

# ONLINE EDUCATION WORKING GROUP



## EXECUTIVE SUMMARY

In spring 2020, President Green created a working group to examine how the University of Idaho could move rapidly into the online course and program delivery market. The working group was formed during the late part of spring 2020 and met during the subsequent spring, summer and fall terms. The product of the working group was to examine the opportunities available to the university in online education and to develop a plan to set in motion the development of a robust and stable online education function at the university.

Early in the working group meetings it was determined the online education working group should split into four sub-groups around the following areas: 1) technology and support infrastructure, 2) student support services, 3) marketing & strategic positions, 4) faculty and course development. The sub-groups were needed to allow for a smaller group to fully analyze and report back on the university efforts in their respective areas and create a more efficient structure in developing a comprehensive university-wide report. The report summarizes the recommendations from all four sub-groups and provides a suggested administrative structure. In addition, a short history of online education efforts at the University of Idaho is outlined for the purpose of setting context. The Idaho Governor's Emergency Education Relief (GEER) Funding request and the Idaho Online initiative currently being led by the State Board of Education are also considered given the timing and urgency around both initiatives.

The report includes data around online enrollment potential and estimated resources and investment needed for the University of Idaho to achieve a stronger position in the online space and benefit from a return on the investment over time. It is hoped the report will serve as a road map for University of Idaho's development of an online education effort. The report offers recommendations around unique areas of expertise and opportunity for University of Idaho online curriculum,

requirements for best practices to implement online student support services, technology and infrastructure requirements, marketing and strategic positioning tactics and best practices around faculty support and curriculum development.

The working group is recommending a university-wide approach to online education with a single office under Academic Affairs (provost and executive vice-president) overseeing and coordinating the online efforts and programming. Beyond recommending a single point of responsibility and a single point of leadership for the online efforts, the report supports protecting faculty control of creating content for online courses and course development. The paper recognizes a number of successful online initiatives currently at U of I which could serve as models for future success and recommends a sufficient investment over a period of years which will establish the online unit as well as leverage current successful online programming into additional opportunities and revenue. The paper recommends sufficient resources be made available to the Center for Excellence in Teaching and Learning as a unit which will assist faculty in course development and quality assurance. The report recommends the development of a centralized student services function which will create a seamless student experience and improve the user experience by strengthening our ability to provide support services to our online student population. The working group recommends a robust and well-resourced marketing and communications strategy to create visibility for U of I in the online education marketplace. The marketing should communicate a value proposition which appeals to multiple audiences identified as prospects which the institution could serve.

The report outlines three stages, each dependent upon an initial injection of capital and based upon return on investment projections. Resources are suggested for each stage with the understanding that changes could be required as enrollments grow or if shifts occur in student demographics or populations.

Based on the findings of the working group and the associated sub-groups, an initial investment of \$1,048,809 is required to immediately create the capacity to build up an online unit and begin competing in an already crowded marketplace. In order to build the necessary infrastructure, it is recommended an additional \$666,000 be invested in technological and user experience upgrades across the universities state-wide footprint. Moving forward if the initial investment yields expected results, the return on the investment will surpass the additional cost for growth in human and technological capital. The report extends to a horizon of 2026 and if followed, and student numbers grow as indicated by the data on markets and potential student populations, the university will fully resource the online unit and realize up to \$22M in revenue growth.

In summary, the University of Idaho has only an upside to improving our position in the online space. With some immediate investment, we will see early success by focusing on programs and curriculum that are “ready to launch” and have an identified market potential as well provide the structure which will enable other programs to enter the market quickly and efficiently.

## **CHARGE FROM PRESIDENT GREEN: ONLINE EDUCATION WORKING GROUP**

With the realization that the University of Idaho needed to have a robust and efficient online teaching and learning effort, President Scott Green established an Online Education Working Group during spring term 2020. President Green charged the online education working group to lead a conversation around exploring the steps needed to build a stronger remote learning infrastructure and enhance our online education offerings. The working group was asked to think broadly about what opportunities exist in Idaho and globally, to examine target markets and to find the right fit for Idaho in an already crowded online education space. The working group was encouraged to consider opportunities through our extension offices, dual-credit, support for homeschoolers, and certificate programs which may or may not lead to a degree.

The report provides recommendations focused on areas of strength, areas where we need improvement and information with specifics about investments and resources needed for the institution to improve our online

opportunities and curriculum. The report may, in the future, assist academic and administrative leadership in visioning for the future and serve as a planning document as the institution considers developing an online learning effort.

## **Background**

The history of online education at the University of Idaho (U of I) began along with most other institutions in the early to mid-90's as the internet and personal computers became part of the campus infrastructure and learning management systems (LMS) were being developed. With the integration of computers and learning technologies into the college classroom, faculty were challenged to consider how to use the new technological tools to foster learning at a distance and take their courses/programs to the students who were not able to join the on-campus community of learners. A detailed description of the history and milestones of online education at U of I is provided in Appendix A.

In 2020, new opportunities for U of I to take a lead in online education have emerged. With the COVID-19 pandemic, the university demonstrated it can move to online delivery as an entire inventory of courses and programs were moved online in a matter of weeks. The pandemic has created opportunity for faculty to learn about online education and engage in how to create, deliver, and manage online courses. The previously perceived daunting task of developing an online course or program is now understood as a doable instructional methodology and strategy.

## **Initial Effort**

Prior to the first meeting of the working group, the chairman reviewed survey information from the vice-provost related to student support for online programs, institutional support for online programs, technology support for online programs, and a survey on program, course, and faculty development of online programs. The survey data provided insight into the campus communities views on online efforts and initiatives. The results showed areas where the institution was deficient, developing, accomplished or exemplary. Reviewing the data suggested the working group effort would need to be broken up into multiple areas which would allow smaller groups to deeply, and more efficiently, examine questions surrounding online education and how to move U of I

forward in the online space. The chair determined five groups would be necessary to fully examine the questions posed in the president's charge in the time available. The five areas were:

- Faculty and Course Development
- Infrastructure and Technology
- Marketing and Strategic Positioning
- Student Support Services
- Administrative Structure and Resources and Revenue

Sub-groups would be built around the first four areas with the findings driving the administrative structure, resources and revenue area. A total of four sub-groups were created and a group lead designated. Appendix B provides a list of participants in the working group and the breakdown of the sub-groups. A summary of the working group meetings is provided in Appendix C.

## Statewide Efforts

When the working group was first formed, the focus was internal around online education at the University of Idaho. Although that is still the primary focus, the pandemic has made online education a focus of the state of Idaho as well. With this new focus comes a new opportunity for collaboration at the statewide level.

**Two new initiatives supporting online education statewide are:**

1. Idaho Governor's Emergency Education Relief Fund
2. Idaho Online Initiative

The Governor's Emergency Education Relief (GEER) Fund is a response to the COVID-19 pandemic and provides funds to support technical infrastructure to improve remote instruction across the state of Idaho (Appendix D).

The Idaho Online initiative provides the opportunity to participate and partner in a statewide digital course-sharing campus. Idaho Online will consolidate courses from the eight higher education institutions in the state into a unified online learning initiative. It is likely additional resources will flow to U of I from the initiative and will help enhance our ability to deliver to all corners of the state (Appendix E).

It is unclear at the point of writing this report what impact GEER or the Idaho Online initiative will have on administrative structure, faculty and course development, student support services, marketing and strategic positioning, and technology support and infrastructure of online education at U of I. With the State Board of Education (SBOE) entering into the online discussions, it could be both beneficial with respect to new resources or challenging as U of I may be constrained as to how the university moves forward and reacts to opportunities.

## Initial Primary Recommendation – Administrative Structure

Although the sub-groups were focused on the different areas of examination, they all recognized that competing and thriving in the online environment would require a centrally supported effort. To thoroughly understand what has kept U of I from achieving success in the online education arena, the working group participants examined successful online units of other institutions including Colorado State, Oregon State, Washington State, and University of Central Florida. Programs at these universities all have a robust central structure which focuses efforts on the online populations, superior student support and the units that are charged with developing and supporting online education at the institution. A minority of working group members were not supportive of a central administrative structure. Their concerns were primarily around the ability for faculty to be innovative and creative in their courses and the addition of an administrative position and structure.

Many pieces necessary for a robust online education unit already exist at U of I and there are successful online programs serving nearly 900 undergraduate and graduate students. For example, Engineering Outreach is a unit in the College of Engineering with a 45-year track record of providing distance education to a professional engineering audience (Appendix H). Many other programs exist in curricular units such as in the BS in Psychology, the Masters of Engineering program offered through engineering Outreach, the MFA in Theater and the MNR in Natural Resources. These and other programs have developed a strong national and international following. Their success should be examined, and their leaders consulted on the new central unit and on how to leverage the new units efforts for continued success. Current online programs or office identity, content, and culture did not fall under the purview of these recommendations nor their disposition with respect

to the development of a central university structure. However, in examining the overall university online effort it was discovered students currently lack simple, centralized access to necessary information and services about online education. For example, all students need to know how to contact technical support, use BBLearn, register for classes, pay tuition, etc., but the utilities that fulfill these functions are currently distributed across multiple web portals and institutions across the university making navigation unnecessarily complex. The need for centralized access to these services leads to an opportunity to develop an efficient, coherent online effort that provides a consistent user experience and supports existing programs, as well as yet to be developed programs.

The balance of the report will build on the recommendation of a central **online education unit (Online Unit)**. One possible structure of the new Online Unit is outlined and suggested in Appendix K. The new Online Unit would work collaboratively or under our existing Center for Excellence in Teaching and Learning (CETL). The central online unit would coordinate with ITS on technological innovations and concerns. The Online Unit would be responsible for the coordination of online delivery across the institution, support existing programs, and examine the creation of new programs. The online unit would be responsible for insuring course quality and program effectiveness as well as develop appropriate marketing and communication strategies with the Office of University Communications and Marketing. The online unit must partner with existing programs on campus which have a long track record of success and a recognized space in the market and use their institutional visibility to leverage success of the existing programs. The priority and focus of the unit must be on student success. The unit must be able to incentivize faculty and departments to create academic offerings in partnership.

Therefore, the first recommendation from the working group is the development of a unit which reports under the authority of provost and leads U of I's online programming and support structures. The unit must have a leader who is responsible for the unit success and be provided sufficient resources to ensure the following recommendations (if they are accepted as plans) can be supported. It is imperative the leader of the unit be included in decision making circles as the university explores changes to course and program delivery. It will be important to consider the impacts on the tuition structure, web fees, and course fees from the perspectives of transparency of the cost of education

and university funding models. The Online Unit leader will need to be a member of the provost council and be able to closely work with deans and other administrators as some opportunities will impact faculty teaching load discussions, technology contracts, faculty contracts, proctoring and assessment activities, among others. It is recommended that the Online Unit create a sustainable financial model for faculty and program incentives based on a return of revenue from enrollment. It is imperative the Online Unit be part of the discussions in the sustainable financial model working group. Resources should be distributed to academic units for the development of programs and courses.

## Benefits of a Centralized Online Education Unit

Many successful online programs report that campus-based students increasingly take advantage of the services and educational opportunities they establish through their online campuses. As such, these investments will enable the online campus to become a part of the scope of every student's experience, whether the student is online or campus-based. Further investment will allow the university to:

- Eliminate redundant services and access points and streamline student services
- Move student support service and technical services delivery into a more continuous (i.e., 24-hour) delivery environment which can serve online students, international students, and non-traditional students who may work during business hours
- Examine and eliminate roadblocks which interfere with students completing degrees when courses necessary exist across colleges and academic units
- Collect standardized data that can be leveraged to better assess and ensure the quality of the student user experience and assist with institutional assessment, accreditation and other reporting requirements
- Provide better means for the evaluation and possible implementation of Artificial Intelligence (AI) and other technical solutions.

The benefits will enhance what is currently in place and extend the services to all units on campus.

An important consideration when discussing possible recommendations is the potential return on investment (ROI). The university is not in a position to direct



resources toward efforts that do not demonstrate a suitable and sustainable return. For this reason, the report will outline a strategy for development of an Online Unit and the specific recommendations will be discussed in the following three stages:

- **Stage 1** – Almost immediately attainable by using existing university structures, functions or assets to build out a stand-alone Online Unit under Academic Affairs
- **Stage 2** – Estimated to be 2024
- **Stage 3** – Estimated to be 2026

Stage 2 and Stage 3 are built out upon the success of Stage 1 and will be driven by enrollment, program growth, and by both new markets and increased market penetration.

A comprehensive set of recommendations will follow and are all based on the primary recommendation that the institution invest and support an online learning office/unit and bring in a leader who can move the office and institution forward. A detailed discussion of the overall return on investment follows the specific recommendations. In the following sections of the report, specific recommendations will be broken out by stages and by sub-group.

