AQIP ONLINE COMMITTEE

Final Report to Provost Susan Koch

September 2, 2008
Northern Michigan University charged the Academic Quality Improvement Program (AQIP) Online Committee to "Improve and Expand Online Learning". This report summarizes work accomplished on the AQIP project during 2007-2008.

AQIP Online Committee

The committee consisted of 12 members and 4 ex-officio members recommended by the AQIP Online Steering Committee.

AQIP Online Committee Members

1. Judy Puncochar (Chair) - Education
2. Mitch Klett - Education
3. Suzanne Williams - Chemistry
4. Tawni Ferrarini - Economics
5. Bill Laffey - Admissions
6. Michael Strahan – AIS Library
7. Candy Bays - English
8. Dale Kapla – Criminal Justice
9. Gary Stark (Vice Chair) - Business
10. Claudia Orr - Business
11. Mary Ellen Powers - Nursing
12. Kenneth B Laverty F07 / Tracie Frame W08 – Undergraduates

AQIP Online Committee Ex-officio Members

1. Debbie Violetta (Administrative Assistant AQIP Support)
2. Cindy Prosen (Interim Associate Provost)
3. Kathleen Thompson (AQIP Coordinator)
4. Darlene Walch (Dean, Academic information Services)

Description of the Action Project

"Document the current state of online learning at Northern Michigan University to create a baseline from which to measure growth, improve the quality and consistency of the online learning experience for students and faculty, identify stakeholders in need of support and/or training which may be inhibiting them from participating, and identify new opportunities and increase the number of online offerings." The area of most impact for this project was "Helping Students Learn".

Reporting Progress on the Action Project

The Committee chair gave one presentation to the standing oversight bodies of Deans and Department Heads, Academic Cabinet, President's Council, and the Academic Senate. Provost Koch received a bi-

annual report of the Committee's work on February 1, 2008, and a draft of the final report on September 2, 2008. Various University publications and websites reported general information on the Action Project.

Background for the Action Project to Improve and Expand Online Learning

This project followed the final report of the Online Infrastructure Committee, a 2006-2007 Task Force charged with developing and implementing the infrastructure necessary to support 1,000 true distance education students, which suggested background work supporting this project was complete. The topic of online learning surfaced repeatedly as a desirable AQIP project topic in campus-wide discussions. The 2006-2007 Online Infrastructure Committee reported an increase in the number of curriculum proposals for online entities, suggesting faculty were envisioning ways to integrate online learning. Enrollments were stable or increasing in the limited number of current online courses, and thus student demand for online learning was increasing. The administration voiced support of this project and a desire to have 1000 distance learners by 2008. A hiring search for a new position of Director of Instructional Design, Technology, and Media began during Summer Session 2007 and successfully completed with the position filled in October 2008. The environment for an AQIP online learning project was receptive.

Michigan's statewide initiatives are conductive for increasing the number of online course offerings. In April 2006, Michigan Governor Granholm signed a law requiring all Michigan students entering high school in 2006 to complete an online course or online learning experience. NMU should prepare to an incoming class of 2010 with online learning experience. In addition, Michigan has a Virtual High School established in 2000.

Changing demographics in Michigan include a work force in need of courses to meet new certification requirements and having a desire to update their skills and remain competitive in a dynamic work environment. These individuals deal with constraints, such as winter travel conditions and work and family obligations, and may prefer taking courses online. Providing online educational opportunities for these students is consistent with Northern Michigan University's mission and Roadmap to 2015.

The 2006-2007 Online Infrastructure Committee identified organizational areas most affected by the action project. These areas included Academic Colleges and Departments, College of Graduate Studies, Admissions, Continuing Education, Administrative Computing, Dean of Students, Registrar, and Academic Information Services comprising library services, instructional media and technology support, academic computing. NMU committees and governing bodies affected include Teaching & Learning Advisory Council (TLAC) and Educational Technology Resources and Policy Committee (ETRPC), which are standing committees of the Academic Senate, the faculty AAUP and NMUFA unions, ASNMU representing student governance, and the Faculty Review Committee, which oversees promotions and tenure.

The 2006-2007 Online Infrastructure Committee envisioned the AQIP project to change or improve admissions, scheduling, marketing, curriculum development and review, provision of academic resources, technical training for faculty and students, and established processes for course evaluation, including how these changes or improvements might influence promotion and tenure.

