

**2007- 2010 Compact Plan
Action Item Progress Report
September 24, 2008**

Compact Planning is a method adopted by the university for academic and administrative units. A Compact Plan is essentially an agreement between the unit and the unit's supervisor that articulates the unit's highest priority initiatives, plans and schedules for their implementation, and resources required for implementation. The Compact Plan lays out the unit's priorities for a three-year period.

In DELTA, each member of the Senior Management Team brings to the table a proposed set of initiatives representing his or her unit within DELTA. Through a series of meetings, those initiatives are revised, possibly combined or eliminated, and then prioritized to represent DELTA as a whole. Once the Compact Plan has been developed, the unit head meets with the unit's supervisor, in DELTA's case the Provost, and the Director of University Planning and Analysis. The plan may be revised until both the unit head and supervisor are satisfied. The supervisor then makes a resource allocation commitment for the three-year period. The resource allocation may be less than the requirements articulated in the Compact Plan, in which case the unit must decide how to approach initiatives that are not fully funded. Possibilities include supporting the initiative from internal unit resources, partially implementing the initiative, or dropping the initiative altogether.

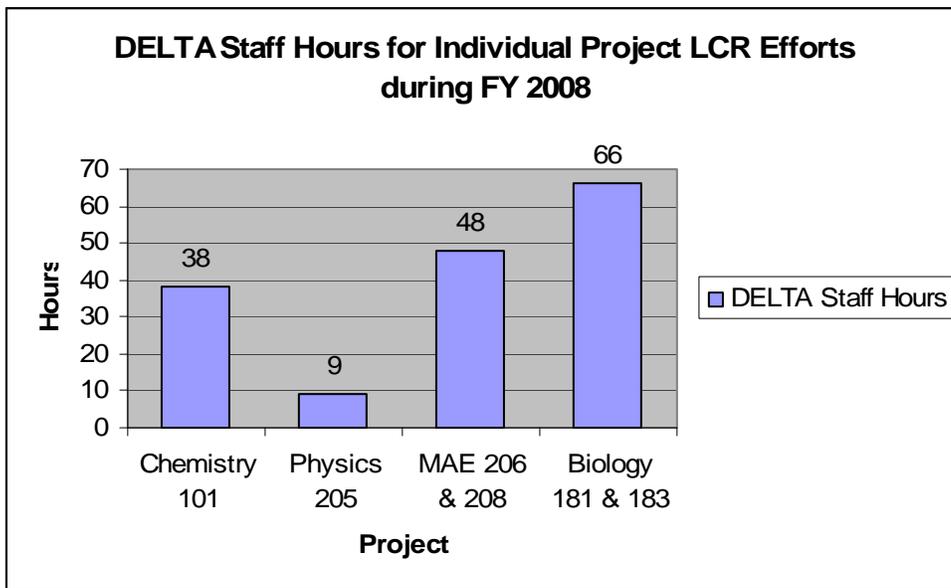
Once all of these details are worked out, the Compact Plan essentially becomes a road map for the unit and a contract with the supervisor for the next three years.

**1. Develop Formula-Based DE/LT Funding Model. – Tom
Status: Complete**

A formula-based model for DE program funding was developed last summer, vetted with the Provost and with the Deans Council, and implemented in Fall 2007. The model mirrors the UNC funding formula (commonly known as the "12 cell matrix") and provides 80% of the total academic portion of the funding directly to the college housing the program. The remaining 20% is retained by DELTA to cover our expenses related to the delivery and support of DE. In FY07-08, continuing base budgets were established in all colleges housing one or more DE programs. The base budgets, as well as subsequent changes to the continuing budgets resulting from DE program growth or attrition, are governed by an MOU with each dean. We are currently working through the first year of the enrollment change portion of the model. Once this is complete, future program funding should be straightforward.

