

PENNSYLVANIA STATE SYSTEM OF HIGHER EDUCATION
Academic Program Review Summary Form
Board Of Governors Policy 1986-04-A
Report for eCampus for 2007-2008

For guidelines, data, and other information on preparing the report, see
www.lhup.edu/planning-and-assessment/program/program.htm

University Lock Haven University **Degrees Offered** N/A

Division/Unit Academic Affairs
eCampus **Program** eCampus

Date of Last Major Review February 2007 **Completion Date of Current Review** April 2008

I. Composition of Review Team

Chair:
 External Review Team Members:
 Campus Review Team Members:

II. Program Data

eCampus Statistics - TOTAL

Fully Online eCourses

	Spring 2008	Fall 2007	Summer 2007	Spring 2007	Fall 2006	Summer 2006
Faculty	20	27	37	19	20	23
Courses	32	36	51	32	40	44
Total Enrollments	671	774	991	635	621	730
Unduplicated Enrollments	552	618	--	--	--	--

eCompanion Courses

	Spring 2008	Fall 2007	Summer 2007	Spring 2007	Fall 2006	Summer 2006
Faculty	96	93	22	76	60	10
Courses	316	299	30	277	214	17
Enrollments	8101	8488	391	7066	5808	477
Unduplicated Enrollments	3896	4065	--	--	--	--

eCampus Statistics - FULLY ONLINE eCOURSES

GRADUATE

	Spring 2008	Fall 2007	SS1 2007	SS2 2007	Spring 2007	Fall 2006	Summer 2006
Faculty	9	14	7	4	10	11	7
Courses	22	19	10	6	20	23	19

Total Enrollments	266	264	138	103	315	299	273
Unduplicated Enrollments	174	170	--	--	--	--	--

UNDERGRADUATE

	Spring 2008	Fall 2007	SS1 2007	SS2 2007	Spring 2007	Fall 2006	Summer 2006
Faculty	7	13	16	10	9	9	16
Courses	10	17	22	13	12	17	25
Total Enrollments	403	510	495	255	320	322	457
Unduplicated Enrollments	378	448	--	--	--	--	--

eCampus Statistics - eCOMPANIONS

Note: eCompanion summer terms are lumped together on the eCampus.

GRADUATE

	Spring 2008	Fall 2007	Summer 2007	Spring 2007	Fall 2006	Summer 2006
Faculty	2	0	3	0	0	0
Courses	5	0	2	0	0	0
Total Enrollments	6	0	9	0	0	0
Unduplicated Enrollments	7	0	--	--	--	--

UNDERGRADUATE

	Spring 2008	Fall 2007	Summer 2007	Spring 2007	Fall 2006	Summer 2006
Faculty	93	93	19	76	60	10
Courses	310	299	28	277	214	17
Total Enrollments	8204	8488	382	7066	5808	477
Unduplicated Enrollments	3889	4065	--	--	--	--

Either reflect the portion of the department's budget (personnel, operating, and equipment)

You may enter here any notes or comments on the above information you feel are necessary.

Accreditation Status (if any):

Accrediting Agency:

Effective Date:

Program Context

How This Program Relates to and Supports the University's Mission and Strategic Plan

The eCampus promotes, provides and supports distance education to LHU students. In addition, fosters and promotes the acquisition and utilization of Learning Technologies for face-to-face as well as distance education. With limited space to grow and capital improvements, distance education and learning technologies can aid the university increase its reach to undergraduate and graduate learners. The University has made significant investments in technology that had put us in an enviable position among PASSHE institutions. Learning Technologies are pivotal to LHU's Mission as it leverages and expands the STEP initiative. The projects initiated by the eCampus

follow along LHU Strategic plan, which calls for the utilization of technology to improve student learning.

External or Environmental Factors Affecting the Program

See attached SWOTT analysis conducted in January 2008

Demand for This Program and its Graduates (Current and Anticipated)

Online learning and distance education continues to grow in popularity and credibility. Lock Haven University is positioned to deliver education via this method. New courses as well as credit and non-credit programs should be created to address the needs of the population. One of such programs is a Teacher Certification delivered 100% online. Teachers can complete this certification at distance in less than two years without interrupting their lives and/or quitting their jobs.

III. Progress Since Last Review

This should be a status report of actions taken since the last review, if applicable.

