

# Extended Learning

# *Annual Report*

*AY 2006-07*

The WVU Extended Learning Mission is to provide seamless access to academic courses, lifelong learning opportunities, and student services through a personalized yet convenient process. Through investments in technology and innovative intellectual opportunities, WVU Extended Learning promotes greater educational access to improve the well-being of the citizens of West Virginia and our global society.



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Academic Year 2006-07 was an exciting year of change for Extended Learning. After years of strategic investments to diversity programming and to expand instructional technologies, evidence of those strategic initiatives have emerged (Figure 1). New online programming in both credit and continuing and professional education expanded West Virginia University's reach to audiences across the globe.

Extended Learning's small staff generates a noted impact on WVU enrollments and outreach mission. With over 77% of Extended Learning enrollments in online or blended programming, the demographics of our student population has changed from the once site-based model to a more fluid or mobile audience. These demographic changes have also impacted staffing. After representing WVU in regional centers for many years, two personnel entered into phased retirement. The loss of these employees coupled with the dramatic increase in online courses stimulated an organizational shift in order to effectively manage and advance academic outreach at WVU. To address these changes, Extended Learning's 2012 strategic plan applies the broader WVU 2010 Strategic Plan to an off-campus non-traditional audience. The foundation of the EL's strategic plan is built upon collaboration with Colleges to facilitate a learning environment that aligns program strengths with market needs – in both content and delivery.

## **WVU 2010 Goal 1**

### *Attract and Graduate High Quality Students ...*

- *Enhance academic programs*
- *Market our Strength*

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[Integrate Extended Learning into the enrollment planning of Colleges and Schools.](#)

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As the state's land-grant university, WVU holds a special responsibility to the citizens of the state. West Virginia has consistently had among the lowest percentage of college educated adults in the country\*(citation), with many who are place-bound. While the majority of programming through Extended Learning is targeted to graduate students, quantitative and qualitative research indicated the need for accessible pathways for undergraduate degree completion. Extended Learning fosters collaboration with Colleges to develop online minors that could be combined for completion of the undergraduate Multidisciplinary Studies degree. Online minors provide access to a defined degree pathway for adult learners who may be place-bound or have work and family time constraints. The online minors are also flexible options for traditional undergraduates who want to add an additional minor to their degree program for increased marketability or personal interest. The response from adult learners to both the Regents Bachelor of Arts and the Multidisciplinary degrees provides strong evidence that West Virginians are committed to learning when access is there.

#### **1a. Undergraduate Minors**

WVU Extended Learning coordinates and delivers eight online minors. The minors are delivered via WVU eCampus, WVU's online course management system. Minors provide undergraduate students a flexible approach to tailoring an academic program that meets their individual interests and needs. A minor designates formal recognition of sequential work in an area of study.

Since 2005, course offerings have increased from 7 to 58 courses and enrollment has increased from 138 to 1348 students. This growth resulted from offering the Multidisciplinary Studies (MDS) undergraduate degree program fully online. The MDS degree program is comprised of three related minors. This program does not limit students to courses of study in a particular college or school, but emphasizes multidisciplinary/cross-disciplinary studies. Audiences for online minors are primarily adult learners and students who have stopped out of college or who do not have access to advanced degrees in their communities.

Revenue has doubled during the time period from Academic Year (AY) 2005 to AY 2006. Specifically, tuition revenue for undergraduate online courses increased from \$132,094 in 2005 to \$276,034 in 2006.

