

Bounded Exuberance: e-Learning in Ohio



Annual Report

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Prepared by the Ohio Learning Network
in cooperation with the Ohio Board of Regents, the University of Toledo,
Columbus State Community College, the University of Cincinnati, and
Lorain County Community College

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Executive Summary

E-learning is growing in Ohio. Nearly 37,500 students completed e-learning courses in the fall of 2004 – 10,000 more students than the previous year. Faculties are embracing the use of technology to enhance and extend classroom learning and students are responding enthusiastically. E-learning encompasses multiple delivery modes – online, blended, technology-enhanced, interactive video, television, CD or DVD, and correspondence. Web-based courses are the predominant delivery method, but the technology is not the main story, the people are – students, faculty, and administrators – involved in learning.

Of the 37,421 students completing e-learning courses last fall, two-thirds of these students were female (67%), more than half of them were over 25 years old (51%) and more than half of them were full-time students (51%).

If data were available from all Ohio institutions offering e-learning, enrollments might increase by as many as 7500 students. Enrollments in this report are based only on courses in the OhioLearns! catalog. Forty-nine institutions offer 154 degrees and certificates and 3,200 courses through OhioLearns!. OLN has 71 member institutions, but not all institutions offer courses through the OhioLearns! catalog.

Nationally, online enrollment increased from 1.98 million in 2003 to 2.35 million in 2004, according to Growing by Degrees: Online Education in the United States, 2005 (<http://www.sloan-c.org/resources/survey.asp>). The online enrollment growth rate is over 10 times that projected by the National Center for Education Statistics for the general postsecondary student population.

While enrollments are growing with “bounded exuberance” this report points to issues and additional data gathering necessary for a more complete understanding of the growth and potential of e-learning in Ohio. Every annual report should address emerging issues of the e-learning world. For example, next year OLN staff and member institutions should gather information about faculty and student satisfaction, use of technologies, emerging pedagogies, and student learning outcomes.

Three main areas raised in this report deserve additional study, including:

- **Costs, prices, and funding of e-learning courses, certificates, and degrees,**
- **Potential new student markets — postsecondary options, workforce development, and expanding graduate and professional courses,**
- **Impact of technology in teaching and learning on faculty roles, student learning, and administration of collaborative programs.**

Teaching at a distance, to me, is an opportunity to incorporate new technologies in all of my teaching — traditional and at a distance.

- Ohio faculty member

Data tables and case studies in this report show Ohio colleges and universities mirror the Sloan C report and see e-learning as integral to future growth. Students and faculty alike are adapting learning and teaching by using increasing amounts of technology. Within the context of its mission, each Ohio institution will continue to choose how, when, where, and why to provide e-learning to a clientele increasingly hungry for new and different ways to enhance learning.

Table 1. Summary of Distance Learning Completions (Autumn 2004)

Sector	Undergrad.	% total Undergrad	Graduate	% total Graduate
Community/ technical colleges	22,168	14.2%	0	0.0%
University - regional	1,499	3.6%	56	5.1%
Main campuses	13,754	5.9%	4,061	7.9%
Ohio totals	37,421	9.2%	4,117	7.9%

**These data represent 17 of 23 community colleges, state community colleges, and technical colleges and 9 of 13 universities: data as of 11/1/2005 from HEI.

Table 2. Total Distance Learning Completions by Participating Institutions (Autumn 2004)

Participating Institution	DL students	Percentage		
		Graduate Students	Attending more than one Institution	DL who were full time
Cuyahoga Community College, Eastern Campus	1,084	0%	2%	49%
Cuyahoga Community College, Metro Campus	1,637	0%	2%	52%
Cuyahoga Community College, Western Campus	2,052	0%	3%	46%
Jefferson Community College	266	0%	3%	67%
Lakeland Community College	1,222	0%	2%	46%
Lorain County Community College	2,490	0%	4%	46%
Sinclair Community College	2,810	0%	3%	41%
Cincinnati State Technical & Community College	544	0%	1%	48%
Clark State Community College	1,269	0%	2%	47%
Columbus State Community College	4,273	0%	4%	42%
Edison State Community College	278	0%	2%	49%
Owens State Community College, Findlay Campus	565	0%	2%	49%
Owens State Community College, Toledo Campus	2,053	0%	2%	53%
Terra State Community College	240	0%	4%	56%
Washington State Community College	123	0%	1%	67%
Belmont Technical College	182	0%	2%	69%
Hocking Technical College	134	0%	1%	59%
James A. Rhodes State College	678	0%	2%	57%
Marion Technical College	54	0%	2%	59%
Stark State College of Technology	214	0%	1%	51%
<i>Community/ Technical Colleges Total:</i>	22,168	0%	3%	47%
Bowling Green State University, Firelands Campus	157	0%	3%	68%
Kent State University, Ashtabula Campus	52	0%	0%	81%
Kent State University, East Liverpool Campus	58	2%	0%	66%
Kent State University, Geauga Campus	125	17%	2%	52%
Kent State University, Salem Campus	68	0%	0%	71%
Kent State University, Stark Campus	93	11%	0%	66%
Kent State University, Trumbull Campus	64	8%	0%	50%
Kent State University, Tuscarawas Campus	200	6%	0%	70%
Miami University, Hamilton Campus	17	0%	12%	0%
Miami University, Middletown Campus	12	0%	8%	33%
Ohio State University, Agricultural Technical Institut	2	0%	0%	50%
Ohio State University, Lima Campus	24	0%	8%	67%
Ohio State University, Mansfield Campus	10	0%	0%	40%
Ohio State University, Newark Campus	58	0%	2%	83%
Ohio University, Eastern Campus	45	0%	4%	82%
Ohio University, Lancaster Campus	19	0%	0%	79%
Ohio University, Southern Campus	11	0%	0%	73%
Ohio University, Zanesville Campus	134	0%	2%	83%
University of Akron, Wayne Campus	99	0%	0%	60%
University of Cincinnati, Raymond Walters Campus	197	2%	1%	54%
Wright State University, Lake Campus	54	7%	2%	67%
<i>Regional Campuses Total:</i>	1,499	4%	1%	65%
Bowling Green State University	615	17%	3%	62%
Cleveland State University	1,633	58%	4%	26%
Kent State University	1,476	51%	2%	41%
Ohio State University	2,011	20%	2%	79%
Ohio University	174	0%	0%	93%
University of Akron	894	34%	3%	54%
University of Cincinnati	1,977	39%	2%	29%
University of Toledo	3,481	6%	2%	75%
Wright State University	1,493	37%	3%	63%
<i>State Universities Total</i>	13,754	30%	2%	57%
GRAND TOTAL:	37,421	11%	3%	51%

Data source: Higher Education Information (HEI) system of the Ohio Board of Regents. These data represent 17 of 23 community colleges, state community colleges, and technical colleges and nine of 13 universities.

A Brief History of E-Learning in Ohio

With a campus within 30 miles of nearly every Ohioan, Ohio has a tradition of reaching out to its citizens through its 118 public and private colleges and universities. Distance learning, or e-learning, is a current strategy showing great promise to increase access to higher education and to improve the economic condition of Ohio. The Ohio Learning Network (OLN), established by the Ohio Board of Regents in 1999, guides Ohio's e-learning endeavors with colleges and universities as they enter into the Knowledge Economy. OLN provides programs and services in educational technologies, professional development, workforce development, and statewide shared resources.

OLN's beginnings are found in The Technology in Education Steering Committee (TIE). The Committee was convened by the Ohio Board of Regents and the Ohio Department of Education "to examine the complex questions surrounding the integration of technology with the educational process" (TIE, 1996). Creating OLN was one of several recommendations of the 1996 report, "Technology in the Learning Communities of Tomorrow: Beginning the Transformation."

By 1998, OLN was working collaboratively with members of the fledgling distance learning community in Ohio. Some members of that community had provided distance education for more than 20 years – most notably Ohio University (its correspondence programs are 80 years old) and community colleges (local telecasts). Other institutions were just beginning to capitalize on new web technologies, expanding dial-up connectivity, and increasing home ownership of personal computers to build a new form of distance education community. As in any new endeavor, much was untested, uncertain, and for some, uncomfortable. For others, this was a time of innovation, exploration and trials – by both error and fire!

Terminology and definitions for these new delivery mechanisms and new ways of learning floated around the community. OLN struggled to create a definition that was acceptable to its members and finding none, instead, chose a different path. OLN accepted courses with various delivery methods into the OhioLearns! catalog, but stipulated that at least 70% of any course had to be delivered away from the institution. Any campus visits were noted in course descriptions in the catalog so students taking e-learning courses understood that some required attending campus.

For the purposes of this report, distance learning and e-learning (extended learning) are used interchangeably. Both terms encompass many different delivery modes and mixed delivery modes – online, blended, technology-enhanced, interactive video, television, CD or DVD, and correspondence. This report is not about the technology, but rather about the people – administrators, faculty, and students – involved in teaching and learning.

After five years, OLN continues to earn respect from its 71 members for its products and services. In a survey of members, 96%

This report is not about the technology, but rather about the people ... involved in teaching and learning.

found OLN's resources helpful to daily work, 86% believed OLN is a successful organization, and 72% believed OLN is a catalyst for change. It is important to note that OLN is not simply an organization, but OLN is a community. The bulk of creativity, new ideas, and work began in OLN's five constituency committees. Those committees are: Academic Outreach, Annual Conference, Innovative Learning and Teaching (formerly Professional Development), and Emerging Technologies — all under the oversight of the Governing Board. OLN staff manages and guides these creative programs and services.

To date, OLN has funded nearly \$6 million for collaborative course and degree development, resulting in 33 new programs or projects available at a distance.



OhioLearns! Snapshot of Courses and Degrees

When OLN opened the OhioLearns! catalog in December of 1999, Chancellor Rod Chu called the catalog “a jewel in the crown of educational opportunities” for the state of Ohio. Designed as a ‘one-stop shop’ for adults to find distance learning programs, the catalog has grown from 17 institutions offering 519 courses to more than 46 institutions offering 154 degrees and certificates and on average 3,200 course sections a year used by more than 350,000 Ohioans annually. The OhioLearns! catalog is a dynamic tool. On any given day, the course listing changes as institutions offer enrollments for “anytime” to traditional fixed time courses offered by quarters and semesters.

The breadth of content offered by Ohio's institutions of higher education is quite remarkable. Close to 3,000 course sections were offered autumn 2004 through OhioLearns!. A profile of these course sections, by academic discipline area, is found in Appendix E.

Faculty from Ohio's colleges and universities created these courses and degrees in a variety of different ways using different funding sources, including sweat equity, campus funds, grants from the Ohio Board of Regents and grants from OLN. To date, OLN has funded nearly \$6 million for collaborative course and degree development,

The fast growth of e-learning created an interesting marketplace and phenomena not seen in higher education since the 1970s.

resulting in 33 new programs or projects available at a distance (Appendix A).

