

Extended Learning

Annual Report

AY 2007-08

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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It's Been a Very Good Year

Extended Learning's investment in colleges and schools has continued to reap benefits with increased enrollment, increased revenue, and expanded programming (especially online). This report will break down the numbers in detail, but for a snapshot of what a great year this has been, consider the following:

Extended Learning provides leadership for West Virginia University's academic outreach mission through the delivery of over 1,300 online and off-campus courses annually. Extended Learning efforts are critical to WVU's 2010 goals, not only through the engagement of new audiences and services, but also for faculty support and educational innovations that impact teaching and learning at WVU. While this report highlights WVU Extended Learning's engagement with regional and global audiences through course delivery, organizational engagement works both ways. You will also read about Extended Learning's development of an innovative Online Teaching Scholars program and ongoing efforts to enhance teaching and learning on campus. Additionally, WVU Extended Learning provides leadership for WVU eCampus Advisory Council and works to pilot an eportfolio for on and off-campus programs.

Indeed, the revenue from Extended Learning's entrepreneurial model is an important part of every college and school budget. Extended Learning's leadership in Summer Sessions offers multiple dividends for the University. In 2008, the headcount for Summer programming, including online, on and off-campus numbered 11,251. Even as Extended Learning advocates for online, off-campus and non-traditional learners, we are committed to the enhancement of learning for all WVU students and faculty regardless of location. Evidence of this commitment is noted throughout our academic year in review and we invite you to share in our accomplishments.

Extended Learning's small staff generates a significant impact on WVU enrollments and outreach mission. With more than 73% 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 and marketing strategies.

To address these changes, Extended Learning's 2012 strategic plan applies the broader WVU 2010 Strategic Plan to an off-campus non-traditional audience, while enhancing the very infrastructure of WVU to achieve these objectives. 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 regard to both content and delivery.



Table of Contents

<i>Extended Learning by the Numbers.....</i>	3
<i>WVU 2010 GOAL 1 Attract and Graduate High Quality Students.....</i>	5
<i>WVU 2010 GOAL 2 Recruit and Retain High Quality Faculty Committed to the Land-Grant Mission</i>	10
<i>WVU 2010 GOAL 3 Enhance the Educational Environment for Student Learning.....</i>	13
<i>WVU 2010 GOAL 4 Promote Discovery and Exchange of Knowledge and Ideas through collaboration and service.....</i>	17
<i>WVU 2010 GOAL 5 Improve West Virginia's Health, Economy and Quality of Life.....</i>	18
<i>Staff.....</i>	20

Extended Learning by the Numbers

Highlights of the Year

Extended Learning increased more than 10,000 SCHs in 2008.

- Eberly College of Arts and Sciences up 35%
- College of Creative Arts up 69%
- College of Engineering and Mineral Resources up 21%
- School of Journalism up 36%
- School of Physical Activity and Sport Sciences up 25%
- 83% of SCHs are generated from full-fee courses

Extended Learning's commitment to expanding undergraduate online courses for the Multidisciplinary Studies degree has resulted in a 36.6% increase in the growth in minors to approximately 3,724 students in AY 2007-08. The minors that saw a significant increase in 2008 include:

- Communication Studies up 69%
- Child Development and Family Studies 42%
- Advertising 44%

Overall graduate online program growth was up 18.6% thanks to increased enrollment in these programs:

- Legal Studies up 61%
- Rehabilitation Counseling up 29%
- Elementary and Secondary Education up 46%
- Sport Management up 58%

Summer Session enrollment has increased in 2008 with headcount at 11,251 with 71,393 SCHs.

Extended Learning's High School Access Program had enrollment of 615 with 1,864 SCHs. Participation was up 16%, with 21 high schools offering WvEB Algebra and Trigonometry to increase mathematics proficiency.

Continuing and Professional Education served 1,660 adult learners.

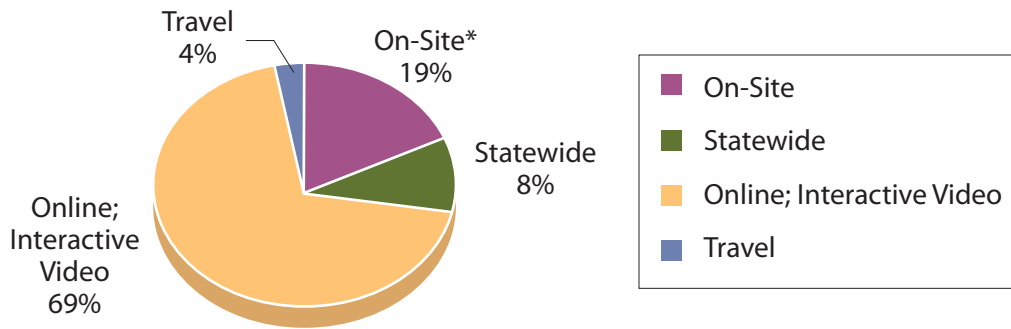
Extended Learning reinvests in new initiatives:

- Teaching Scholars \$68,000
- Non-profit Master of Social Work \$30,000
- Davis College Online Hunting Course \$7,500
- iWebfolio \$36,000

Extended Learning Total Student Credit Hours				
	Distance SCHs	On-site SCHs	Total	Distance Ed % of Total
2008	45,808	16,826	62,634	73%

Extended Learning program delivery continues to move online with global outreach demonstrated through an increase in study abroad courses. The breakdown is as follows:

AY 2008 Extended Learning Delivery



* The enrollment breakdown of site-based courses is equally distributed in the areas traditionally served by EL staff: 17% distribution in Clarksburg, Parkersburg, Kanawha Valley and Northern Panhandle respectively and 18% in the Eastern Panhandle.