Minors include:

- Advertising
- Business Administration
- Child Development and Family Studies
- Communication Studies
- History
- Entrepreneurship
- Professional Writing and Editing
- Public Relations

### Growth in Minors

Advertising and Public Relations		
Term	# of Courses	# of Students
Fall 2006	2	42
Spring 2007	2	46
<i>Effective Summer 2007 this minor was separated into two minors.</i>		
Advertising		
Summer 2007	19	387 students
Business Administration		
Fall 2006	4	143 students
Spring 2007	2	71 students
Summer 2007	15	473 students
Child Development and Family Studies		
Term	# of Courses	# of Students
Fall 2006	4	75 students
Spring 2007	3	52 students
Summer 2007	5	58 students
Communication Studies		
Fall 2006	2	51 students
Spring 2007	4	196 students
Summer 2007	4	175 students
Entrepreneurship		
Fall 2006	3	50 students
Spring 2007	4	67 students
Summer 2007	4	49 students
History		
Fall 2006	4	100 students
Spring 2007	4	96 students
Summer 2007	3	70 students
Professional Writing and Editing		
Fall 2006	2	26 students
Spring 2007	3	41 students
Summer 2007	2	24 students
Public Relations		
Summer 2007	6	112 students

Figure 1

## Growth in Minors

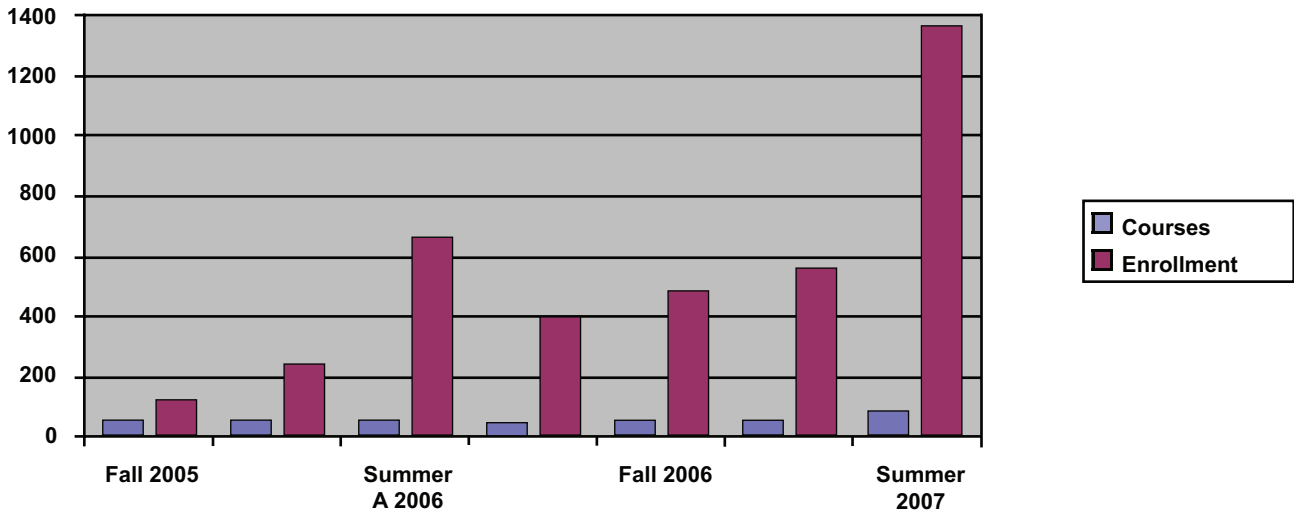


Figure 2

## 1b. High School ACCESS

The goal of the ACCESS (Attaining College Credits and Experiences while in Secondary School) program is to provide a successful introduction and a smooth transition to college curriculum as well as to attract high quality students to West Virginia University. WVU Extended Learning facilitates the off-campus component of the ACCESS program. This program grants high performing students the opportunity to take rigorous college courses with their peers, in a familiar environment, and at a reduced rate.

Since 2000, the program has expanded to 16 high schools throughout West Virginia and has grown to over 300 students as of fall '07. Each of the high schools offers web-based Mathematics courses, while Art and Biology are taught in select locations. Program revenue to WVU is now over \$80k annually, and over half of the students taking Math 126 last year enrolled at WVU this fall.