**2. Large Course Redesign (LCR) Initiative. – Donna
Status: In progress**

Large Course Redesign (LCR) is the reconceiving and rebuilding of the delivery of a large-enrollment course to increase student learning outcomes and contain or reduce instructional costs, primarily by incorporating instructional technology. The National Center for Academic Transformation's Pew Program in Course Redesign (<http://www.thencat.org/index.html>) advocates an approach that seeks to increase student learning outcomes and contain costs by focusing on the redesign of large introductory university courses. The Program defines large courses as those that are among the top 25 in enrollment, and/or the top five percent in enrollment in a college. By redesigning these large introductory courses, virtually every student who attends the university can be positively affected. LCR was funded with a position (we hired an additional Instructional Designer) and with some funds that we could give selected projects (\$30,000 per year through 2010). We added additional DELTA funding, and gave out \$54,000 in FY08, and have given out \$55,000 in FY09. Courses funded in FY08 specifically via the LCR pilot grants included Chemistry 101, Mechanical and Aerospace Engineering 206 and 208, and Physics 205. Biology 181 and 183 also received DELTA funding for working on redesign projects. DELTA staff spent over 700 hours dedicated to the LCR program in FY08, including the needed program planning, administrative and research activities to get this program started this year, as well as in working with the individual projects. Courses funded in FY09 include Math 111 (pre-calc) and 107, MAE 206/208 and GC 120, which STEM co-funded. More information about LCR can be found on the DELTA Instructional Services Annual Report at: http://delta.ncsu.edu/docs/about/reports/2008_ISS_annual_report.pdf.

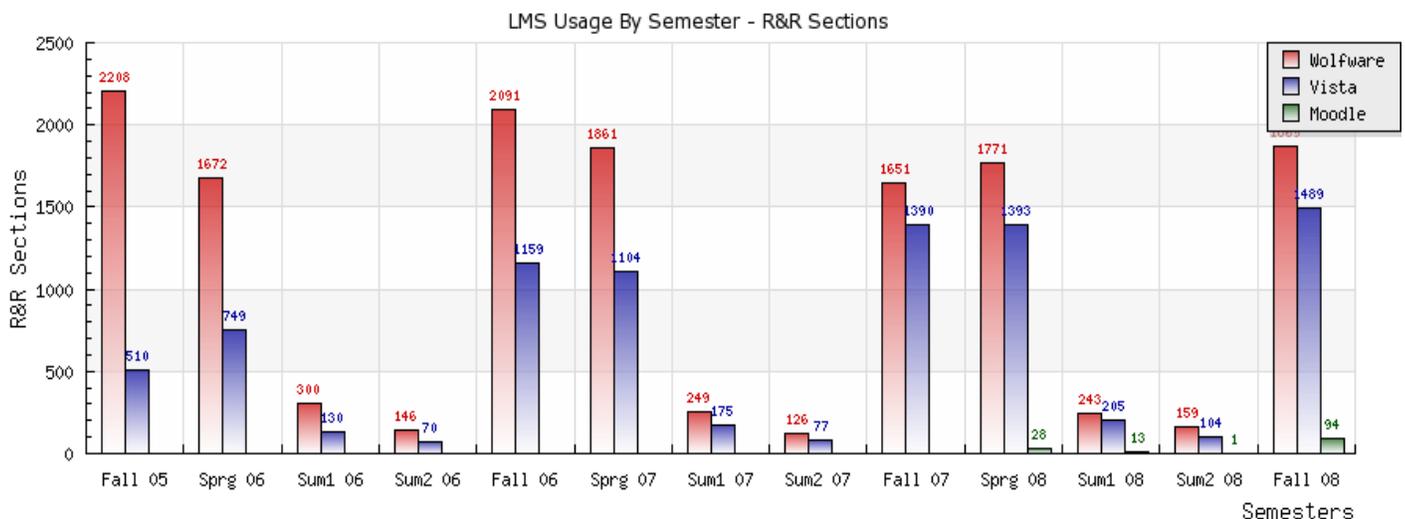


3. Learning Management System Enterprise. – Donna Status: In progress

The Provost authorized DELTA \$62,000 in recurring funds (out of the \$125,000 requested) to put toward an LMS Support position in DELTA.