Revenue to Colleges			
	EL	Summer	Total
2008	\$9,761,354	\$5,371,944	\$15,133,298

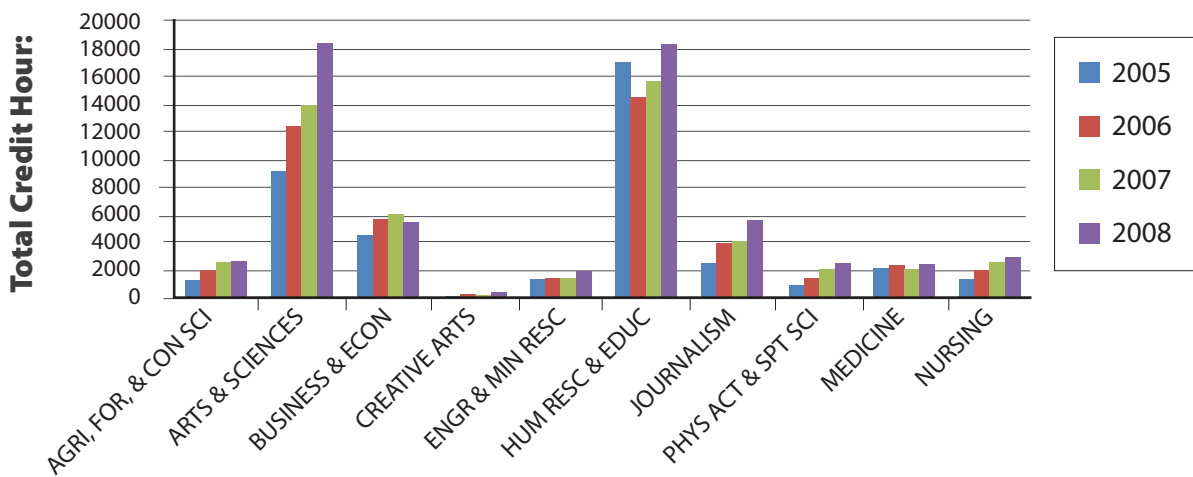
Degrees Offered: 23 (3 undergraduate completion, 20 graduate)

Employees: 4 Non-Classified, 9 Academic Professionals, 7 Classified Staff and 12 Student Workers.

The chart below illustrates the growth over the last few years by colleges.

Extended Learning SCHs by College Academic Years

2005-2008



WVU 2010 Goal 1

Attract and Graduate High Quality Students...

- Enhance academic programs
- Market our Strength

Integrate Extended Learning into the enrollment planning of Colleges and Schools.

Extended Learning's mission is to serve those non-traditional learners who are place bound and juggling family and career. Historically, WVU offered only graduate programs off-campus but this has changed dramatically in the last decade thanks to the Internet. Extended Learning has been a regional leader in developing online undergraduate courses that enable working students to complete a bachelor's degree with web courses. Many of these adult students are enrolled in the Regent's Bachelor of Arts (RBA) degree program, but a growing number are seeking the Multidisciplinary Studies Degree (MDS) which allows students to design their own program by choosing a combination of three minors.

Undergraduate Minors

A minor (typically 5-6 courses in a specific area of study) indicates formal recognition of sequential work in a discipline. Since 2005, undergraduate course offerings have increased from 7 to 165 courses and enrollment has increased from 138 to 3,724 students. The courses in the online minors are delivered via WVU eCampus, an online course management system.

In response to student demand and an increased global awareness, a Religious Studies minor was developed during Spring 2008 and launched in Fall 2008. This brings WVU's total to nine online minors that may be used as part of the MDS degree or as a complement to other studies.

Minors include:

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

GROWTH IN MINORS

Program	AY Total 2008 SCH	AY Total 2007 SCH	Change	Percentage Change
Communication Studies	3,111	1,845	1,266	68.62%
Professional Writing	606	492	114	23.17%
History	975	735	240	32.65%
Business	1,922	1,884	108	5.73%
Entrepreneurship	498	378	120	31.75%
Child Development	923	651	272	41.78%
Advertising	1,569	1,095	474	43.29%
Totals	9,674	7,080	2,594	36.64%

Figure 1

Advertising and Public Relations		
Term	# of Courses	# of Students
AY 2005-06	22	455
AY 2006-07	4	88
<i>Effective Summer 2007 this minor was separated into two minors.</i>		
Advertising		
Term	# of Courses	# of Students
Summer 2007	19	387
AY 2007-08	27	483
Business Administration		
AY 2005-06	13	537
AY 2006-07	21	687
AY 2007-08	22	651
Child Development and Family Studies		
AY 2006-07	12	185
AY 2007-08	17	292
Communication Studies		
Summer 2006	5	228
AY 2006-07	10	422
AY 2007-08	30	1,080
Entrepreneurship		
AY 2006-07	11	166
AY 2007-08	10	170
History		
AY 2006-07	11	266
AY 2007-08	16	321
Professional Writing and Editing		
AY 2006-07	7	91
AY 2007-08	17	232
Public Relations		
Summer 2007	6	112
AY 2007-08	26	495

Figure 2

High School ACCESS (Attaining College Credits and Experiences while in Secondary School)

The goal of the ACCESS 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. 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. Extended Learning facilitates the off-campus component of the ACCESS program.

In 2007-2008, more than 600 high school students enrolled in ACCESS courses in 20 high schools. Each of the high schools offers web-based Mathematics courses, while Art History and Biology are taught in select locations. This program brought in over \$104,000 in gross revenue to WVU that was utilized to pay high school facilitators who assisted WVU instructors with on-site guidance.