## Recent High School ACCESS Growth

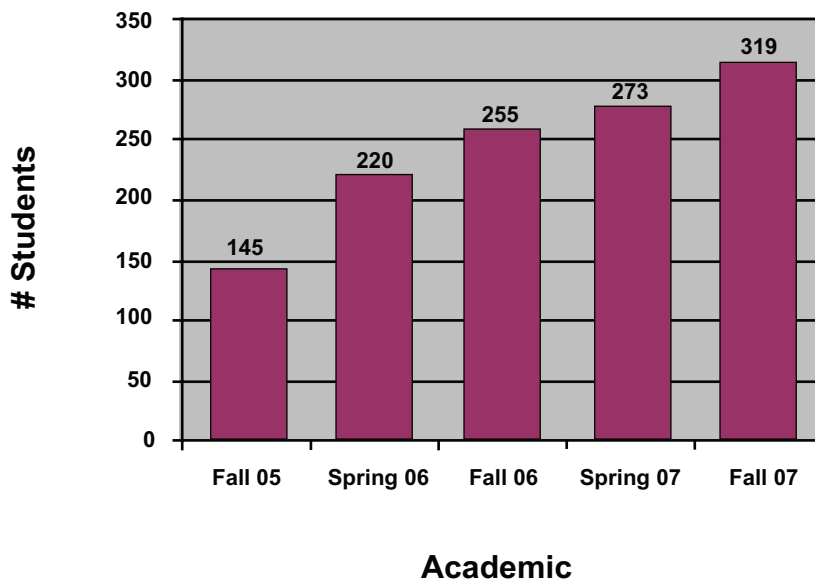


Figure 3

## 1c. Graduate Students

Many working professionals today are demanding increased access to educational programming at convenient times and locations – home, work, on the train, or after the children have gone to bed. WVU Extended Learning has worked with Colleges both in marketing research and infrastructure development to align market needs with WVU programming strengths. In conjunction with the Department of Curriculum and Instruction/Literacy Studies in the College of Human Resources and Education, three online degrees were launched during the fall 2006 term. The degrees include:

### **Elementary Education, MA**

The online Elementary Education program provides opportunities for graduate study and research leading to the degree of Master of Arts (M.A.) for educators and other professionals with educational responsibilities. The primary purpose of the program in elementary (early/middle) education is to provide increased knowledge, skill, and competence for licensed teachers working with children in the elementary (early/middle) school setting. The graduate elementary (early/middle) teacher education program has three major areas of emphasis: graduate education, subject content/methods, and electives.

### **Secondary Education, MA - Science Emphasis**

The online Secondary Education, MA - Science Emphasis program provides opportunities for graduate study and research leading to the degree of Master of Arts (M.A.) for science teachers or persons who work in science education related situations with adolescents and adults. The purpose of the program is to provide academic experiences to increase skills in science education and curriculum development.

### **Secondary Education, MA - Social Studies**

The online Secondary Education, MA - Social Studies Emphasis program provides opportunities for graduate study and research leading to the degree of Master of Arts (M.A.) for social studies teachers or persons who work in social studies education related situations with adolescents and adults. The purpose of the program is to provide academic experiences to increase skills in social studies education and curriculum development.

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Excel as the communication and educational access portal to the University for the state, region and globe excel in creating and implementing quality interactions with students and their diverse communities.

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## 1d. Marketing Our Strengths

As the flag-bearer for WVU's academic outreach, WVU Extended Learning launched a new website that offered greater clarity while incorporating emerging technologies to improve and enhance the marketability of our programming. The website includes audio files of faculty interviews and highlights easy pathways for students to secure necessary information. The website can be viewed at [www.elearn.wvu.edu](http://www.elearn.wvu.edu). The website host unique links for K-12 teachers, High School Students, undergraduates, graduate students and continuing and professional life-long learners.

Extended Learning is a member of a number of national research groups, technology organizations and community groups that enable it to be effective and responsive to student needs. Among those organizations are: a) Eduventures, a marketing research company that provides custom market research for outreach programming, b) Sloan-C, an instructional technology organization that explores and assesses standards in quality online instruction, c) Chambers of Commerce and Regional Economic Development initiatives, groups that investigate regional economic needs and match with educational demands.