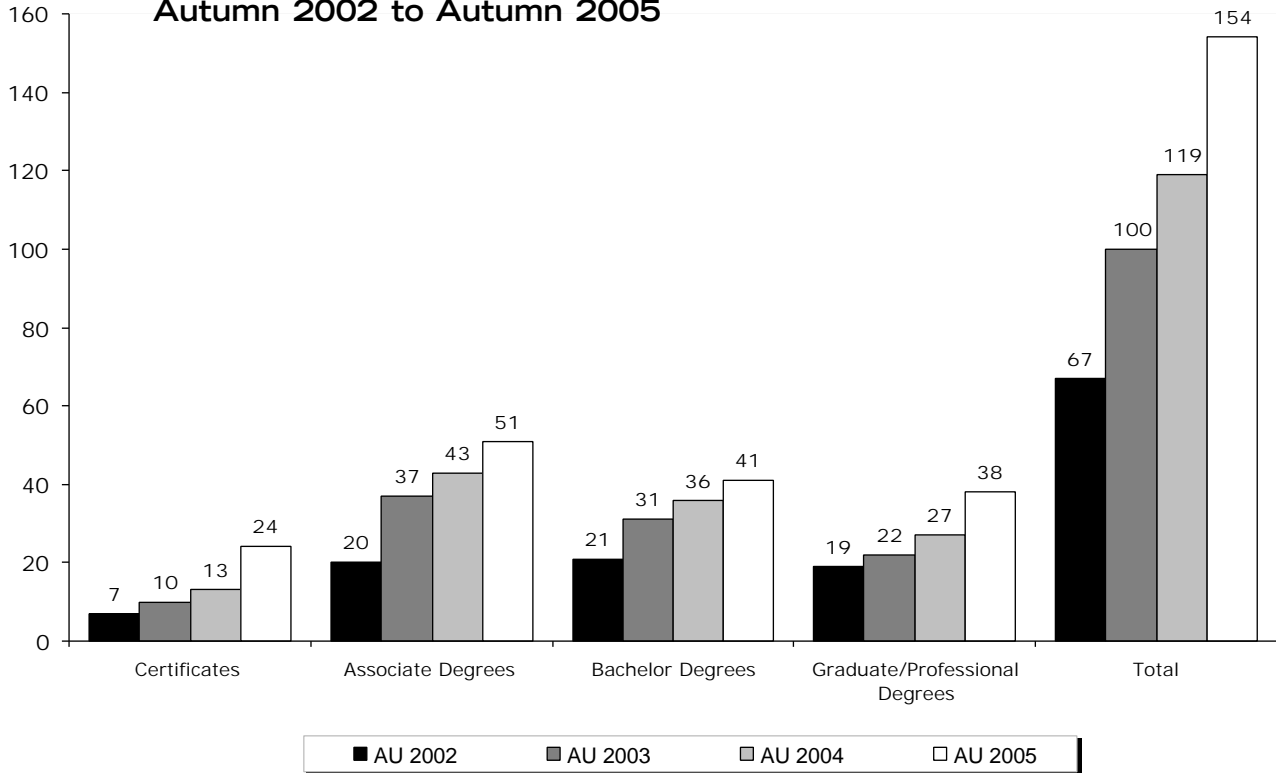
Many institutions relied on faculty innovators or “Lone Rangers” to begin e-learning programs on a campus. Other institutions created a central unit to develop programs. Many of the Lone Rangers found OLN, its communities and conference, to be places to gain knowledge, ask questions, and learn new methods and ideas. Quickly, the community grew and the Lone Rangers were joined by new distance learning (DL) units on many campuses with interesting names like Global Campus, IDEAL (Interactive Distance Education for All Learners), Without Boundaries, etc.

Institutions joined OLN for a variety of reasons; some were looking for partners to share development and costs, others simply came to share and learn, and a few came out of fear of being left behind in the technology push. Through these communities, OLN developed a web-based clearinghouse of teaching and learning and student support resources used by thousands of faculty and administrators across Ohio. (See http://www.oln.org/teaching_and_learning/ and http://www.oln.org/student_services/.)

The annual conference is the best example of sharing resources. It began in 1999 as the Ohio Video Intranet Conference pushed by an idea of anytime, anyplace delivery of video—still a statewide goal and now more possible with the Third Frontier Network. From a small, day-and-a-half event attended by fewer than 200 individuals, the annual conference is now a three-day event attended by 400 faculty, staff, and students, hosted by the Ohio Digital Commons for Education (a confederation of OLN, OhioLINK, Ohio Supercomputer Center [OSC], and OARnet), and consistently rated by more than half of the participants as “the best conference I attend.”

As Graph 1 shows, program growth came rapidly in the late 1990s, but tended to plateau by 2003. The fast growth of e-learning created an interesting marketplace and phenomena not seen in higher education since the 1970s. Several books and reports have chronicled this growth and nearly unbounded exuberance. See Appendix B for a list of those resources.

**Graph 1. Degrees and Certificates in OhioLearns!
Autumn 2002 to Autumn 2005**



Common Stories from Uncommon Places: Tales From Four Successful Institutions

This preliminary report creates four case studies to place enrollment growth in an institutional context. Administrators across the four institutions surveyed – The University of Toledo, Columbus State Community College, University of Cincinnati, and Lorain County Community College – believe that course development was the greatest obstacle or the most significant one to overcome in mounting e-learning courses and programs. They all describe difficulties in finding new resources for technology and support personnel, and point to the success of grants as necessary to start programs.

Another common theme of unexpected outcomes across the four institutions is enrollments exceeding projections. Some institutions may have been too conservative in estimating enrollments. Several institutions mentioned faculty support of e-learning as a contributing factor to enrollment growth. Columbus State Community College (CSCC) credited faculty and staff “embracing” e-learning, along with student satisfaction, as contributing to its enrollment growth. At Lorain County Community College (LCCC), enrollments increased by 47% in the last five years. Columbus State, University of Cincinnati (UC) and University of Toledo (UT) all experienced enrollment growth. E-learning allows growth to occur without requiring additional classroom space.

This preliminary report creates four case studies: The University of Toledo, Columbus State Community College, University of Cincinnati, and Lorain County Community College.

No Significant Difference: The Instructor is Key

Maintaining quality was, and is, important to all four institutions. All have worked toward high quality online, technology-enhanced, and blended courses so students would find “no significant difference” in their courses. All measured student outcomes and found that students in e-learning or distance courses fared as well as students in face-to-face courses. Two campuses used the OLN Quality Task Force report, “Quality Learning in Ohio and @ a Distance” to drive quality processes on campus. On each campus, faculty were closely involved with campus-wide e-learning efforts and faculty insisted that quality is paramount. In short, faculty drive the quality of courses on campus regardless of delivery methods.

Students believed the key indicator of quality of e-learning was the same indicator as a traditional course – the quality of the instructor. Students indicated that the quality of the distance learning courses was as effective and fulfilling as the quality of the traditional courses. From their own words:

“...Replication of the classroom experience is difficult, even with online chat sessions. However, the content and requirements I have experienced have been challenging and rewarding. The quality was high.”

“...I would rate my learning as the same.”

“...DL was my first higher education experience – quality instructors. Although I have not taken a traditional class, I have talked to many people who have taken them and they tell me my course work and theirs are very similar. Also the University has had the same traditional instructors as do the online courses and that has been a great experience.”

Some students felt that various disciplines were better suited than others to online learning while other students felt their learning style determined what courses they preferred to take online. Students seemed to like the anonymity of online learning... like the old New Yorker cartoon showing a dog using a computer with the caption “On the Internet, no one knows you’re a dog,” students felt online courses put them all on a level playing field. While students were cautious about the time necessary to take an online course, they liked the self-paced nature of e-learning.

“...all students have to participate, which gives a much better variety of opinions and points of view. All students are on the same level playing field – gender, age, handi-

While students were cautious about the time necessary to take an online course, they liked the self-paced nature of e-learning.

caps are irrelevant.”

“...I have found that I am able to move at a much faster pace with distance learning than in a classroom situation. I have found it strange to sit in the classroom and listen to an instructor explain things, along with waiting for the rest of the class to catch on, catch up or find their way with the course material. With distance learning, students have a one-on-one interaction with the instructor, in addition to the potential for each student to be heard from and for students to assist one another.”

OLN helps institutions assess the quality of e-learning with two related activities on its Web site—assessing services to students and faculty assessing content delivery. The student services components of a course are indicated by a ‘Best Practices’ designation if an institution meets the indicators from the Quality Report. Students can learn about the availability of services in the OLN Web site area of online student services.

CourseCheck is a voluntary, self-evaluation completed by the faculty member who designed and taught the course. This new tool helps faculty and course designers who are interested in new ways to engage students. Faculty say the tool is very helpful, inspires increased use of learning technologies, and the accompanying resource bank was very helpful to faculty.

This report highlights the teaching profile of the four case studies to better answer the question: Who is teaching at a distance? These data were collected by HEI and are extracted from fall 2004 reports. At this time, this is the most current information available.

Two key generalizations appear at all four institutions, Columbus State Community College, Lorain County Community College, University of Cincinnati, and University of Toledo. First, for all institutions, the majority of all faculties have completed either a Master or Doctorate degree. Second, for all institutions, the majority of all faculties are employed full-time (on either 9-10 or 11-12 month contracts). See Appendix D for details.

A Few Words about the Costs of E-Learning

Information about the costs of e-learning is as diverse as the institutions themselves. Different institutions recorded teaching costs in different ways, though, some beliefs about costs were shared among those interviewed. Some administrators agreed that start-up costs have been higher with any e-learning courses – online, or technology-enhanced — compared to a traditional lecture course. In some institutions, faculty are paid ‘overload’ to develop courses. This can increase costs when compared to a faculty member creating a course as part of

Information about the costs of e-learning is as diverse as the institutions themselves.

Some states are exploring common tuition rates for all online learning – an E-rate ...

the regular workload. In other institutions, faculty developed e-learning courses as part of their regular work load. Some institutions indicated that once a course is developed, the costs to teach are about the same as in a face-to-face course. And, in some instances, costs may lower over time as the course is taught repeatedly.

These findings ring true across the nation as various articles and research about costs indicate. This also is true for institutions like The British Open University that enrolls more than 160,000 students annually at a distance. Development of any course, regardless of delivery, often can be more expensive than teaching that same course. For some institutions, using common course materials in traditional and/or distance courses reduces that cost.

Some states are exploring common tuition rates for all online learning – an E rate – while others use a common price for collaborative degrees. Ohio should explore both of these options to better serve students.

Costing questions prompted OLN to join a national technology costing project.

In January 2002, 10 state colleges and universities decided to use Technology Costing Methodology (TCM) provided by NCHEMS and WCET (National Center for Higher Education Management and Western Cooperative for Educational Telecommunications, respectively) to better understand the costs related to technology-enhanced, distributed, and distance learning. These costing tools are available at <http://www.wcet.info/projects/tcm/>.