High Schools Offering ACCESS Classes 2007-08		
Bridgeport	Hampshire	Ripley
Brooke	Hedgeville	Roane
Calhoun	John Marshall	Robert C. Byrd
Clay Battelle	Liberty	South Harrison
East Fairmont	Morgantown	Tygart Valley
Elkins	North Marion	University
Fairmont Senior	Preston	

Enrollment by Course			
	Fall 07	Spring 08	Total
MATH 126 College Algebra	316	90	592
MATH 128 Plane Trigonometry		186	
ARTHS 101 Apprec. of Visual Arts		4	4
BIOL 115 Principles of Biology	19		19

Figures 3 and 4

Graduate Programs

At a University Symposium on graduate recruiting, Thomas Jackson of Graduate and Professional School Enrollment Management Corporation (GAPSEMC) stressed the importance of communicating meaningful messages to prospective students and the need to recruit on a program (as opposed to college or university) level. Given Extended Learning's experience with graduate recruiting, Enrollment Management's mission and the overall graduate responsibility of the Office of Graduate Education, the Graduate Education Alliance (GEA) was created to provide leadership and coordinated support for graduate recruitment. Enrollment Management, Extended Learning and the Office of Graduate Education are collaborating to streamline the graduate inquiry and application processes.

WVU Extended Learning's Director of Extended Learning Programs, Tracey Beckley, has assumed the role of Director of the GEA and will be responsible for coordinating an enhanced graduate enrollment process for both on-campus and off-campus graduate programming. The goal is to identify opportunities for leveraging resources and to promote best practices by supporting a data-driven approach to enrollment management decisions. A critical first step is the selection and implementation of a new Graduate Enrollment Management System and to facilitate effective marketing research to address the needs of graduate students.

Graduate education is an essential part of West Virginia University's outreach mission as a land-grant institution. This commitment remains strong even as online undergraduate options continue to grow. In fact, graduate education is an area of strategic collaboration with Colleges. Through market research and changing career patterns traditional programs have been adapted to an online environment and new degrees such as Legal Studies and Integrated Marketing Communications have been formulated to serve emerging professional roles.

An evolution of market research has also presented Colleges with increased demand for specialized graduate certifications which appeal to those who may already have an advanced degree. In response, two new certificate options went online this year.

- The Department of Special Education began offering certification or a master's degree in Low Vision/Blindness. The program was designed to meet the need for West Virginia educators who can conduct assessments, design, implement, and evaluate individual programs for students with mild to severe vision impairments.
- The Department of Emergency Medicine received approval to offer an Emergency Medicine Certificate Program targeted to physician assistants, nurse practitioners or physicians who were not residency-trained in emergency medicine. Recruiting for the program began in Spring 2007 and the program started in Fall 2008.

After a pilot year, the School of Nursing offered the first doctoral program off-campus in a blended format. A Doctor of Nursing Practice began admitting students in Fall 2008 to meet the demand for higher education faculty in Nursing.

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.

Marketing our Strengths

Extended Learning continues to play a pivotal role in the marketing and promotion of online and off-campus programming. In addition to the traditional information sessions that have been held around the state, Extended Learning expanded efforts to reach new audiences with virtual information sessions and Internet marketing.

VIRTUAL INFORMATION SESSIONS

Virtual information sessions were launched in November 2007. These sessions connect prospective students and WVU faculty via an online WIMBA electronic classroom. In Fall 2007, faculty and/or staff from the following programs participated: the College of Business and Economics (EMBA), the School of Nursing (RN to BSN, MSN, DNP), and the Eberly College Multidisciplinary Studies degree program. Spring 2008 participants included the College of Business and Economics and the School of Nursing.

These sessions were facilitated and marketed by Extended Learning. Students watched an interactive presentation designed by a faculty or staff departmental representative and were then encouraged to ask questions to get a full understanding of the program. A total of 35 participants registered for the sessions (19 EMBA, 7 Nursing, and 9 MDS).

WVU Extended Learning marketed these sessions by designing a registration page on the EL website. Additionally, online ads were created for each program's web site to further promote each session. Students were sent an automatic email upon registration to serve as confirmation of their participation. Two days prior to the event, a second email was sent containing login information and a link to ensure their computers were updated to support the required software.

Following the session, participants received an email containing a link to an archive of the presentation to reinforce the content of the virtual session. Additionally, participants were asked to complete a brief survey to allow EL to evaluate the overall effectiveness of the session, and to serve as a benchmark as to how to further reach prospective students.

Extended Learning plans on continuing this outreach activity and will expand upon the current participant list to include more EL programs. These interactive sessions provide an excellent Return on Investment by connecting focused information to interested students at minimal expense.

REGIONAL INFORMATION SESSIONS

During the fiscal year, Extended Learning also continued to have regional information sessions around the state. More than 400 prospective students attended a session in either the fall or spring. Applicable program faculty offer program advice in these sessions, and Extended Learning staff are available to meet with prospective students when a departmental representative is unavailable. In Fall 2007, sessions were held in Bridgeport, Martinsburg, Parkersburg, and Morgantown. In Spring 2008, sessions were held in Wheeling, Fairmont, Charleston, and Martinsburg.

INTERNET MARKETING

In March 2007, Extended Learning began a pilot program with College and University Net (CU NET), a leading Internet marketing firm that specializes in generating prospective students from advertising on the web. CU Net was hired to provide "pay-per-click" advertising services with Google and lead generation from their websites and those of their various partners. Advertising was targeted to those states that have been traditional feeder schools for WVU: Pennsylvania, Virginia, Maryland, New Jersey, North Carolina, South Carolina, New York, Ohio, Washington, D.C., and West Virginia.