## WVU 2010 Goal 2

### *Recruit and Retain High Quality Faculty Committed to the Land-Grant Mission*

- *Enable productivity*

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Retain high quality faculty through grants for instructional design and course development.

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WVU Extended Learning is recognized across campus for its ongoing strategic investments in faculty development and instructional technologies (Figure 1). Through collaborative leadership for WVU eCampus and the WVU eCampus Advisory Council, faculty has been active participants and drivers of instructional technology applications on campus. Faculty incentives often occur through summer salary, instructional and technical support and access to software, hardware and tools to enhance content delivery. The following paragraphs describe the infrastructure support of the Instructional Technology Resource Center and grant incentives for program development.

#### **2a. Instructional Technology Resource Center**

The Office of Information Technology and WVU Extended Learning share leadership of the Instructional Technology Resource Center (ITRC). This collaboration links technology infrastructure with quality standards for teaching and learning. Through this collaboration, the ITRC has a solid foundation to provide leadership and support to faculty in the exploration of emerging instructional technology applications.

The ITRC supports innovative instructional technology applications to enhance learning through interaction with content. For example, interactive flash-based learning objects have been incorporated into online courses to familiarize students with software applications, introduce basic research ideas, and guide the use of online databases. Courses like Hair Evaluation for DNA Analysis and Integrated Ballistics Identification System include flash-based learning objects that otherwise can only be taught in a lab settings. In addition, the ITRC conducts a number of workshops and demonstrations each year for faculty professional development. These include:

- Demonstrations of streaming audio tools such as Wimba Voice tools
- Demonstrations of streaming video/lecture technologies such as Live Classroom
- Demonstrations of how to add a flash-based learning object to an eCampus Course
- Emerging instructional web technologies, such as blogs, wikis, and podcasts
- Evaluating the quality of an online course using nationally recognized rubrics
- Effectively using assessments
- Effective use of online chats and discussions
- Faculty Toolkit for online course development

These events are spread across the calendar year including stand-alone sessions, Faculty Academy events, and presentations to faculty groups such as the WVU eCampus Points Of Contacts and the WVU eCampus Advisory Council.

The ITRC is also supportive of teaching and learning initiatives at WVU, assisting with the development of programs such as Extended Learning's upcoming Teaching Scholars program for faculty, and collaborating on the development of online programs such as the Masters of Legal Studies, courses for the Forensic Science Initiative and development of Information Security Awareness modules for Students and Faculty/Staff.

An ongoing effort is made to provide leadership for technology enhancements to improve teaching and learning by demonstrating best practices for technologies and actively participating in various projects such as the ePortfolio, iTunes U, and SREB Score Project. This is also done by developing custom learning objects to meet the needs of specific faculty members and sharing learning objects with faculty committee where appropriate.

# of faculty workshops – 155

# of course projects - 72

## 2b. Investments in Program Development and Technology Initiatives

While the ITRC provides guidance for faculty in course design and development, WVU Extended Learning has also provided financial incentives for program development. These projects address market needs through focused program development. Projects may include funding for faculty investigation and testing of instructional applications for emerging technologies. WVU's growth in online minors and graduate programs can be directly linked to Extended Learning's investments at initial stages of content development. The chart below highlights investment in program development since 2001.

### Extended Learning Investments in Program Development

Grants	Amount	Year(s)
Elementary Education	\$45,000	2001
English	\$115,500	2001-04
Integrated Marketing Communications	\$45,000	2001
Foreign Language	\$60,000	2001-07
Mathematics	\$43,600	2001-06
Software Engineering	\$43,500	2001
History	\$6,500	2004
Job Accommodation Network	\$31,000	2004
Law – Equity in Education	\$5,500	2004
Physical Education	\$47,000	2004-05
Public Administration	\$7,000	2004
WVU Libraries	\$11,500	2004
Communication Studies	\$6,000	2005
Davis College	\$12,000	2005-07
Legal Studies	\$56,000+	2005-07
Cultural Resource Management	\$7,300	2006
Environmental Biology	\$3,000	2007

Figure 4

In other technology initiatives, the Extended Learning dean serves as the project champion for the electronic Student Evaluation of Instruction format, working closely with the OIT in development and the Faculty Senate Student Evaluation of Instruction Committee. During the simultaneous technical development, the Committee also undertook development of questions for distance delivered courses and edited existing questions.