Student Learning Outcomes

Other Program Outcomes

IV. Outcomes Assessment (PASSHE Board of Governors Policy 1997-01)

Student Learning Outcomes (list goals and outcomes)

See attached Learning Outcomes Assessment Worksheets.

Program Outcomes (list goals and outcomes)

Enrollment growth

Goals: The eCampus forecasts an annual growth of 10 percent on the number of students taking online courses. The eCampus will continue its collaborative effort with the STEP program to foster and advance its adoption and utilization rates.

Outcomes: The eCampus has scheduled a total of 51 undergraduate courses and 26 graduate courses for summer sessions I-II.

Faculty Teaching online

Goals: The eCampus forecasts an annual growth of 10 percent in the number of faculty teaching online and ITV courses. A 10 percent annual growth in the number of faculty using eCompanions is forecasted.

Outcomes: Meetings were conducted with Deans and Chairs to inform about the services and agenda of the eCampus. This initiative will be supported by training, support and incentives offered by the eCampus.

Faculty adoption of Learning Technologies

Goals: Increase the number of faculty by 10 percent annually, that incorporate Learning Technologies for face-to-face and online course delivery.

Outcomes: Training and incentives in addition to other initiatives will support this plan.

New courses and programs

Goals: The eCampus will spearhead the development of new courses and programs to be delivered via distance.

Outcomes: Meeting as well as informal surveys have been conducted with Deans and Chairs to explore the development of these new offerings.

See attached Program Outcomes Assessment Worksheets.

V. Strengths

Student Learning

Other Program Areas

VI. Areas in Need of Improvement

Student Learning

Other Program Areas

Staff

An additional Course Developer staff is strongly needed in order for the eCampus to grow in an efficient manner. By having two Course Developers they can be assigned by college to provide consultation, training and support to faculty serving that college.

Faculty Training

A faculty training program addressing the pedagogy of learning technologies needs to be developed. This includes the development of regular methods of assessing the impact of academic technology on faculty teaching and research capacity.

Marketing Plan

The eCampus needs a marketing plan. Funds should be allocated to market distance education, the eCampus as well as for individual graduate programs. A detailed marketing plan needs to be developed for each program.

High School Dual Enrollment Program

A guaranteed number of seats should be made available for high school students to avoid losing prospective ones. This is an important program that draws students to LHU from serving towns and counties.

Technology Plan

A plan that addresses the evolution of learning technologies and their incorporation for teaching and learning. Including integrated technologies as ePortfolio and a content management system.

Assessment Plan that allow the integration of utilizes

VII. Action Plan

Staffing

A new position has been advertised and a search is underway. The position is Multimedia Technician, which will provide technical assistance to faculty in the eCampus.

Academic Plans for the eCampus

Online learning and the adoption of learning technologies by faculty are growing at a steady rate here at Lock Haven University. The eCampus will continue to support and expand in the use of these technologies, in addition to foster growth in programs and course offerings.

Online Learning

The eCampus will continue to expand and promote the development of new courses and programs that leverage on Internet technologies as a way to seek growth and expand service areas.

Blended Learning

In addition to online learning and ITV courses, the eCampus will foster the development of hybrid

courses as way to expand our offerings to meet student's needs. This initiative will leverage on other campus-wide initiatives like the STEP program for its implementation and further growth.

Quality Assurance in Online Learning and Distance Education

The eCampus will implement a Quality Assurance process based on national standards and benchmarks. The process seeks to infuse quality to course design, thus increasing student learning and satisfaction while making our programs more attractive to prospective students.

Faculty Training and Development

A training program will be developed focusing in the areas of: Online Pedagogy, Technology in the Classroom, Learning Technologies and Best Practices.

Marketing

Plans for the eCampus include marketing plan directed to individual programs and the distance education enterprise as well. This marketing plan should utilize various types of media and should target credit and non-credit students. A funding structure and rationale is being developed.

ePortfolios

The eCampus will promote and support ePortfolios as a way to improve teaching and learning. Students will showcase and document their learning and skills while using a tool that meets assessment requirements. Institutionalizing ePortfolios for student learning and faculty development will spearhead excellence in teaching and learning.

Emerging Technologies

The eCampus will embark on pilot projects that encompass new learning technologies and services designed to maximize student learning and satisfaction. Among these are collaborative projects with the Library, the STEP program and the implementation of Web 2.0 technologies for teaching and learning.