Several institutions used the concepts driving TCM to create their own analysis of distance learning instructional activity. On several campuses, the data was generated by the e-learning unit and shared with the finance office to help chief financial officers better understand the costs embedded in e-learning activities. Individuals said TCM was the single greatest tool to help them build advocacy for their programs. According to one institution, the president found the data generated so compelling that she chose to increase financial support to the unit. On another campus, the data was used to bolster already existing support for expanding e-learning offerings.

Another costing methodology is gaining strength across the nation. Currently, OLN is working with the Course Redevelopment process created by the Center for Academic Transformation and funded by the Pew Charitable Trust. Nine Ohio institutions will use grants of up to \$40,000 to redevelop technology-enhanced, large enrollment courses resulting in improved efficiencies and student learning, and cost and resource savings. Results from Course Redevelopment projects will be available in spring 2006.

Early in its development, OLN and the Ohio Board of Regents heard loudly from institutions about start-up costs for distance education – technology software and hardware, training faculty, marketing and administering programs – and responded with various grants and services. The Regents Technology Initiatives grants were done in

cooperation with OLN in 1999 and 2001. Early grants for Basic Capacity made it possible for some institutions to have email or distance learning rooms. Later, Technology Initiatives grants focused on portal services for students, Course Management Systems (CMS) comparisons, and new programs and degrees. Most recently, the Ohio Commons received a Technology Initiatives grant to address costs on campuses by piloting an innovative statewide shared services project including course management systems, authentication, and digital asset storage and cataloging.

OLN's strategy continues to interweave technical assistance with professional development and collaborative content development and delivery. In its first two years, OLN trained hundreds of faculty in course management systems before CMS was a commonplace tool, and provided statewide discounts ranging from 12 - 25% off the cost, saving campuses more than \$75,000 annually. More than \$1 million of faculty development projects in 2000 gave many faculty an early step-up in using technology while also creating new, collaborative P-16 programs.

The four institutions profiled in this report have been successful in receiving OLN grants as indicated in Table 3.

OLN's strategy continues to interweave technical assistance with professional development and collaborative content development and delivery.

Table 3. OLN Grants to Four Profiled Institutions 2000-2004.

Grant Title	Institution	Total
Partnership Grants 2000: THRO-Net Partners in Distance Education and Faculty Development	UC	\$49,955.00
Partnership Grants 2000: University of Cincinnati / RISE Partnership in Early Childhood Education	UC	\$75,000.00
Emerging Needs Content 2001: Ohio Engineering Management Consortium Online Computer Science & Engineering Tech: A Bachelor of Science	UC	\$250,000.00
Emerging Needs Content 2001: World-Class Manufacturing/Web-based Engineering Education	UC	\$250,000.00
Emerging Needs Content 2001: Online Computer Science & Engineering Tech: A Bachelor of Science Degree Completion Program	UT	\$400,000.00
Learning Communities Readiness 2002	CSCC	\$3,000.00
Learning Communities Readiness 2002	LCCC	\$3,000.00
Learning Communities Readiness 2002	UC	\$3,000.00
Learning Communities Readiness 2002	UC	\$3,000.00
Learning Communities Readiness 2002	UC	\$3,000.00
Learning Communities Readiness 2002	UT	\$3,000.00
Emerging Needs Planning 2002: Web-based Nurse's Aide Training Program	CSCC	\$15,000.00
Emerging Needs Planning 2002: Online Critical Thinking Modules for the Associate Degree Nursing	LCCC	\$15,000.00
Emerging Needs Content 2002: Technical Workforce Development	UC	\$512,050.00
Emerging Needs Content 2002: Online Information Technology: Associate of Applied Sciences & Bachelor of Science Degree Completion Program	UT	\$403,722.00
Emerging Needs 2003: Alternative Associate Degree Nursing	CSCC	\$299,828.55
Emerging Needs 2003: Online Health Information Management Bachelor of Science Degree Completion Program	UT	\$259,640.70
Learning Communities 2004: Prior Learning Assessment e-Portfolio Learning Community	LCCC	\$20,000.00
Learning Communities 2004: Revolutionizing Problem-Based Learning: Using Web-Based Technology to Support Faculty Development and Student Learning	UC	\$20,000.00
Learning Communities 2004: Business Management Technology FastTrack Ohio Learning Community	UT	\$20,000.00
Emerging Needs: Course Redevelopment	CSCC	\$40,000.00
Emerging Needs: Course Redevelopment	LCCC	\$40,000.00
Emerging Needs: Course Redevelopment	UT	\$38,431.00
Emerging Needs: Alternative Collaborative Approaches to Meeting Work Force Needs	LCCC	\$10,000.00
Total		\$2,236,627.25

Much remains unknown and not well understood about the costs of technology in education. Nearly every institution in Ohio uses some technology in instruction. Technology use is changing teaching and learning in ways yet to be seen, measured, and understood.

Recommendation: Ohio would do well to seek comprehensive data across institutions, costing methodologies, and measurements of learning to create a more accurate picture of activities, to better understand the impacts of technology, and to continually improve teaching, learning, and service to Ohioans. Ohio should explore E-rates for online collaborative degrees.

E-Learning on Campus

More than 33,000 undergraduate students were enrolled in e-learning courses in autumn 2004 in Ohio. They were joined by another 4,000 plus graduate students. Two thirds of these students were female and more than half of them were over 25 years old. This snapshot mirrors national enrollments in e-learning which tend to be female adult students.

In Ohio, 37,421 students are just the reported data. Indications are that another 7,500 students may be enrolled in the public institutions and several thousand more in the independent colleges and universities. It is likely that Ohio has close to 45,000 individuals involved in some form of e-learning. Distance learning enrollments were captured for the first time in autumn 2003.

The next section of this report provides a campus perspective on e-learning in Ohio. Four institutions were selected to provide a more in-depth picture of distance learning at the institutional level in Ohio. In autumn of 2004, Columbus State Community College and Lorain County Community College had the largest reported enrollment in distance learning amongst all Ohio community colleges. The University of Toledo and the University of Cincinnati had the largest reported enrollment amongst four-year and graduate institutions. Individuals at each institution responded to the same set of survey questions (Appendix C). Profiles were created from survey data, historical documents and OLN documents and data.

A comparison of the types of students enrolled AU - 2004 in distance learning at each of the selected four institutions is similar not only between the four, but also as representative of all students enrolled in distance learning for this selected academic term. A synopsis of student characteristics is listed below:

- **The typical distance learning student is female.**
- **The typical distance learner is not a first-time student to higher education.**
- **The typical distance learner is Caucasian.**
- **The typical distance learning student is in her 20s.**

The typical distance learning student:

- is female.
- is not a first-time student to higher education.
- is Caucasian.
- is in her 20s.

A major distinction between the community colleges and the universities is where their distance learners live. Distance learners tend to live within the county of where the community college is located, while the reverse is true for the two universities. Charts showing these points can be found in Appendix F.



Table 4.
Distance Learning Completions, University of Toledo
(Autumn 2004)

	DL Undergraduate Students	DL Graduate Students	Total DL Students	Total % female	Total % age 25 or older
University of Toledo	3,260	221	3,481	57%	27%

*Data as of 11/1/2005 Higher Education Information System

To meet student needs, the Division of Distance and eLearning has grown from a one person operation to an organization of 21 employees and five student workers ...

The University of Toledo is a mid-sized, urban metropolitan university in Northwest Ohio. UT began in 1872 as a private arts and trades school offering painting and architectural drawing as its only subjects. In the 125 years since, the university has grown into a comprehensive institution offering more than 250 undergraduate and graduate programs to over 20,000 students from around the world.

A challenging fiscal environment and institutional changes in leadership in the late 1990s were met head-on by the emerging UT commitment to e-learning when it began offering distance learning courses in 1998. The University spearheaded the development of online courses by establishing a centralized distance learning operation led by its director, Dr. Karen Rhoda, who reports directly to the Provost. The Division of Distance and eLearning has grown from a one person operation to an organization of 21 employees and five student workers offering over 676 online courses to 10,104 individual students for the 2004-2005 academic year. UT's NCA accreditation has been extended by the Higher Learning Commission to include its online degree and certificate programs.

Table 5. Degrees and Certificates in OhioLearns! Catalogue, University of Toledo (Autumn 2005)

Title	Delivery	Degree/ Certificate
Accounting Technology	World Wide Web	Certificate
Accounting Technology	World Wide Web	Associate
Business Management Technology	World Wide Web	Certificate
Business Management Technology	World Wide Web	Associate
Business Management Technology FAST TRACK	World Wide Web	Associate
Computer Science and Engineering Technology	World Wide Web	Bachelors
Computer Software Specialist	World Wide Web	Certificate
Computer Software Specialist Technologist	World Wide Web	Associate
Diversity Management	World Wide Web	Certificate
Health Information Management	World Wide Web	Bachelors
Information Service and Support	World Wide Web	Associate
Information Service and Support	World Wide Web	Certificate
Liberal Studies	World Wide Web	Bachelors
Liberal Studies CSCC Partnership	World Wide Web	Bachelors
Marketing and Sales Technology	World Wide Web	Certificate
Marketing and Sales Technology	World Wide Web	Associate
Master of Liberal Studies Program	World Wide Web	Graduate
Master of Science in Engineering Program	World Wide Web	Graduate
Programming and Software Development	World Wide Web	Certificate
Programming and Software Development	World Wide Web	Associate

***Data provided by the Ohio Learning Network.**

Provost Alan Goodridge traced the growth of Toledo’s program to a small group of faculty working with the Division of Distance and eLearning as the early adopters of online learning on the UT campus. Today, the vast majority of UT’s online courses are developed and taught by the University’s tenured faculty. Toledo recently decided that with rare exceptions online courses will be taught only by faculty and instructors who also teach in UT’s face-to-face classrooms. This ensures that students receive equivalent learning experiences in online and traditional courses regardless of the delivery method.

UT’s online enrollment grew rapidly from no course enrollments in

UT plans that its on-campus student population will continue to represent a high proportion of its online course enrollment.

1997 to more than 14,372 for the 2004-2005 academic year and is projected to exceed 16,000 for the 2005-2006 academic year in 770 courses. The offering of degree programs delivered by e-learning is changing the institution in the following manner: 1) students are able to register for more credit hours per semester due to the flexibility of online courses, 2) graduation rates are improved due to the increase per student in credit hours per semester, 3) students from outside the UT commuter area are able to register for online courses and degree programs, 4) departments are able to schedule courses more flexibly, 5) students are able to fulfill requirements when away from the University, and 6) the University is able to effectively recruit distant students to its degree programs.

In its inception, distance learning was expected to bring new adult learners to UT. And it did, but it also brought in UT's residential undergraduate students who typically enrolled in both face-to-face and online courses in the same semester. Students used distance learning first for its flexibility. They could enroll in more credit hours per term and thus graduate sooner, enroll as a full-time student to meet financial aid requirements, or enroll in both traditional and distance education courses in order to complete their degree program because not all courses for the degree program of their choice may be offered as fully online courses.