The online degree programs chosen for this pilot were Elementary Education, Integrated Marketing Communications, Legal

Studies, Secondary Education with Science Emphasis, Secondary Education with Social Studies emphasis, and Special Education (6 specializations). Criteria for program participation included fully online delivery, ability of faculty/staff to respond to student inquiries, time frame for upcoming program starts, and a desire to increase enrollment.

The program was still in the early stages at the end of the fiscal year, but the preliminary results were promising as hundreds of program inquiry requests were generated. In the first three months of implementation, there were 83 prospective students who filled out forms on the web asking for information. These leads will be monitored closely to see if they convert to enrollments in the coming two years. A full reporting of leads generated are shown in Figure 5 below.

Improved Communications Plan and Inquiry Tracking

While EL representatives employ a variety of efforts to generate a pool of prospective students, experts say that follow-up is critically important to a school's success in converting leads to enrollments. Much attention has been spent over the past year on developing a more robust communication plan for prospective students. The plan calls for staff to utilize a variety of approaches (traditional mail, electronic mail, phone calls, etc.) and target messages to specific audiences. The Extended Learning staff has worked collaboratively with program representatives to ensure that EL communications complement activities at the department level.

Through the creation of an interim database in March 2008 (pending implementation of the Graduate Enrollment Management System), Extended Learning is now collecting more comprehensive statistics regarding the inquiry pool that will help us to better address student inquiries in the future. The Figure 5 below is a compilation of key entry portals for student inquiries. The ultimate goal is to utilize these and other data (such as response to communication efforts) to better qualify lead to direct recruiting resources most effectively. Frequently, people's actions speak louder than their words, and the two are often not in concert. Therefore, it's very important to observe user behavior and classify accordingly.

Prospective Student Inquiries (March-June 2008)					
	MAR	APR	MAY	JUN	TOTAL
Info Sessions	43	134	0	0	177
EL Web Site	20	21	28	22	91
CU Net	2	15	28	38	83
Freinds/Family	6	6	13	9	34
Other	17	2	8	1	28
Unknown	3	1	14	6	24
Recruiting Event	1	7	0	8	16
Employer	3	3	1	2	9
Newspaper Ad	2	3	0	0	5
Flyer	0	0	2	1	3
Total	97	192	94	87	470

Figure 5

Website as WVU Portal for EL Programs

Extended Learning's marketing efforts also increased traffic to the unit's website. The staff has expanded its practice of promoting programs and courses using audio overviews recorded by representatives of these programs. In July 2007, Special Education was represented by Dr. Cathy Galyon-Keramidas. In October, Dr. L. Christopher Plein was added for Legal Studies. These clips were made available from multiple pages of the Extended Learning website including the homepage and the Graduate Degree page. The recruitment of additional program participants is ongoing. The website can be viewed at elearn.wvu.edu.

In May 2008, Eduventures conducted a review of the WVU Extended Learning web portal as part of an ongoing study for member institutions within the Continuing Education Learning Collaborative. Overall, the web site received a score of Excellent (94 out of 100) on the Eduventures Web Site Diagnostic Assessment. This tool contains eight core evaluation categories (as shown below) and the average overall score among the pool of approximately 40 assessments completed to date was an 86.

Eduventures Review of Extended Learning Website		
	WVU Scores	Category Averages
Overall Diagnostic Score	94	86
Navigation/Functionality	100	86
Aesthetics	100	87
Course/Program Catalog Information	100	86
Multimedia	100	86
Calls to Action	93	91
General Information Content	91	83
Financial Information	80	92
Innovative Features	76	63

Figure 6

Based partly on the feedback received from this analysis, two main areas of the EL site are currently under development. An FAQ section related to financial aid for non-traditional students is being created and additional innovative features (such as web chat and enhanced testimonials) are being incorporated.

Marketing Pieces

Extended Learning staff saw a need for consistent marketing pieces to promote programs. Working collaboratively with departments, fact sheets were developed that provided general information and program highlights. The remainder of the information to be used was determined by EL staff based on the facts found in each meeting. WVU Extended Learning Graphics Department under the direction of Eric Merrill developed a design template giving all programs a unique look-and-feel while ensuring the pieces mirrored one another to further brand Extended Learning programs. The information will also be featured on the Extended Learning Web site. The web will also provide personalized testimonials to share other students' success stories.

WVU 2010 Goal 2

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

- *Enable productivity*

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

WVU Extended Learning is recognized across campus for its ongoing strategic investments in faculty development and instructional technologies. Through collaborative leadership for WVU eCampus and the WVU eCampus Advisory Council, faculty members have been active participants and drivers of instructional technology applications on campus. Extended Learning supports faculty through summer salary, instructional and technical support, and access to software, hardware and tools to enhance content delivery.

As a component of WVU Extended Learning's strategic planning for a capital campaign, Dean Day-Perroots proposed a Faculty Commons as a supportive environment where faculty can engage, explore and test theories and applications to advance teaching and learning at West Virginia University. In planning for Extended Learning's new building, space for a Faculty Commons was incorporated into the structure. Trips to explore other university centers of digital media, faculty support, and teaching research have offered ideas that coalesced into a survey for faculty at elearn.wvu.edu/faculty. This vision and fiscal investment of over \$2 million dollars to create a Faculty Commons is evidence of Extended Learning's commitment to faculty.

Instructional Technology Resource Center

The Instructional Technology Resource Center (ITRC) is supported by Extended Learning and the Office of Information Technology. Currently Extended Learning provides administrative and budgetary oversight of 5 professional staff and 6 students. OIT funds 2 additional positions. This collaboration links technology infrastructure with quality standards for teaching and learning.