Scope of the Project

The project was ambitious for completion within one calendar year. The project's suggested timeframe and numbered activities are below. The Committee's actions follow each suggested activity.

Fall Semester 2007.

1. Collection and analysis of data on the current state of online learning (numbers of faculty, courses, disciplines, enrollments, passage and retention rates, technology usage, and methods of instruction)

   a. The Committee began collection of data on the current state of online learning (numbers of courses, disciplines, and methods of instruction) during Fall Semester 2007. Analysis of data began during Winter Semester 2008.

   b. The CITE kept data on numbers of faculty, enrollments, and technology usage.

   c. IN PROGRESS: The Committee will collect data on pass, fail, retention, and dropout rates for online courses during 2008-2009.

2. Quantify faculty interest in the immediate future (one year) for curriculum/course development to establish realistic growth

   a. The Committee supported a faculty survey to assess faculty interest online course development.

3. Determine what technical skills and competencies are necessary for a student to succeed in an online course

   a. IN PROGRESS - The Committee will collect data on pass, fail, retention, and dropout rates from online courses during 2008-2009.

4. Organize and structure faculty training to aid quality and consistency.

   a. TLAC conducted two faculty seminars to aid the quality and consistency of online learning: "How our Students Are Using Computers" and "What Is Acceptable Use of Others' Words and Images."

   b. The CITE offered the annual Faculty Showcase of exemplary strategies for online learning and innovative uses of online learning tools.

5. Enable faculty to identify and discuss other possible program offerings and methods to ensure quality.

   a. IN PROGRESS - The Committee will engage a faculty discussion of faculty and student survey results and baseline online courses data during 2008-2009.

Winter Semester 2008

The 2006-2007 Online Infrastructure Committee suggested completion of the following work during Winter Semester 2008:

1. Have curriculum development currently underway enter the approval process, or if already approved, move to implementation.

   a. The Committee recommended a staffed online learning center in a central location to identify new online courses/programs and persons who are developing new online courses and programs.

2. Complete analysis of data collection.

   a. Data analysis of the faculty survey and baseline of required courses online by program occurred during Winter Semester 2008 and Summer Sessions 2008.

3. Create a pilot process for student training and support based upon data collection results.

   a. AIS is establishing webpage and pilot course for student training and support

   b. IN PROGRESS - Data collection using a student survey will be conducted during 2009-2010

4. Recommend methods to ensure quality.

   a. The Committee made several recommendations to ensure the consistency and quality of online learning.

5. Disseminate information and solicit feedback.

   a. The Committee disseminated information to the standing oversight bodies of Deans and Department Heads, Academic Cabinet, President's Council, and the Academic Senate.

   b. Provost Koch received a bi-annual report of the Committee's work on February 1, 2008.

   c. Provost Koch received a draft of the final report on September 2, 2008.

   d. The Sloan-C Conference in November 2008 accepted three of six submitted research proposals based on data collected for the Committee's Action Project.

   e. Various University publications and websites reported general information on the Action Project

Summer Sessions 2008

The 2006-2007 Online Infrastructure Committee suggested completion of the following work during Summer Sessions 2008:

1. Write a project final report to measure the project's success comparing the baseline to the scheduled Fall Semester 2008 courses and number of involved faculty.

    a. The final report presents a baseline of required online courses by program during 2007-2008.

    b. IN PROGRESS - Comparison of the baseline to Fall Semester 2008 courses will occur during Fall Semester 2008.

    c. CITE has data on the number of involved faculty using WebCT and the number of courses with WebCT support.

2. Disseminate all information, proposals, and action plan(s).

    a. IN PROGRESS - Dissemination of information, proposals, and action plans will occur in September 2008.

AQIP Online Committee Meetings

The AQIP Online Committee had an organization meeting on October 25, 2007. The project's planned kickoff date was October 15, 2007. The target completion date was September 14, 2008. The Committee met seven times during Fall Semester 2007 and eight times during Winter Semester 2008. Sub-committees met on alternate weeks as needed.

Report of AQIP Online Committee Activities

During Fall Semester 2007, the Committee discussed our charge and formed subcommittees. We determined the scope of the project was ongoing and project activities would require a two-calendar year timeframe. We created a website on NMU's Sakai server for holding research, agendas, minutes, and related documents. The Committee kept detailed working notes as minutes for internal use. Copies of our agendas and a summary of minutes are in Appendix A.