As communication via cyberspace has become part of the fabric of daily life, so has e-learning become part of the mainstream of course offerings at UT. E-learning will continue to include both web-assisted and online courses for which enrollment stood at 43,933 for 2004-2005 in 1,883 courses. Faculty who teach web-assisted courses have and will continue to become interested in developing a fully online course. UT plans that its on-campus student population will continue to represent a high proportion of its online course enrollment. The availability of electronically-delivered courses and degree programs will continue to result in greater access to higher education for students in the state of Ohio and elsewhere as society catapults into the 21st Century, an age in which communication via cyberspace is considered commonplace.



Table 6.
Distance Learning Completions, Columbus State Community College (Autumn 2004)

	DL Undergraduate Students	DL Graduate Students	Total DL Students	Total % female	Total % age 25 or older
Columbus State Community College	4,273	0	4,273	68%	55%

*Data as of 11/1/2005 Higher Education Information System

From humble beginnings – an enrollment of 185 students, the Columbus Area Technician’s School fondly known as CATS – CSCC has grown to the state’s third largest community college with enrollments nearing 23,000 students for autumn 2005. After making transition to a community college in 1987, CSCC has not looked back since and continues to focus on the future with growing e-learning enrollments a large part of that future.

In the late 1970s, Columbus State Community College used educational access TV to reach place-bound learners. Course offerings were limited, but faculty could experiment with a delivery other than the traditional classroom. Like many institutions, a core group of one administrator and a few faculty were excited about new delivery methods and nearly 20 years later in 1995, Provost Mike Snider said it was much the same. This time, an administrator and faculty members had a passion to expand the distance learning to web-based learning, video-conferencing and enhance the offering via TV. In 1997, the College received a substantial grant from the Ohio Board of Regents that enabled it to develop a support center for faculty to create distance

CSCC began to integrate a Roundtable process which now has 45 members ... who strategically plan CSCC’s e-learning offerings.

Table 7.
Degrees and Certificates in OhioLearns! Catalog, Columbus State Community College (Autumn 2004)

Title	Delivery	Degree/ Certificate
Associate Degree in Business Management	World Wide Web, Video Tape, Television	Associate
Associate of Applied Science in Marketing	World Wide Web	Associate
Associate of Arts	World Wide Web	Associate
e-Commerce Certificate	World Wide Web	Certificate
Geographic Information Systems (GIS)	World Wide Web	Certificate

*Data provided by the Ohio Learning Network.

A recent addition at CSCC of eight distance learning lead faculty members ensures quality of courses ...

learning coursework and create a videoconferencing system for the delivery of coursework to off campus centers. CSCC began to integrate a Roundtable process which now has 45 members (including faculty, staff, and administrators) who strategically plan CSCC's e-learning offerings. These offerings today are integral to the core access mission of Columbus State.

Columbus State uses the Teaching Learning Technology Roundtable (TLTR) model towards governance of distance learning. The College's TLTR is faculty-led and contains membership from student services, IT, Disability Services, the Library, faculty, and staff. The TLTR makes recommendations on policies and procedures concerning the administration of the college's distance learning program and is the central body for the dissemination of all data concerning the program.

Through the TLTR, faculty share ultimate leadership of the distance learning program. The roundtable approach provides a global view of what is needed to appropriately operate and support distance learning. The TLTR also provides a place where faculty and staff can air concerns and share best practices concerning distance learning.

A recent addition at CSCC of eight distance learning lead faculty members ensures quality of courses and that a review of pedagogy and course design occurs regularly at the department level. These eight faculty work closely with the TLTR and the college's Teaching Learning Resource Center to ensure that the proper support for faculty to deliver distance learning exists and continuously improves. The Lead Faculty are also responsible for coordinating the annual quality review process for distance learning courses at the college.

Like many institutions, Columbus State plans to offer more courses, certificates, non-credit, and degrees at a distance as well as further develop blended courses. As new technologies are introduced to enhance distance learning, Columbus State will continue to innovate and explore delivery options for its students. CSCC is also in the process of developing their next five year business plan to set the direction for their distance learning program.



Table 8. Distance Learning Completions, University of Cincinnati and University of Cincinnati-Raymond Walters College (Autumn 2004)

	DL Undergraduate Students	DL Graduate Students	Total DL Students	Total % female	Total % age 25 or older
University of Cincinnati and Raymond Walters College	1,402	772	2,174	60%	67%

*Data as of 11/1/2005 Higher Education Information System

A physical renaissance is occurring at the University of Cincinnati as UC transforms its campus into a 24-hour hub for living, learning, and working. Set in motion in 1989, the Master Plan is bringing more green space, state-of-the art classrooms and research labs, and a host of other amenities for its students. These developments are enhancing the pedestrian-friendly central campus attended by approximately 27,000 of UC's more than 35,000 students.

This renaissance continues into the academic programs at UC. From a city college in the 1870s to today's comprehensive research institution that has achieved distinction through its nationally ranked programs, UC also maintains a deep commitment to accessible education. UC has a long history of using non-traditional formats to meet students' instructional needs (evening/weekend accelerated programs and instructional television and correspondence – AKA the traditional distance learning formats). Most UC colleges (10) are involved in DL at some level, ranging from single course offerings (both credit and non-credit) to entire degree or certificate programs. Beginning in 1984 with a correspondence course-based Associate and Bachelor's program in Fire Science Technology, today UC has 15 degrees (and certificates) available in some distance learning format.

Provost Anthony Perzigian described the success of e-learning at UC as emerging from a varied network within the University. At the academic unit level, individual faculty, staff/administrators, and students helped to advance UC's e-learning efforts. In addition, several early adopters (such as the College of Applied Science, Raymond Walters College, and the former College of Evening and Continuing Education) had already developed a variety of supporters for non-traditional, adult

Most UC colleges (10) are involved in DL at some level, ranging from single course offerings (both credit and non-credit) to entire degree or certificate programs.

learners. In all of these cases, e-learning also could build upon a growing familiarity among the faculty with classroom technology as well as increasing technology resources available through the UC Office of Information Technologies (UCit). UC's strategic investment in programs is based on several criteria, considering whether a program:

- increases success for students;
- meets market needs (creating programs that lead to a credential; etc.);
- responds to competitive pressures (mounting student demands and expectations);
- improves pedagogy and student learning experiences;
- creates potential to generate income.

Table 7. Degrees and Certificates in OhioLearns! Catalog, University of Cincinnati (Autumn 2004)

Title	Delivery	Degree/ Certificate
Addiction Studies	Interactive Video	Bachelors
Clinical Laboratory Science	World Wide Web	Bachelors
Computer Science Certificate	World Wide Web	Certificate
Doctor of Pharmacy Degree	World Wide Web	Graduate
Early Childhood Education	World Wide Web and Other	Associate
Early Childhood Education	World Wide Web and Other	Bachelors
Master in Education Administration	World Wide Web	Graduate
Fire and Safety Engineering Technology	World Wide Web and Other	Associate
Fire and Safety Engineering Technology	World Wide Web and Other	Bachelors
Health Information Management	World Wide Web and Other	Bachelors
Master Degree in Education-for Health Care Professionals	World Wide Web	Graduate
Master Science in Nursing: Nurse Midwifery	World Wide Web	Graduate
Master Science in Nursing: Women's Health Nurse Practitioner	World Wide Web	Graduate
Master of Science in Criminal Justice	World Wide Web	Graduate
Teaching English as a Second Language	World Wide Web	Teaching Endorsement

*Data provided by the Ohio Learning Network.

Distance Learning will be an integral part of the University's 21st century approach to the diverse educational needs of students. It has carry-over benefits for the traditional classrooms, because DL has been an impetus for change, particularly in relation to increased use of technology in face-to-face classes. More and more, however, the traditional faculty concerns about quality, pedagogy, and intellectual property are being reshaped through discussions about distance learning. Offering courses and degrees at a distance is helping UC create new guidelines and policies for a 21st century university. These policies will expand educational opportunities, provide students with appropriate courses of instruction and student support systems such as online advising, develop enhanced measures to assess courses and whole programs, and address faculty concerns about intellectual property or ownership.

UC is creating a unified institutional approach to distance learning that, along with a new academic master plan, will focus offerings in strategic ways to benefit specific programs already in place and create new programs in areas of identified need. This strategy includes a continuous and stable funding base and leveraging of resources by forming strategic alliances in Ohio and elsewhere in extending DL programs, courses and services, and collaborating with other Ohio institutions in offering DL courses. Faculty will be trained and supported in the design, development, and delivery of effective and profitable DL courses and programs and recognized and rewarded for participation in DL.

Support services are key to UC's future e-learning endeavors. Services for students (library resources, reference services, information literacy instruction) and technical expertise and human infrastructure to support both faculty and students in the DL environment are continually being improved. Centralized coordination and communication coupled with the technical and network infrastructure necessary to reliably support and deliver content are all integral parts of the university's institutional approach to e-learning.

**Support
services are
key to UC's
future
e-learning
endeavors.**



Lorain County Community College

Table 10. Distance Learning Completions, Lorain County Community College (Autumn 2004)

	DL Undergraduate Students	DL Graduate Students	Total DL Students	Total % female	Total % age 25 or older
Lorain County Community College	2,490	0	2,490	69%	48%

*Data as of 11/1/2005 Higher Education Information System

Lorain County Community College opened its doors in 1964. In 1966, LCCC moved to its current location in Elyria, making LCCC the first community college to operate in Ohio. Today, LCCC is nationally known for its University Partnership Program. With eight university partners, LCCC brings 32 new baccalaureate and master's degrees to local citizens. Currently, more than 13,000 students enroll each year in LCCC Associate Degree programs and the University Partnership Bachelor's and Master's Degree programs.

The College's commitment to serve its community is seen in a long history of distance learning beginning in the late 1970s with the offering of telecourses. Infrastructure was a key component to the growth and development of LCCC's distance learning program. In the early 90s, the National Telecommunication Information Administration (NTIA) grant funds built a microwave transmission system using a spectrum provided by the Federal Communication Commission which allowed LCCC to offer its first interactive television class. By 1996, LCCC's University partnership began to offer learning opportunities in the form of global classrooms, interactive instructional centers, and links to all major colleges and universities in the state through the delivery of two-way interactive videoconferencing technologies. The next winter quarter, Internet courses began when Dr. William Hughes developed English Composition using Course in a Box and Dr. Mark McKinley developed Introduction to Psychology in an HTML format. The rest, they say, is history-making.

During the next two years, senior staff and faculty attended several conferences at the New School University (New School) in New York to learn more about the delivery of online courses. LCCC faculty were sent to the New School with the expectation that not only would they develop their own courses, but also they would serve as a resource to other faculty. A year later, a course management tool was adopted to

The College's commitment to serve its community is seen in a long history of distance learning beginning in the late 1970s ...

deliver online courses.

At LCCC, the strategic plan determines e-learning efforts. An extensive campus and community visioning process resulted in Vision 21, the College’s plan-on-a-page. The College Mission “encourages lifelong learning through accessible and affordable academic, career-oriented, and continuing education.” LCCC emphasizes the student via a vision which seeks to “enrich lives by creating gateways to educational, economic, cultural, technological and personal growth.” A related priority in Vision 21 is to “advance creative learning any time, any place.”