FACULTY DEVELOPMENT

The ITRC's mission is to support, promote, and enhance teaching effectiveness at the University through instructional strategies and faculty development. ITRC staff guided faculty in the design and development of 29 online courses, led 17 consulting projects, and rebuilt 48 eCampus courses due to the eCampus upgrade. Courses developed through the Instructional Technology Resource Center have been recognized nationally for their effective use of graphics, overall look, student interactivity, clearly-defined learning outcomes and sound pedagogical principles by the following organizations: Sloan-C, North American Association of Summer Sessions, and Blackboard Learning Management Systems.

In addition, the Instructional Technology Resource Center staff offered 14 workshops during the Spring 2008 term. 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 sponsors a monthly brown bag luncheon for faculty to learn more about instructional design and technology. The following brown bag luncheons were offered:

- Best Practices in Teaching Online
- Online Course Development
- Managing Large Classrooms
- Podcasting : Introduction and Intermediate

iTunesU

iTunes University (iTunes U) is a free service that provides distribution and access to educational content, including course audio/video lectures, seminars, presentations, and supplemental material. WVU-related public events, sports events, and news broadcasts can also be delivered through iTunes U. It is a cross-platform service and therefore the content can be accessed using most current operating systems. In addition, students can download course-related content and take it with them using a compatible MP3 player.

iTunes U is a joint project of Web Services and the Instructional Technology Resource Center (ITRC). The day-to-day operations of iTunes U are managed by Web Services. The ITRC assists faculty and staff with production and posting of academic content on the iTunes server. The ITRC conducted seven workshops on podcasting and iTunes U.

Extended Learning staff worked collaboratively with Web Services and Institutional Advancement to develop the iTunesU Policy. The policy can be viewed at <http://oit.wvu.edu/itrc/iTunesContentforWeb/WVU%20iTunes%20Policy.pdf>.

Investments in Program Development and Technology Initiatives

While the ITRC provides guidance for faculty in course design and development, WVU Extended Learning invests in overall program development. Projects 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. Figure 7 (next page) highlights investment in program development since 2001. The items in yellow represent the current reporting year.

Extended Learning Investments in Program Development		
Grants	Amount	Year(s)
Davis College – Introduction to Hunting	\$7,500	2008
Social Work – Non-Profit Management	\$30,000	2008
Teaching Scholars – Mentors	\$14,600	2008
Teaching Scholars – EL Staff Support	\$53,000	2008
Environmental Biology	\$3,000	2007
Cultural Resource Management	\$7,300	2006
Davis College	\$12,000	2005-07
Legal Studies	\$56,000+	2005-07
Communication Studies	\$6,000	2005
Physical Education	\$47,000	2004-05
History	\$6,500	2004
Job Accommodation Network	\$31,000	2004
Law – Equity in Education	\$5,500	2004
Public Administration	\$7,000	2004
WVU Libraries	\$11,500	2004
Foreign Language	\$60,500	2001-08
Mathematics	\$43,600	2001-06
English	\$115,500	2001-04
Elementary Education	\$45,000	2001
Integrated Marketing Communications	\$45,000	2001
Software Engineering	\$43,500	2001

Figure 7

Online Teaching Scholars (OTS)

The OTS Program is a new and exciting series of interactive online modules focused on effective teaching. OTS was developed by WVU faculty across multiple disciplines under the guidance and funding of WVU Extended Learning. Cindy Hart, Coordinator for Distance Learning and Supervisor for the Instructional Technology Resource Center, managed day-to-day cultivation and development of the Online Teaching Scholars (OTS) Program. The online model is designed to engage a broad range of faculty across multiple campuses and a variety of schedules. OTS consists of 5 modules which include:

- Learning and Teaching Principles
- Learning Styles and Strategies
- Designing Instruction
- Assessment
- Constructing the Syllabus.

In Fall 2008, the OTS will be launched with a group of faculty who will go through the program collectively and then serve as Faculty Mentors for new and “nearly new” faculty in their respective Colleges. The Faculty Mentors will then guide faculty cohorts through the online modules that include activities and lessons to enhance teaching. The Faculty Mentor group consists of recognized outstanding faculty and, through their experience and knowledge, will provide assessment and suggestions for program improvements. Through peer discussions and the guidance of Faculty Mentors, the tested strategies can then be directly applied to classroom or online instruction.

WVU eCampus Advisory Committee

The WVU eCampus Advisory Council includes faculty across campus who have been actively engaged in advancing online and technology-enhanced learning at WVU. The Council investigated and discussed some challenging issues ranging from reviewing and approving the eCampus template, eCampus upgrade process and testing of version 4, testing of Respondus Lockdown Browser, implementation of iTunesU as an instructional tool, testing of ePortfolio products and discussion of elec-

tronic transfer of grades from eCampus to Banner. For the upcoming academic year, WVU ECampus Advisory Committee has identified two major projects: a) compiling and conducting surveys for faculty and students regarding technology skills and attitudes and b) defining a quantitative measure of online instruction that aligns with the on-campus minimum 2,150 minute expectation for face-to-face instruction.

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**

Increase number of courses offered through multiple technologies and delivery methods

Extended Learning’s significant investment in faculty and instructional technology stimulated increased development in online and blended programming. These investments continue to pay dividends with another year of increased number of courses offered through multiple technologies and delivery methods. The discussion of undergraduate minors within Goal 1 illustrates Extended Learning collaboration with Colleges to expand courses to meet needs of new audiences. The chart below specifically demonstrates examples of growth in online or blended programming.