The Committee had four goals:

1. Improve the quality and consistency of the online learning experience for students and faculty.

2. Identify stakeholders in need of support and/or training, which may be inhibiting them from participating.

3. Document the current state of online learning at Northern Michigan University by creating a baseline from which to measure growth.

4. Identify new opportunities and increase the number of online offerings.

We made recommendations for each goal.

Goal 1

Improve the Quality and Consistency of the Online Learning Experience

The area of most impact for this project was "Helping Students Learn". The Committee found ambiguity existed in how NMU defined online courses. Several NMU websites contained inconsistent online definitions. Of particular interest was the controversy on whether a course taught online with required proctored exams on NMU's campus was an "online course". The Committee agreed a course taught online but with required proctored exams on NMU's campus was *not* a completely online course. NMU students have a right to know whether a course is online, online with proctored exams, hybrid, or face-to-face before registering. The Committee completed a search of the technology research literature for commonly accepted and research-supported definitions related to online learning and online courses.

To improve the quality and consistency of the online learning experience for students and faculty, the Committee makes the following recommendations on terminology for identifying online courses.

RECOMMENDATION 1

> ADOPT A COMMON SET OF TERMINOLOGY CONGRUENT WITH ONLINE LEARNING
> RESEARCH AND USED CONSISTENTLY THROUGHOUT THE UNIVERSITY.

The Committee approved a list of research-based definitions in support of our charge. See Appendix B.

RECOMMENDATION 2

> ESTABLISH A COURSE DESIGNATOR SYSTEM FOR IDENTIFYING ONLINE COURSES, ONLINE
> COURSES WITH PROCTORED EXAMS, AND HYBRID COURSES.

During Winter Semester 2008, Academic Information Services and the Registrar's Office established a set of course designators to identify web-based courses. The designators were 1-49 for on campus courses, 50-54 ITV, 55-69 online web courses, 70-72 weekend courses, 73-89 hybrid courses, 90 and higher were off campus and extension courses with students physically in the class. Academic Service Learning (ASL) designators were in a different field. The course designators identified online web courses, but were unable to identify online courses with proctored exams. The Course Offerings website (http://my.nmu.edu/cp/home/loginf) created space for descriptions of online courses with proctored exams dates and information for students unable to attend on-campus proctored exams.

NMU's current helpdesk provides student support for laptop hardware and some software programs, but does not provide support for WebCT or ITV courses. A need exists for a helpdesk specific to student support of online web courses.

Continuing Education used to offer proctored exams for students in online web courses, but closed this service due to lack of funding. Faculty continued to request proctoring services for web-based students. A need exists for a designated area to conduct proctored exams for students taking online web courses and for information on proctoring services held off campus.

The Committee also recognized improvement of online learning was a concern of several university efforts. Some NMU committees address online learning as part of their charge and in some cases repeat similar work. For example, AIS and the AQIP Online Committee tackled the course designator problem simultaneously. Teaching & Learning Advisory Council and Academic Information Services/Instructional Technology conduct faculty workshops designed to enhance online learning. A need exists for a designated coordinator to synchronize efforts to improve the quality and consistency of online learning for NMU students and faculty and to reduce any unintentional redundancy of effort. In addition, NMU needs a mechanism for identifying when new online courses and programs are available and who is developing new online courses and programs.

RECOMMENDATION 3

ESTABLISH A STAFFED ONLINE DISTANCE LEARNING CENTER IN A CENTRAL LOCATION.

Goal 2

Identify Stakeholders

With the understanding of attracting 1000 new distance learners by 2008, the Committee discussed student stakeholders as comprising two types: (1) Priority Student Stakeholders and (2) Campus Student Stakeholders. We also identified stakeholders as faculty, administrators, community members, tech support, instructional designers, and others.

 Priority student stakeholders

Priority student stakeholders are physically distant from campus and/or have non-distant precedence.