LCCC focuses on future growth and development by using ideas from national exemplary programs such as the Pew Grant Program on course redesign and the work of the Center for Academic Transformation at the Rensselaer Polytechnic Institute. Relying on its strength of vision and community input as well as on lessons learned from implementing best practices, LCCC has high hopes for its future.

Among plans for the future are those to increase opportunities for students to experience online and land-based educational experiences that increase access and flexibility. LCCC will work toward differentiating staffing and expanding professional development opportunities for faculty. LCCC plans to modularize the curriculum and ensure efficiencies, strengthen accountability, and achieve appropriate levels of standardization in response to the CHEE recommendation for increased accountability in Ohio’s higher education institutions.

Among LCCC’s plans for the future are those to increase opportunities for students to experience online and land-based educational experiences that increase access and flexibility.

**Table 11. Degrees and Certificates in OhioLearns!
Catalog, Lorain County Community College
(Autumn 2004)**

Title	Delivery	Degree/ Certificate
Accounting	World Wide Web, Video Tape, Television	Associate
Administrative Office Information Systems	World Wide Web, Video Tape, Television	Associate
Associate of Arts	World Wide Web	Associate
Associate of Science	World Wide Web, Video Tape, Interactive Video, Television	Associate
Banking and Finance	World Wide Web, Video Tape, Television	Associate
Business Administration - Management	World Wide Web, Video Tape, Television, CD/DVD	Associate
Computer Information Systems-E-Business Technology Major	World Wide Web, Video Tape, Television	Associate
Computer Information Systems-Network Communications Technologies	World Wide Web, Video Tape, Television	Associate
Computer Information Systems-Software Development	World Wide Web, Video Tape, Television	Associate
Justice Systems Corrections	World Wide Web, Video Tape, Interactive Video, Television	Associate
Justice Systems - Police Science	World Wide Web, Video Tape, Interactive Video, Television	Associate
Office Assistant	World Wide Web, Video Tape, Television	Associate
Police Science	World Wide Web, Video Tape, Interactive Video, Television	Certificate
Public Administration	World Wide Web, Video Tape, Interactive Video, Television	Certificate
Public Administration	World Wide Web, Video Tape, Interactive Video, Television	Associate
Tourism	World Wide Web, Video Tape, Television	Associate
Word/Information Processing	World Wide Web, Video Tape, Television	Associate

***Data provided by the Ohio Learning Network.**

What About the Users? Student and Faculty Opinions and Experiences

Students and faculty at each institution were asked five questions about their e-learning experiences (Appendix C). The open-ended questions were met with a diversity of answers captured below to provide a snapshot of teaching and learning at a distance.

Students enrolled in distance learning classes because of the convenience and flexibility. Among their reasons for taking distance learning classes were: busy schedules relating to family responsibilities, work schedules, distance from campus, and timely degree completion. Some students sought e-learning because it provides different ways to learn. A few students enrolled just out of curiosity. In one case, one student feared the traditional class discussions would be dominated by one or two students, so chose e-learning.

The new E 4 ME course offered by OLN and partners is beginning to pull more Ohioans into online and distance education. More than 2,000 Ohioans have enrolled in the free, month-long course and about 25% of those enrolled complete the course. Eight institutions offer financial incentives to individuals who complete the E 4 ME course. Incentives range from waiving the \$50 enrollment fee to a 20% reduction on the first class. Many institutions link directly to the E 4 ME Web site from the campus distance learning Web page.

Faculty often began teaching Web-based or distance courses for many of the same reasons. Early adopters were curious and typically had some familiarity with distance learning or computer skills. Others were recruited by the administration, sent to training, and quickly became campus advocates for technology in education. Two faculty members surveyed completed their own doctoral work via distance learning.

Many students expected e-learning courses to be easier and take less time than a traditional course, but found that false.

Unexpected Outcomes

Students and faculty found nearly equal positive and negative unexpected outcomes from their e-learning courses. Many students expected e-learning courses to be easier and take less time than a traditional course, but found that false. Students reported that distance learning courses were more difficult and challenging than they believed. Students were often surprised at how self-motivated they must be to take an e-learning course.

Several students referred to technical issues that they did not expect: e.g., course management system problems and personal computer problems. Some students indicated they missed the face-to-face interaction of the traditional land-based classes, while other students experienced a better one-to-one interaction with the instructor than previously experienced in face-to-face classes. In their own words:

“...I believe the DL courses have been very difficult at times because you don’t have an instructor right there at your beck and call - especially math courses! That was a real tough semester taking math online - what was I thinking???”

“... There is an increased amount of work due to the fact that “live” lectures are replaced by online written and/or video lectures, and additional reading material. Increased web interaction is experienced in distance learning including research and referral to sources that enhance the learning experience.”

One faculty member commented on the reduced interaction while other faculty commented the exact opposite and reported an increase in interaction. Faculty found the interactions could be more ‘in-depth’ and ‘on track’ and that the quality and quantity of student-faculty interaction was much better and much higher in Internet courses.

“...Teaching at a distance is a very exciting and challenging experience. It is better to start with a course that the instructor has already taught several times. However, an instructor should not expect that putting course notes on the Web will do the job. It is much more than that. “

“ ... an instructor should not expect that putting course notes on the Web will do the job. It is much more than that.”

Table 12. Post-secondary Enrollment Option Students (Autumn 2004)

Sector/ Campus	Total PSEO Students taking DL	% PSEO taking DL
Community/ Technical Colleges	405	6.50%
Regional Campuses	7	0.40%
Main Campuses	252	13.60%
State Totals	664	6.70%
Profiled Campus		
Columbus State Community College	15	5.20%
Lorain County Community College	65	8.40%
University of Cincinnati	8	7.80%
University of Toledo	37	10.30%

*Data as of 11/1/2005 Higher Education Information System

E-learning is often suggested as an option for high school students who want to enroll in college courses. The limited data presented in Table 12 above suggests that a commonly-held belief may not hold true for Ohio. More investigation should be done in the use of e-learning courses for postsecondary options. The limited numbers presented in Table 12 indicate that high school students may represent a new market for many colleges and universities.

Table 13. Graduate Enrollments (Autumn 2004)

Sector/ Campus	Graduate Students (DL)	Total Graduate Enrollments	% Graduates (DL)
Community and Technical Colleges	0	0	0%
Regional Campuses	56	1,092	5.13%
Main Campuses	4,061	51,157	7.94%
State totals	4,117	52,249	7.88%
Profiled Campus			
University of Cincinnati	772	8,303	9.30%
University of Toledo	221	3,205	6.90%

*Data as of 11/1/2005 Higher Education Information System

Colleges and universities are beginning to strategically plan what programs to make available at a distance. Several institutions in Ohio have made commitments to selected graduate programs and professional programs as ways to reach new student markets. The preliminary data presented above indicate this may be true for the University of Cincinnati and its five master degree programs.

Colleges and universities are beginning to strategically plan what programs to make available at a distance.

Peer Advice: Faculty2Faculty and Student2Students

Both students and faculty were eager to talk about their experiences. Below is their advice in their own words – first faculty and then students.

- **Start with a “Web Assisted” class first.**
- **Give it a try AS LONG AS your university provides ALL of the technical support, provides training, and has development funds. Teaching a DL course is very different from teaching a face-to-face course.**
- **Focus on organization. My experience has been that the more organized and detailed that your classroom site is—the fewer problems the professor and the**

students will experience.

- **Re-see your course objectives: what do you really want students to learn in this course? HOW will you know that they have learned it?**
- **How can you facilitate your students' acquisition of important information? HOW can you best communicate knowledge, and HOW can they show you that they "got it."**
- **For other faculty who are considering teaching a distance learning class, I would recommend that they must be willing to put in a great deal more time in the preparation and work in the online class and dealing with students. My distance learning classes take much more time to prepare and work through on a weekly basis than my land-based classes. I would also recommend that they come up with unique ways to engage students. There needs to be some participation by the students on a weekly basis; and this can be a challenge.**

"You must be able to plan your time for reading, studying, and test taking."

Students offered encouraging and realistic advice to others considering taking online and other distance education courses.

- **Commit to complete course curriculum in a timely manner.**
- **Have self-discipline and self-motivation; both are critical to success.**
- **Be mature, disciplined, plan time well and be very dedicated to learning.**
- **You must be able to plan your time for reading, studying and test taking.**
- **You have to be able to plan ahead because there are times when the web may go down and you have waited until the last minute to take a test -then can't get online. YIKES!**
- **One has to be a "left brain learner", if one does not learn from reading alone they will struggle.**
- **This is doable for those that really want to get their education. Students need to be warned that it will not be easy and that it will be a lot of work.**
- **Technical skills – Motivation – Goal orientation. Willing to use a computer and Internet services such as email, eagerness to learn, goal oriented, fearful of a campus setting.**

Overwhelmingly, students felt distance learning helped them achieve their educational goals. As noted earlier, students took e-learning courses for flexibility and to fit their education into their lives, not to fit their lives into college and university schedules. Many students

work full- or part-time and have families. These responsibilities prevented them from attending regular day classes and as one mother said,

“... being a working mom with a family, I have been able to fit my DL classes in during the evening hours when my family is less likely to need me.”

Other student comments were:

“...Distance learning has made it possible for me to maintain a GPA that has placed me on both the Dean’s List and the Honors Council. With the ability to learn on an independent basis, my career goals will be achieved by the attainment of my degree.”

“...My career interest involves the area of research. Distance learning has greatly enhanced my capability to move in and out of the Internet environment and learn how and where to locate information on a variety of subjects. Technology is the future and distance learning should only grow and compliment this requirement from this point forward.”

“...It allowed me to take courses when otherwise I would not have been able to that semester. It has shortened the time I need to finish school.”

“...Transfer of skills - Learning to write papers and cite research has been especially helpful in my consulting work and preparation of information for the legislature.”

“...Flexible format assisted in pursuing and attaining Associate degree – improved self esteem - It has helped me accomplish a goal of attaining an Associate Degree through the ability to go at my own pace and a time frame to write papers that I set for myself and most of all give me the self esteem that I can be a college graduate.”

“ ... It allowed me to take courses when otherwise I would not have been able to that semester. It has shortened the time I need to finish school.”

Conclusions and Next Steps

A faculty member from one institution says it well...

“...These hard questions force us outside our re-usable teaching materials that have grown comfortable and stale, and invigorate us to look again at what education is all about. Yes, ‘distance education’ is still education — delivered in a new medium but still teaching/learning... It challenges and provides a huge opportunity to really design a course in which your students take control of learning.”

Extending learning from the physical campus is a reality of 21st century education and a reality of students in the Knowledge Economy. This report indicates that if nothing else.

Through its programs, most notably OLN, Ohio has embraced e-learning as a current and future force in higher education. Technology is an integral part to delivering educational services. Within the context of its mission, each institution in Ohio chooses how, when, where, and why to provide various educational programs and services, especially e-learning.