## Overview of Areas of Examination

The specific areas the working group examined and provided recommendations on include:

1. Faculty and Course Development
2. Student Support Services
3. Marketing and Strategic Positioning
4. Technology Support and Infrastructure

Appendix F provides a detailed list of considerations used as discussion points during the sub-group meetings.

Recommendations related to the development of a single point of contact Online Unit will be demonstrated throughout the sub-group reports. The working group recognized that a significant investment will need to be made in personnel and infrastructure for the university to move forward and be competitive and effective in the online space.

Estimated costs of both human resources and infrastructure resources are part of the recommendations (Appendix G). Costs related to personnel are estimated

and calculated on either the estimated salary at U of I or, if the position does not currently exist at U of I, the salary was based on 85 percent of the Oregon State University salary for a similar position. Oregon State was chosen as a regional peer with a robust online unit similar to our proposed unit (Note: Moscow, Idaho is 14.7 percent lower in living cost than Corvallis, Oregon where Oregon State is located).

Recommendations from the marketing and strategic position sub-group and the technology support and infrastructure sub-group are primarily related to costs incurred with marketing and communication campaigns and infrastructure support. Both marketing and communication and infrastructure require some additional human capital, but those positions are included in the administrative structure, faculty and program development or student support recommendations.

## Administrative Structure Overview

As was mentioned at the start of the report, the administrative structure discussions strongly support establishing a centralized Online Unit under Academic Affairs and is our primary recommendation. With that said, it is of interest to note that nationally approximately 50 percent of colleges and universities online learning efforts and administration are housed in Centers for Excellence in Teaching and Learning (CETL). The University of Idaho has a robust CETL with an established and successful record of working with faculty in improving teaching and learning across all dimensions and methodologies of delivery. Among institutions that have separate and distinct centers dedicated to the online effort, they all have harmonious, collaborative, and supportive partnerships with their equivalent to CETL to ensure high quality in the delivery of online learning experiences. Through CETL, U of I has nationally recognized expertise in designing, developing, and leading teaching and learning and support initiatives that include promoting and supporting online learning. CETL is engaged in national and international conversations surrounding online teaching and learning practices and should be used to help envision and design the institutional online unit. The relationship with the National Center for the Integration of Research, Teaching and Learning (CIRTL) Network is additional endorsement around our reputation of excellent support for faculty in blending teaching, learning and research. U of I's membership was secured because of our strong CETL programming across our campuses and particularly through the graduate college.

The value of a centralized unit may be questioned because it removes curricular control by faculty. The concern can be addressed by clarifying the concept and noting that centralization does not equate to control. Nor should it. The general concurrence is that centralization **of support** for quality online classes and well-prepared faculty is positive. Faculty are the creative forces behind their classes, in control of their content and the means of accomplishing core learning goals and outcomes. The central administrative structure should support faculty and inspire creativity, rigor, and excellence in the design and delivery of course.

A centralized administrative unit should identify and secure markets of students, provide a portal to classes, and provide exemplary student support, but otherwise trust faculty to develop and deliver the courses with the support of instructional design staff. The central administrative unit should be sufficiently staffed as to be a stand-alone unit with strong connections to other assets/units on campus that can support the efforts of the office where duplication of effort is not warranted. The leader of the central Online Unit must work collaboratively with academic programs and colleges as well as with existing student support and services offices. Data presented in this report suggests continued growth in online students as well as continued growth in existing programs. The growth can be exponentially higher with a dedicated unit focused on the online offerings and experiences for students. The Central unit should lead the university discussion as the university explores changes to course and program delivery. It will be important to consider the impacts on the tuition structure, web fees, and course fees from the perspectives of transparency of the cost of education and university funding models.

## Faculty and Course Development Overview

Outside of individual units such as Engineering Outreach, the Masters of Engineering program offered through Engineering Outreach, and Independent Study in Idaho, U of I has not been successful in developing a dedicated distance and online learning presence for students and programs with a clear and comprehensive institutional brand. The working group recognized there is a unique opportunity to change course, institutionally. U of I has the resources for supporting faculty and course development committed and in-place, but it does not have an institutional “brand” or unit that coordinates the development and advertisement of an online identity. We do not have a “one-stop shop” for students to learn about

high quality online programs and to oversee all aspects of the student experience.

U of I can easily support the development of superior online classes and learning experiences, but to succeed the university must commit to the following key steps:

- Invest substantively in a culture of teaching and learning excellence, regardless of instructional modality and support a commitment to online quality at the institutional level
- Recognize that faculty are the creative force behind their course and should be incentivized to create dynamic, active, and efficient courses.
- Provide significant financial incentives directly to faculty and academic units to encourage development of high-quality online course and program offerings.
- Consider how to develop and market its brand and provide an interface that invites students into a user-friendly environment that points them in the direction of all of the support networks designed to recruit, retain, and support them as U of I students.

Related to this is responsibility for maintaining an accurate index of all online learning experiences from certificates to degrees in a central and accessible location. CETL has the expertise and, like most universities, has designed and uses Quality Matters-inspired/improved upon standards, but there has never been an expectation of online faculty and course quality. There has never been an expectation that new online faculty should participate in specialized training and have a dedicated instructional designer there to help launch their classes. Further, as all academic programs must have approved curriculum maps, a near-horizon goal is to identify, prioritize, and support strong online programs and require first-time courses and faculty to prepare for a successful launch with the support of existing expertise.

As expressed in the previous section, strong opinions exist around quality assurance, fearing it will diminish faculty creativity, authority, and expertise. This raises the question about how standards for teaching and learning generally, and online specifically, will be used to create high quality courses and curriculum. We recognize the course content resides with the faculty.

Where centralization is clearly required is in the realm of establishing, maintaining, growing, and marketing an accurate index of programs and classes. It is recommended that U of I align course development and faculty development with the existing programming in CETL. CETL has the background and experience in

creating dynamic and pedagogically sound practices within our faculty which can then translate to online courses and the ability to apply measures of quality assurance necessary to differentiate U of I courses. It is recommended that the university reconceptualize the offering structure of the online courses/programs to be offered. The working group suggests significant faculty and department incentives which would ensure the development and sustainability of online courses and programs.

The working group would support consideration of moving away from the three-credit norm for classes and explore shorter term or alternative terms to meet the needs of the everchanging markets for quality educational programs and fit the changing needs of our potential students. The working group sees great value in the discussions on changing the semester-based paradigm for some markets and programs. Ideas for additional exploration include:

- Shorter course timeframes – 2 to 4 weeks or one-course a month model– to support outside partners like INL as well as returning learners
- 1 credit versus 3 credit courses – split existing courses for more options
- Certificates, badging, and microlearning/micro-credentialing
- Building block programs for “build-your-own” degrees
- Ability to easily and quickly take one course at a time
- Online programs and matching on-premise courses do not have to have the same timeframes

The working group feels that faculty development and assistance activities provided by CETL require more funding for expanded staffing and tools – possibly beyond what is recommended in this report.

## Student Support Services Overview

Those establishing the online effort will need to identify the key aspects of the online experience appropriate for standardization and centralization and then establish the program in such a way that each student, regardless of program, can be assured effective and efficient means for accessing and discovering class content, support services and means for communicating with individual program faculty, leadership, and support staff. The student support service sub-group recommends that the U of I prioritize initial investments towards the

development of an online website that uses existing technical infrastructure and personnel to facilitate access, discovery and communication for online students and the staff/faculty that support them.

Under a centralized structure and office, the online unit will consolidate and redesign existing online program information and resources to promote clarity and a consistent Vandal student experience. The working group suggests the leaders of the many successful online programs currently at U of I be called upon to help guide the student support programming. The uniqueness in each curriculum and a one-size fits all approach is not likely to be effective across and between programs and levels. The online unit will enable a **new** online community to be built that consists of prospective, current, and graduated students. Student support begins at the initial point of inquiry from a prospective student. An effective online resource will demonstrate excellence in programming and delivery from the onset of a program to its completion, enticing prospective students, maintaining their engagement while enrolled, and enabling continued investment from online Vandal alumni after completion. Overall there are four recommendations: create a user experience sub-unit; create a student’s success coaching program; develop a Vandal community building program; and finally create a body of faculty and staff from each unit which will provide the guidance on curriculum, scholarships, and financial aid.

## Marketing and Strategic Positioning Overview

Recommendations from the marketing and strategic positioning sub-group identify and analyze various potential target audiences for online education and reviews in-state, regional, and some national competition.

When meeting with the broader working group, President Green suggested that U of I provide offerings that meet the needs of “Any Student, Anywhere.” With this consideration, programs offered by the university need to be accessible and the ones students seek. The offerings could include professional development, continuing education, certifications, undergraduate, and graduate with the specific programs to be determined. Some programs are currently offered at the university, but in order for it to be successful in a broader set of programmatic offerings, it must consider its competitive advantages to build a defensible position in the marketplace. In order to ramp up the online offerings to match the expected stage one outcomes incentives need to be established to motivate faculty and departments

to create innovative and dynamic online offerings for the university. Initial incentive costs are included in the projected cost per program. Further incentives should be based on a sustainable financial model and reward enrollment and course/program completion.

The marketplace is already crowded with existing offerings. Strong national competition already exists (ASU, Penn State, Purdue, etc.) as well as regional competition (WSU, OSU, BSU, LCSC, etc.); thus, in order for U of I to be successful it may need to leverage its strong research position (offering world class and cutting edge knowledge to students), exemplary faculty and staff, existing brand prestige, and recent recognition as the Best Value University in the West. Accordingly, research needs to determine the appropriate positioning the U of I must present to the marketplace in light of existing competition in many markets and lack of competition in other markets.

The sub-group identified four potential target audiences that should be a first priority for expansion of U of I online education offerings:

- Four-year undergraduate students
- Community college transfer students
- Some college, no degree students
- Dual credit students

In addition to individually demonstrating strategic potential, the sub-group believes that these four priorities interrelate, resulting in potential synergies.

Additionally, the sub-group sees great value in the discussions on changing the semester-based paradigm for some markets and programs and think differently as to how to create opportunities which would meet the market and students needs. Ideas for additional exploration include:

- Shorter course timeframes – 6 or 8 weeks or one-course a month– to support outside partners like INL as well as returning learners
- 1 credit versus 3 credit courses – split existing courses for more options
- Certificates, badging, and microlearning
- Building block programs for “build-your-own” degrees
- Ability to easily and quickly take one course at a time
- Online programs and matching on-premise courses do not have to have the same timeframes

## ***Four-year Undergraduate Students***

***Immediately After High School.*** In 2018, only 48 percent of Idaho high school students enrolled in college upon graduation. Of the 2016 graduates, only 63 percent had enrolled in college within three years of high school completion. In Idaho, there is a statistically significant difference between enrollment rates for rural versus city, suburb and, town students. Rural students have only a 44 percent college enrollment rate, while city, suburban, town students have a 50 percent college enrollment rate. This suggests that being place-bound, without access to an institution of higher education, affects go-on rates. Online 4-year degrees could serve this need.

***After Military Service or Gap Year.*** In 2018, fewer than 2,000 Idahoans enlisted in the armed services. In April 2020, it was projected that 40,000 high school students nationwide would take a “gap year” for the 2020-21 school year prior to starting higher education.

These students’ post-high school experiences may contribute to their being place-bound. It may be possible to create some sort of practicum-based program that provides academic credit to individuals for aspects of their military service. In addition, programs could develop synergies with gap year programs.

## ***Community College Transfer Students***

Community college students are more likely to be place-bound than traditional students and represent a group of students who could greatly benefit from online offers at U of I. Specifically, U of I should establish and/or expand articulated online 2+2 programs with CWI, CSI, CEI, and NIC, which would allow students to start the first of their programs (first two years) in-person at a community college and then complete the second half (third and fourth years) online with U of I to finish their 4-year degree program. Idaho’s community colleges serve a large number of students across the entire state. A breakdown of the Idaho community colleges total population, degrees awarded and graduation rate for 2019 is provided in Appendix J.

The establishment and/or expansion of online 2+2 programs would encourage those students earning degrees to continue their education at U of I. In addition, the availability of these more marketable 4-year degrees may incentivize more students to earn 2-year degrees. Finally, by offering community college transfer students the opportunity to complete their degrees online, U of I could expand the number of students transferring from out-of-state community colleges.



## Some College, No Degree Students, Stackable Credentials

In Idaho, a total of 164,692 residents and 20 percent of individuals aged 25 to 34 have some college education, yet they did not obtain a certification or a degree. Adult learners are eligible for the Idaho Opportunity Scholarship (beginning FY19, other criteria apply); but, in 2018, only 146 of 2,504 students who received Idaho Opportunity Scholarships were adult learners.

Nationally, the 60 percent six-year graduation rate suggests that the pool of some college, no degree students is also large outside of Idaho. Yet many of these some college, no degree students are place-bound, with jobs and families. Thus, there is an opportunity to serve these students by offering them a pathway to a degree via online offerings.

