them.
- **Resolution:** More screening options for Distance Education such as Distance Education's RU-Ready program but more generally accessible across the University community.
- **Resolution:** A referral contact point to which instructors can direct students who need a basic tutorial. This could be TACC.
- **OBSTACLE: Specific Distance Education Help Desk Needs:** While there are many Help desks and support centers, it would be useful to examine Technical Support from the particular perspective of Distance Education and to coordinate existing technical support and possibly create new support in the following ways:
- **Resolution:** Better utilize existing help resources, including on line tutorials, as well as emphasizing accessibility and visibility. If needed, increase the number of technical support options for Distance Education instructors.
- **Resolution:** Provide extra technical support both centrally and locally as required by specific cases.

## Charter 4: Recommendations

The following recommendations are a distillation of the highest priority obstacle-resolutions in the previous section. They fall into three primary categories: coordination, funding and assessment/research.

### Coordinate the diverse Distance Education efforts at the University

- Create an immediate initiative, with input from the office of Associate Vice President for Academic Affairs and Undergraduate Studies, the office of the Associate Vice President for Information Technology and the office of the Associate Vice President for Health Sciences Information Technology to establish a way of coordinating Distance Education at the University of Utah. It is recommended that this be accomplished by instituting a **Distance Education committee** or sub-committee to report to ITC.

The committee should include representatives from **Service Providers** (candidates include: Academic Outreach and Continuing Education, Technology Assisted Curriculum Center, Instructional Media Services, Media Solutions; members of the Cyber-Infrastructure Committee; representatives from the Open Learning group [Psychology], Center for Teaching and Learning Excellence, Center for Disability Services, University Scheduling offices and Utah Education Network) as well as representative **Curriculum Providers** (departments, colleges, and schools) who can represent 1) the interests of the teaching mission as a whole and 2) the interests of the instructors who create and teach the classes and **Student Representation**.

- Designate or create a Distance Education ombudsman or other **single point of contact** at the University for external agencies (e.g., UEN) and, possibly, vendors.
- Develop an initiative to **educate higher administration** at the University of Utah about the critical importance of Distance Education in its future and of the status of the University's efforts relative to sister institutions in Utah and institutions across the nation.
- Create a Communication Portal for Distance Education to allow curriculum and service providers and administrators to communicate easily by email lists, a newsletter, and other ways to make Distance Education information, such as policies such as copyright, fees assessment, etc., consistent and easily accessible across the University.

The coordination of Distance Education should **leverage the strength of the discipline specific diversity** of Curriculum Providers that exists at a research institution like the University of Utah while avoiding policies that homogenize its rich cultural differences.

### Address the budgetary need of Curriculum and Service Providers' to support the creation, development and delivery of Distance Education classes

There are budgetary needs in several areas outlined in the Obstacles/Resolution section of this report. They include budgetary support for both Curriculum Providers and Service

Providers and address personnel, infrastructure and support issues.

## **Assess and research elements to support the growth of Distance Education:**

- Local or regional centers or authenticated computer-based for Distance Education examination/testing
- Facilities, including classrooms, designed and designated specifically for Distance Education teaching
- Need for accessible, affordable mass storage for Distance Education materials and media
- Need for maintenance, repair or replacement of enterprise level hardware and software
- Need for a Help/Information point of contact for Distance Education-specific student/user problems.

## **Charter Five: Vision Statement**

This Task Force offers a vision that the University provide students with the opportunity to learn at anytime, anyplace, and at-any-pace, delivered through the most user-appropriate and pedagogically sound technologies in order to ultimately enhance the connectivity between educator and learner, faculty and student, in higher education courses, activities, and assessments. The availability and usability of the technologies of connectivity greatly enhance the options for faculty to reach their students and for students to participate in higher education activities. The Distance Education programs at the University of Utah will be well coordinated, well supported, of the highest educational quality, and will attract high caliber students to programs where they are offered.

The Distance Education Task Force understands that this vision can come to fruition by building upon two basic criteria. First, the University of Utah must commit to attaining a competitive advantage in Distance Education that will compliment the high quality education that it now offers. Second, the University, in collaboration with the Utah Education Network, must establish a support infrastructure that will allow faculty and students, in all institutions, colleges and departments, to easily access, acquire and develop academic information in all appropriate media and technologies.

# DOCUMENTS & APPENDICES POSTINGS

All documents and related appendices are posted to the University of Utah Office of IT website, under the committee section for the Distance Education Task Force.

- <http://www.it.utah.edu/leadership/committees/DistanceEd/index.html>

Each document is provided as both Acrobat PDF and zipped Microsoft Word document originals. The direct web hyperlink for each document is included below for your reference.