OLN will:

- **continue to report on e-learning by providing an annual report to the community. Data reported through HEI will supplement data gathered at OLN. Case studies of different institutions will be created in following years;**
- **push access strategies, including growing enrollments, in “E 4 ME” which provides a fail-safe environment to try e-learning and to think about more education;**
- **nip at the edges of innovation in policies, funding, and the transformational changes that are occurring on campuses statewide and drive Ohio’s economic development.**

While enrollments are growing with “bounded exuberance,” this report points to issues and additional data gathering necessary for a more complete understanding of the growth and potential of e-learning in Ohio. Every annual report should address emerging issues of the e-learning world. For example, next year OLN should work with member institutions to gather information about faculty and student satisfaction and learning outcomes via a NSSE-type survey.

Three main areas raised in this report deserve additional study, including:

- **Costs, prices, and funding of e-learning courses, certificates, and degrees;**
- **Potential new student markets — postsecondary options,**

Extending learning from the physical campus is a reality of 21st century education and a reality of students in the Knowledge Economy.

workforce development, and expanding graduate and professional courses;

- **Impact of technology in teaching and learning on faculty roles, student learning, and administration of collaborative programs.**

OLN will do this in partnership with Ohio's colleges and universities. The community will continue to push for excellence in all its extended learning offerings because Ohioans deserve no less.

"...Teaching at a distance, to me, is an opportunity to incorporate new technologies in all of my teaching, traditional and at a distance."

- Ohio faculty member

Appendix A

Ohio Learning Network Emerging Needs Grant Award Recipients

Institution	Award amount	Year
Miami University	\$100,000	2001
Toledo, Sinclair, Cincinnati State	\$400,000	2001
University of Cincinnati Consortium	\$250,000	2001
University of Cincinnati Consortium	\$250,000	2001
Wright State University (SUED)	\$130,000	2001
Sinclair Community College	\$450,000	2001
Bowling Green State University	\$382,267	2002
Cuyahoga Community College	\$140,549	2002
Sinclair Community College	\$265,001	2002
Sinclair Community College	\$302,589	2002
University of Cincinnati	\$512,050	2002
University of Toledo	\$403,722	2002
Clark State Community College	\$25,000	2002
Columbus State Community College	\$15,000	2002
Cuyahoga State Community College	\$24,096	2002
Lorain County Community College	\$15,000	2002
Medical College of Ohio	\$20,000	2002
Ohio University	\$30,000	2002
Ohio University Zanesville	\$20,000	2002
Owens Community College	\$28,935	2002
Rio Grande Community College	\$15,000	2002
Sinclair Community College	\$18,004	2002
Columbus State Community College	\$299,828.55	2003
Medical College of Ohio	\$239,528.25	2003
The Ohio State University	\$155,630.85	2003
Otterbein College	\$286,338.15	2003
Ohio University Zanesville	\$30,155.00	2003
Owens Community College	\$122,441.70	2003
Shawnee State University	\$67,450.00	2003
Sinclair Community College	\$80,495.40	2003
Sinclair Community College	\$85,285.70	2003
University of Toledo	\$259,640.70	2003
Wright State University	\$221,434.55	2003
Youngstown State University	\$245,561.70	2003
Bowling Green State University	\$40,000	2005
Central Ohio Technical College	\$40,000	2005
Cincinnati State Technical and Community College	\$40,000	2005
Cleveland State University	39,356	2005
Columbus State Community College	\$40,000	2005
Lorain County Community College	\$40,000	2005
Miami University	\$40,000	2005
Ohio University	\$39,056	2005
University of Toledo	\$38,431	2005
University of Akron	\$8,500	2005
Kent State University - Ashtabula	\$9,790.75	2005
Lorain County Community College	\$10,000	2005
The Ohio State University	10,356	2005
Sinclair Community College	\$10,000	2005
Youngstown State University	\$10,000	2005
Washington State Community College	\$8,500	2005
Total awards 2001-2005	\$5,882,336	

Appendix B

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Appendix C

Survey Questionnaire

Provosts

1. How did your institution get involved with distance learning?
Who were your campus champions?
2. Where does distance learning fit within your institution's mission?
3. What was the most unexpected outcome of developing your distance-learning program?
4. What was the greatest obstacle you had to overcome to implement your distance learning program?
5. What is your vision for your distance learning program for the next five to ten years?
6. How would you compare the quality of your distance learning courses with the quality of your traditional courses?
7. Does distance learning cost less, same, or more to deliver than traditional courses?

Faculty

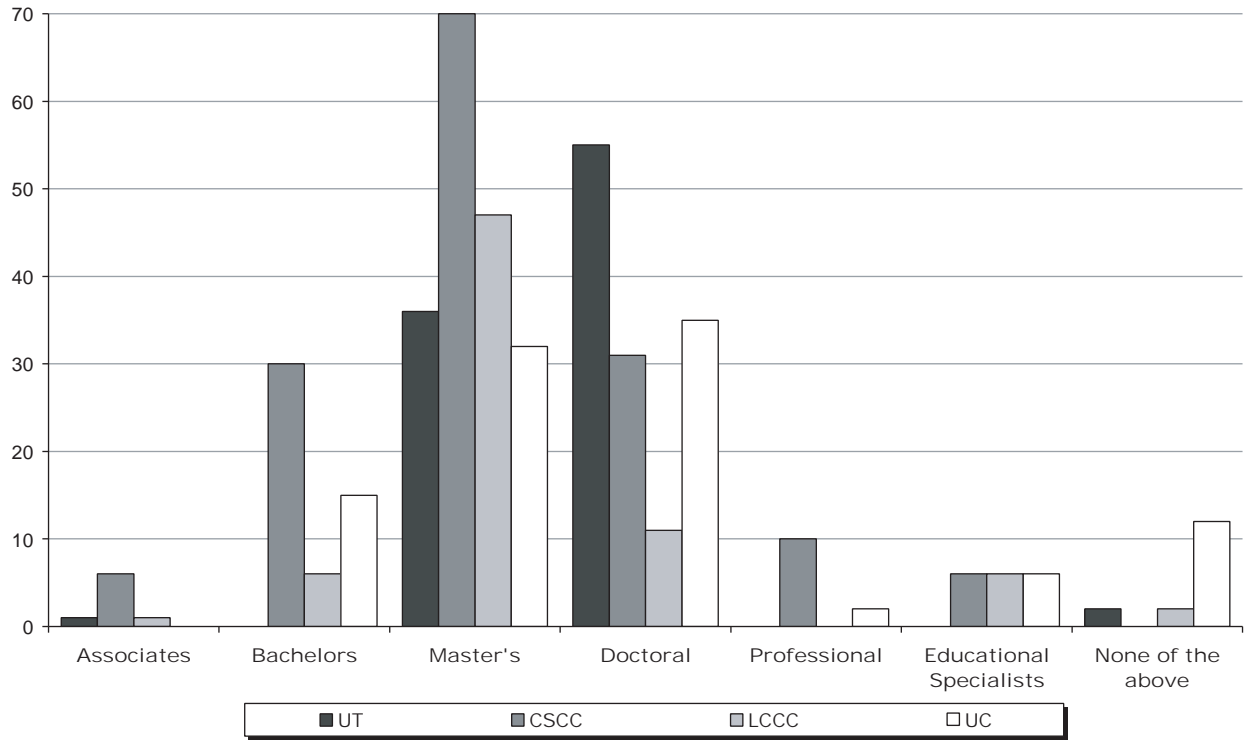
1. When and how did you become interested in teaching at a distance?
2. What is your most unexpected outcome from teaching at a distance?
3. How is your interaction with students similar or different when compared to a traditional face-to-face classroom?
4. What would you recommend to other professors and instructors who have not taught at a distance, but are considering it?
5. How would you compare the quality of your distance learning courses with the quality of your traditional courses?

Students

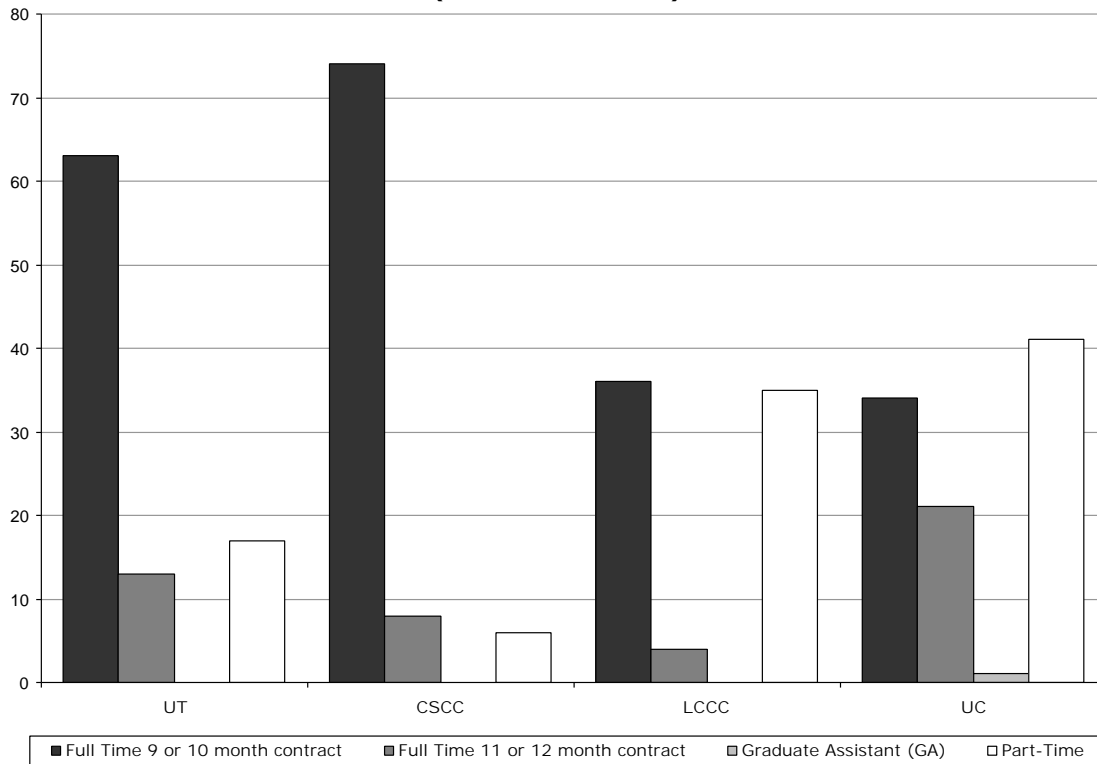
1. Why did you enroll in a distance learning course?
2. What was the most unanticipated experience you had by learning at a distance?
3. What would you say are the characteristics a learner should have to be a successful distance learner?
4. How has distance learning helped you achieve your educational goals?
5. How would you compare the quality of the distance learning courses you have taken with the quality of your traditional courses?