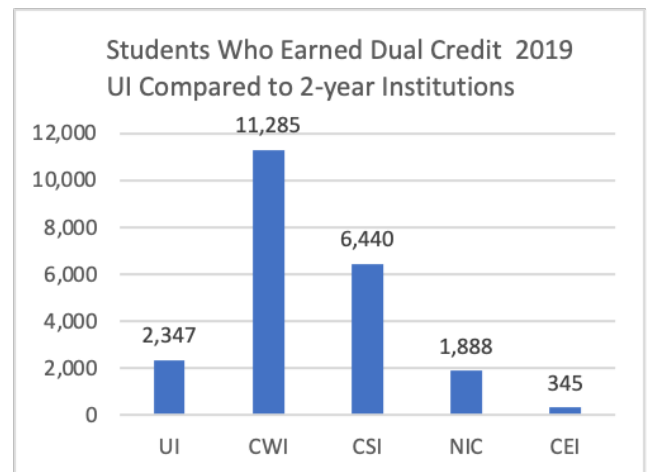
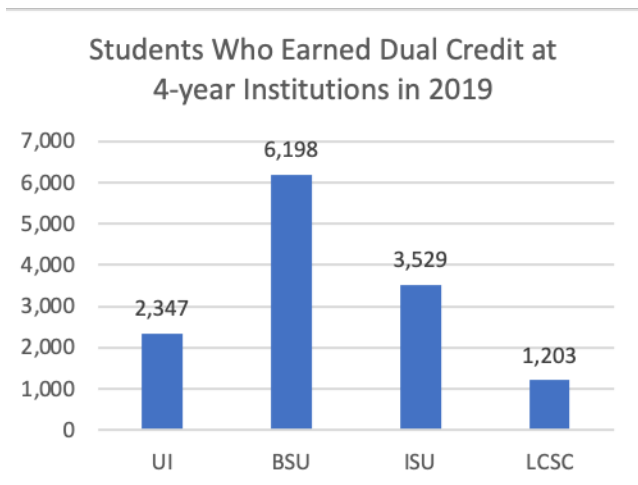
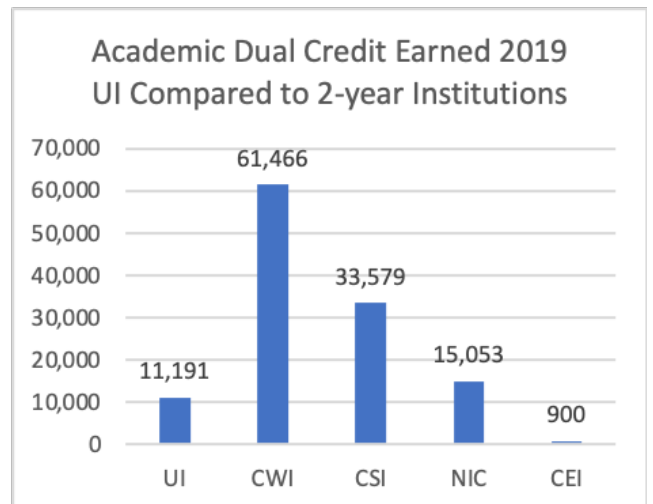
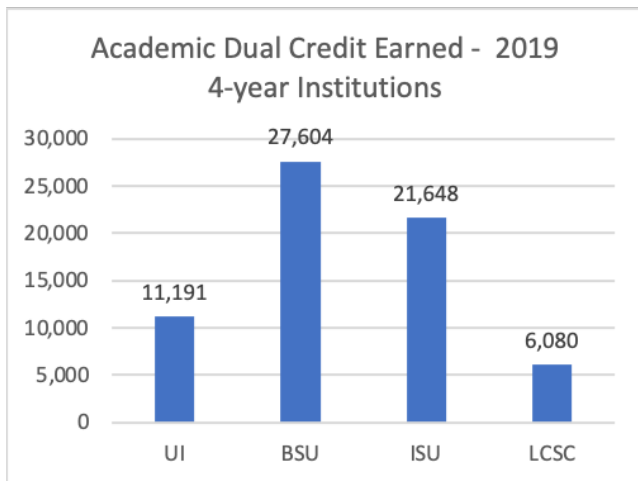
## Dual Credit Students

Dual credit not only provides an opportunity for credit hour generation but can also serve as a gateway to the U of I. In 2019, there were 13,277 students who enrolled

in dual credit courses and earned 65,523 credits. U of I was third among other in-state four-year institutions in the market, with respect both to the amount of dual credit earned and to the number of students who pursued dual credit.

Similarly, when compared with in-state two-year institutions, U of I was fourth with respect to dual credit earned and third with respect to the number of students earning dual credit.

By offering online dual credit courses to high school students throughout the state, U of I could expand both the size of this market and its position therein. The legislature has allocated \$4,125 to every Idaho student (while in 7th through 12th grade) to be used for educational opportunities, yet much of this funding is unused. These dual credit programs would serve as a pipeline to further U of I offerings (either in-person or online). Using an online format, dual credit courses could be offered statewide, serving rural and/or disadvantaged high schools that don't currently have in-house dual credit opportunities.



The sub-group analyzed additional potential target audiences, which are worthy of further study, but the sub-group does not believe they should be the first priority for U of I's expansion of online education offerings. The additional potential target audiences include:

- Graduate Programs
- Micro-Credentialing Programs
- Virtual High Schools

### **Graduate Programs**

In the state of Idaho for FY 2019, there were 1,782 master's degrees, 52 certificates above master's, and 373 doctoral degrees awarded. Of these numbers, the University of Idaho awarded 490 master's degrees (27.5% of total), 22 certificates above master's (42.3% of total), and 161 doctoral degrees (43.1%). Idaho has many successful online graduate programs currently and they should serve as models for other programs moving forward.

### **Micro-Credentialing Programs**

Nationally, in 2016, 66 percent of 16- to 65-year-old individuals had some certification or licensing when they had a graduate or bachelor's degree, as compared to 23 percent for some college no degree group. This suggests that micro-credentials, including certificates and licensing, may be relevant to current graduates. These micro-credentialing programs may be especially helpful if developed to be "stackable," such that they can be combined to earn a terminal degree.

### **Virtual Schools (High School Level)**

Per Idaho SBOE, high school students enrolled in virtual programs (high school level) have a 32% (n=140) immediate go-on rate, which increases to 48% (n=209) within three years of high school completion. While the size of these segments may appear small, there is an opportunity to build programs for in-state and out-of-state virtual students. One key advantage is that they have already done some virtual education and due to the COVID-19 pandemic online (virtual) learning will have been experienced by all high school students in the state.

### **Ongoing - Competitive Analysis**

A preliminary competitive analysis is provided as part of the sub-group work which included information about in-state, out-of-state, and national competition in the marketplace. Some key takeaways are:

- A detailed SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis needs to be

performed to see where U of I currently resides in relation to the competition.

- We suggest that the pricing model for online education be reconsidered. Traditional U of I pricing models will not work well for online education pricing due to the high level of competitiveness in many domain areas. A detailed analysis needs to be performed for price sensitivity for:
  - » Undergraduate offerings
  - » Community college transfers
  - » Professional development
  - » Graduate education
  - » Short-course type of micro-certifications
- With a number of competitors already participating in the marketplace, it is imperative that an appropriate value proposition be presented to potential students in these diverse target markets.
- Marketing and communication will need to be significantly supported since many of the competitors are entrenched in markets with significant levels of support.

## **Technology Support and Infrastructure**

The desired outcomes of the university's online education plan should drive technology support and infrastructure decisions. Because the university has a solid network infrastructure, a functioning LMS, many cloud-based tools already in use and both tapped and untapped skills in our faculty and staff, the development of online programs can and should continue while the university defines and executes an overall online education plan.

Technology support and infrastructure is a critical component of the development of a robust online program.

While the development of the online unit continues, the following influences and goals must be kept in mind to help ensure the university's success in online education:

- We must adapt to the post-COVID future and combine traditional and online education to stand out from the crowd and to deliver what our students need now and in the future.
- We can and should continue to influence and play our part in improving the broadband infrastructure across the state.
- Recent SBOE announcements on Idaho Online and the possible move to a statewide learning

management system needs additional discussion before significant investments are made at the university level.

- More comprehensive faculty input into both technology and support needs are required but we can start with the knowledge of university experts and the needs already identified.
- Technology options and support must be better integrated to provide a positive user experience for both students and faculty and must be available statewide and globally.
- Faculty should be encouraged to innovate and provided tools that are flexible, agile and scalable to support and highlight innovation.
- Technology for use by faculty in the development and delivery of online education must be consistently evaluated and properly funded.

The technology support and infrastructure sub-group recommends the following initial investments of time and money as part of the overall plan:

- Adopt the Canvas Learning Management System (LMS) which will be supported initially by the SBOE and develop training and transition plans from the BbLearn platform.
- Expand U of I participation in the SBOE Idaho Online initiative.
- Review of aspirational institutions and survey of U of I faculty needs in technology and tools followed by the development of detailed recommendations and an implementation plan.
- Development and implementation of a thorough technology integration and user experience plan.
- Funding of technology included in the Idaho GEER grant proposal and finalization of other projects already underway.
- Development of sustainable, updatable and robust information resources on technology planning and coordination ensure faculty and units have appropriate resources for online education development and delivery.

## **STAGE 1 - SPECIFIC RECOMMENDATIONS**

Stage 1 reflects recommendations that are almost immediately attainable by using existing university structures, functions or assets to build out a stand-alone Online Unit, with an initial investment in human resources and technological capital.

## **Administrative Structure Recommendations**

As soon as possible in fall 2020 launch search for a director (title should be academic) who will oversee the Online Unit and coordinate with college deans and departments on program design, development, and delivery. The director would coordinate with Information Technology Services (ITS), University Communications and Marketing, Strategic Enrollment Management (SEM), CETL, and ancillary and student support units on campus on the delivery of a constellation of courses and programs fully supported by the institution.

1. Hire an individual who will liaise with and coordinate the U of I contribution to the statewide Idaho Online initiative and the statewide SBOE “on-ramp”.
2. Hire administrative support for the newly created Online Unit.

## **Faculty and Course Development Recommendations**

- Invest in an instructional design effort aligned with CETL and online learning specialists who can assist with the university effort to design, develop, and deliver superior courses and programs across instructional modalities. It is important to recognize that changes toward online delivery will impact faculty teaching load discussions with unit leadership, technology contracts, faculty contracts, proctoring and assessment among others. The responsibility for course content lies with the faculty.
- Hire an instructional designer and digital learning specialist who can help faculty build high quality courses – provide necessary financial resources to build quality course/programs.
- Provide additional personnel as support for the LMS (Canvas) administrator in CETL
- Hire a senior digital learning specialist who will be central in exploring new technologies and learning environments. Initially this hire will oversee and maintain the technologically enhanced learning spaces and digital media production.
- Build an incentive structure for faculty to create courses and programs.

## Student Support Services Recommendations

- Under the director of student support services establish a “user experience” unit and student success coaching program. The user experience unit will coordinate with ITS and CETL to ensure the usability of the U of I platform is effective, easy to use, visible, and meets accessibility standards. The coaching program would provide experts who would be able to anticipate students’ questions and concerns and create a transformational relationship rather than a transactional exchange. Additionally, the coaches would create a strong rapport with students to improve retention and course/program success at all academic levels.
- Hire a director of student support services to ensure the online students’ unique needs are being met with a simple and clear interface and a robust support presence is maintained.
- Hire a user experience director who will integrate with ITS and CETL on the functionality and usability of the online platforms.
- Hire and support a student success coach who can follow students through the process of being a successful student. The coach would lead a group of students who would be embedded into the programs to “coach” and support students moving through the courses/programs.

## MARKETING RECOMMENDATIONS

### Four-year Undergraduate Students

- Identify programs that are already delivered online, and evaluate resource needs to determine the return on investment (ROI) for providing necessary support or growth.
- Evaluate current on-campus offerings to seek out those that are ripe for introduction to the online space.
- Analyze the competitive environment to discover what new and even niche offerings could be presented to the marketplace.
- Perform a thorough competitive analysis regionally and nationally to evaluate opportunities. There may be a need to hire an external agency to perform a detailed competitive analysis.
- Offer a competitive startup grant to get new and exciting programs put forward:

- » An evaluation committee could be formed with experts who understand undergraduate program viability and online delivery.
- » All programs do not necessarily have the same startup costs; thus, a bounded range of support could be offered

### Community College Transfer Students

- Continue to strengthen ties with regional partners and put in significant efforts to recruit students from not only Idaho but also nearby states. Recruiting efforts could be enhanced by the use of full-time recruiters whose sole responsibility is to recruit from in-state and out-of-state regional community colleges.
- There are current ties to CEI such that students can co-enroll with U of I, we recommend that this be expanded to include CWI, CSI, and NIC and focus on distance delivery.
- Establish and/or expand articulated online 2+2 programs with CWI, CSI, CEI, and NIC.
- Expand marketing efforts and student counseling at CWI, CSI, CEI, and NIC.
- Expand marketing efforts at out-of-state community colleges, beginning with those from which students already transfer and we have transfer agreements.
- Consider additional programs needed for students coming from community colleges.

