Regents Administrative Committee on Distance Education – RACDE
March 18 – 19, 2013 - Kennesaw State University, Distance Learning Center
Spring Meeting Minutes

Present:
Ashlea Anderson, Georgia Southern University
Ginny Bass, Clayton State University
Kris Biesinger, University of Georgia
Susan Brantley, South Georgia State College
Melanie Clay, University of West Georgia – Past Chair
Anna Holloway, Fort Valley State University
Mark Iken, Georgia Gwinnett College
Amanda King-Spezzo for Meg Moore, Valdosta State University
Irene Kokkala, University of North Georgia
Elke Leeds, Kennesaw State University – Chair
Jeffrey Linek, Georgia Highlands College
Annette Ogletree-McDougal, Board of Regents
David Pollock, Bainbridge College
Kokila Ravi, Atlanta Metropolitan College
Darryl Hancock for Neil Rigole, Middle Georgia State College
Mike Rogers, University System of Georgia
Zoe Salloom, Georgia State University
Jon Sizemore, University System of Georgia
Wayne Slabon, Columbus State University
Wesley Smith, Georgia College & State University
David Stone, Southern Polytechnic State University – Chair Elect
Sandra Suda, Board of Regents
Ingrid Thompson-Sellers, Georgia Perimeter College

Monday, March 18, 2013

Elke Leeds welcomed RACDE membership and set out the meeting's agenda with an emphasis on ongoing subcommittee work and mission/objectives of the committee.

Mike Rogers – State Authorization Update – Dear Colleagues Letter
- Reviewed the St. Mary's letter concerning correspondence courses versus online courses. The amount of interaction between the faculty and the student is the main concern. Currently the USG has no standard on the required amount of interaction time. It is an institutional responsibility to define the amount of interaction.
- The USG has re-joined the WCET (WICHE Cooperative for Educational Technologies) State Authorization Network. WCET is a cooperative, membership-driven, non-profit provider of solutions and services that accelerate the adoption of effective practices and policies, advancing excellence in technology-enhanced teaching and learning in higher education. Mike Rogers and Jon Sizemore will be the system representatives.

- *Action Item*: All institutions need to provide updated WCET contact list to Ginger Durham.
- 13 of the 16 SREB states have signed the regional compact known as SECCRA. Those outstanding (Alabama, Florida and Maryland) have begun issuing cease and desist orders from their attorney general for illegal delivery of online courses/programs within their states. USG institutions need to be proactive in advising their campus communities of states that will prosecute for enrolling students. Communication among divisions is ciritcal.
- If an institution's courses and programs are listed in the SREB then they are in compliance with the 13 member states however USG institutions are still responsible for ensuring they are not establishing physical presence within those states. If the institution does not trigger physical presence then authorization or exemption is not required from member states.
- *Action Item*: Each institution to provide SREB contact, state authorization contact and state authorization list at the fall meeting. Elke Leeds will initiate contact via RACDE and confirm with the institution.
- David Pollock offered an example on State Authorization notification to students: http://www.riosalado.edu/about/research-planning/state-authorization/Pages/default.aspx
- Jon Sizemore, Joyce Jones and Elke Leeds will be attending the SARA Educational Symposium in Indianapolis on April 16-17, 2013. SARA, the State Authorization Reciprocity Agreement is intended to broaden the availability of and access to accredited online degree programs by reducing state regulatory barriers while ensuring strong consumer safeguards. The framework is a result of collaboration between the Presidents' Forum, the Council of State Governments (CSG), the Regional Higher Education Compacts and The Commission on the Regulation of Postsecondary Distance Education.
- *Action Item*: Distance education institutional contacts are encouraged to share exemption and authorization process with each other. Each institution also needs to begin or continue to identify out of state distance learners for possible violations.
- Distance Education Data FHP Codes and Definitions are used to report the number of online or hybrid students. Codes are out of date and need replacement.
- *Action Item*: Institutions should move in the direction of one, system-wide code.
- Break-out session for fall meeting – state authorizations. How are institutions collecting data on out of state students? What is the state of USG institutions authorization process? How to proceed?
- *Action Item:* Wayne Slabon, Ingrid Thompson-Sellers, Elke Leeds will work on providing the system office with the information that will help RACDE. Call for new working subcommittee group to promote shared information and data collection on State Authorizations – Those not part of an existing working subcommittee respectfully recruited: Dee McKinney, Amy Willis, Roman Cibirka, Alla Yemelyanov, James Scott, & Charles Johnson.

Jon Sizemore – DE Data, data elements dictionary and the reporting needs
- The DMA (Degrees and Majors Authorized) is a BOR database that needs to be integrated with DE delivery to afford cradle to grave tracking of programs.