> *Physical distance from campus priority students.*

Physical distance students live beyond reasonable commuting range from campus. NMU defines Learning Distance Education Students (LDES) as those students who live more than 35 miles from Marquette (http://www-library3.nmu.edu/mailform/ldesnew.htm). Physical distance students may include students who leave campus for employment before graduating, students studying and/or working abroad, and students in fully distance programs (e.g., Criminal Justice, Education, and Nursing).
> *Non-distance priority students.*

Non-distance students live within reasonable commuting range from campus, but include students who work fulltime, engage in university-related travel such as athletes and participants at conferences, full-time caregivers of children under two, relatives who are elderly, or relatives with disabilities, and students with disabilities and medical illnesses. Non-distance priority students consist of a reasonably stable number and should continue to receive priority to ensure retention of students unable to enroll in face-to-face or hybrid courses and willing to look elsewhere for online offerings.

> *Continuing Students*

More NMU continuing students might be able to graduate in four years with greater access to online summer courses. Many of NMU's laptop students consider taking online courses over the summer. Many of these continuing students become *physical distance from campus priority students* during the summer. They do not represent new students, but they are distance learners during the summer. They represent a group who might look elsewhere for online courses if they were unable to enroll in NMU's summer courses. Planning to attract continuing students to enroll in summer school at NMU rather than elsewhere is a priority.

       Lifelong learners.

A potential for growth might include lifelong learners and students needing specific retraining programs.

       Non-degree completers.

We targeted the Non-Degree Completion students as a group from whom we hope to attract many of the 1000 new distance learners to NMU. The Committee discussed offering Non-degree Completers three online tracks for finishing their degrees, e.g., social science, technology, and business.

C*ampus student stakeholders*

Campus student stakeholders include on-campus continuing students who could reasonably select a campus face-to-face or hybrid course. Campus students include several different types of students, e.g., students enrolled in over 18 credits, self-motivated students who often do well with online learning environments, non-traditional students, and students with extra-curricular obligations (band, theater, etc.). Campus students may need the convenience of scheduling their work and study around part-time jobs and families. Alternatively, campus students might be curious about online learning or imagine online courses are easier. Some campus students might enroll in online courses by mistake and might not notice the course designation.

At the current time, discussion of NMU's "growth" rarely includes campus students. Campus students' use of online courses is in direct competition with priority student stakeholders and the goal of generating 1000 new distance learners by 2008. However, promoting online learning to campus students is a possible "growth" stimulus for enrollment of new students who desire flexibility.

Planning for growth of 1000 new distance learners involves giving all Priority Students precedence in online course enrollment, which has the potential to increase student enrollment in fully online programs. Giving precedence in summer online course enrollment to Continuing Students has the potential of decreasing the number of current students seeking enrollment in summer courses at other campuses.

A "button" could exist on the Course Offering homepage for Priority Student Stakeholders to sign up for priority registration in online courses. During fall and winter semesters, Priority Students should register first for online courses before Campus Students register.

RECOMMENDATION 4

ALLOW PHYSICAL DISTANCE FROM CAMPUS PRIORITY STUDENTS AND NON-DISTANCE PRIORITY STUDENTS PRECEDENCE IN ONLINE COURSE ENROLLMENT DURING FALL AND WINTER SEMESTERS.

RECOMMENDATION 5

PROMOTE ONLINE COURSE ENROLLMENT DURING THE SUMMER FOR NMU CONTINUING STUDENTS.

Online courses are often the first courses to fill with campus students. The Committee believes a potential for growth in the number of online courses exists with campus students as participants in these online courses.

WORK IN PROGRESS - The Committee did not design a survey to assess potential interest of campus NMU students in online learning. A student survey could offer information about potential growth of online courses and the current state of NMU students' online skills. The Committee will begin an assessment of students' needs in 2008-2009.

Means must be available for training and support of students and faculty and continuous improvement efforts for online learning. The Committee researched efforts at other campuses to finance online support and improvement of quality and consistency of online learning. The most commonly established method for paying for support of online learning was through a per-credit charge for online courses. The Committee balked at the idea of charging NMU students more for online courses at a laptop campus. Instead, we proposed a per-credit course fee for non-online degree seeking students.

RECOMMENDATION 6

CHARGE PER-CREDIT ONLINE COURSE FEES FOR NON-ONLINE DEGREE SEEKING STUDENTS.