### Some College, No Degree Students, Stackable Credentials

- Tailor programs for these individuals, focusing on degrees that may build on existing work experience (perhaps by offering some credit for real-world experience).
- Create support systems to ease the re-entry into higher education. We recommend a series of courses be developed along the theme of being a successful online learner.
- Develop professional and practical programs (non-degree) for those who just want to achieve a skillset.
- Revisit the role of “stackables,” and develop opportunities which enable students to work on modules of courses that serve as building blocks to professional development, certificates, and/or degrees.



- Marketing efforts which partner with employers who employ potential students.
- Encourage a “test drive” strategy for students who are not sure they are ready for college completion.

## Dual Credit

- Invest in U of I’s Dual Credit Program, <https://dualcredit.uidaho.edu/>.
- Set a goal for the number of new dual-credit courses to be offered by each undergraduate unit.
- Provide funding to hire and train affiliate faculty to create online dual-credit courses.
- Coordinate statewide with high schools to promote online / dual credit courses.
- Streamline the process for obtaining U of I curricular approval of dual-credit courses.
- Offer a competitive startup grant to help increase the number of dual credit courses offered.

## Technology Support and Infrastructure Recommendations

- Migrate to the SBOE supported Learning Management System (LMS).
  - a. Accept the offer from the Idaho State Board of Education for three years of funding for the new LMS.
- Expand participation in the SBOE Idaho Online initiative.
- Review of aspirational institutions and survey of U of I faculty needs in technology and tools followed by the development of detailed recommendations and an implementation plan.
  - a. Tackle the questions of:
    - i. What technology is in use now?
    - ii. What are you unable to do in an online setting that you can do in person (and vice versa)
    - iii. What is working and not working at other places?
    - iv. What is needed now for success, what will be needed in the future and what would be classified as desires rather than needs.
  - b. Develop mechanisms to incent innovation cycles.

- Development and implementation of a thorough technology integration and user experience plan
  - a. Different access and use requirements by constituency (faculty, students, etc.)
  - b. Key considerations include:
    - i. Global approach
    - ii. Accessibility as a core design element
    - iii. Security/identity management
    - iv. Student technology support
    - v. Faculty technology support
    - vi. Faculty instructional design support
    - vii. Support for innovation
- Funding of technology included in the Idaho GEER grant proposal and finalization of other projects already underway.
  - a. The university received \$993,000 of the requested \$1.6 M in GEER funding that **must be spent by December 2020** (see Appendix G for more details)
  - b. Investments in novel and new technology will greatly aid the delivery of quality online courses and improve time to market.
  - c. Investments should be prioritized for largest immediate impact.
- Development of sustainable, updatable and robust information resources on technology planning and coordination to ensure faculty and units have appropriate resources for online education development and delivery.
  - a. Work on an update to the existing classroom inventory is nearly complete and will be augmented with additional rooms currently in the process of being upgraded.
  - b. Complete development of user computer replacement cycle.
  - c. Replacement cycles should be included in the ITS Technology Forecast, a financial planning document managed by ITS.
  - d. Current inventories can be augmented with information from surveys done in other online working group recommendations.

## STAGE 2 – SPECIFIC RECOMMENDATIONS

Stage 2 reflects recommendations that are achievable by 2024 if not sooner. Stage 2 includes additional human resources and other costs associated with projected growth. Total amount will be based on the successes of Stage 1 recommendations and if the additional positions/resources are warranted.

### Administrative Structure Recommendations

- Hire an assistant director to support the U of I online.

### Faculty and Course Development Recommendations

- Hire an LMS administrator who is solely aligned with the statewide Idaho Online initiative efforts and developing markets outside of campus.
- Potentially hire two additional instructional designers if warranted.
- Hire a digital media laboratory consultant.
- Hire two graduate assistants to engage in research and development of online education strategies and provide a foundation for the integration of graduate education into the unit.
- Hire online digital library support librarian (in concert with the library) to provide reference and research support to online students and to embed library resources into online courses.
- Consider the development of an online degree program preparing graduate students in digital delivery and digital instructional design. The degree program could support our instructional design efforts with internship and practicum opportunities.

### Student Support Services Recommendations

- Hire a student support assistant to support the director of student support services.
- Hire a student/community program manager who would be responsible for the support and growth of online community and manage the embedded students, graduate students, and student success coaches.

- Hire an additional three student success coaches.
- Hire an additional two embedded students.
- Hire a disability services coordinator for online students
- Hire a user experience/web developer who will keep the content and design fresh and contemporary updates to the audiences served.

## Marketing Recommendations

### Graduate Programs

- Identify niche programs where the population in the state and region are underserved.
- Assess the viability of additional professional programs which can be deployed on a part-time basis and meet an industry need, (PSM, MBA, etc.)
- U of I has strong expertise in many existing domains. Use this expertise to present programs in areas of expertise at the master's and doctoral level.
- Complete a study on which graduate programs develop. A detailed analysis for ROI will need to be performed to assess which programs to bring forward first.
- We recommend offering a startup stipend to help incentivize programs and increase the number of programs offered.

### Micro-Credentialing Programs

- Small credentials have considerable potential, in particular when combined with the concept of “stackables.”
- Convene faculty to determine and identify the appropriate “bite-size” pieces that target markets would be interested in pursuing.

### Virtual High Schools

Virtual high schools have grown, and this group could be an underserved audience particularly due to the COVID-19 pandemic. It may be possible to direct students to proposed four-year undergraduate online offerings or engage students in dual-credit opportunities.

## Technology Support and Infrastructure Recommendations

### *Future Development of Technology*

The recommendations shown here are the beginning of the effort to take U of I's online education to the next level. Additional investment decisions will come as a result of the university's overall online education plan, but some future considerations include:

- Expanded training for faculty in concert with efforts recommended in the faculty development section in Canvas migration and new technologies.
- Program and discipline-specific investments in technology to support online pedagogy.
- Conversion of courses to a new Canvas platform.
- Continued leadership in the development of rural broadband access across the state.
- Investments in innovation technologies – VR headsets, mixed realities, artificial intelligence, etc.
- Services to provide, repair and maintain student technology for those unable to afford the technology required for success in online education.

## STAGE 3 - SPECIFIC RECOMMENDATIONS

### Administrative Structure Recommendations

Currently, there are no Stage 3 recommendations for administrative structure. However, based on the successes of Stage 2 additional support could be warranted.

### Faculty and Course Development Recommendations

Hire three additional instructional designers in CETL, as needed and warranted.

### Student Support Services Recommendations

- Hire a student success involvement coordinator to develop deeper and structured involvement programs for the online populations.
- Hire additional embedded students to support online students.

## OVERALL RETURN ON INVESTMENT

Projected enrollment numbers based on data from U of I and national reports suggest the market is there for online educational offerings. Even if U of I does not add any additional online degree programs, and if the 3-year rate of growth of exclusively online students currently at U of I continues, we estimate our program will be serving over 4,000 students by 2026. With a centralized and focused online effort, the growth could well exceed the predictions. Figure 1 in Appendix J shows the last three years of U of I exclusively online program enrollment under major degree categories showing nearly all programs increasing enrollment from year to year. Growth is projected to increase at an increasing rate due to the current environment and the development of online programming at all institutions of higher education.

Currently, tuition income to the U of I from exclusively online programs is estimated at over \$4M, increasing from less than \$1M as recently as fall 2017 (Appendix J, Figure 3). This rate of increase and growth has been the result of marketing and recruitment efforts largely attributable to the departmental level. With a university-wide approach, the development of new programs and offerings it is likely programs would grow quickly. If existing online programs continue the growth which has been consistent since spring 2018, we expect U of I online students to number upwards of 4,300 by Stage 2. The fully integrated model costs associated with U of I's online program are shown in Appendix J, Figure 4.

Comparing estimated tuition income, current online student growth rates, and costs of the overall U of I online campus program, the ROI is expected to exceed 200% return by 2024 and over 450% by 2026 (Appendix J, Figure 5). This is assuming no change in growth rates, although it is expected that as more programs go online and marketing and recruitment efforts are engaged through the online campus platform and networks, student enrollment growth rates will increase significantly.

These projections include **new students only** and not current students in order to demonstrate the transition to positive returns directly associated with increased investment in online programs. In other words, if growth is simply maintained due to the development of the online campus, returns would be positive before 2022. Overall income is projected to exceed \$22M by 2026 if growth rates remain constant and tuition increases 5% per year. With increased enrollment the gains will be significant (Appendix J, Figure 6). It is important to note that

reduced tuition through discounts or a reduced pricing structure would impact the return on the investment and would lead to a reduced return. Associated costs shared among online campus and other divisions are not shown. Additional income from on-campus students taking online classes is not included. Again, the projections do not include other factors which could impact return, such as state holdbacks, SBOE requirements, internal budget reductions, or shifts in student demographics.

It will be critical to develop a sustainable financial model which will support and promote the online efforts and unit. We recommend the online unit leadership be included in conversations surrounding the universities sustainable financial model. We recommend the online unit be resourced as to be able to sufficiently support

growth, return substantial resources as incentives to faculty and departments, and support ancillary units which are part of the institutions online structure. Additionally, it will be necessary to fully support Stage 1 of the online campus proposal as it will be impossible to move forward without a significant foundation of funding. Entering an existing market will require a substantial commitment and investment. As U of I has done in the past, a lack of initial resources or sharing of responsibilities only inhibits the growth and limits opportunity. With an initial full investment, it is highly likely the unit will not only function as planned but provide the revenue base for future expansion. If online revenues meet the estimated projections in Stages 2 and 3, the model will be fully resourced.



## APPENDIX A

### History and Milestones of Online Education at the University of Idaho

The history of online education at the University of Idaho (U of I) began along with most other institutions in the early to mid-90's as the internet and personal computers became part of the campus infrastructure and learning management systems (LMS) were being developed. With the integration of computers and learning technologies into the college classroom faculty were challenged to consider how to use the new technological tools to foster learning at a distance and take their courses/programs to the students who were not able to join the on-campus community of learners.

At the University of Idaho, the first established effort at an institutional online program was in 1997 with the creation of the Center for Teaching Innovation (CTI). CTI was created through a grant from the Idaho State Board of Education with the purpose to assist faculty in developing courses to be delivered online. CTI was housed in Information Technology Services and staffed by instructional designers and technology support personnel who supported faculty who wished to try online course delivery. CTI housed the university LMS and provided training for faculty in accessing and using the LMS system, which changed with the rapidly developing technologies available. Between 2001 and 2004, twenty-two online courses were developed through CTI. Additionally, the successful Engineering Outreach program, which has been in existence since 1975 delivering video courses, was transitioning to DVD from VHS and starting to move to fully online delivery.

In 2004, interim President Gary Michel convened an Outreach Task Force and charged the group with determining the definition of online learning, defining an online education strategy and examining how online learning fits into the institutional outreach mission. The 2004 effort began the discussion of centralized vs. decentralized efforts and which would be the better model for U of I. The Outreach Task Force focused on the mission of the land-grant institution and considered distance learning as part of the extension and outreach function of the university. The task force discussed what online learning should look like at an institutional, program, and instructional level, but no formal model was adopted or put into place.

Pockets of online course/program development started emerging across campus, which were not guided by a central model or plan. CTI continued to provide support

for faculty who were working to develop online courses or learning new technologies for course development, but the efforts were not programmatically focused or institutionally driven. From 2004 to 2007, the focus for online education remained on outreach and extension.

In late 2006, President Tim White convened another distance education task force with the charge to make recommendations to help the university meet the goals of the newly developed strategic plan, which included a focus on distance/online education. The task force discovered that across the university various distance education efforts had grown into silos. The distance education efforts were not coordinated and lacked any institutional quality measures or metrics. Some of the siloed efforts were quite robust and high quality, and some were not. CTI continued to train faculty and support the central LMS, but had no role in providing university level leadership of the distance education effort. A report from the task force was developed and presented to university leadership with recommendations. The report clearly noted the lack of significant movement forward as the group looked back over previous efforts and working groups who had put forward recommendations. The report recognized that the university's distance education effort was "distressingly uncoordinated" and recommended a centralized structure to provide oversight and a strategy for moving into the online space. However, online programs continued to exist in silos with little institutional leadership and oversight.