### WVU 2010 Goal 3

## *Enhance the Educational Environment for Student Learning*

- **Continuously invest in the University's infrastructure and technology**
- **Provide incentives for exceptional teaching**

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Increase number of courses offered through multiple technologies and delivery methods

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During the 2006 academic year, WVU online programming increased by ... in both undergraduate and graduate education. The number of online and blended programs increased from 17 in 2005 to 26 in 2006 (Figure X). Enrollment increases occurred most dramatically in the School of Journalism and in the College of Human Resources and Education in respective Integrated Marketing Communications and the Elementary and Secondary Education degrees. (Statistics here).

### 3 A. Expanded Enrollment

The Extended Learning Enrollment comparison chart for Fall terms of 2005 and 2006 includes the census taken at the Higher Education Policy Commission's (HEPC) required census date (begin date) and the final enrollment numbers at the conclusion of the Fall term (term end date). These comparisons are of particular interest to Extended Learning as courses continue to be added throughout the term. In 2006, there was a 14.5 percent increase in enrollments, or 389 enrollments after the HEPC census date.

In recent years, and through the increase in online learning, on-campus students have incorporated online courses as a means to increase flexibility in scheduling. Because of the increase in online minors that was described earlier, many on-campus students are electing to add additional minors to enhance their degree program. From the data provided in the following chart, the greatest percentage of growth in Extended Learning enrollments during the Fall term is among non-residents who are enrolled in **both** on and off-campus courses (74.83%).

Extended Learning Enrollment				
	WVU Off-Campus Only		WVU On and Off	
	Residents	Non-residents	Residents	Non-residents
2005 Fall				
Term Begin Date	1534	404	339	131
Term End Date	1738	428	352	147
Enrollment Increase	204	24	13	16
Percentage Increase	13.30%	5.94%	3.83%	12.21%
2006 Fall				
Term Begin Date	1659	420	421	180
Term End Date	1886	460	466	257
Enrollment Increase	227	40	45	77
Percentage Increase	13.68%	9.52%	10.69%	42.78%
2005-2006-Term End				
Enrollment Increase	148	32	114	110
Percentage Increase	8.52%	7.48%	32.39%	74.83%

Figure 5

Increase the diversity of course offerings each term to attract new audiences

### 3b. Expand Course Offerings

Expanded enrollments are directly related to an increase in program offerings. As noted earlier, new minors at the undergraduate level and graduate programming resulted in overall increase in enrollment. The strategic investment in program development was designed to address the predicted decline in site-based programs and professional development courses for teachers. Programming increase is directly related to WVU's investments in technology and faculty support infrastructure. Improved instructional technologies and increased technology access to the home have shifted many site-based programs to a blended format with greater flexibility.

Delivery	Program	College	Degree/Type
Online	Software Engineering	CEMR	Graduate Certificate/Master of Science
	Legal Studies	ECAS	Master of Legal Studies
	Multidisciplinary Studies*	ECAS	Bachelor of Arts – Degree Completion- <b>New 06</b>
	Regents Bachelor of Arts*	ECAS	Bachelor of Arts – Degree Completion
	Rehabilitation Counseling	HR&E	Master of Science
	Elementary Education	HR&E	Master of Arts – <b>New 06</b>
	Special Education	HR&E	Master of Arts / 6 Specializations <b>3 New in 06</b>
	Integrated Marketing Communications	JOUR	Master of Integrated Marketing Communication
	Nursing – RN to BSN	NURS	Bachelor of Science in Nursing
	Nursing - MSN	NURS	Master of Science in Nursing
Blended+	Executive Master of Business Administration	B&E	Master of Business Administration
	Educational Leadership	HR&E	Master of Arts/Doctor of Education – <b>New 06 Blended</b>
	Principalship Certificate	HR&E	Course of Study – <b>New 06 Blended</b>
	Athletic Coaching	PE	Master of Arts
	Physical Education-Teacher Education	PE	Master of Arts
	Sport Management	PE	Master of Arts
	Public Health	MED	Master of Public Health
	Reading	HR&E	Master of Arts – <b>New in 06 Blended</b>
On-site	Occupational Therapy	MED	Master of Science
	Safety Management	CEMR	Master of Science
	Communication Studies	ECAS	Master of Arts – 2 specializations
	Social Work	ECAS	Master of Social Work – 2 tracks
	Public Administration	ECAS	Master of Public Administration