We also identified stakeholders as faculty members who teach online courses, who are not teaching online courses but are willing to learn, and who teach classroom-based courses and use technology in various forms (e.g., videos, web-based simulations, use of online research databases, etc.). The Committee supported a faculty survey to document the current state of faculty interest and use of online learning. Poindexter and Ferrarini administered the faculty survey during Winter Semester 2008. Poindexter and Ferrarini's survey and results are in Appendix C.

Goal 3

Document the Current State of Online Learning by Creating a Baseline from which to Measure Growth

The Committee created a baseline of NMU programs' *required* courses taught online or as hybrid courses by program during 2007-2008 (i.e., Summer Sessions 2007 through Winter Semester 2008). Some required courses were available every other year. We counted only programs' required courses offered during 2007-2008. The Committee identified required courses by program from NMU's program

webpages and through telephone calls to program faculty and staff. We searched for required courses taught online through NMU's Course Offerings website (http://my.nmu.edu).

The Committee completed research in the following programs:

1. Associate Degree Programs
2. Bachelor Degree Programs
3. Certificate Programs
4. Certification Programs
5. Masters Programs

The following programs remain uncounted:

1. Diploma Programs
2. Minor Programs
3. Pre-professional Programs

The Committee suspected baseline data underrepresented NMU's current number of online courses and hybrid courses. We counted classroom-based courses as face-to-face courses (f2f), web courses with on-campus meetings and/or required proctored exams on campus as hybrid courses, and courses taught entirely online as online courses. To measure growth of online courses and programs, the Committee advocated maintaining yearly baselines of required courses offered online by program. As indicated by Recommendation 3, Staff in an Online Distance Learning Center could maintain the baselines from which to measure growth of online learning at NMU.

RECOMMENDATION 8

> MAINTAIN BASELINES OF REQUIRED COURSES ONLINE BY PROGRAM TO MEASURE GROWTH OF ONLINE LEARNING.

Programs of Study include required courses by program. However, not all Programs of Study appeared on each program's website and some Programs of Study were difficult to find. The Committee did *not* conduct a crosscheck of required courses using Programs of Study. Making Programs of Study easily accessibly on program websites has the potential to provide important information for students and advisers.

RECOMMENDATION 9

> NMU PROGRAMS OF STUDY SHOULD BE EASILY ACCESSIBLE ON PROGRAM WEBSITES.

Quality of Online Courses

The Committee discussed the worth of online learning. Anecdotal evidence good and bad exists on the quality of online courses. The Committee researched several inventories designed to assess the quality of online courses. The Committee did not undertake an assessment of quality for teaching and learning within online courses. The Committee slated research on current state of quality in NMU's online courses for 2008-2009. Methods for obtaining data on the quality and consistency of online learning include a random sampling of syllabi from online courses, seeking evaluations of courses taught online, and administering a survey of student stakeholders.

WORK IN PROGRESS - The Committee will assess the quality of teaching and learning within online courses during 2008-2009.

The Committee discussed a need for systemic and established processes for evaluation of online courses. We gathered surveys establishing exemplary status for online courses through Blackboard and IES. Surveys address five Quality constructs:

1. Instructor
2. Course Design
3. Interaction & Collaboration
4. Assessment
5. Learner Support

RECOMMENDATION 11

DEVELOP COURSE EVALUATIONS SPECIFIC TO ONLINE COURSES.

RECOMMENDATION 12

IMPLEMENT A SYSTEMIC PROCESS FOR DETERMINING THE QUALITY OF ONLINE COURSES.

Student Use of Technology and Related Skills

WORK IN PROGRESS - The Committee seeks to assess NMU student stakeholders' interests in online learning, technology skills, use of technology, and preparedness for online learning with a survey during 2008-2009. The student survey should provide information for developing new online courses and programs and evaluation items specific to online courses.

RECOMMENDATION 10

CREATE A BASELINE OF NMU STUDENTS' PREPAREDNESS FOR ONLINE LEARNING, INTERESTS IN TAKING ONLINE COURSES, AND USE OF TECHNOLOGY.

Faculty Use of Online Learning Tools

During Winter Semester 2008, the Committee supported administering a faculty survey to identify use of online learning tools within the Blackboard/WebCT course management system. (*Insert survey results here.*) The faculty survey offered an estimate of faculty stakeholders in need of support and/or training, which might be inhibiting them from participating in online learning.