In 2010, CTI was recast as Distance and Extended Education (DEE) and a director was hired to transform and lead the institutions distance education efforts. DEE was relocated from Information Technology Services to Academic Affairs recognizing the need to align distance education efforts with the academic programs and faculty. During this time additional online courses were added, but no central support or strategy aimed at developing an online infrastructure for online delivery was provided.

In 2014, President Staben hosted a leadership retreat focused exclusively on distance education at the University of Idaho. The retreat solicited proposals for online programs from each college. As a result of the presidential level support and clearly articulated need for a central organized structure a director was hired to lead the DEE unit and distance education efforts. The newly hired director was on a two-year term contract and in 2015 a report was submitted to university leadership outlining an online course delivery plan that included programmatic, financial, and policy recommendations.

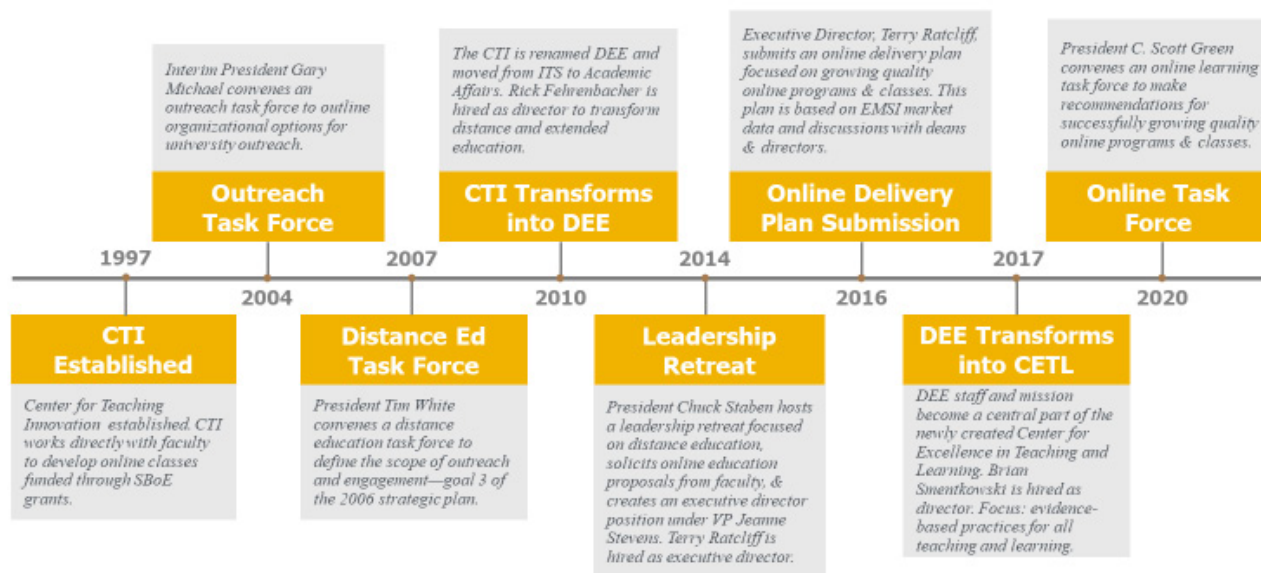
The report outlined specific strategies and milestones in the recommendations including implementation of course/program quality assurance measures and attention to accreditation standards. No further administrative action was taken.

In 2017 under the direction of the Vice-Provost for Academic Initiatives, DEE was folded into, and became a cornerstone of, the newly created Center for Excellence in Teaching and Learning (CETL). A founding director was hired with expertise and experience in leading teaching and learning excellence initiatives across all instructional modalities.

As of spring 2020, CETL consists of instructional designers, faculty and academic developers, and LMS (BbLearn) support staff. CETL sponsors numerous online teaching, learning, and course development institutes; builds BbLearn course shells for all courses; and provides 1:1, group, departmental, college-wide, and university-wide support for all instruction and course development, including online. CETL’s work is evidence-based and research-based. It has the training, experience, and materials to foster and support online course quality, but not the authority to require training, development, or course reviews. Currently, faculty participate in faculty development services of their own free will and volition or with the advice or direction of a department head or dean.

## Online Learning at UI

### History and Milestones



## APPENDIX B

### Online Education Working Group Participants

ONLINE EDUCATION WORKING GROUP		
Name	Title	Represents
Jerry McMurtry, - Chair	Dean	Graduate College
Chandra Zenner Ford	Executive Sponsor, President's Office	President's Office
<b>TECHNOLOGY AND SUPPORT INFRASTRUCTURE SUB-GROUP</b>		
<b>LEAD - Dan Ewart</b>	VP, Information Technology	ITS
John Anderson	Virtual Tech & Design	CAA
Lee Ostrom	AVP, Center Executive Director	UI, Idaho Falls
Nick Weber	Cyber Security Expert, Triple Double Security	Alumni & Friends
Tonia Dousay	Faculty, Curriculum and Instruction	COEHHS
<b>STUDENT SUPPORT SERVICES SUB-GROUP</b>		
<b>LEAD - Devin Becker</b>	Head of Data & Digital Services, Libraries	Libraries
<b>LEAD - Leda Kobziar</b>	Faculty, Natural Resources	CNR
Dean Kahler	Vice Provost, SEM	SEM
Amanda Moore-Kriwox	Acad Coord., Twin Falls/CALS Dist Ed Comm	CALS
Whitney Schroeder	Student	MPA Program
<b>MARKETING AND STRATEGIC POSITIONS SUB-GROUP</b>		
<b>LEAD - Sanjay Sisodiya</b>	Faculty, Business	CBE
Matt Vaartstra	Asst Director, Career Services	UI Boise
Charles Buck	AVP, Center Executive Director	UI Cd'A
Cliff Green	Strategic Partnerships, Online & Blended Learning, Pearson	Alumni & Friends
Wendy Couture	Faculty, Law	Law - Boise
Norm Ruhoff	Director, Ag Comm Risk Mgmt	CALS
<b>FACULTY AND COURSE DEVELOPMENT SUB-GROUP</b>		
<b>LEAD - Brian Smentkowski</b>	Director	CETL
Sydney Freeman, Jr.	Faculty, Leadership and Counseling	COEHHS
Peter Fuerst	Faculty, Biological Sciences and WWAMI	COS
Kristin Haltinner	Faculty, Sociology & Anthropology	CLASS
Rob Caisley	Dept. Chair, Theatre	CLASS
Steve Beyerlein	Faculty, Mechanical Engineering	COE

## APPENDIX C

### Meeting Summaries Online Education Working Group

#### ***Online Education Working Group Meeting #1 – May 28, 2020.***

The first meeting included the charge by President Green, a brief history of online education at the University of Idaho presented by Dr. Smentkowski, a presentation of the results from a number of surveys conducted by Dr. Hendricks and presented by Dr. McMurtry, and an overview of the working group process by Dr. McMurtry. Dr. McMurtry outlined the areas the working group would need to examine and to provide recommendations. The following areas for examination were identified:

- Faculty and Course Development
- Infrastructure and Technology
- Marketing and Strategic Positioning
- Student Support Services
- Administrative Structure and Resources and Revenue

For the areas of examination to be discussed in detail, the main working group needed to break into sub-groups. Four sub-groups were formed and a group lead designated. Sub-group membership is noted in Appendix A.

#### ***Online Education Working Group Meeting #2 – June 12, 2020.***

The second meeting started with a discussion with Dr. Dave Cillay, Chancellor of WSU Global Campus. Dr. Cillay was formerly at U of I as an instructional designer with the CTI and is familiar with the U of I campus, programs, and land-grant mission. Dr. Cillay outlined the challenges in building an online campus and areas where WSU found great success. He discussed unique programs which connected online students to the campus and created the deep connection to the university irrespective of the fact they were not physically on the WSU campus. Dr. Cillay was encouraging and helped focus the group on what is possible. After Dr. Cillay spoke, the larger group broke up into the smaller sub-groups with their designated leader and used the balance of the time to examine issues which were provided as prompts for their discussion.

#### ***Online Education Working Group Meeting #3 – June 22, 2020 – Sub-Group Leads only.***

The third meeting was scheduled with the sub-group leads and the institutional sponsor. The meeting focused on the outcome of the initial breakout sessions of the sub-

groups during meeting two. Additionally, a discussion was had about moving forward with the sub-group reports and how the work would be built into an overall report. The chair shared enrollment data on fall and spring online enrollments in programs which were approved to be delivered solely online. Questions which were posed to the chair for Dr. Cillay were discussed and would be made available once Dr. Cillay responded to the request for more information.

#### ***Online Education Working Group Meeting #4 – August 11, 2020.***

A third meeting took place with the focus being a review of the draft report from July 2020. President Green joined the group and presented his perspective on the Idaho State Board of Education (SBOE) online initiatives and discussed the two options being considered. The SBOE is moving forward on a statewide online initiative and President Green informed the group as to the history and timing of the effort as well as the potential impacts on the university such as the possible adoption of a statewide LMS and coordination of courses across institutions. After the conversation with President Green each sub-group presented their recommendations from the draft document for additional discussion from the larger group. The remainder of the meeting was spent reviewing the recommendations in the draft report and gaining group perspective and comments on the proposed actions. President Green provided his perspective on the report and added his support for the process and his concerns.

#### ***Online Education Working Group Meeting #5 – October 8, 2020.***

After the draft report was circulated to the working group a meeting was scheduled where each member would have an opportunity to react to the paper and provide comments and input. The meeting included the Provost as he is deeply involved in the Idaho Online initiative from the SBOE. The Provost opened a discussion surrounding the leadership of a central online unit and received considerable feedback and suggestions from the working group. Once the discussions around the central leadership of an online unit were completed each working group member was afforded the opportunity to comment on the paper. Notes were taken and adjustments were made to the report and appendices based on the review and comments of the working group membership. Meeting 5 was the last meeting of the working group and the chair thanked the members for their hard work, attention to detail, and dedication to the success of the university.



## APPENDIX D

### Idaho Governor’s Emergency Education Relief (GEER) Funding Request

Proposal: University of Idaho college deans and their faculty, in conjunction with administration and supported by Information Technology Services, have been discussing ways to most efficiently and effectively deliver instruction to students on-campus and remotely. A model we are exploring is the hybrid flexible model (HyFlex), which would allow instruction to students in a physical classroom, remotely in a synchronous format (from home, for example), or remotely in an asynchronous format. Students enrolled in a course would be able to choose which format to attend, and, if the need arises to go fully remote again due to COVID concerns, the shift would be much smoother. The HyFlex model also provides the flexibility of running a face-to-face course with social distancing. Students would be able to rotate through classes, perhaps attending one

day per week in the classroom and two days from their dorm or apartment. Students who do not return to the Moscow campus would also be able to participate either synchronously or asynchronously via recorded courses.

Accomplishing the needed move to a HyFlex model requires investment in the university’s technology infrastructure and capabilities. To do so, we need to add tools for developing online/distance courses, we must augment our existing classroom technology environment, and we will need to invest in additional laptop computers for faculty and for students. We are particularly concerned about faculty who have desktop computers but no laptops and students who do not have computers at home and are relying on their cellphones to participate in online courses. These investments will not just help us in the short term; they will also build an infrastructure to support online and remote learning throughout the state, providing additional opportunities for students to have access to a University of Idaho education, even if they are place-bound. To enhance our infrastructure, we request:

Critical Enhancement Detail	Unit Cost	Units	Total Cost
One button studio – a simple hardware and software combination in a dedicated space that allows nontechnical users to make high quality video recordings	\$13,513	3	\$ 40,539
Lightboard studio & portable lightboard – allows an instructor to create video lectures and directly interact with handwritten notes and diagrams while facing the camera	\$14,150	3	\$ 42,450
Camtasia licenses – software for faculty to record and edit lectures on classroom, lab and individual computers	\$15,000 for license	1	\$ 15,000
Kaltura Streaming Server –allows students improved access to recorded lectures and reduces faculty effort in making recorded lectures available	\$85,000 per year	3-year license	\$ 255,000
Cameras and microphones – necessary additions to current technology-equipped classrooms to facilitate the HyFlex model	\$300 per classroom	100	\$ 30,000
Additional technology-equipped classrooms – allows adding a basic level of technology to additional classrooms that do not currently have any	\$10,000 per classroom	20	\$200,000
Faculty laptops – modern equipment (including full warranties) with sufficient processing power, cameras and sound to facilitate HyFlex course development and delivery	\$1,400	50	\$ 70,000
Student laptops – a loan pool of quality laptops (with full warranties) to allow for full participation in modern education	\$1,000	100	\$ 100,000
Peripherals, cables and equipment – allows the purchase of necessary components to attach and power equipment to classroom technology and individual computers	\$10,000	1	\$ 10,000
<b>Total Critical Enhancements One-Time Costs</b>			<b>\$762,989</b>

Access to high speed broadband internet is especially difficult in rural counties of Idaho. This impedes the ability of the University of Idaho to deliver online education and outreach throughout the state. University of Idaho Extension, housed in 42 out of the 44 counties of Idaho, and 9 Research and Extension (R&E) Centers, dispersed throughout the state, create possibilities to allow for delivery of high-speed internet in many rural and urban locations. Upgrades to current facilities enhancing online delivery will provide access to students across Idaho who have poor internet capacity. This will provide a higher quality educational opportunity for students reluctant to leave home in this time of uncertainty. With online access students throughout the state will be able to connect to their professors on the Moscow campus and other students in various locations. In addition, infrastructure upgrades will enable U of I faculty in the county Extension offices and at R&E Centers to better

provide coursework support as guest lecturers or even tutoring on certain subjects (e.g., agronomy, soil science, nutrition, early childhood development, personal finance). An investment in technology will help enrich the graduate student experience as faculty located throughout the state serve on graduate student committees.