Online/Blended Program Growth				
Program	AY Total 2008 SCH	AY Total 2007 SCH	Change	% Change
Legal Studies	609	377	232	61.54%
Educational Leadership, EDLS Superintendent Cert.	1,651	1,675	-24	-1.43%
Rehabilitation Counseling	1,098	849	249	29.33%
Special Education- Early Intervention, Multi Categorical	3,730	3,337	393	11.78%
Elementary/ Secondary Education	1,521	1,041	480	46.11%
Integrated Marketing Communication	2,862	2,367	495	20.91%
Athletic Coaching	573	546	27	4.95%
Physical Education Teacher	459	363	96	26.45%
Sport Management	324	205	119	58.05%
Public Health/ School Health	436	319	117	36.68%
Nursing	3,234	2,834	400	14.11%
Totals:	16,497	13,913	2,584	18.57%

Figure 8

Expanded Enrollment

In recent years, 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 occurred with students who are enrolled in both on- and off-campus courses. Enrollment comparisons at term beginning and end dates are of particular interest to Extended Learning as courses continue to be added throughout the term.

Extended Learning Enrollment			
		WVU Off-Campus Only	WVU On and Off-Campus
2006 Fall	Term Begin Date	2,079	601
	Term End Date	2,346	723
	Enrollment Increase	267	122
	Percentage Increase	12.84%	20.30%
2007 Fall	Term Begin Date	2,420	663
	Term End Date	2,944	817
	Enrollment Increase	524	154
	Percentage Increase	21.65%	23.22%
2006-2007 Term End	Enrollment Increase	598	94
	Percentage Increase	25.49%	13.00%

Figure 9 * The Extended Learning Enrollment comparison chart includes data taken from the Higher Education Policy Commission's (HEPC) required census date on October 1 and the final enrollment numbers at the conclusion of the Fall term.

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

Expand Course Offerings

Expanded enrollments are directly related to an increase in program offerings. Improved instructional technologies and increased technology access to the home have shifted many site-based programs to a blended format with greater flexibility. Below is the delivery status of EL programs during 2007-08.

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
	Regents Bachelor of Arts*	ECAS	Bachelor of Arts – Degree Completion
	Elementary Education	HR&E	Master of Arts
	Special Education	HR&E	Master of Arts / 6 Specializations
	Integrated Marketing Communications	JOUR	Master of Integrated Marketing Communication
Blended	Nursing – RN to BSN	NURS	Bachelor of Science in Nursing
	Nursing - MSN	NURS	Master of Science in Nursing
	Nursing -DNP	NURS	Doctor of Nursing Practice
	Public Health	MED	Master of Public Health
	Executive Master of Business Administration	B&E	Master of Business Administration
	Educational Leadership	HR&E	Master of Arts/Doctor of Education
	Rehabilitation Counseling	HR&E	Master of Science
	Principalship Certificate	HR&E	Course of Study
	Athletic Coaching	PE	Master of Arts
	Physical Education-Teacher Education	PE	Master of Arts
	Sports Management	PE	Master of Arts
	Reading	HR&E	Master of Arts
	Occupational Therapy	MED	Master of Science
On-Site	Safety Management	PE	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 10

Summer Session – 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 1 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 part 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 to Colleges in an effort to assist with strategic planning. To continue the advancement and profitability of Summer, Extended Learning led an initiative to conduct a thorough analysis of Summer factors. At the conclusion of Summer 2008, Extended Learning worked with Institutional Analysis and Planning to conduct in-depth research over an 8-year period of Summer data including, but not limited to headcount, SCHs, class times/dates, and delivery type. Based upon this analysis, Extended Learning convened a Summer Committee that will make recommendations for continued growth and student satisfaction.

Headcount Enrollment (West Virginia University - Main Campus)					
By Level and Residency (for fee purposes) Summer 2004 - Summer 2008					
		Undergraduate	Graduate	First Professional	Total
Summer 2008	In-State	3,887	2,809	251	6,947
	Out-of-State	2,475	1,749	80	4,224
	Total	6,362	4,558	331	11,171
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
	Out-of-State	1,841	1,635	62	3,538
	Total	5,498	5,035	288	10,821

Summer Revenue					
	Gross	Base	Personnel	Fringe	Net
2008	\$8,352,603	\$1,455,000	\$1,402,077	\$172,626	\$5,322,900
2007	\$8,203,674	\$1,455,000	\$1,430,502	\$186,979	\$5,131,194
2006	\$7,239,687	\$1,455,000	\$1,186,681	\$143,176	\$4,454,830
2005	\$6,707,643	\$1,455,000	\$1,098,207	\$130,884	\$4,023,553

Figures 11 and 12

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

Reward Innovation and New Approaches

ePORTFOLIO

An electronic portfolio is a collection of work assembled and managed by a user, usually on the web. Such digital artifacts may include text documents and presentations, graphic files, sound clips, video footage, Adobe PDF files, blog entries, hyperlinks, and just about any other document or media format imaginable. Students can create and customize portfolios for academic, career, or personal uses. Electronic portfolios demonstrate the user's accomplishments and offer a platform for self-expression. Online portfolios are ongoing and can be updated over time.

Extended Learning chaired an ePortfolio committee of faculty and eCampus staff to explore over 50 potential ePortfolio products, identifying important features for application at WVU. Procurement Services Posted and received seven applications to the RFP and two were selected to present their product in an open forum on campus. Approximately 30 people attended the sessions and submitted evaluations. Comments were collected and follow-up questions were routed to the vendors. A third round of reviews was conducted and the analysis resulted in the recommendation of Nuventive iWebfolio as the vendor most aligned with WVU criteria.

