

**PENNSYLVANIA STATE SYSTEM OF HIGHER EDUCATION**  
**Academic Program Review Summary Form**  
**Board Of Governors Policy 1986-04-A**  
**Academic Technology/eCampus**  
**2009-2010**

**Please indicate:**  
Annual Report   
Five-Year Review

**University** Lock Haven University      **Degrees Offered** N/A  
**Division/Unit** Academic Affairs      **Program** Academic Technology/eCampus  
**Date of Last Major Review** February 2007      **Completion Date of Current Review** June 2010

**I. Composition of Review Team** (five-year program reviews only)

Chair: Carlos Morales  
External Review Team Members:  
Jennifer Creamer  
Campus Review Team Members:  
Vicki Paulina, Jan Bottorf

**II. Program Data**

Insert other relevant program data related to the program review in the blank rows.

## eCampus Statistics - TOTAL

Fully Online eCourses													
	SP 2010	WI 2009	FA 2009	SU 2009	SP 2009	FA 2008	SU 2008	SP 2008	FA 2007	SU 2007	SP 2007	FA 2006	SU 2006
Faculty	29	3	26	65	24	20	40	20	27	37	19	20	23
Courses	55	3	45	97	41	39	71	32	36	51	32	40	44
Total Enrollments	1387	89	1143	1915	1087	896	1261	671	774	991	635	621	730
Unduplicated Enrollments	1141	89	962	1565	880	793	1051	552	618	--	--	--	--
eCompanion Courses													
	SP 2010	WI 2009	FA 2009	SU 2009	SP 2009	FA 2008	SU 2008	SP 2008	FA 2007	SU 2007	SP 2007	FA 2006	SU 2006
Faculty	111	0	111	29	88	84	27	96	93	22	76	60	10
Courses	350	0	368	39	297	276	43	316	299	30	277	214	17
Enrollments	9381	0	10733	536	8141	7552	559	8101	8488	391	7066	5808	477
Unduplicated Enrollments	4192	0	4483	462	3808	3952	478	3896	4065	--	--	--	--
<b>eCampus Statistics - FULLY</b>													
<b>GRADUATE</b>													
	SP 2010	WI 2009	FA 2009	SU 2009	SP 2009	FA 2008	SU 2008	SP 2008	FA 2007	SU 2007	SP 2007	FA 2006	SU 2006
Faculty	9	0	8	13	8	7	11	9	14	11	10	11	7
Courses	24	0	21	23	19	22	18	22	19	16	20	23	19
Total Enrollments	320	0	337	289	270	336	230	266	264	241	315	299	273
Unduplicated Enrollments	233	0	258	258	204	244	203	174	170	--	--	--	--
<b>UNDERGRADUATE</b>													
	SP 2010	WI 2009	FA 2009	SU 2009	SP 2009	FA 2008	SU 2008	SP 2008	FA 2007	SU 2007	SP 2007	FA 2006	SU 2006
Faculty	20	3	18	52	16	13	29	7	13	26	9	9	16

<b>Courses</b>	31	3	24	74	22	17	53	10	17	35	12	17	25
<b>Total Enrollments</b>	1067	89	806	1626	817	560	1031	403	510	750	320	322	457
<b>Unduplicated Enrollments</b>	908	89	704	1307	676	549	848	378	448	--	--	--	--

**eCampus Statistics - eCOMPANIONS**

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

<b>GRADUATE</b>													
	<b>SP 2010</b>	<b>WI 2009</b>	<b>FA 2009</b>	<b>SU 2009</b>	<b>SP 2009</b>	<b>FA 2008</b>	<b>SU 2008</b>	<b>SP 2008</b>	<b>FA 2007</b>	<b>SU 2007</b>	<b>SP 2007</b>	<b>FA 2006</b>	<b>SU 2006</b>
<b>Faculty</b>	0	0	2	2	0	1	3	2	0	3	0	0	0
<b>Courses</b>	0	0	2	2	0	1	2	5	0	2	0	0	0
<b>Total Enrollments</b>	0	0	5	5	0	1	4	6	0	9	0	0	0
<b>Unduplicated Enrollments</b>	0	0	5	5	0	1	4	7	0	--	--	--	--
<b>UNDERGRADUATE</b>													
	<b>SP 2010</b>	<b>WI 2009</b>	<b>FA 2009</b>	<b>SU 2009</b>	<b>SP 2009</b>	<b>FA 2008</b>	<b>SU 2008</b>	<b>SP 2008</b>	<b>FA 2007</b>	<b>SU 2007</b>	<b>SP 2007</b>	<b>FA 2006</b>	<b>SU 2006</b>
<b>Faculty</b>	111	0	109	27	88	93	24	93	93	19	76	60	10
<b>Courses</b>	350	0	366	37	297	311	41	310	299	28	277	214	17
<b>Total Enrollments</b>	9381	0	10728	531	8141	8643	555	8204	8488	382	7066	5808	477
<b>Unduplicated Enrollments</b>	4192	0	4478	457	3808	4172	474	3889	4065	--	--	--	--
As of February 15, 2010													