The infrastructure to deliver education to all parts of the state is a critical component to University of Idaho as we fulfill our land grant university mission. The entire state is our classroom. With technology-enhanced classrooms strategically located across the state we will more effectively deliver quality higher education to our students. Our request provides support for the 130 U of I faculty located in the county offices and Research and Extension centers, which will equip them to better meet the demands of a remote learning environment. We request:

Critical Enhancement Detail	Unit Cost	Units	Total Cost
One button studio – a simple hardware and software combination in a dedicated space that allows nontechnical users to make high quality video recordings	\$13,513	6	\$ 81,078
Cameras and microphones – necessary additions to current technology-equipped classrooms to facilitate the HyFlex model	\$1000 per classroom	100	\$ 100,000
Additional technology-equipped classrooms – allows adding a basic level of technology to additional classrooms that do not currently have any	\$10,000 per classroom	25	\$250,000
Faculty laptops – modern equipment (including full warranties) with sufficient processing power, cameras and sound to facilitate HyFlex course development and delivery	\$1,400	80	\$112,000
Student laptops – a loan pool of quality laptops (with full warranties) to allow for full participation in modern education	\$1,000	80	\$ 80,000
Peripherals, cables and equipment – allows the purchase of necessary components to attach and power equipment to classroom technology and individual computers	\$10,000	2	\$ 20,000
Adobe CC Software for Extension faculty and staff – allows more creation of documents and videos to help students engage in distance education	\$196.23 per license per year	100	\$58,869 (3 years)
Lightboard studio & portable lightboard – allows an instructor to create video lectures and directly interact with handwritten notes and diagrams while facing the camera	\$14,150	6	\$ 84,900
<b>Total Critical Enhancements One-Time Costs</b>			<b>\$786,847</b>

If the University of Idaho receives funding from the GEER Fund, it is prepared to invest additional resources to support this priority of online and remote learning to ensure a robust infrastructure.

## APPENDIX E

### SBOE Press Release – Online Idaho Initiative

#### For Immediate Release

July 16, 2020

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Mike.Keckler@osbe.idaho.gov

#### IDAHO ONLINE WILL IMPROVE DISTANCE LEARNING IN HIGHER EDUCATION

*By Debbie Critchfield, President, Idaho State Board of Education*

Last spring's quick transition from in-person to remote instruction as a result of the COVID-19 pandemic was a wake-up call for those of us who are involved in public education at all levels. There are barriers making remote learning difficult, particularly for rural students.

At the college and university level, our presidents looked at the career technical and academic courses offered online at their respective institutions and discovered limits to how far students can progress through online instruction and what could be accessed in a timely way. "What the presidents uncovered through their inventories is that no one institution offers all of the programs, courses and services needed to offer a comprehensive learning environment for all students, but together, they can," said Jonathan Lashley, the State Board of Education's Associate Chief Academic Officer.

That is the premise behind Idaho Online, a State Board of Education initiative designed to consolidate online courses, streamline pathways to degrees and certificates and improve digital learning infrastructure for all of Idaho's eight higher education institutions. These resources will be offered as part of a unified digital campus, making them accessible throughout our state. "If I were a student in Challis for instance, and decide to enroll in a specific degree program at one of our colleges

or universities, a state digital campus would enable me to take classes online from multiple Idaho institutions en-route to my degree," Lashley said.

Governor Brad Little's Coronavirus Financial Advisory Committee approved a State Board of Education request to use \$4 million in federal coronavirus relief funds to begin the process of putting the infrastructure in place for Idaho Online. This process includes purchasing technology for teaching and learning, building a digital "storefront" where students can peruse courses, programs and pathways from all eight of our institutions and provide training for faculty to adapt and deliver effective online learning.

Many general education courses should be available to students through Idaho Online in time to register this fall for the spring 2021 semester. Our four-year institutions also plan to start offering Idaho Online courses in cyber-security, a new program being developed and administered jointly. Once the infrastructure is in place, Idaho Online could transform how higher education is delivered throughout our state.

Imagine living, working and raising a family in a remote area of Idaho and being able to earn a college degree or a career technical certificate from one of our institutions without leaving home.

Idaho Online is based on successful digital campus models in Florida, Texas, Georgia, and New York.

"Statewide online initiatives cannot account for all gains in student success in those states but a collaborative approach to scaling online learning across institutions has definitely created more options for students who want to go on and maintain progress to their certificate or degree no matter where they live," Lashley said.

I believe Idaho Online will fill a need, particularly in rural Idaho where many of our citizens live several hours away from the nearest college campus. By building on what our institutions already offer online, rather than starting from scratch, the new digital campus will improve the entire system, making higher education more accessible and affordable for more Idahoans.

## APPENDIX F

### Areas of Examination Sub-group Discussion Points

#### *Technology Support/ Infrastructure*

- LMS – do we have the right one to move forward
- Coordination of effort across multiple electronic platforms
- Analytics / data availability on usage
- Hardware/software needs and contracts - licensing
- Staffing needs to support a robust distance education infrastructure
- Server/network infrastructure
- R & E centers – state-wide infrastructure
- Identity management
- Help Desk support for students (technology) – one stop portal possibilities with student services
- Hardware / software support for students
- Classroom tech needs (Lightboard, Camtasia, Kaltura streaming Server, etc.)
- Coordination with Faculty development - CETL on training

#### *Student Support*

- Library resources/ access
- Distance/Online student orientation – engaging and active
- Tutoring
- Examination proctoring
- Help Desk support for students (academic)
- Counseling services
- Supplemental instruction/peer mentoring
- Virtual office hours with faculty
- Build a strong community of learners/scholars
- Staffing to support student needs – possibly 24 hours
- One-stop service center portal – possibly with tech support

#### *Course/program and faculty Development*

- Accessibility – captioning, section 503 (combine with technology/infrastructure)

- Content (develop or perhaps purchase)
- Media needs (purchased or developed)
- Instructional design staff needs
- Quality metrics and support to ensure quality
- Assessment protocols
- Faculty training & development – residential faculty
- Embedded education faculty in units
- Staffing supporting faculty course development
- Faculty orientation and training program for adjunct/affiliate/temporary
- Distinction/recognition of being a distance faculty (similar to being recognized as “graduate faculty”)
- Standardized university structure which allows for faculty creativity and personality in courses

#### *Marketing and Strategic positioning*

- Brand awareness
- Creating a U of I personality online
- Where is our competitive advantage
- Niche programs which promise success
- Marketing plan (centralized or decentralized)
- Data gathering and analysis
- Staffing (both marketing and communications)
- Strategic plan and vision for U of I Distance Education

#### *Administrative services/revenues and resources*

- Operation costs of a central unit (CETL)
- Shared services across colleges/units
- State authorization and program approval
- Memberships and national connections (CIRTL)
- Accreditation issues and concerns
- Data and analytics on programs for reporting and development
- Central strategic plan and vision
- Industry liaison for recruitment
- Admissions protocols and streamlined processes
- University communication and marketing support
- University advancement support
- Fees and revenues supporting overall effort



# APPENDIX G

## Costs Associated with Human and Infrastructure Support Resources

UI Position (Human Capital)	Hires Stage 0	Hires Stage 1	Hires Stage 2	Salary - .85 of Peer	Fringe *	Total Cost	Total Stage 0 2021	Total Stage 1 2024 **	Total Stage 2 - 2026 **
Academic leader/director Online Education	1	1	1	\$155,000.00	\$47,585.00	\$202,585.00	\$202,585.00	\$208,662.55	\$213,312.55
Assistant Director	0	0	1	\$61,000.00	\$25,498.00	\$86,498.00	\$0.00	\$0.00	\$91,687.88
Administrative Assistant	1	1	1	\$43,000.00	\$17,874.00	\$60,874.00	\$60,874.00	\$62,803.22	\$64,632.44
Idaho Online Coordinator/Academ Mgr.	1	1	1	\$65,000.00	\$27,170.00	\$92,170.00	\$92,170.00	\$94,935.10	\$97,700.20
Data Analyst - Accreditation	0	0	1	\$80,000.00	\$33,440.00	\$113,440.00	\$0.00	\$0.00	\$120,248.40
Communications / Mktg director	1	1	1	\$60,000.00	\$25,080.00	\$85,080.00	\$85,080.00	\$87,632.40	\$90,184.80
Dual-credit, virtual ed, home school liaison Comm College, degree completion, military, community/certificate liaison	0	1	1	\$50,000.00	\$20,900.00	\$70,900.00	\$0.00	\$73,027.00	\$75,154.00
Web Author	0	1	1	\$40,000.00	\$16,720.00	\$56,720.00	\$0.00	\$58,421.60	\$60,123.20
Director of Student Success Services	1	1	1	\$84,000.00	\$35,112.00	\$119,112.00	\$119,112.00	\$122,685.36	\$126,258.72
Student Success Program Manager	0	0	1	\$84,000.00	\$35,752.00	\$99,752.00	\$0.00	\$0.00	\$96,197.12
Administrative Assistant- Student Success	0	1	1	\$43,000.00	\$17,974.00	\$60,974.00	\$0.00	\$62,803.22	\$64,632.44
Student/Community Program Manager	0	1	1	\$60,000.00	\$25,080.00	\$85,080.00	\$0.00	\$87,632.40	\$90,184.80
Student Involvement Coordinator	0	0	1	\$45,000.00	\$18,810.00	\$63,810.00	\$0.00	\$0.00	\$67,638.60
Embedded Students	2	4	8	\$5,000.00	\$100.00	\$5,100.00	\$10,200.00	\$21,032.60	\$43,290.40
Student Success Coach	1	4	4	\$45,000.00	\$18,810.00	\$63,810.00	\$63,810.00	\$262,887.20	\$270,554.40
Open Educational Resources Coordinator	0	0	1	\$52,000.00	\$21,736.00	\$73,736.00	\$0.00	\$0.00	\$78,160.16
Enrollment coordinator/assst. registrar	0	1	1	\$48,000.00	\$20,064.00	\$68,064.00	\$0.00	\$70,105.92	\$72,147.84
Disability Access Coordinator	0	1	1	\$55,000.00	\$22,990.00	\$77,990.00	\$0.00	\$80,320.70	\$82,660.40
User Experience Director/IT Liaison	1	1	1	\$80,000.00	\$33,440.00	\$113,440.00	\$113,440.00	\$116,843.20	\$120,248.40
User Experience Coordinator/Web Developer	0	1	2	\$70,000.00	\$28,260.00	\$98,260.00	\$0.00	\$102,237.80	\$210,431.20
LMS Administrator	0	1	1	\$75,000.00	\$31,350.00	\$106,350.00	\$0.00	\$109,540.50	\$112,731.00
Lead Instructional Designer	1	1	1	\$78,000.00	\$31,788.00	\$107,788.00	\$107,788.00	\$111,001.04	\$114,234.08
Instructional Designer	1	3	6	\$60,000.00	\$20,800.00	\$70,800.00	\$70,800.00	\$218,081.00	\$490,824.00
Digital Media Learning Specialist	1	1	1	\$65,000.00	\$27,170.00	\$92,170.00	\$92,170.00	\$94,935.10	\$97,700.20
Digital Media Lab Technology Consultant	0	1	1	\$60,000.00	\$20,900.00	\$70,900.00	\$0.00	\$73,027.00	\$75,154.00
Graduate Assistants	1	2	2	\$30,000.00	\$800.00	\$30,800.00	\$30,800.00	\$63,097.80	\$64,935.60
ON-line digital library support	0	1	1	\$52,000.00	\$21,736.00	\$73,736.00	\$0.00	\$75,948.08	\$78,160.16
<b>Totals</b>	<b>13</b>	<b>32</b>	<b>45</b>				<b>\$1,048,800.00</b>	<b>\$2,531,708.79</b>	<b>\$3,204,445.99</b>
* Fringe rate staff 41.8%, Faculty 30.7%									
** 3% salary increase each stage									
<b>UI Infrastructure (Structural Capital)</b>									
Institutional shift to CANVAS LMS ***	X			\$175,000.00				\$0.00	\$0.00
Detailed aspirational institution survey	X			\$5,000.00			\$5,000.00	\$0.00	\$0.00
Detailed UI faculty survey	X			\$5,000.00			\$5,000.00	\$0.00	\$0.00
Infrastructure minus GEER funding	X			\$556,836.00			\$556,836.00	\$0.00	\$0.00
Technology and user experience plan	X			\$100,000.00			\$100,000.00	\$0.00	\$0.00
<b>Marketing Strategic Positioning</b>	Incentives and degree program development costs \$40,000 per program								
First Year UG students/or new after gap year	\$200,000	\$200,000	\$200,000				\$200,000.00	\$400,000.00	\$600,000.00
Community College Transfers	\$180,000	\$180,000	\$180,000				\$180,000.00	\$360,000.00	\$540,000.00
College Completion	\$120,000	\$120,000	\$120,000				\$120,000.00	\$240,000.00	\$360,000.00
Dual Credit	\$35,000	\$35,000	\$35,000				\$35,000.00	\$70,000.00	\$105,000.00
Graduate Programs	\$0	\$0	\$0				\$0.00	\$0.00	\$0.00
Misc Credentials	\$15,000	\$15,000	\$15,000				\$15,000.00	\$30,000.00	\$45,000.00
Virtual HS/Home Schools	\$0	\$0	\$0				\$0.00	\$0.00	\$0.00
							\$2,265,845.00	\$3,431,708.79	\$4,854,445.99
<b>One time Infrastructure Funding</b>									
Faculty infrastructure enhancements (GEER)	1	0	0	\$762,000.00			\$762,000.00		
State-wide infrastructure enhancements (GEER)	1	0	0	\$789,000.00			\$789,000.00		
***SBCE Canvas set up support	1			\$175,000.00			\$175,000.00		