- The USG ITS office has built a DMA validation mechanism and each institution has a designee to be the point of contact for this process.
- *Action Item*: Each RACDE member needs to know their DMA institution representative. The contact list has been sent via the listserve for RACDE reps to confirm or provide. If any data re title, contact number, email is missing, please also provide.
- The System Office wants to verify BOR program approvals, DE programs, the percentage of the program offered online, deleted programs or programs that are not authorized due to loss of records.

Mike Rogers, Jon Sizemore – Complete College GA and Educational Affordability - Next Generation Grant
- Complete College GA – student retention needs to be part of the faculty mind set to be successful.
- Education affordability ($10,000 or less degree cost) has become of prime importance at the Regents level.
- The USG received one of seven $1 million start-up grants from Next Generation Leaning Challenges (NGLC), a national initiative to improve college readiness and completion, led by EDUCAUSE and principally funded by the Bill and Melinda Gates Foundation. The purpose of the grant is to develop an accelerated, primarily online bachelor's degree that will allow students to be credited for the experience and skills they already hold. Columbus State University will develop the program which will be in the area of communications. 30 hours of the 120 hour program would be competency based with the other 90 hours via traditional online instruction. Completion in 3 years is possible with full time enrollment.
- Proposing 500 students in the first year with anticipated 5000 by year 5.
- Discussion of using module in lieu of course, prior learning assessment to be a component, module correlation to course transfers, pre-test module, unmet student needs directly correlate to drop-out rate, low or no cost books, rolling registration
- Suggested resources: Rio Salado College (http://www.riosalado.edu/Pages/default.aspx), Southern New Hampshire University (http://www.snhu.edu/)

Jon Sizemore – USG MOOC's
- The BOR is very interested in the potential for MOOCs or MOOC-like courses as a way of lowering costs for students. The focus of discussion is on general education courses that result in transcription of college credit. There is recognition that some charge to students for assessment of learning may be required for a sustainable model. The USG is exploring opportunities to support institutions who are interested in developing MOOCs. This could potentially be through the D2L LMS or through some other service-provider.
- This project will invite institutions that recognize there is a future for complementary pathways to be operating concurrently with existing programs and want to participate in a group sandbox. Regents are particularly interested in Georgia resident participation numbers.
- SACS stresses the importance of faculty involvement regarding MOOCs and supports ACE review/approvals.

- D2L offers MOOC capabilities at no charge until the end of this year if courses are open and free.
- The USG is revising the funding structure which may be more dependent on graduation rates. Anything institutions can do to advance students toward graduation faster may translate into additional funding. MOOCs, competency, credit for military training, etc. may play a role.
- *Action Item:* Please report to Jon any MOOC experimentation, level or interest or plans to develop – only report for credit MOOC intentions.

Dr. Lisa Rossbacher, Chair of the USG DE Taskforce
- *Action Item:* It was requested that the entire task force report be distributed to the RACDE committee
- The report that was presented to the BOR was identical to the October report with two exceptions; a phrase addressing MOOCs and the date change.
- "How we can work together better as a system regarding distance education?" was the focus of the committee. Importance of learning from each other and assisting each other.
- BOR would like to have the USG in the headlines for what we are doing in distance education. This wasn't the original charge but it is what the BOR is talking about. The type of question coming from the BOR, "Why can't all learning support courses be handled with MOOCs?
- The report was written for the Chancellor and not the BOR so each recommendation includes a few "next step" suggestions.
- Feedback from the Chancellor; keep the task force together going forward, he will place high priority on select issues. There are reasons to believe that recommendations will be heading toward RACDE, ie clear ideas on what to do with MOOCS and actionable ideas.
- *Action Item:* Form a group to study MOOCs and how they can be utilized system wide, create a report that the Chancellor can take back to the BOR. Dr. Rossbacher cautions if RACDE doesn't act there are other interested groups ready to step in which may cause a loss of continuity and direction.

DE Task Force Report Action Steps:
1. *Improve the quality and availability of data for assessment and planning.*
   RACDE is already handling.
2. *Ensure the online availability of the core curriculum at all USG institutions.*
   No role for RACDE, just recommendation that institutions should join eCore if they don't already have their core online or made significant progress towards offering their core online.
3. *Increase the number of degree programs available entirely online.*
   The recommendation includes how new program approvals are handled with institutions submitting a short proposal initially followed by a full proposal; these would be posted on the USG web site, RACDE can then review and respond to the entire program not just the online component. This is currently for only new programs not previously approved programs that were face to face and will now be offered online.
4. *Establish consistency and transparency in eTuition rates.*

This responds to the Chancellor's question of why e-tuition rates are different with each institution. Not a specific action step for RACDE until the question is asked directly of each institution with an e-tuition rate.

5. *Leverage the scale of the USG to ensure basic technologies for distance education at all institutions and to share new technologies and tools.*
Recognize there are different missions, sizes, etc. of institutions but all need to meet minimum technology needs. Did include a RACDE recommendation.