The Committee discussed the timing of technology upgrades and the related impact on quality and consistency of online learning. Changes to technologies and course management systems during 2006-2007 influenced teaching and delivery of academic courses. The Committee considered a Policy on Timing for Technology Upgrades, but we were unable to resolve conflicting needs of constituents and stakeholders. The Committee remains aware of a need for major changes to technologies and course management systems to occur with minimal disruption to teaching and learning.

Goal 4

Identify New Opportunities and Increase the Number of Online Offerings

An increase in the number of online offerings would be important to priority student stakeholders such as physical distance from campus students. Data from the baseline of programs' required courses taught online provided evidence of programs approaching entirely online status. The Committee contacted Department Heads of programs with 80% or more of required courses online and discussed whether a possibility existed for offering the programs completely online. The Sociology/Social Work Department announced via email "…beginning Fall, 2008, all of the sociology courses required for the Sociology in Liberal Arts major will be available totally online" with the possibility of "a three-semester rotation…." (Ira Hutchison, Sociology/Social Work Department Head). Beginning Summer Session II 2008, all major coursework in the Criminal Justice Associate Degree Programs will be available online.

The Committee supports the AAUP Contract. Under the current AAUP contract, faculty members who do not want to teach online do not have to teach online. Faculty members who teach online courses might retire, go on sabbatical, or have circumstances where they no longer can teach courses online. For example, some Sociology/Social Work Department faculty members who teach required courses online plan to retire within the next two years. Although the Committee was successful in using the baseline to increase the number of NMU's online programs for 2008-2009, we realized offering entirely online programs was dependent upon faculty willingness to continue teaching required courses online. If departments wish to maintain entirely online programs, hiring practices should include a search criterion addressing willingness to teach courses online.

RECOMMENDATION 9

> FACULTY SEARCHES INVOLVING PROGRAMS TAUGHT ENTIRELY ONLINE SHOULD INCLUDE A SEARCH CRITERION ADDRESSING WILLINGNESS TO TEACH COURSES ONLINE.

Several Associate, Bachelor, Certificate, Certification, and Masters Programs have some courses online. The Committee suggests extending the baseline of required courses taught online by program to include NMU Minor Programs. The Sociology/Social Work Department will have all courses required for the

Sociology in Liberal Arts major available online, so identifying fully online Minor Programs might allow NMU the possibility of offering an online bachelor's degree.