Figure 6

### 3c. Summer Sessions – on and off-campus

In addition to academic outreach, Extended Learning provides leadership for Summer Sessions on the main campus. Summer 2007 concluded the tenth year of an entrepreneurial model that provides incentives to Colleges for courses that are of high interest to students. In 2007, WVU combined two 6 week Summer Sessions into one 12 week term. While the majority of courses still ranged in lengths from one to 6 weeks, the longer defined term provided a broader timeframe for access to the WVU Libraries and Student Recreation Center and provided a full 12 weeks for online or more challenging coursework. Grades were available to faculty for all courses at the end of each 3 week parts of term.

Summer has continued to see annual increases in headcount and in revenue returned to Colleges. The following charts illustrate the consistent increases. A trend analysis and overview of each College's performance over the last ten years was presented this year in an effort to assist with strategic planning.

Headcount Enrollment					
By Level and Residency (for fee purposes)					
Summer 2000 - Summer 2007					
West Virginia University - Main Campus					
Semester		Under-graduate	Graduate	First-Professional	Total
Summer 2007	In-State	3,721	2,977	263	6,961
	Out-of-State	2,299	1,720	65	4,084
	Total	6,020	4,697	328	11,045
Summer 2006	In-State	3,796	3,089	255	7,140
	Out-of-State	2,053	1,653	62	3,768
	Total	5,849	4,742	317	10,908
Summer 2005	In-State	3,657	3,400	226	7,283
	2005 Out-of-State	1,841	1,635	62	3,538
	Total	5,498	5,035	288	10,821
Summer 2004	In-State	3,601	3,566	210	7,377
	Out-of-State	1,628	1,536	52	3,216
	Total	5,229	5,102	262	10,593

Figure 7

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To meet or exceed student expectations for academic excellence and career potential, stimulate and reward innovative approaches to programming, delivery and student services.

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### **3d. Reward Innovation and New Approaches**

Increased access to more degrees resulted in higher enrollments and revenue. In AY 2006-07, Colleges earned over \$7 million dollars through the Extended Learning **online/off-campus** entrepreneurial model, and over \$5 million for Summer Session, a total increase of nearly \$2 million over 2005-06. Alignment with market needs, improved instructional technologies and strategic investments are contributing factors for this positive presence.

#### **WVU 2010 Goal 4**

### *Promote Discovery and Exchange of Knowledge and Ideas through collaboration and service*

- **Enable the exchange of ideas**

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To extend knowledge and ideas to those beyond the walls of WVU and to foster the growth of new and unique partnerships and joint collaborations that advance WVU Extended Learning's mission.

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#### **4 A. Continuing and Professional Education**

In 2004, WVU Extended Learning joined in an initiative with Forensic Science to develop online continuing and professional education courses. The development of online courses for a life-long learning or continuing education market was new and offered a more flexible approach to respond to market needs. The targeted and specialized forensic science series of courses for forensic lab managers and public safety officials served a unique audience and received acclaim from the National Institute of Justice.