Appendix D

Degrees Earned By Faculty at Four Profiled Institutions (Autumn 2003)



Faculty Employment Status at Four Profiled Institutions (Autumn 2003)



Appendix E

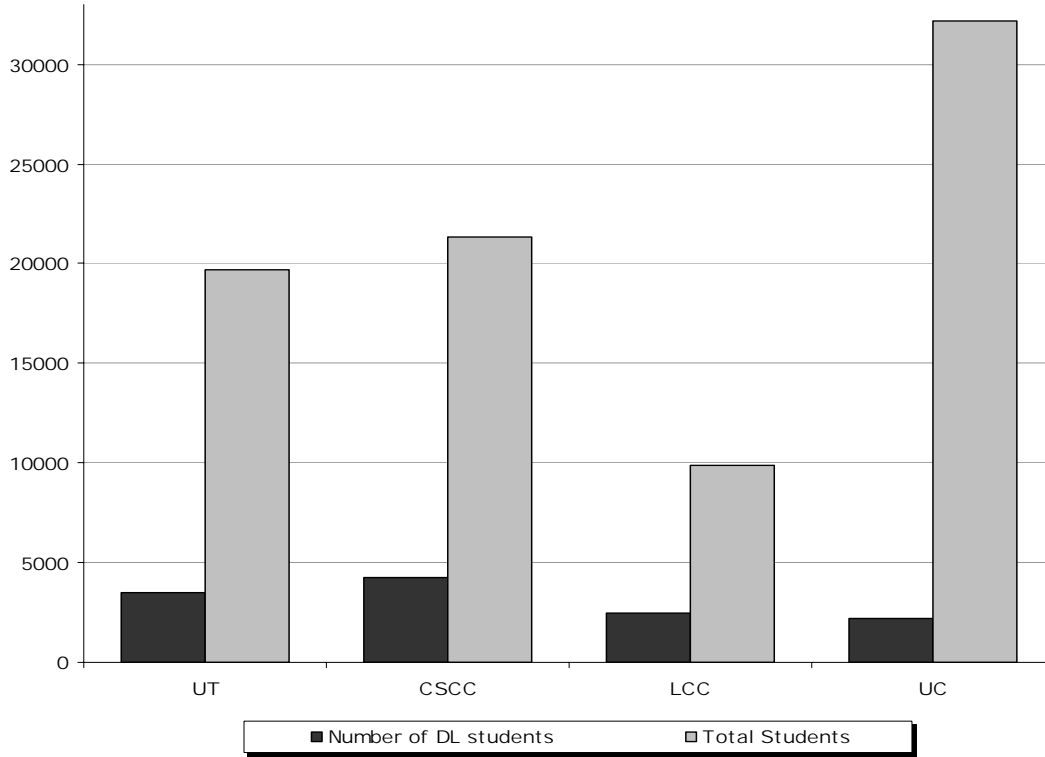
Distance Learning Enrollments by Academic Discipline (Autumn 2004)

Subject/ Discipline	total DL sections	total distance	Remedial enrolls	General Studies	Technical	Bacc.	Master s	Doctoral
Community and Technical Colleges								
Arts & Humanities	314	6,493	87	5,454	44	908	0	0
Business	420	6,116	0	1,019	5,092	5	0	0
Education	20	381	0	228	139	14	0	0
Engineering	78	604	0	47	557	0	0	0
General Education	34	602	19	575	8	0	0	0
Health	235	3,825	0	604	3,201	20	0	0
Interdisciplinary	16	232	0	232	0	0	0	0
Law and Legal Studies	16	259	0	96	163	0	0	0
Library Science	1	9	0	0	9	0	0	0
Natural Science & Mathematics	336	5,492	582	2,787	1,958	165	0	0
Not Specified	1	15	0	0	15	0	0	0
Protective Services	21	299	0	24	275	0	0	0
Social & Behavioral Sciences	314	7,084	0	5,632	292	1,160	0	0
TOTALS:	1,806	31,411	688	16,698	11,753	2,272	0	0
University Regional Campuses								
Arts & Humanities	18	204	0	27	74	103	0	0
Business	26	288	0	19	166	93	10	0
Education	1	27	0	0	27	0	0	0
Engineering	25	206	0	0	0	168	38	0
Health	32	313	0	0	111	202	0	0
Law and Legal Studies	1	5	0	0	5	0	0	0
Library Science	4	34	0	24	10	0	0	0
Natural Science & Mathematics	27	330	0	87	141	97	5	0
Protective Services	7	80	0	1	0	79	0	0
Social & Behavioral Sciences	12	197	0	126	0	64	0	7
TOTALS:	153	1,684	0	284	534	806	53	7
University Main Campuses								
Arts & Humanities	108	2,219	14	1,386	0	731	74	14
Business	112	2,531	0	287	1,049	342	850	3
Education	159	2,517	0	307	0	741	1,086	383
Engineering	78	685	0	0	45	368	178	94
General Education	6	491	0	491	0	0	0	0
Health	225	2,219	0	0	18	1,638	320	243
Interdisciplinary	2	45	0	17	0	0	28	0
Law and Legal Studies	2	62	0	0	62	0	0	0
Library Science	26	468	0	0	0	0	468	0
Natural Science & Mathematics	53	1,063	57	568	78	263	51	46
Protective Services	30	1,141	0	0	30	221	478	412
ROTC	8	12	0	0	0	12	0	0
Social & Behavioral Sciences	200	3,812	0	1,379	444	1,144	772	73
TOTALS:	1,009	17,265	71	4,435	1,726	5,460	4,305	1,268
GRAND TOTALS:	2,968	50,360	759	21,417	14,013	8,538	4,358	1,275

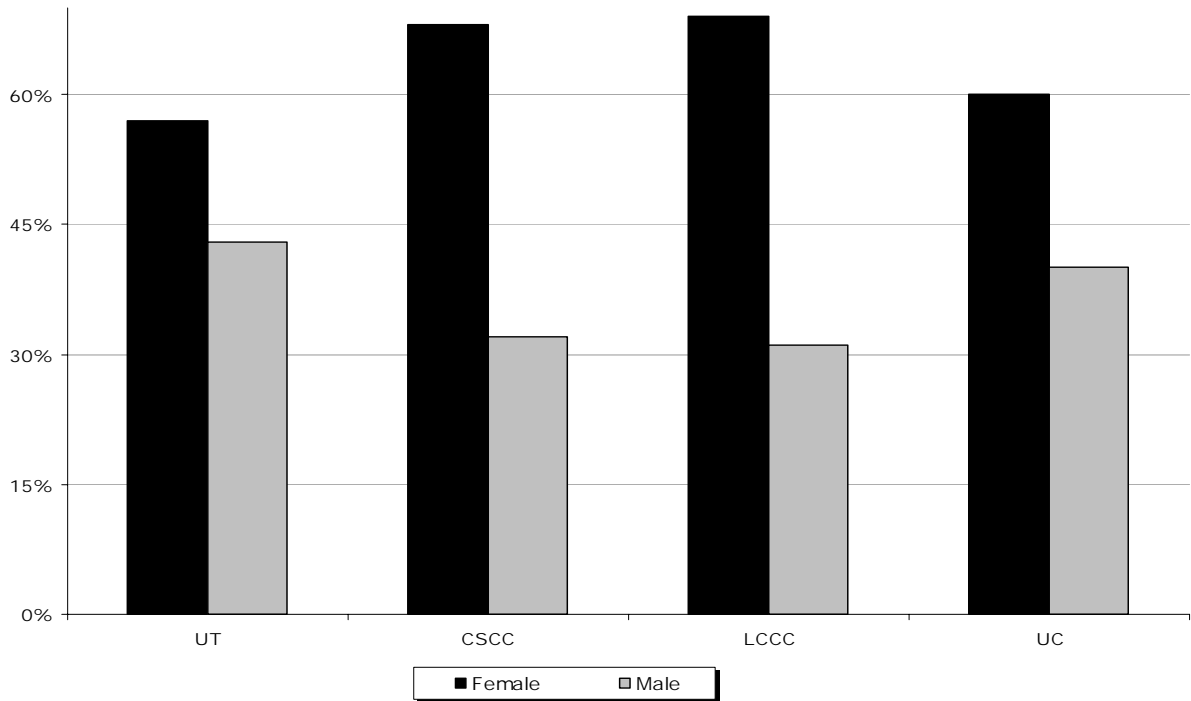
Data source: Higher Education Information (HEI) system of the Ohio Board of Regents. These data represent 17 of 23 community colleges, state community colleges, and technical colleges and nine of 13 universities.

Appendix F

Distance Learning Enrollments and Total Enrollments at Four Profiled Institutions (University of Toledo, Columbus State Community College, Lorain County Community College, University of Cincinnati). (Autumn 2004)

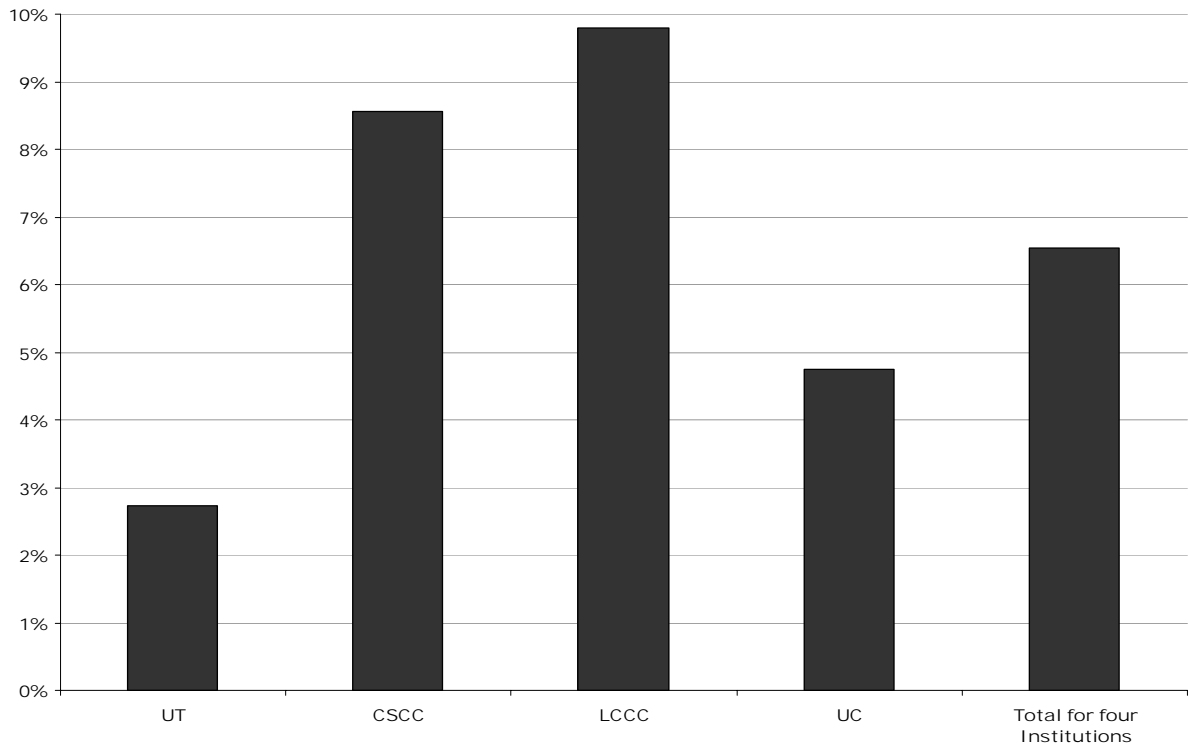


Distance Learning Enrollments by Gender (Autumn 2004)