## Summary of activities conducted by the Office of Academic Technology during AY 2009-2010

1. Migration and implementation of Desire2Learn: OAT implemented Desire2Learn (D2L) in March 2010 and the first courses were offered summer 2010. A total of 53 courses have been converted to date with more in the process. Training sessions were offered to faculty and staff in the form of self-paced web-based modules, face-to-face daylong training sessions and individual consultations with a course developer, more than 30 faculty members have been trained to date. OAT also scheduled 4 information sessions for students at LHU main and Clearfield campuses. The implementation of D2L has allowed us to achieve efficiencies and savings in excess of \$250K a year compared to eCollege. The process included information and training sessions to faculty, a pilot project, course conversion and final implementation. Additional information about the migration/implementation process is available at: <http://www.ecampus.lhup.edu/d2ltransition.html> **Ongoing**

2. Training and faculty development:

OAT developed an in house training program for faculty in the use of LMS (eCollege and D2L), the sessions also include teaching with technology concepts. Training is mandatory as per APSCUF CBA Article 42. The development of in-house training customized to LHU faculty needs reduced the overall expenses for OAT in about \$15K a year in training fees formerly paid to eCollege. OAT remains committed to provide scheduled training in the pedagogical uses of technology for face-to-face and online teaching, assess the effectiveness of the training, report information resulting from the assessment, and refine training as appropriate. **Ongoing**

2. Course Development: OAT portfolio of distance education courses is comprised of 178 courses across the two colleges and multiple disciplines.

3. Academic Technology/Distance Education: Increased by 20% the number of faculty incorporating academic technology for face to-face and distance education use (from 20 to 24). **Ongoing**

3. Course offerings and student enrollment:

### Fall and spring semesters

- In Spring 2010 there were 1387 students enrolled vs. 1087 students enrolled for Spring 2009 for a 28% increase.
- In Fall 2009 there were 1143 students enrolled vs. 896 students for Fall 2008 for a 28% increase.
- For Summer 2009 there were 1915 students enrolled vs. 1261 students for Summer 2008 for a 52% increase.

### Summer

- Increased by 20% the number of course sections delivered via online learning for summer 2010 with 120 course sections vs. 99 course sections for summer 2009.
- Increased by 39% the number of course sections delivered via online learning for summer 2009 with 99 course sections vs. 71 course sections in 2008.
- Increased by 39% the number of course sections delivered via online learning for summer 2008 where a total of 71 course sections were offered compared to 51 in summer 2007.

3. Academic Technology/Technology Planning: The office of Academic Technology continues to develop, publish, disseminate, and (in response to feedback) refine plans to assess and plan future uses of academic technology, via the work of ATAC. **Ongoing**

4. Emerging technologies: OAT continues to identify emerging technologies/Web 2.0 (e.g. podcast, wiki, virtual worlds) and others and provide appropriate training for face-to-face and online teaching, assess

the effectiveness of the training, report information resulting from the assessment, and refine training as appropriate. **Ongoing**

6. STEP: OAT has updated the specification for laptops for new students entering in the fall 2010 semester. In collaboration with the Library and the Computing Center OAT continues to advocate, advance and support the STEP initiative and to identify, report, and suggest solutions for barriers to integration of STEP into teaching and learning. **Ongoing**

8. Collaboration across offices and divisions:

The Office of Academic Technology has provided and continues to provide technical and personnel assistance to the College of Education for 2009 resulting in a successful NCATE reaccreditation visit. OAT in collaboration with the Office of Tutorial Services agreed to implement an online tutoring service, SMARThinking available to face-to-face and online students in the areas of: Biology, Physics, Chemistry, A&P, Accounting, Economy, Spanish.

Accreditation Status (if any):	N/A
Accrediting Agency:	N/A
Effective Date:	N/A

## **Program Context**

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

The Office of Academic Technology and the eCampus promotes, provides and supports the use of instructional technology for teaching and learning 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 continues to make 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 Office of Academic Technology follow along LHU Strategic plan, which calls for the utilization of technology to improve student learning.

### **External or Environmental Factors Affecting the Program**

Competition from other PASSHE and out-of-state institutions pose a set of challenges to the delivery of distance education and its growth at LHU.