To obtain a bachelor's degree from NMU, students must satisfy requirements of the Liberal Arts Program. The Liberal Arts Program consists of six divisions. The Committee created a baseline of online courses offered during 2007-2008 within each division. All six divisions had at least one online course taught during 2007-2008. Twenty-seven courses in the Liberal Studies Program were online during 2007-2008. See Figure 1. Four of these 27 Liberal Studies online courses were upper division courses. See Figure 2.
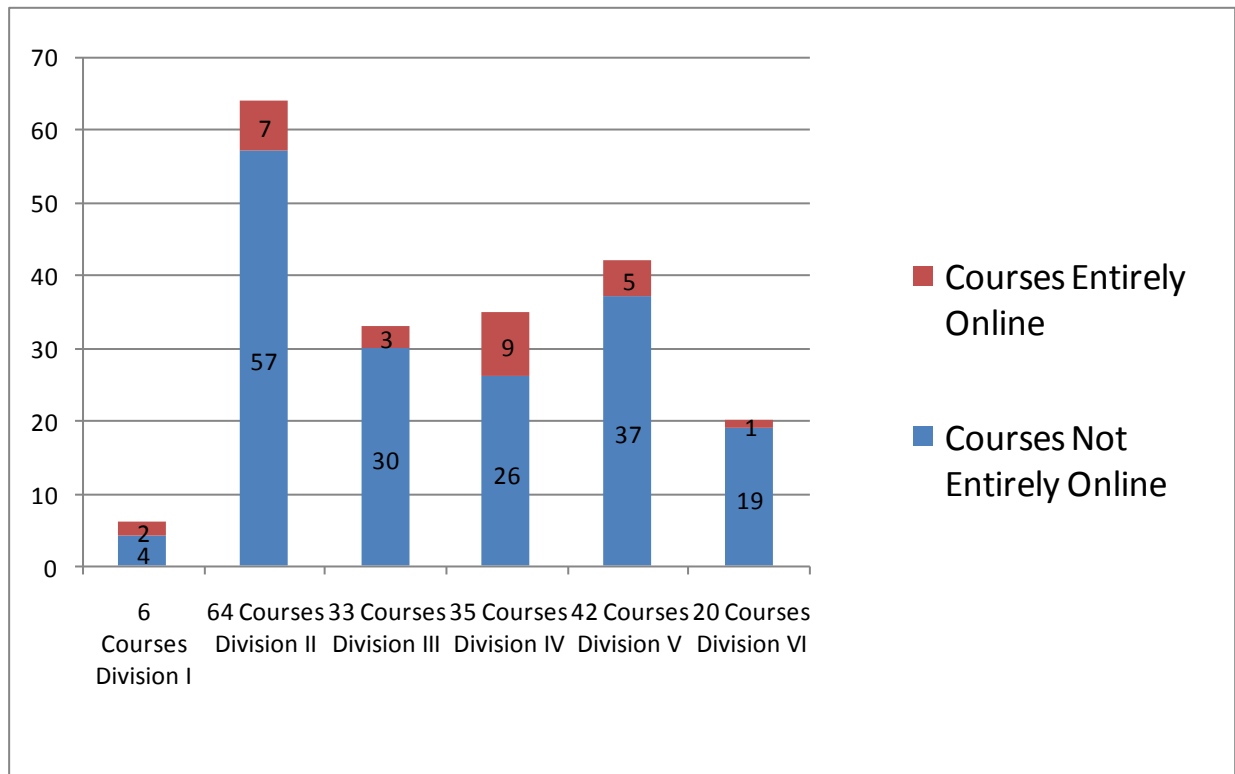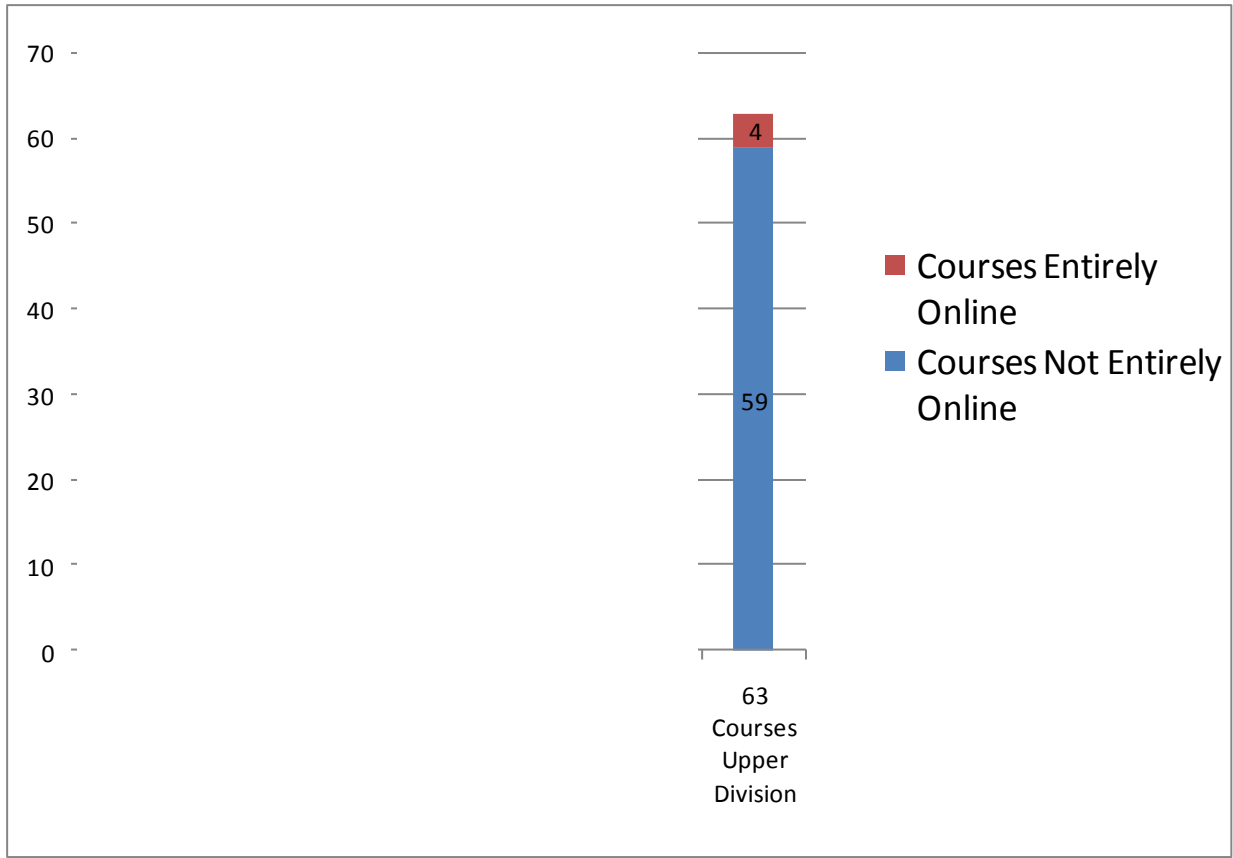