Nuventive iWebfolio is a vendor located in Pittsburgh, PA. The administrative flexibility, customer service and pricing were among the important factors in their selection. The College of Human Resources and Education has been selected to pilot iWebfolio during the Academic Year 2008-09. The College of Human Resources and Education (HR&E) has specialized accreditation requirements, as well as online learners at the graduate level. HR&E has been engaged in the review process and has previous experience with "homegrown" eportfolio systems. The pilot implementation will lay the foundation for campus wide deployment of iWebfolio.

ENTREPRENEURIAL REWARDS

Increased access to more degrees and minors resulted in higher enrollments and revenue. In AY 2007-08, Colleges earned almost \$10 million dollars through the Extended Learning online/off-campus entrepreneurial model, and over \$5 million for Summer Session, a total increase of almost \$2.3 million over 2006-07.

AY 2008 INCREASE IN ENTREPRENEURIAL REVENUE				
College	AY 2007-08 Total	AY 2006-07 Total	Difference	Percent Increase
Davis - AFCS	\$453,063	\$407,125	\$45,938	11.28%
Eberly - A & S	\$5,608,006	\$4,960,796	\$647,210	13.05%
Business & Econ	\$2,144,245	\$1,948,053	\$196,192	10.07%
Creative Arts	\$180,307	\$128,564	\$51,743	40.25%
Engr & Min Resc	\$530,067	\$444,834	\$85,233	19.16%
Human Resc & Educ	\$2,259,195	\$1,890,356	\$368,839	19.51%
PI Reed - Journalism	\$2,124,874	\$1,467,218	\$657,656	44.82%
Physical Education	\$1,159,697	\$1,032,314	\$127,383	12.34%
Law	\$42,097	\$37,298	\$4,799	12.87%
Medicine	\$234,472	\$177,534	\$56,938	32.07%
Nursing	\$234,468	\$182,870	\$51,598	28.22%
Pharmacy/Dentistry	\$0	\$0	\$0	N/A
WVU Libraries	\$35,526	N/A	N/A	N/A
AA (STP, Honors, SRVL)	\$127,281	N/A	N/A	N/A
	\$15,133,298	\$12,676,962	\$2,456,336	19.38%

Figure 13

WVU 2010 Goal 4

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

- **Enable the exchange of ideas**

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.

Partnerships

ADEC is a non-profit distance education consortium composed of approximately 65 state universities and land-grant colleges. The consortium was conceived and developed to promote the creation and provision of high quality, economical distance education programs and services to diverse audiences, by the land grant community of colleges and universities, through the most appropriate information technologies available.

Through ADEC, members engage in a teaching and learning model that epitomizes a university without walls that is open, accessible, and flexible. The model seeks to provide instructional delivery and/or access anywhere, anytime, and to virtually anyone who seeks it.

Primary emphasis is placed on educational and informational programs and services that fall within the traditional areas of competitive advantage for land-grant institutions. Specifically, this includes programs related to food and agriculture; nutrition and health; environment and natural resources; community and economic development; and children, youth, and families. West Virginia University participates in ADEC through Board Membership and Program Panel representation. WVU has shared faculty examples of Web 2.0 instructional applications, promoted courses internationally, and participated in multiple think tank laboratories.

REGIONAL ACCREDITATION (Consultant-Evaluator)

For more than 12 years, Dean Day-Perroots has served 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. Through the 15 team visits, review of nine team reports and presentations at the national conference, Dr. Day-Perroots is actively engaged in the institutional validation and assessment research. Every campus visit offers a unique learning experience that provides tested applications for consideration at WVU. In the past year, this experience identified an area of US Department of Education clarification critical to West Virginia University's financial aid eligibility.

NORTH AMERICAN ASSOCIATION OF SUMMER SESSIONS (NAASS)

WVU has been active in NAASS since Extended Learning inherited the management of Summer Sessions in 1997. NAASS conferences and colleagues have contributed significantly to the success of WVU Summer Sessions and WVU, likewise has shared the ideas that have fostered our success. To further increase WVU's national recognition for Summer programming and organization, WVU hosted the Summer Session Regional Retreat in Shepherdstown, WV in 2006. Additionally, Dean Day-Perroots served as Regional Vice President from 2004-06 and will be President-Elect in 2009.

TRAVEL STUDY

In 2006, WVU made a bold step to waive tuition for Study Abroad courses as a means to make an international study experience more affordable to more students. Deans also agreed to pay travel expenses for one Study Abroad experience for National Merit finalists admitted into their Colleges. These actions opened the doors for an increase in faculty-led Study Abroad. Not only was this a positive step for students, but it also increased opportunities for faculty to introduce a global perspective or excursion into their curriculum. Extended Learning has been an active partner in this process by listing courses, registering students and marketing travel options. We are continuing to explore ways to streamline the process while effectively preparing students for a safe and often, life-changing learning experience.