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

Online learning and distance education continues to grow in reputation. Lock Haven University is positioned to deliver education via this modality. New courses as well as credit and non-credit programs will be created to address the needs of the population. One of such programs is new Masters Degree in Educational Leadership that is pending approval from PDE. In addition, during AY 2009-2010, the focus will be on managed growth and to target General Education requirements and select majors to expand the offerings via DE.

## **III. Progress Since Last Review**

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

The Office of Academic Technology has been involved in several projects during the academic year 2008-2009. Among those projects are:

1. Training and Faculty Development
  - a. Scheduled 10 sessions for academic year 2008-09, in collaboration with the TLC.

- b. Initiated AT Users group meetings, these are sessions where faculty showcases and share best practices for incorporating instructional technology to their classes. A total of 4 of these were delivered.

2008-2009 Training Sessions		
<u>Date</u>	<u>Session</u>	<u>Registrants</u>
9/16/08	eCollege/eCompanion Overview	6
9/23/08	Academic Technology Users Group	5
10/28/08	Turnitin/Respondus	4
11/19/08	Library Resources	7
1/7/09	eCollege .NExT Overview (University Days)	6
2/11/09	eCollege .NExT Overview	17
3/12/09	eCollege .NExT Overview	4
3/17/09	Library Resources	3
3/24/09	Academic Technology Users Group	5
4/2/09	Academic Technology Users Group	2
		59

- 2. Migration to a new Learning Management System, Desire2Learn
  - a. Conducted a Pilot test of the application with two graduate courses.
  - b. 25 + courses have been converted to the new platform for Summer 2010 session delivery.
  - c. Transition to Desire2Learn and phase-out of eCollege should be complete by fall 2010.
- 3. LCMS
  - a. Evaluated and began pilot
- 4. Mediasite upgrade
  - a. Initiated upgrade for Mediasite 5.0 that includes enhanced capabilities including: Podcasting, Outlook calendar integration and managing recordings as groups.
- 5. eCampus course offerings

Please refer to the table on page 2, for information about the number of courses, faculty and enrollments offered for the academic year 2008-2009.

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

**Student Learning Outcomes (list goals and outcomes)**

N/A

**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 Office of Academic Technology scheduled a total of 99 undergraduate and 26 graduate course sections for summer 2009 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.

**V. Strengths**

**Student Learning**

N/A

**Other Program Areas**

N/A

**VI. Areas in Need of Improvement**

**Student Learning**

Initiated collaborative efforts with the Office of Tutoring Services to deliver tutoring services to distance education students.

**Other Program Areas**

**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.

**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**

**Student Learning Outcomes**

Goals	Action Plan	Steps To Be Taken	Date
N/A	N/A	N/A	N/A

## **Other Program Outcomes**

### **Academic Plans for Academic Technology**

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 Office of Academic Technology 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.

### **Quality Assurance in Online Learning and Distance Education**

The Office of Academic Technology 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 continue to be developed that continues to concentrate in the areas of: Online Pedagogy, Technology in the Classroom, Learning Technologies and Best Practices.

### **Marketing**

Plans for the Distance Education 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 Office of Academic Technology 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 Office of Academic Technology will continue to explore new learning technologies and services –and initiate pilot projects as needed- 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.

## **Resources**

Please comment on what additional resources you need and why. Please relate requests specifically to demonstrated findings about student learning. Include evidence that indicates the planned use of resources will be the most effective way to address the need.

### **Staff**

An additional Course Developer staff is strongly needed in order for Distance Education to grow in an efficient manner. By having two Course Developers their duties can be aligned to better serve the needs of each college by providing consultation, training and support to faculty assigned to those colleges.

### **Marketing Plan**


Distance Education/Online Learning continues to need 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.

**VIII. Comments**

Comments by Dean and/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)             |

 _____ Department Chair	June 14, 2010 _____ Date
_____ Program Coordinator	_____ Date
_____ Program Review Chair	_____ Date
_____ Provost or Vice President	_____ Date