During FY08, both Blackboard Vista and WolfWare were in full production, integrated as a regular part of our LMS support structure. DELTA continued to support the use of these LMSs through the regularly scheduled workshops, some custom training sessions, the LearnTech Help Desk, the Summer Institute and ITAP programs, and through instructional house calls.

During FY08 (Summer 2007, Fall 2007 and Spring 2008) a steady usage of both Vista and WolfWare are apparent, underlying the importance of LMSs as part of the campus infrastructure.



Learning Management Systems Pilot (Moodle)

In FY08, DELTA and CALS began a joint effort exploring Moodle as a possible LMS for NCSU. The impetus for this investigation arose out of:

1. Continued problems with the company Blackboard, including support and software performance issues.
2. A need to reevaluate LMS software after using Blackboard (WebCT and Vista) for a number of years.

3. An interest on the NC State campus in looking at Open Source solutions that can tie into our existing campus architecture.
4. An interest in having more control over our own destiny.

The investigation is documented at http://wikis.lib.ncsu.edu/index.php/LMS_Strategy. Assessment measures to date for this project can be found at this site.

As part of this inquiry DELTA produced a Fit-Gap analysis of Moodle and Vista, available at: http://wikis.lib.ncsu.edu/images/e/e4/Vista-Moodle_fitgap_report.pdf.

DELTA and CALS established the Moodle Pilot server in Fall 2007. During Spring 2008, 28 sections were created in Moodle, though only six courses were actually used in supporting teaching (as defined by having evidence of student logins into the course). Other sections created were more investigative in nature instead of directly used. Thirteen sections using Moodle were taught in Summer I. Spring and summer courses involved 174 unique students in Spring 2008, and 396 students (343 unique) in Summer I.

In FY08, DELTA taught five Moodle workshops to a total of 60 participants. The workshop was expanded from 60 minutes initially to 90 minutes. Additionally, DELTA answered 35 Remedy calls regarding Moodle for FY08.

4. E-Portfolio Initiative. – Lou Status: Not funded

Nothing has been done on this front. As you can see from the original action item, we only asked for funding starting this (2008-09) Fiscal Year, in anticipation of starting an effort this FY, however it has not been funded. Given the LMS sea change happening on campus, if this initiative is ever funded, we would reassess the specific technologies we'd implement (tending toward open source), but all the other details of the action item would stay true.

5. Rich Media Capture / Video Classroom Redesign. – Lou Status: In progress

We are in the final stages of building out the Withers classroom as the first that will allow remote control, and are just starting the design of the central control room that will be housed in Ricks Annex. Progress is definitely being made, but we will need to experiment with technologies in these two rooms before settling on a design standard. We have outfitted all existing classrooms with both Media Site and Echo360 capture stations, and have hired a developer to devote part of his time to the integration work necessary to make these classroom capture systems useful in our VCS classrooms as well as ClassTech classrooms. We have put together a VCS classroom 10 year plan. The plan includes cost estimates for the next 10 years for maintaining and building out facilities in the hopes that the facilities budget for DE classroom will be adjusted as requested in the original action item.

6. Workforce Diversity and Retention. – Christine Status: In progress

A focus group has been set up with a representative from each group (Sharon Broere, David Howard, Jeff Webster, Peter Watson, Mike Cuales, Marilyn Anselmi, Tony Pearson, and Stacy Gant) with Alexis Simison chairing. The first meeting, which I will attend, will commence on Friday, November 14. The focus group plans to address best hiring practices, retention, and diversity. The best hiring practices will be known as the DELTA Tool Box and will contain items such as, how to attract a diverse and qualified pool of applicants, best advertising venues, rating scale (matrix), and sample behavioral-based questions, etc.

All SPA positions have been career banded. Career banding addressed many of the salary inequities with the SPA positions in DELTA. Within DELTA there is one group that will be appealing their current band to a band where their duties and responsibilities fall more closely. Additionally, DELTA has made a commitment to ensure equity amongst its SPA positions and is committed to paying each SPA employee 100% of the Market reference rate, after a 6-month probationary period, provided the work of the employee is at least "Good standing." An SOP to establish granularity for a fair and consistent salary pay scale—in addition to the scale already established by

OSP in relation to the career banded positions—is in the creation stage. We hope to have an SOP that will provide an equitable measuring scale for career banded positions within DELTA by January 2009.