Additional Resources

The eCampus and Learning Technologies is understaffed and underfunded. Distance education is a resource intensive enterprise that in order to grow and be more efficient additional staff and funding is needed. The eCampus needs to invest in hardware to promote and sustain the projected growth. The eCampus will capitalize on collaborative efforts already initiated with the STEP program and the Library to advance this plan. Outlined below is a proposed plan to improve the operations of the eCampus, it includes incentives to faculty as a way to promote the adoption of learning technologies via the development of instructional technology mini grants, additional hardware to develop content, an additional server to pilot test emerging technologies, professional development and to start up an emergency replacement fund.

Total request:
Non-salary: \$50,500
Salary: \$35,500

Staff

Course Developer

An additional Course Developer staff is strongly needed in order for the eCampus to grow in an efficient manner. By having two Course Developers they can be assigned by college to provide consultation, training and support to faculty serving that college. Proposed salary is \$35,500.

Instructional Technology Mini Grants

This initiative will call for proposals of faculty interested in adopting learning technologies for both face-to face and online delivery in the form of mini grants. Mini grants are designed to support efforts to improve and modernize course content and delivery with technology. Mini grants will be awarded on a competition basis. All LHU faculty (full time or adjunct) who wish to create, modify, or enhance a course with

technology are encouraged to apply. Award amounts will range \$1000 to \$2000. As a condition to receive the award, faculty will be asked to showcase their work at an annual showcase or to provide a written report. A request of \$10,000 is needed to fund this initiative during the first year.

Hardware

The eCampus role is to promote the development and delivery of distance education courses, in addition to promote the use and adoption of learning technologies for face-to-face as well as for distance delivery. Additional hardware is needed to model, train and accomplish these roles. To achieve this plan the eCampus is requesting \$12,000 to acquire additional hardware in the form of laptop computers, digital cameras, audio recorders and video cameras.

Professional Development

Distance education and learning technologies are fields in constant evolution. New trends are developed, new technologies put into action and new procedures implemented. To remain competitive and to bring this dynamism to the eCampus, the staff of the eCampus should constantly update their skills. Professional development for the eCampus might be in the form of conferences, web seminars, publications, training as well as other methods and modalities. The eCampus is requesting \$12,000 to provide professional development to their staff.

Server

The eCampus has been involved in many projects to deliver distance education. The popularity of Mediasite, audio and video editing and the future implementation of Podcasting as well as other initiatives, had caused a limitation on our virtual real state and a new server is needed. The eCampus is requesting \$7,000 to acquire an additional server to fulfill this need.

Communication

Supporting faculty across campus has increased significantly in during the last year. Currently the eCampus staff relies on their personal cellular phones to communicate and stay in contact with other support staff. A request of \$2000 is made to acquire cell phones and to cover the monthly fees.

Travel

Collaborating with sister PASSHE as well as other institutions has become increasingly important. This requires the staff of the eCampus to travel to PASSHE offices or to other institutions to attend meetings and retreats. The number of meetings has increased during the last year. It is necessary to attend technical meetings in Harrisburg (some of which are mandatory), to learn about other successful models from similar institutions and to stay abreast of trends. The eCampus is requesting \$2500 for travel related expenses.

Emergency replacement fund

The eCampus requires a yearly fund for the emergency replacement of equipment that cannot be repaired cheaper than the cost of replacing the equipment. This request is not only for computers but also for equipment used to support distance education; there may be a need to include some upscale monitors, and other hardware in this request. The eCampus is requesting \$5000 to initiate an emergency replacement fund.

VIII. Comments

Comments by Dean or Provost

IX. Actions Planned by the University

- | | |
|----------------------------------------------|-------------------------------------------------------------------|
| <input type="checkbox"/> Continue Program | <input type="checkbox"/> Continue Program and Revise as Indicated |
| <input type="checkbox"/> Place in Moratorium | <input type="checkbox"/> Interim Review |

<input type="checkbox"/> Discontinue Program	<input type="checkbox"/> Reorganization
<input type="checkbox"/> Pursue Accreditation	<input type="checkbox"/> Other (Please explain below)



Director

April 23, 2008

Date

Program Coordinator

Date

Program Review Chair

Date

Provost or Vice President

Date