6. *Provide advice and guidance to regulatory and accrediting bodies regarding online learning and distance education.*
No specific charge to RACDE but assist in getting the word out.

7. *Make the case for quality distance-education programs.*
Specific recommendation for RACDE to review course quality initiatives and quality of distance education; i.e. public stumbling block as well as faculty views. Key role for RACDE to funnel into the system office.

8. *Clarify USG policies regarding intellectual property in online courses.*
Task force felt this was a system issue requiring excellent legal advice.

9. *Utilize open-source educational materials to increase availability and access for students.*
At the time the report was generated the committee was more focused on text books and educations materials however MOOCs may now apply.

10. *Market and promote distance-education opportunities to increase awareness and enrollment.*
RACDE could promote awareness and get the word out about the opportunity of distance education.

- The USG is drafting a new strategic plan which currently includes new flexible and affordable degree programs and embraces currency relevance and innovation.
- There was a discussion of the subcommittee assignments from the Fall meeting in Unicoi and Dr. Rossbacher recommended that RACDE run with their responses and not wait to be charged.
- Observation that MOOCs need to be balanced with personal interaction; MOOCs and mentors, 2 ends of the spectrum coming together.
- Dr. Rossbacher recommended RACDE assist the Chancellor in defining MOOCs, enforcing the reduction of costs to students while maintaining credit worthiness, formulating a plan to get everyone to the baseline technology requirements and providing a list of all MOOC activity across institutions. This will increase the validity of RACDE.
- How can MOOCs help the USG increase graduation rates and increase enrollments, suggested a future subcommittee to investigate and report.
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Elke Leeds – Fall Meeting planning

- Callaway Gardens, September 29 – October 1, 2013, location contingent upon pricing.

Tuesday, March 19, 2013

Mike Rogers – D2L Update
- March – Service Pack Update (Non-Service Affecting)
- July - Service Pack Update (Non-Service Affecting)
- December – Major Upgrade (Service Affecting)
- D2L 10.2 and Major Analytics Update is expected to arrive March/April 2013. Under this model, 10.2 would be applied to TEST environments in September 2013 to provide for training of administrators and faculty.
- *Action Item:* Copy of the Q&A on 10.2 upgrade from the USG LMS Strategic Advisory Board shared with RACDE
- The system office purchased 100 training videos at a cost of $30,000. The $15,000 cost to keep them current each year was prohibitive so the contract was not renewed. Also, there wasn't much feedback that the training tools were being utilized to justify the updating cost. No plans to re-order for 10.2 upgrade.
- The 100 D2L videos are 3-5 minute clips which can be found at the USG Faculty Resources website under Tutorials.
- It was suggested to compile a resource of other institutions; DePaul University, University of Wisconsin, Colorado, etc.
- Mike cautioned about the intelligent agent being reported of being capable of more than is really possible, programming is involved in taking them to a higher level.
- No one is currently assigned from the USG office to evaluate what services/resources can be integrated with D2L. Institutions can contact Barry Robinson in IT with questions.
- Analytics need to be maintained at the system level and will likely be installed after the 10.2 upgrade has been installed and verified. Institutions that choose to participate will likely be charged back for service.
- A faster, real time integration between Banner and D2L was expressed by several committee members as a high priority issue from a student/faculty perspective.

Publishing Company Issues:
- Publishers are contacting faculty directly regarding their product. Could a site be created for confirming if publishers are already working with other institutions?
- Is it possible to integrate multiple publisher resource packs like McGraw Hill ecampus and Pearson into D2L?
- How are students being authenticated when grade books are in different places, i.e. an outside publisher? FERPA issues?
- Publishers pushing email forwarding feature through their system.
- Caution urged about promoting one publisher over another or a perceive limit to faculty resource options. However institutions are also feeling pressure from faculty to integrate applications for ease of access and reduces costs to students.

Open Source Project:

- Mary Lassiter (system office) worked with 4 faculty members to create a history text book for an eCore course. One drawback due to copyright issues is it does not have as many pictures as a standard text book.

Governor's Digital Learning Task Force:
- The purpose of the task force is to discover how much digital learning exists and/or should exist in K-12; available funding, text book issues
- Meetings are open, the USG was not asked to participate

Adobe:
- Mike and Jon have met with the Adobe rep to produce a series of 3-4 online workshops. They will notify everyone when the webinars will be available.
- Let Mike or Jon aware of any training requests or interests
- *Action Item:* Committee members please make your institutions aware that the full Adobe Suites is available from SRS for $39. This price is dependent on the number of purchases, not enough and it will be cancelled.