## EO Course Delivery Chronology

<b>1975</b>	With support from a Kellogg Foundation grant, the Engineering Outreach (EO) program begins at the University of Idaho originally as the “Video Outreach” department in the College of Engineering; classes are recorded on ¾ inch Umatic videotape and distributed to a handful of students located throughout the state.
<b>Late 1970s</b>	EO adds the Betamax format after Sony releases the new industrial version of the ½ inch videotape recorder. Due to requests from off-campus students, EO starts producing courses using the VHS videotape format. After several years, and as VHS becomes the more popular format, EO begins phasing out both Betamax and ¾ inch Umatic. By 1992, all EO courses are offered only on VHS.
<b>1979</b>	Video Outreach becomes a member of the Association for Media-based Continuing Education for Engineers (AMCEE), and in 1985 is a charter member of the National Technological University (NTU).
<b>Early 1980s</b>	EO is connected to the Idaho Public Broadcasting System (IPBS) statewide microwave system for live, interactive course delivery around the state. A short time later, EO is connected to WSU via a separate microwave system for live interactive courses between U of I and WSU.
<b>1981</b>	The program is approved by the regional accrediting agency, the Northwest Association of Schools and Colleges (currently NWCCU, Northwest Commission on Colleges and Universities). The university’s programs offered through Video Outreach are also approved by the U.S. Department of Veterans Affairs.
<b>1988</b>	In conjunction with the National Technological University (NTU), Video Outreach installs a KU band satellite uplink on the roof of the Janssen Engineering Building for live delivery of courses through the NTU network.
<b>1989-1994</b>	Video Outreach begins publishing a graduate handbook and course catalog announcing master’s degrees and courses offered by video. By Fall 1992, the program name changes to “Engineering Video Outreach” (EVO); and beginning in Spring 1994, the program name becomes what it is today, “Engineering Outreach” (EO).
<b>1995</b>	EO installs U of I’s first compressed digital video (CDV) link between the Moscow campus and the U of I Boise Center for live interactive classes. To improve customer service, EO implements a new feature to its toll-free (800) telephone number allowing students to be transferred directly to their instructors. EO also starts an email list serve for students.
<b>1996</b>	EO announces its World-Wide-Web presence with a home page at <a href="http://www.uidaho.edu/evo">http://www.uidaho.edu/evo</a> ; students register for EO courses for the first time using an online form. The compressed video link is expanded with dedicated lines to U of I centers at Coeur d’Alene and Idaho Falls. A link is also established for videoconferencing off-campus to anywhere in the world.
<b>1999</b>	EO records special topic short courses on digital CD Rom on an experimental basis. EO also begins exploring the possibility of using DVDs for a delivery format. Eventually, several short courses are produced and distributed in a compact disk (CD) format.
<b>2000</b>	EO makes course materials for some courses accessible to students on the Web; and announces that email and internet are required for EO students.
<b>2002</b>	After extensive research about DVD production techniques, equipment, and recording media, EO delivers four courses in DVD format with a Web component for handouts and other course related materials on an experimental basis.

<b>2003</b>	After 25 years of delivering courses by videotape, EO announces the evolution from VHS to DVD course delivery with Web support.
<b>2005</b>	EO launches a new Website with expanded features at <a href="http://www.outreach.uiudaho.edu/eo">www.outreach.uiudaho.edu/eo</a>
<b>2005</b>	EO completes the transition to DVD course delivery with supplemental materials and handouts accessible online.
<b>2006 - 2008</b>	In response to the demand for delivering courses on the Internet, EO begins to explore how this can be done, and by Spring 2008 EO offers a few courses in an online format.
<b>2008</b>	The online video format is made available for all EO course delivery; EO continues to offer the DVD format until reliable high-speed broadband internet connections are widely available across the country.
<b>2010</b>	Engineering Outreach funds the early establishment of the John C Wahl thinkTANK (\$400,000). EO tests another portable course delivery option by offering the entire course on one USB flash drive to students registered in select pre-encoded courses. EO launches a new website at <a href="http://eo.uidaho.edu">http://eo.uidaho.edu</a> that includes a tab for accessing the online sessions through a secure portal.
<b>2011</b>	EO now scans and posts graded homework and exams making them accessible for students through the EO portal.
<b>2012</b>	EO students now register online using the university's secure records system, VandalWeb; EO deadlines (including course completion) are aligned with on-campus deadlines; all exams for EO courses are now delivered electronically to approved exam proctors; EO discontinues the DVD and USB flash drive course delivery formats – completing the transition to full online delivery.
<b>2014</b>	EO updates all of its studio classrooms with state of the art High Definition (HD) technology. This not only improves the viewing quality, but also makes the video files smaller in size, requiring less Internet broadband, which means faster download speeds.
<b>2015</b>	Collaboration with Endpoint Management Services allows EO students to remotely access on-campus course software.
<b>2016</b>	Engineering Outreach's online student portal is upgraded to support high broadband clients and includes an interactive map allowing students to select pre-approved proctors (growing to 435 national and 30 international locations).
<b>2017</b>	Engineering Management becomes the first online program certified by the American Society of Engineering Management (ASEM); additional infrastructure streamlines studio processes for rapid online delivery.
<b>2018</b>	GenZ initiative is initiated (\$100K EO commitment) to provide EO services to on-campus undergraduates and becomes a college-wide endeavor with widening academic department participation.
<b>2019</b>	U of I/VIP-Transform project funds the College's GenZ efforts with a \$50,000 grant developing cornerstone curriculum; EO studio classrooms transition to digital operations with additional annotation capabilities for faculty.
<b>2020</b>	Development and delivery of EO courses is modified for both on and off-campus students adapting to the COVID-19 pandemic.

## APPENDIX I

### Marketing and Strategic Positioning Community College Transfer Statistics

#### *College of Eastern Idaho (CEI):*

- Total student population (2019) = 1,047
- Degrees awarded in 2019 = 146
- 50% graduation rate at two years; 53% graduation rates at the three years

#### *College of Southern Idaho (CSI):*

- Total student population (2019) = 4,355
- Degrees awarded in 2019 = 839
- 18% graduation rate at two years; 29% graduation rates at the three years

#### *College of Western Idaho (CWI):*

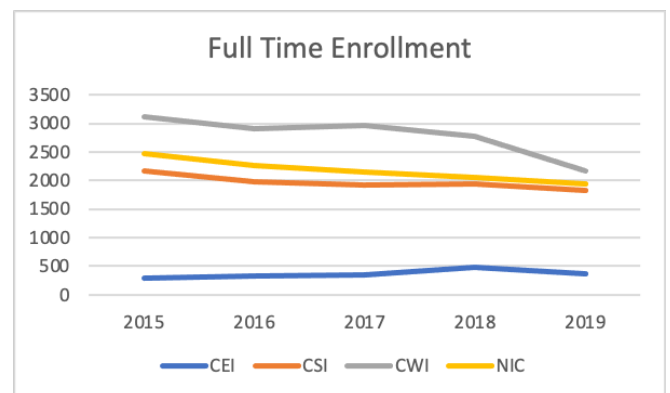
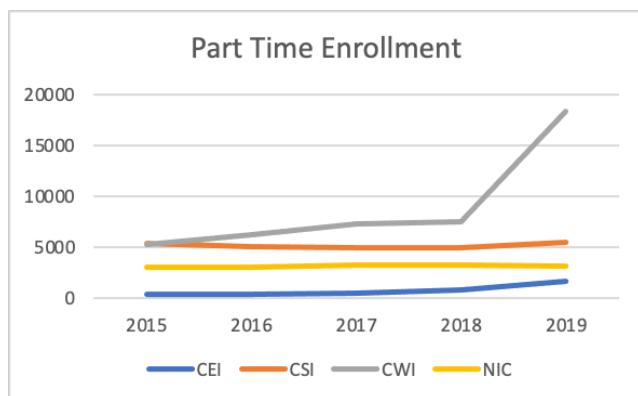
- » Total student population (2019) = 5,527
- » Degrees awarded in 2019 = 906
- » 12% graduation rate at two years; 20% graduation rates at the three years

#### *College of Northern Idaho (NIC):*

- Total student population (2019) = 1,787
- Degrees awarded in 2019 = 681
- 21% graduation rate at two years; 28% graduation rates at the three years

Part Time Community College Enrollment				
	CEI	CSI	CWI	NIC
2015	394	5374	5276	3072
2016	355	5078	6205	3084
2017	444	4947	7330	3259
2018	811	4969	7502	3214
2019	1658	5458	8401	3128

Full Time Community College Enrollment				
	CEI	CSI	CWI	NIC
2015	294	2174	3115	2471
2016	321	1975	2915	2260
2017	347	1929	2973	2151
2018	477	1937	2775	2056
2019	365	1830	2175	1950

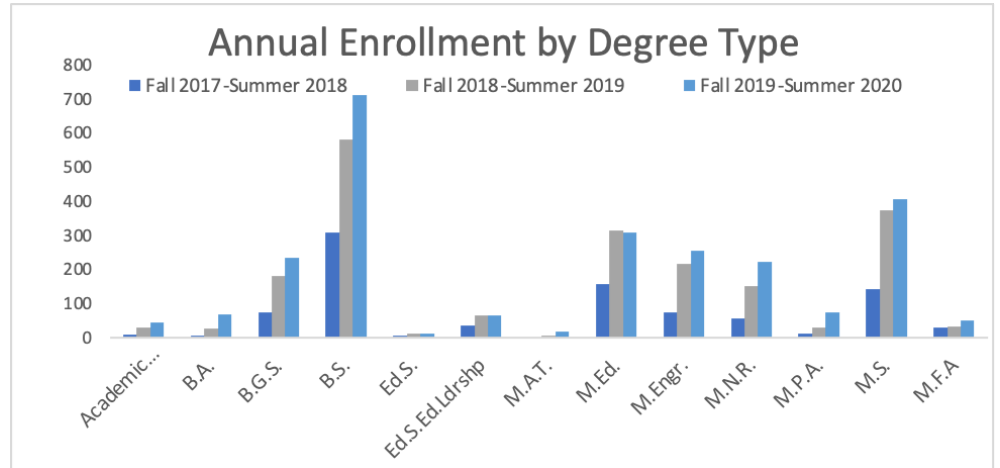


## APPENDIX J

### Return on Investment Charts

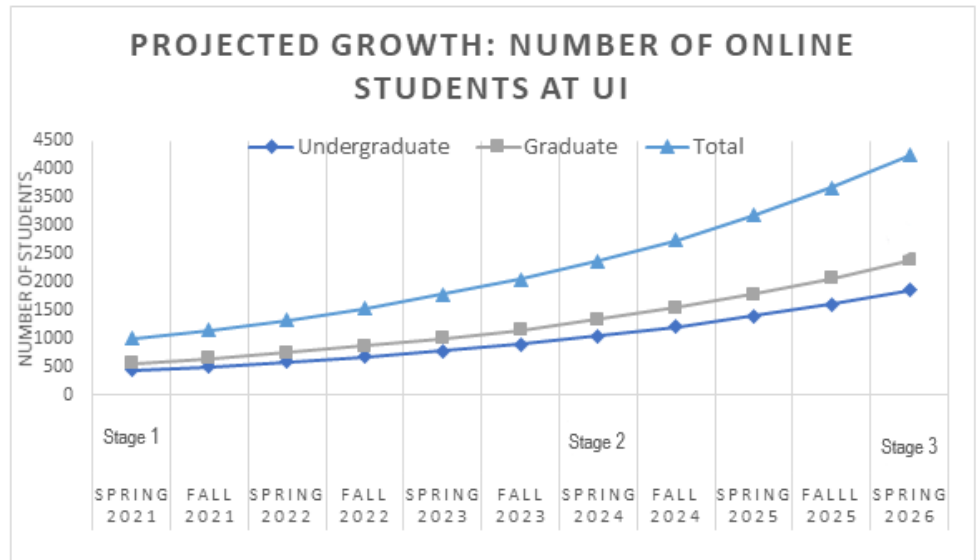
**Figure 1:**

Indicates total students each year because many programs have continuous enrollment. (e.g. fall 2017 plus spring 2018 plus summer 2018 is represented by one bar color).