## Learning Outcomes Assessment Worksheet

Academic Technology/eCampus, 2010

Lock Haven University of Pennsylvania

Program-Initiated Goal or Objective	Where, When, and How Monitored	Expectation for Satisfactory Performance	Observations of Student Performance	Results Analyzed When and by Whom	Outcome of Analysis	Dept. or Program Follow-up
Migration to Desire2Learn D2L	Started on Spring 2010 towards final use in Summer and Fall 2010.	Satisfied as more than 60 course sections for Summer 2010 have been migrated	Number of students who 1800 exceeded _____ met _____ did not meet _____ exempted 1800 TOTAL	Dept. meeting date: May 2010 Other analysis (describe):	Objective: <input checked="" type="checkbox"/> Wholly satisfied <input type="checkbox"/> Partially satisfied <input type="checkbox"/> Not satisfied	<input type="checkbox"/> None required <input type="checkbox"/> Complete by ... <input checked="" type="checkbox"/> Reexamine by ... <u>Spring 2011</u>
Faculty Training in D2L	Spring 2010, Summer 2010	Continued effort and to date more than 40 professors have been trained in D2L.	Number of students who _____ exceeded _____ met _____ did not meet _____ exempted 0 TOTAL	Dept. meeting date: May 2010 Other analysis (describe):	Objective: <input checked="" type="checkbox"/> Wholly satisfied <input type="checkbox"/> Partially satisfied <input type="checkbox"/> Not satisfied	<input type="checkbox"/> None required <input type="checkbox"/> Complete by ... <input checked="" type="checkbox"/> Reexamine by ... <u>Fall 2010</u>
Student information sessions for Desire2Learn	Spring 2010	Continued effort to provide information session to students. As of the 4 sessions offered in April 2010, no students attended.	Number of students who _____ exceeded _____ met 0 did not meet _____ exempted 0 TOTAL	Dept. meeting date: April 2010 Other analysis (describe):	Objective: <input type="checkbox"/> Wholly satisfied <input type="checkbox"/> Partially satisfied <input checked="" type="checkbox"/> Not satisfied	<input type="checkbox"/> None required <input type="checkbox"/> Complete by ... <input checked="" type="checkbox"/> Reexamine by ... <u>Fall 2010</u>
Increase in Distance Education enrollments	Began Spring 2008, semester enrollment data is used to monitor growth.	Distance education has been growing at a 20% annual rate since Spring 2008. (See pages 2 and 3 of annual report.)	Number of students who 800 exceeded _____ met _____ did not meet _____ exempted 800 TOTAL	Dept. meeting date: May 2008 September 2008 January 2009 June 2009 January 2010 May 2010 Other analysis (describe):	Objective: <input checked="" type="checkbox"/> Wholly satisfied <input type="checkbox"/> Partially satisfied <input type="checkbox"/> Not satisfied	<input type="checkbox"/> None required <input type="checkbox"/> Complete by ... <input checked="" type="checkbox"/> Reexamine by ... <u>Fall 2010</u>

Learning Outcomes Assessment Worksheet – Academic Technology/eCampus, 2010

Program-Initiated Goal or Objective	Where, When, and How Monitored	Expectation for Satisfactory Performance	Observations of Student Performance	Results Analyzed When and by Whom	Outcome of Analysis	Dept. or Program Follow-up
Distance Education Management Growth	Spring 2009	Negotiated a \$35K budget (Provost's Office) to strategically manage the growth of DE programs.	Number of students who _____ exceeded 5000 met _____ did not meet _____ exempted 5000 TOTAL	Dept. meeting date: January 2009 June 2009 January 2010 May 2010 Other analysis (describe):	Objective: <input type="checkbox"/> Wholly satisfied <input checked="" type="checkbox"/> Partially satisfied <input type="checkbox"/> Not satisfied	<input type="checkbox"/> None required <input type="checkbox"/> Complete by ... <input checked="" type="checkbox"/> Reexamine by ... Fall 2010
General Education requirements available as online courses	January 2009 June 2009 January 2010 May 2010	Continued effort to increase the number of courses in the General Education requirement available for distance delivery.	Number of students who _____ exceeded _____ met 5000 did not meet _____ exempted 5000 TOTAL	Dept. meeting date: January 2009 June 2009 January 2010 May 2010 Other analysis (describe):	Objective: <input type="checkbox"/> Wholly satisfied <input checked="" type="checkbox"/> Partially satisfied <input type="checkbox"/> Not satisfied	<input type="checkbox"/> None required <input type="checkbox"/> Complete by ... <input checked="" type="checkbox"/> Reexamine by ... Fall 2010
Online learning programs: Criminal Justice	Spring 2010	The 15 courses in the major of Criminal Justice are available for online delivery.	Number of students who 400 exceeded _____ met _____ did not meet _____ exempted 400 TOTAL	Dept. meeting date: January 2010 May 2010 Other analysis (describe):	Objective: <input checked="" type="checkbox"/> Wholly satisfied <input type="checkbox"/> Partially satisfied <input type="checkbox"/> Not satisfied	<input type="checkbox"/> None required <input checked="" type="checkbox"/> Complete by Spring 2010 <input type="checkbox"/> Reexamine by ... Fall 2010

Other observations? Unexpected findings? Overall what changes/improvements are planned as a result of the assessments shown in the table?  
*The Office of Academic Technology continues to record increased enrollments for distance education and also in the number of professors adopting instructional technology. The migration to Desire2Learn has been good and faculty has embraced the change as an opportunity to enhance and improve their courses as well as to extend the reach of the University. We have not been able to initiate an effective marketing program for the distance education programs offered by the University.*