Elke Leeds – Subcommittee Reports and Presentations

Subcommittee #1 – Improve the quality and availability of data for assessment and planning.
Fall 2012 Members: George Wright, Andy Meyer, Anthony Scheffler, Kristen Betts, David Stone, Kris Beisinger, Jon Sizemore

Fall 2013 Members: David Stone, Chair; George Wright, Andy Meyer, Kris Beisinger, Meg Moore, Dean Earlix for Kristen Betts
Committee to investigate how institutions are communicating with their students
- Institutions need to report IPEDS data, understand how they interpret the data and generate the numbers
- SACS requires that students be notified in advance of any extra charge (e-tuition). Identity verification tools could be shared. Is it possible to glean this information from all institutions since everyone is required to forward the same data to SACS?
- *Action Item:* RACDE could suggest to the Data Governance Committee that a new data element instrument is needed to gather and generate this data.
- *Action Item:* David Stone, Chair will generate recommendations to Jon Sizemore in October. Committee members please inform David of who at your institution determines IPEDS information.

Subcommittee #2 – Leverage the scale of the USG to ensure basic technologies for distance education at all institutions and to share new technologies and tools.
Fall 2012 members: Neil Rigole, Troycia Webb, Wesley Smith, Pamela Deal, Anna Holloway, Darryl Ostrander

Fall 2013 members: Anna Holloway, Wesley Smith, Renita Luck for Darryl Ostrander, Irene Kokkala, Darryl Hancock for Neil Rigole, Jeffrey Linek, Pamela Deal, David Pollock, Zoe Salloom

- *Action Item:* Anna and Wesley will work on compiling a list of what technologies the USG already has in place. Discussion of proctored exams and proctoring centers; proctoring policies – who decides institutions or faculty? Collaboratives? Funding proctored exams to avoid charging online students?
- Georgia Highlands now requires a proctored exam or project for all online courses.
- Elke Leeds, Mike Rogers, and Jon Sizemore to follow-up on Quality Matters state wide license as part of this initiative.

Subcommittee #3 – Make the case for quality distance-education programs.
Fall 2012 members: Kokila Ravi, Irene Kokkala, Maureen Akins, Wayne Slabon, Jeffrey Linek, Darryl Hancock, David Pollock, Ingrid Thompson-Sellers, Elke Leeds, Renita Luck

DISBAND AFTER SURVEY FOLLOW-UP w/INSTITUTIONS THAT DID NOT RESPOND
- 22 institutions participated in the survey. Irene will forward the data spreadsheet and graphics to the committee.
- *Action Item:* Irene will follow up with the 9 universities that did not participate.
- Discussion on faculty incentives to teach online and institution policies such as; including teaching online in the faculty contract in lieu of a stipend, MOU or list of expectations, online faculty should follow the general scope of college expectations and not differentiate by delivery.
- Online teaching expectations need to be delineated for an online environment which differs greatly from a face to face environment.
- Elke Leeds, Mike Rogers, and Jon Sizemore to follow-up on Quality Matters state wide license as part of this initiative.

Subcommittee #4 - Market and promote distance-education opportunities to increase awareness and enrollment
Fall 2012 members: Kevin Demmitt, Kevin Mobbs, Melanie Clay, Vincent Spezzo, Rita Hardy

Fall 2013 members: Melanie Clay – Chair, Kevin Demmitt, Kevin Mobbs, Susan Brantley, Ceasar Perkowski, Mark Iken)
- Difficult project without funding. Awareness campaign vs. advertising campaign?
- The USG is below expected numbers in dual enrollment, parents in general are not aware of the program which would be a huge bonus for Complete College Georgia. It will require a statewide effort and possibly a needs justification and endorsement may produce funding. Complete College Georgia is a campaign of the Governor and not the USG.
- *Action Item:* Send news updates and items of interest for posting to the USG website to John Vanchella, Director of Strategic Communications or Annette Ogletree-McDougal, Manager Strategic Communications. Please note information should go through the individual institution's PR person.
- *Action Item:* Forward interest/news content directly to Annette for posting on the GOML website.
- Idea floated for a formal USG Distance Education week.

Jon Sizemore – MOOCs

- *Action Item:* Committee requested to forward current ACE certified MOOC activity at all institutions to Jon prior to the September Regents meeting.
- Jon needs to establish the state of current activity to inform the BOR prior to their establishing policies regarding MOOCs. Regents are looking for a positive statement and evidence of existing MOOCs and promotion.
- Break-out session for fall meeting – discussion of ACE certified courses and ACE certified MOOCs. If an institution accepts an ACE certified course does that institution then accept an ACE certified MOOC? If an institution accepts credit from a sister institution do you then accept a non-ACE certified MOOC from the same sister institution? What about the sciences? A chemistry MOOC from MIT?

Mike Rogers noted that the RACDE meeting is where the institutions relate to Mike and Jon what they need from the system office. Jon noted expectations of the system office are that the RACDE committee will step up and meet the challenges.

The meeting adjourned at 10:15am.