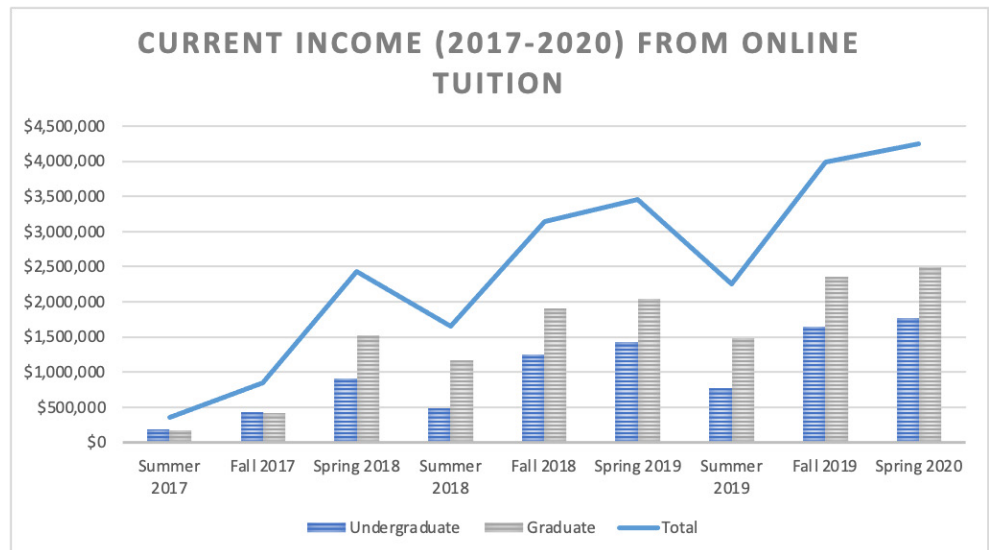
**Figure 2:**

Projected growth in enrollment at the undergrad/graduate level. Graduate growth rate in exclusively online avg 10.4% between spring 2018-2020. Undergrad avg 15.3%. National estimates of annual growth of exclusively online range from 7-15%.



**Figure 3:**

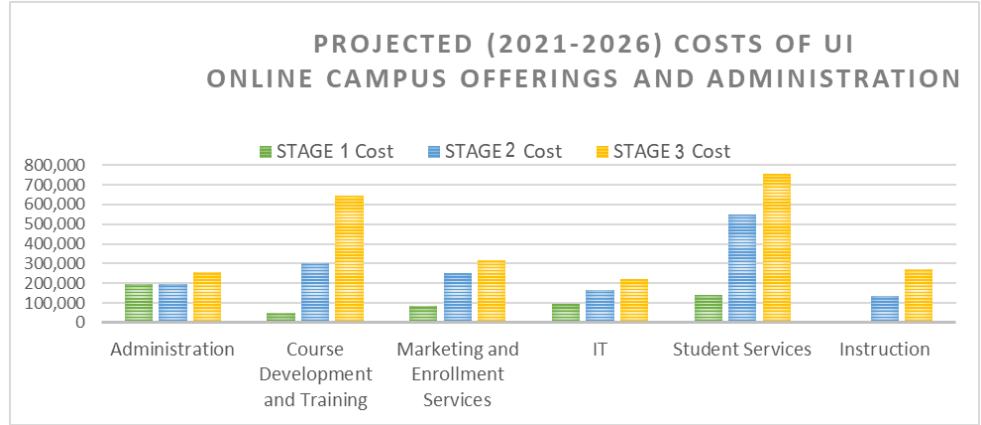
Estimated tuition-based income derived from U of I online student programs since summer 2017.





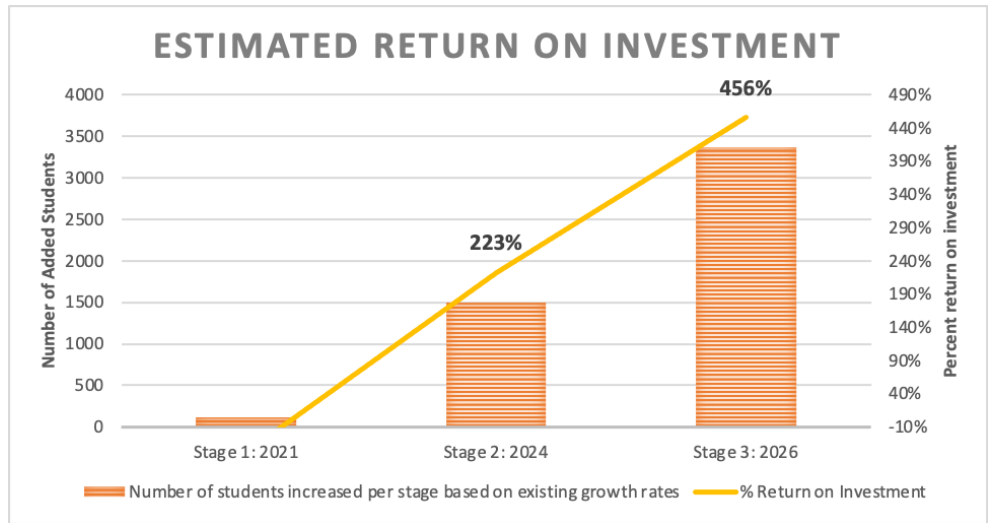
**Figure 4:**

Costs do not include cost-sharing expectations from existing U of I divisions such as CETL. To show overall category allotments, the student services estimates here do not include associated administration or IT as shown in the estimates described above.



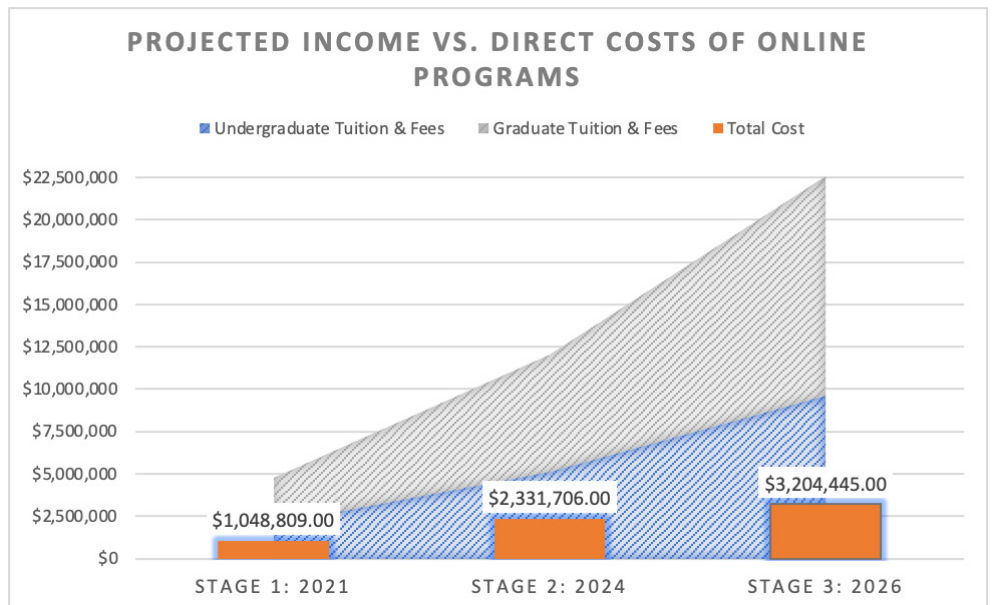
**Figure 5:**

Estimated return on investment using tuition income from additional student enrollment growth (not total number of students) and costs of developing the new online campus.



**Figure 6:**

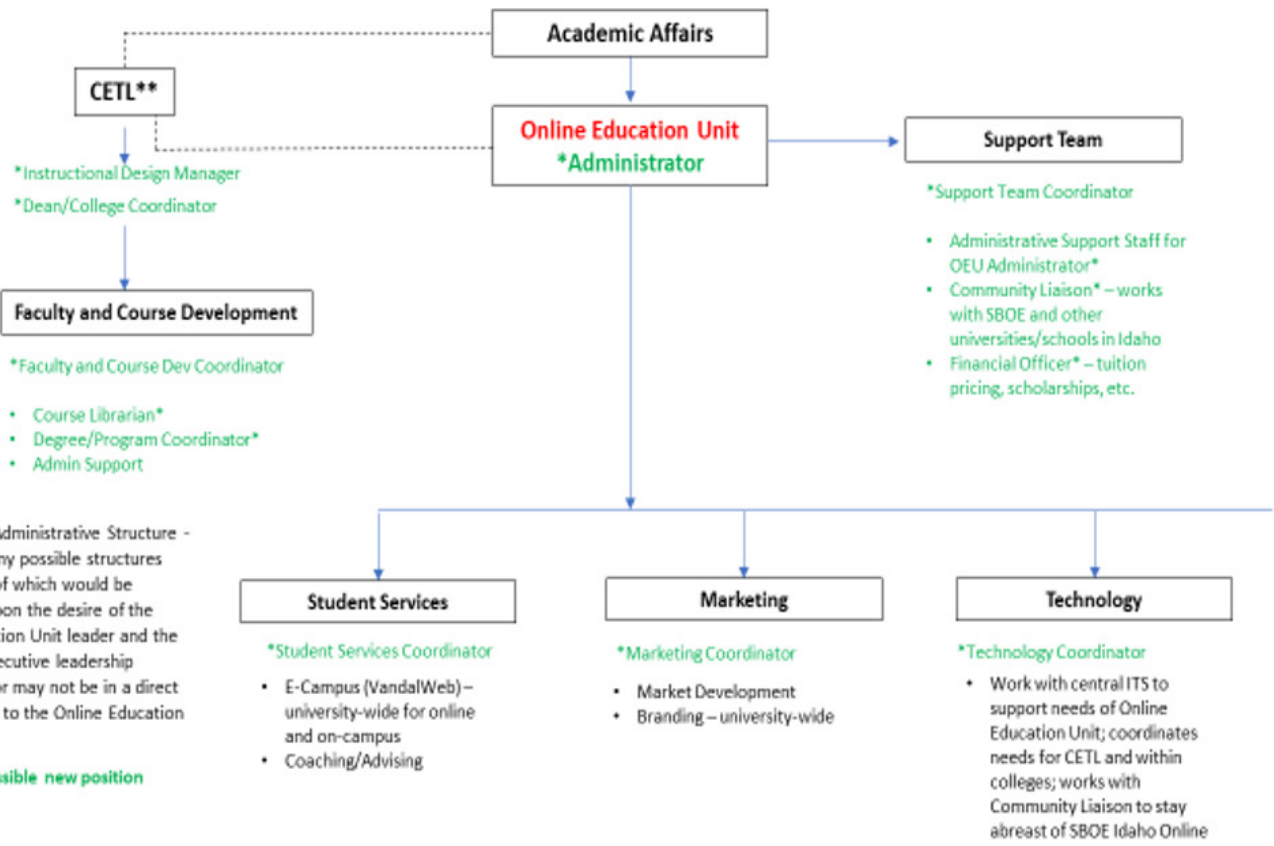
Estimated future income based on consistent growth rates since spring 2018 and annual tuition increases of 5% for students enrolled exclusively in online U of I programs. Inset bars show estimated cost of proposed online campus program. Tuition discounts or reductions could significantly impact these data.



# APPENDIX K

## Possible Administrative Structure

Possible Administrative Structure\*



\*Suggested Administrative Structure - There are many possible structures the decision of which would be dependent upon the desire of the Online Education Unit leader and the institution executive leadership  
 \*\*CETL may or may not be in a direct reporting line to the Online Education Unit.  
 \* Denotes possible new position