## **EXECUTIVE SUMMARY-2008...**

***Executive Summary of the Distance Education Task Force  
February 2008 Report to ITC, with Task Force Membership***

- <http://www.it.utah.edu/leadership/committees/DistanceEd/papers/DistEdTAskForceExecSummary2008.pdf>
- <http://www.it.utah.edu/leadership/committees/DistanceEd/papers/DistEdTAskForceExecSummary2008.zip>

## **FULL REPORT-2008...**

***Full Report of the Distance Education Task Force  
February 2008 Report to ITC, with Task Force Membership***

- <http://www.it.utah.edu/leadership/committees/DistanceEd/papers/DistEdTAskForceFinalRpt2008.pdf>
- <http://www.it.utah.edu/leadership/committees/DistanceEd/papers/DistEdTAskForceFinalRpt2008.zip>

## **APPENDIX A...**

***Sloan Consortium Report: Making the Grade—Online Education in the United States, 2006 (I. Elaine Allen and Jeff Seaman)***

- [http://www.sloan-c.org/publications/survey/pdf/making\\_the\\_grade.pdf](http://www.sloan-c.org/publications/survey/pdf/making_the_grade.pdf)

## **APPENDIX B...**

### ***Utah System of Higher Education Categories for Distance Education Courses***

- [http://www.it.utah.edu/leadership/committees/DistanceEd/papers/USHE\\_delivery\\_methods.pdf](http://www.it.utah.edu/leadership/committees/DistanceEd/papers/USHE_delivery_methods.pdf)
- [http://www.it.utah.edu/leadership/committees/DistanceEd/papers/USHE\\_delivery\\_methods.zip](http://www.it.utah.edu/leadership/committees/DistanceEd/papers/USHE_delivery_methods.zip)

## **APPENDIX C...**

### ***University of Utah Distance Education Course Offerings***

- <http://www.it.utah.edu/leadership/committees/DistanceEd/papers/DistEdCourseOfferings.pdf>
- <http://www.it.utah.edu/leadership/committees/DistanceEd/papers/DistEdCourseOfferings.zip>

## **APPENDIX D...**

### ***University of Utah Distance Education Sponsoring Departments***

- <http://www.it.utah.edu/leadership/committees/DistanceEd/papers/DistEdSponsoringDepts.pdf>
- <http://www.it.utah.edu/leadership/committees/DistanceEd/papers/DistEdSponsoringDepts.zip>

## **APPENDIX E...**

### ***Distance Education Survey Instrument for University of Utah (Nov 2007)***

- <http://www.it.utah.edu/leadership/committees/DistanceEd/papers/SurveyInstrument.pdf>
- <http://www.it.utah.edu/leadership/committees/DistanceEd/papers/SurveyInstrument.zip>

## **APPENDIX F...**

### ***Distance Education Survey Report for University of Utah (Jan 2008)***

- [http://www.it.utah.edu/leadership/committees/DistanceEd/papers/SurveyReport\\_2008-01-25.pdf](http://www.it.utah.edu/leadership/committees/DistanceEd/papers/SurveyReport_2008-01-25.pdf)
- [http://www.it.utah.edu/leadership/committees/DistanceEd/papers/SurveyReport\\_2008-01-25.zip](http://www.it.utah.edu/leadership/committees/DistanceEd/papers/SurveyReport_2008-01-25.zip)

## **APPENDIX G...**

### ***Distance Education Data Contribution—from Web Survey***

- [http://www.it.utah.edu/leadership/committees/DistanceEd/papers/contributing\\_data\\_websurvey.pdf](http://www.it.utah.edu/leadership/committees/DistanceEd/papers/contributing_data_websurvey.pdf)
- [http://www.it.utah.edu/leadership/committees/DistanceEd/papers/contributing\\_data\\_websurvey.zip](http://www.it.utah.edu/leadership/committees/DistanceEd/papers/contributing_data_websurvey.zip)

## **APPENDIX H...**

### ***Distance Education Data Contribution—from UOnline***

- [http://www.it.utah.edu/leadership/committees/DistanceEd/papers/contributing\\_data\\_uonline.pdf](http://www.it.utah.edu/leadership/committees/DistanceEd/papers/contributing_data_uonline.pdf)
- [http://www.it.utah.edu/leadership/committees/DistanceEd/papers/contributing\\_data\\_uonline.zip](http://www.it.utah.edu/leadership/committees/DistanceEd/papers/contributing_data_uonline.zip)

## **APPENDIX I...**

### ***Distance Education Data Contribution—from USHE-State Board of Regents Reports from the University of Utah***

- [http://www.it.utah.edu/leadership/committees/DistanceEd/papers/contributing\\_data\\_USHE-SBR.pdf](http://www.it.utah.edu/leadership/committees/DistanceEd/papers/contributing_data_USHE-SBR.pdf)
- [http://www.it.utah.edu/leadership/committees/DistanceEd/papers/contributing\\_data\\_USHE-SBR.zip](http://www.it.utah.edu/leadership/committees/DistanceEd/papers/contributing_data_USHE-SBR.zip)