Figure 1. The Liberal Studies Program consists of six divisions. The number of courses taught online or taught as hybrid or classroom-based courses during 2007-2008 are within each division.

Figure 2. The Liberal Studies Program offered 63 upper division courses during 2007-2008. Four courses were online and 59 courses were hybrid or face-to-face.

Based on the baseline of required courses online by degree program and needs of student stakeholders who are Non-degree Completers, the Committee identified a need to increase the number of online degrees at NMU. Specifically, the Committee discussed a need for an online degree in each of three major areas: Business, Social Sciences, and Technology.

RECOMMENDATION 10

NMU SHOULD CONTINUE TO INCREASE THE NUMBER OF ONLINE DEGREES.

Summary of Activities on the AQIP Project

An AQIP Committee formed in Fall Semester 2007 with oversight provided by the Office of Academic Affairs. The Committee TLAC, AIS, and others worked on four goals suggested by the 2006-2007 Online Infrastructure Committee and accomplished work on all of the suggested activities:

- Training and Support
  - o AIS completed development of an online course specifically designed for faculty new to using NMU's course management system. The course contained content about online instruction conveyed in an online environment. Faculty who are new to teaching online

or who desire a refresher course in NMU's course management system tools are encouraged to take this course.

- o TLAC and CITE provided at least two opportunities during the academic year for faculty to learn about online education.
- o AIS hired an additional professional staff person to help with design and delivery of online courses. Responsibilities include review of current staffing assignments, identification of cross training, and inter-office cooperative efforts.
- o AIS created an online orientation available for students via NMU's web pages. Content includes information on how to use NMU's course management system.

- Curricula

  - o Develop procedures to identify new online courses and programs consistent with NMU mission and Roadmap to 2015.

  - o Utilize identified procedures to increase the number of online programmatic course offerings and meet the recommendations of the 2006-07 Online Infrastructure Task Force. We also identified an increase in the number of online programs offered at NMU for 2008.

- Policies, procedures, and guidelines
  - o We did not establish a formal mechanism for reviewing new technologies for class use by Winter Semester 2008. We recommended a formal mechanism for online course review and improving the quality and consistency of online learning at NMU.
  - o We defined hybrid courses.
  - o We identified priority stakeholders and recommended registration restriction for persons who should have an opportunity to enroll in online courses before campus students.
  - o The following guidelines regarding the quality of online courses remain in progress and include but are not limited to types of courses to put online, faculty qualifications to teach online, offerings outside of the traditional academic calendar, types of online office hours, testing/assessment, minimum components of an online course, online course evaluations, peer evaluations of online courses, and impact on tenure/promotion

The Committee will share all reports generated by this project with the administration, students, faculty, and other campus community members.

Much of the Committee's 2007-2008 work related to continuous quality improvement at NMU. Our work remains ongoing. Committee members unanimously agreed to continue working during 2008-2009. Committee members look forward to expanding work towards improving the quality and consistency of online learning at NMU for "Helping Students Learn".

Respectfully submitted,

Judy Puncochar, Chair - Education
Mitch Klett - Education
Suzanne Williams - Chemistry
Tawni Ferrarini - Economics

Bill Laffey - Admissions - left NMU for a director's position
Michael Strahan – AIS Library
Candy Bays - English
Dale Kapla – Criminal Justice
Gary Stark, Vice Chair - Business
Claudia Orr - Business
Mary Ellen Powers - Nursing
Undergraduate Students: Kenneth B Laverty F07 / Tracie Frame W08