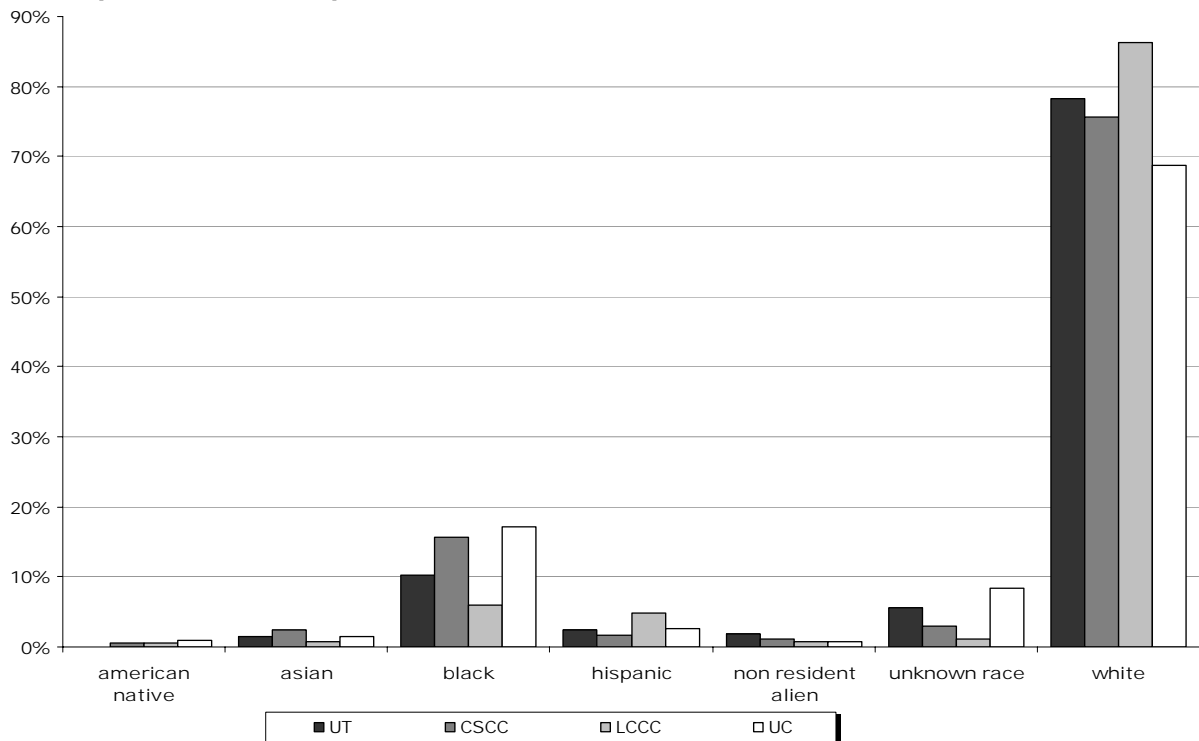


Appendix F (continued)

**First Time Distance Learners at the Four Profiled Institutions
(Autumn 2004)**

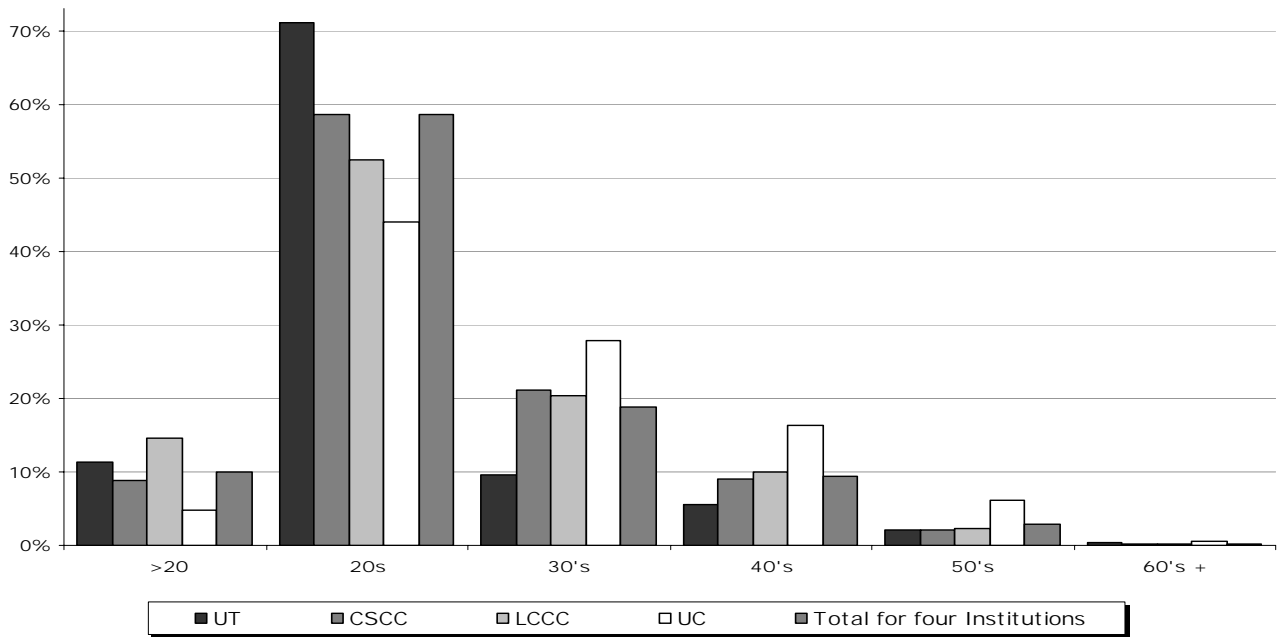


**Distance Learners by Ethnicity at the Four Profiled Institutions
(Autumn 2004)**

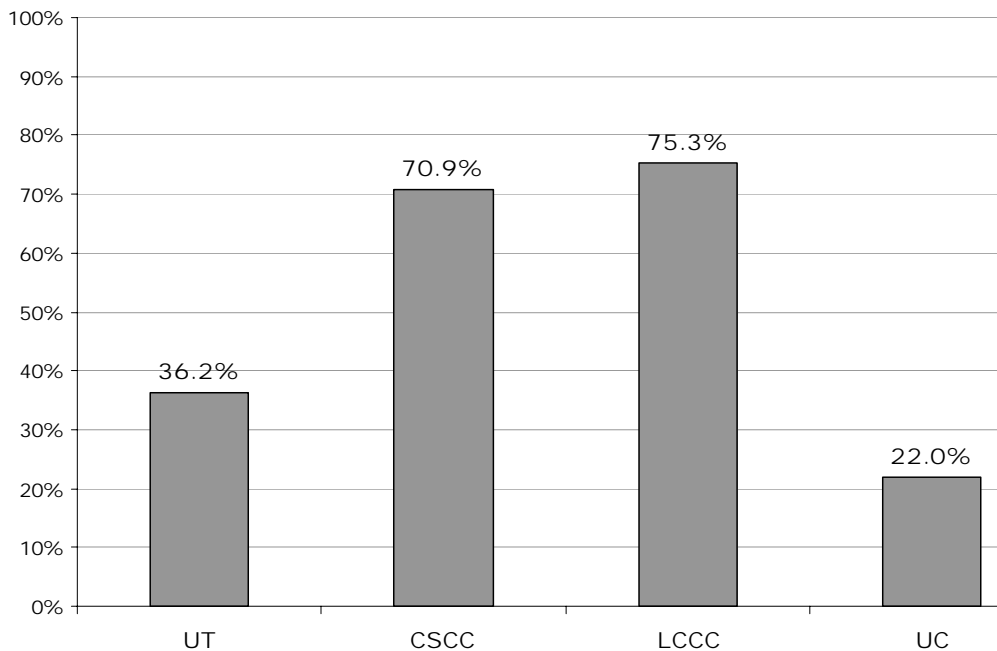


Appendix F (continued)

**Age Ranges of Distance Learners at Four Profiled Institutions
(Autumn 2004)**



**Distance Learning Students Residing in the Same County as Their
Institution (Autumn 2004)**



Appendix G

Last minute data additions

Institution	Students enrolled	Completion Period
Ohio University		
<i>correspondence courses</i>	505	up to one year
<i>course credit by exam</i>	188	up to six months

Institution	Students enrolled	Format
Shawnee State University	30	Two DL courses

Special Thanks

Special thanks to Tom Erney and Mike Snider, Columbus State Community College; Mary Jane Palmer and Karen Wells, Lorain County Community College; Melody Clark and Anthony Perzigian, the University of Cincinnati; and Karen Rhoda and Alan Goodridge, the University of Toledo; Andy Lechler, Darrell Glenn, Melissa Sponseller, Bill Wagner and the HEI staff at the Ohio Board of Regents. Special thanks to all the Catalog Coordinators who worked diligently with HEI Data Reporters on each campus to change processes and procedures on campus to make this report possible.

How the Report/ Survey was conducted:

Four members of the OLN Academic Outreach committee (Melody Clark, Tom Erney, Karen Rhoda, and Mary Jane Palmer) administered the DL Questionnaire (Appendix C) to provosts, faculty, and students at their institutions. Nearly 100 individuals across the four institutions were surveyed. The report's case studies and faculty student information is a composite of that data. Additional data was selected from the OhioLearns! catalog, the OBR-HEI repositories, and OLN staff work. These four institutions were selected for this report because each was an early adopter of the new submission process to OhioLearns! and each institution was represented on the Academic Outreach Committee. In subsequent reports, all institutions' data will be included and other institutions will be selected for case studies.

Questions about this report should be directed to the authors:

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gsteele@oln.org or 614-995-3240.

USE: This report may be excerpted or quoted as long as proper citation is used and credit is given to the Ohio Learning Network.

Other reports from the Ohio Learning Network:

- The Future of Distance and E-Learning in Ohio (2004)
- Quality Learning in Ohio and at a Distance, A Report of the Ohio Learning Network Task Force on Quality in Distance Learning (2002)



About the Ohio Learning Network

OLN seeks to raise the overall educational attainment for all Ohioans by:

- Expanding access to learning opportunities
- Assisting colleges and universities in their capacity and effectiveness to use technology in instruction
- Supporting leading-edge activities
- Facilitating partnerships and collaborations among higher education, schools, business and industry, and local communities

OLN works to reduce the Ohio education deficit through its projects and programs by providing 1) access to e-learning and services supporting e-learners, 2) continuous policy improvements, and 3) professional development to faculty. In this significant update to its ongoing Strategic Plan, OLN shifts to provide some services directly to students, continuing to provide services to students through institutions and, providing services directly to institutions. Goal One expands services to students and Goals Two and Three expand services to institutions and faculty.

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