Expansion of Travel Study

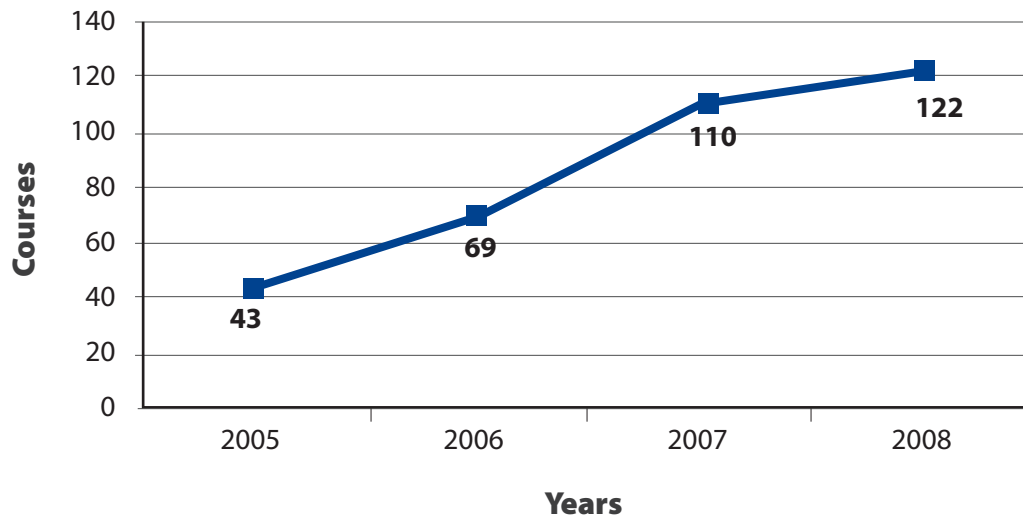


Figure 14

WVU 2010 Goal 5

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

- **Become an active partner with communities**

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

Continuing and Professional Education

In four years, Continuing & Professional Education has grown from a handful of courses to more than 70 online courses and 10 on-site courses. Enrollments in those initial years were fewer than 50 students with little revenue. In the last fiscal year, approximately 1,660 students enrolled with revenues of \$125,000 for the same period.

A unique and diverse list of programming is offered through Continuing & Professional Education. Starting out with just a couple of Personal Enrichment and Engineering courses in 2004, the options that are now available include additional courses in those areas as well as Business/Finance, Career Training, Education, Forensic Science, Health Education/Wellness, and IT & Design. Many of the courses award Continuing Education Units (CEUs) or Professional Development Hours (PDHs) to help fulfill professional licensing or certification requirements. In Fall 2008, the Forensic Science non-credit program started awarding International Learning Units (ILUs) to their students upon completion of forensic courses. ILUs are an outcome based standard for lifelong learning, and is an alternative to the time based CEU for measuring learner participation.

In 2006, WVU Extended Learning and the Forensic Science Research Department launched two online courses to the lifelong learning and continuing education adult market. By Summer 2008, the series of forensic science online courses had grown to 11 with an additional 5 courses completing development by the end of this calendar year. These series of courses serve a unique audience of forensic public lab employees and public safety officials, but have also brought an understanding for this field to many others in the law enforcement and criminal justice communities.

The Forensic Science Program has been nationally recognized, and was nominated for the North American Association of Summer Sessions (NAASS) Creative and Innovative Awards in 2007 in the non-credit category. One of the goals of developing

and designing these online courses was to keep professionals in the field abreast of the rapid scientific growth in this area. In addition, other interested audiences receive relevant and accurate information on this evolving subject. Testimonials received attest that these forensic science online courses are very successful by being useful, providing quite a bit of current information, and assisting in making the transition from reading course material to applying it to the job experience.

Continuing & Professional Education will soon be offering five courses in Homeland Security, and a Sustainable Water Infrastructure Management (SWIM) course. In addition to offering new courses, past offerings like Natural Remedy for Stress & Burnout, Introduction to Biometrics, and Advanced Parish Nurse Workshops have been recently updated with new materials. Research is currently underway in the area of sustainability or going “green”, and how Extended Learning can meet professional and consumer educational needs in West Virginia.

Outreach

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:

- Eduventures, a marketing research company that provides custom market research for outreach programming
- Sloan-C, an instructional technology organization that explores and assesses standards in quality online instruction
- Chambers of Commerce and Regional Economic Development initiatives, groups that investigate regional economic needs and match with educational demands.

Service

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

- Service on Governor Manchin’s Council on Educational Technology, 2005 to present. www.us.wv.gov
- 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.
- Institutional Representative for Blackboard Learning Enterprise Systems for the last five years.
- Institutional representative to the Harrison County Chamber of Commerce and member of the education committee and the Ambassador committee
- President of Harrison County Student Achievement Scholarship Program
- Institutional member of the Berkley County Chamber of Commerce
- Institutional member of the Wheeling Chamber of Commerce and member of Education Committee
- WVU Alumni Chapter Board Member
- Member of the Gateway New Economy Council in the Eastern Panhandle

Extended Learning Staff

Sue Day-Perroots.....Dean of Extended Learning
Tracey Beckley.....Director of Graduate Education Alliance
Cheryl Crowley.....Program Coordinator
Pamela Cutright.....Assistant to the Campus Provost, WVU Tech
Margaret Pinnell.....Budget and Research Coordinator
Becky Snider.....Administrative Assistant

Sherry Kuehn.....Continuing & Professional Education Coordinator
Sherry Tichenor.....Administrative Assistant

Tammy Bishoff.....Curriculum Coordinator
Angel Douglas.....Customer Service Lead Representative
Tabitha Cutlip.....Customer Service Representative
Nichet Rogers.....Customer Service Representative

Cindy Hart.....Distance Education Coordinator
Lydia Mong.....Instructional Designer
Chrys Dean.....Instructional Designer
Patricia Moore.....Administrative Assistant

Julie Whiteman.....Recruitment Coordinator

Lynn Reinke.....Director of Communications
Eric Merrill.....Senior Professional Technologist
Robert Dillon.....Graphic Arts Designer

Ian Hollingsworth.....Dean's Office GA
Alex Huffman.....Dean's Office GA
Sophia Baisie.....ITRC GA
Amanda Tracey.....ITRC GA
Prashanthi Dhulipdi.....ITRC GA
Adam Flack.....ITRC GA

Josh Dodd.....Media Student Worker
Trevor Stanton.....Media Student Worker
Marianne Roush.....ePortfolio Student Worker
Caitlin Eye.....Enrollment Support Student Worker
Jonathan Huffman.....Enrollment Support Student Worker