Another specialized course was the 5202 Initial Substitute Teacher Training online non-credit course that served a significant need among West Virginia communities. Since as many as one-third of the teachers in West Virginia are absent on any given day, there was obviously a high need to train substitute teachers. The one shot face-to-face class wasn't providing adequate access to meet the demand. 5202 Substitute Teacher Training is introduced and demonstrated a technology enhanced learning experience for those entering the public education environment. Since certificate renewal is required every three years in West Virginia, WVU Extended Learning also offers the online non-credit Renewal Substitute Teacher Training course. An example of participation and fiscal return is identified below:

Enrollment & Financial Return	
5202 Initial Substitute Teacher Training	
Enrollment	375 students from Spring 2005 to Present (September 15, 2007)
Revenue	\$35,625 to EL, \$22,500 to Instructor

Renewal Substitute Teacher Training	
Enrollment	124 students from Spring 2005 to Present (September 14, 2007)
Revenue	\$11,780 to EL, \$7,440 to Instructor

Figure 9

The cost to students for each course was \$155 from Spring 2005 through Summer 2006 with a slight increase to \$157 from Fall 2006 to present.

An impressive notation is that Extended Learning's original investment for each Substitute Teacher course was \$1000 paid to the instructor for the development of the course content. In addition, support from a graphic designer from WVU's Instructional Technology Resource Center (ITRC) and support from an instructional designer from WVU-Parkersburg was provided. Apart from the website, this course does not require extensive promotion. Word-of-mouth and support from local Board of Education offices have become the advertising efforts for this course. In 2006, 5202 Initial Substitute Teacher Training won the North American Association of Summer Sessions (NAASS) Creative & Innovative Award in the non-credit category.

#### 4 B. Partnerships

In a partnership with WVU Tech, WVU Extended Learning will provide leadership for off-campus programming and enrollment recruitment in Southern West Virginia. A proposal detailing a united WVU message in Southern West Virginia was adopted by the WVU and WVU Tech Boards after agreement by Presidents Hardesty, Bayless and Harris in January, 2007. The proposal combines WVU Extended Learning marketing and enrollment management expertise with WVU Tech niche programming to advance education in Southern West Virginia. Initial plans are to expand WVU Tech's online course offerings with a specific focus in the flexible Regents Bachelor of Arts degree.

#### WVU 2010 Goal 5

### *Improve West Virginia's Health, Economy and Quality of Life*

- **Become an active partner with communities**

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Expand participation and partnerships with community organizations to assess and match educational needs and programming delivery.

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Representatives from WVU Extended Learning serve the state and nation in many ways. Among those are:

Dr. Day-Perroots, Dean of Extended Learning -

- serves on Governor Manchin's Council on Educational Technology, 2005 to present. [www.us.wv.gov](http://www.us.wv.gov)
- is a representative to and author of West Virginia Virtual Learning Network vision and goals which includes distance education representatives from each of West Virginia's public higher education campuses.
- serves as a Consultant-Evaluator and a member of the Accreditation Review Council of the Higher Learning Commission of the North Central Association of Schools and Colleges. Over the last ten years, she has made 12 team visits, reviewed eight team reports and presented twice at the national conference.
- From 2004-2006, served as Regional Vice President for the North American Association of Summer Sessions. To increase WVU's national recognition for Summer programming and organization, WVU hosted the Summer Session Regional Retreat in Shepherdstown, WV. The conference had attendance of approximately 28 from the Northeastern states.
- Institutional Representative for Blackboard Learning Enterprise Systems for the last five years. During that time, I have

presented at two conferences and participated in WebCT's Leadership Management Series. Grants and Dialog as Incentives for Integration of Instructional Technologies.

- Community Relations Board for United States Penitentiary – Hazelton complex.

Dr. Cutright, Program Coordinator in Southern West Virginia –

- Appointed by Governor Manchin to serve on the Martin Luther King Committee
- Serves on the Board of West Virginia Public Broadcasting
- Member of League of Women Voters

Ms. Tracey Beckley, Director of WVU Extended Learning Programming

- Institutional representative to the Berkley County Chamber of Commerce

Ms. Cheryl Crowley, Program Coordinator for

- Member of the Clarksburg Rotary and served as Rotarian Ambassador to Australia

Ms. Julie Whiteman, WVU Extended Learning Recruiter

- Institutional member of the Wheeling Chamber of Commerce and member of Education Committee
- WVU Alumni Chapter Board Member