EPA Professionals' salary inequities are being addressed at the university level. HR sent out an assessment to all EPA Professionals to complete at the beginning of this year. HR is currently compiling the information and plans to have salary ranges in line for each EPA Professional position at the university. HR currently has salary ranges for SAAO EPA positions throughout the university, link: <https://www3.acs.ncsu.edu/hr/secure/saa0/saorange.pdf>.

7. DE Centralized Services. - Rebecca Status: Complete

Consolidation of student services within DELTA's Distance Education unit was initiated as a streamlined, cost-effective approach that would also foster closer connections between NC State and DE students. It was also intended to provide increased opportunity for direct engagement to help facilitate new or enhanced services and timely responses to changing educational needs.

Distance Education assumed full responsibility for all DE services previously managed by Credit Programs and Summer Sessions, effective with the Spring 2007 NC State registration cycle on October 1, 2006. At that time the DE office began serving as a central resource for DE student services, providing course information, course scheduling, enrollment, residency, registration, academic policies, advising, and proctoring services.

Staff members were familiarized with University policies and procedures governing admissions and residency determinations for Non-Degree Studies (NDS) students. Staff were also trained in academic computing systems and online application processes. DE Administrative Services worked with Registration and Records to incorporate precise student credentials into the email acceptance notices, providing students with specific student ID#, Unity ID, Unity email address, initial password and student classification. Over 3,000 NDS applications were reviewed and established as eligible for 2007-2008. The DE staff also processed more than 400 course registrations per week during peak periods, enrolling program-based DE students in appropriate courses and sections.

Substantial growth in exam proctoring was sustainable through several enhancements. An online exam scheduling system enabled students to schedule exams online 24/7, receiving prompt confirmation and reminders of exam dates and times. The system also tracked usage, providing detail on the number of exams, student attendance, or no-shows. Academic integrity measures were enhanced through the installation of video surveillance in the testing rooms and screen capture software of online tests in progress. Remote proctoring services were also improved with the creation of an online proctoring submission form and increased remote proctor communication. Faculty were encouraged to convert paper exams to an online format, significantly reducing staff time while providing faster faculty access to completed exams. The DE Proctoring Center facilitated 9,800 exams in 2007-08, with 8,103 exams proctored on-site and 1,779 exams facilitated through remote proctoring arrangements.

A DE Academic Advisor assisted current and future DE students, including transcript evaluations, academic suspension advisement for NDS students, and guidance with matriculation concerns. More than 1,600 student advising contacts were completed by DE Academic Advising during 2007-2008. Positive, supportive guidance was provided to numerous NDS students, many benefitting from a realistic review of previous academic history and appropriate recommendations for future course work. Efforts are continuing toward reducing the high incidence of repeated failures in certain populations while optimizing success rates and retention of distance learners.

The DE program has experienced annual double-digit growth, serving 9,408 students in 2007-08, an increase of almost 1,000 students over the previous academic year. While providing student and faculty services for 46 current DE degrees, certificates, licensure, and subject specialization initiatives, the DE unit managed the increased workload with no diminution in quality of services offered. Through streamlined processes and services, the DE unit has achieved its objectives in the DE Services Consolidation Compact Plan Initiative. Faculty and student survey responses and daily face-to-face interface provides feedback on DE services and suggestions for enhancements to DE/DELTA operations as well as recommendations for new DE courses and programs.

8. DE Diversity Initiatives Based on Retention/Attrition Factors (formerly DE Student Retention Initiative). – Rebecca
Status: In progress

This initiative uses data from a study identifying Distance Education attrition factors accompanied by an in-depth study of an underrepresented student population as a corollary of retention and recruitment factors. To support North Carolina State University's land grant mission, several Distance Education initiatives are underway. These are specifically designed to reach underserved communities, building awareness, providing access to higher education opportunities, and employing mitigation strategies to minimize attrition factors:

- Development of a veterinary medicine recruitment video in partnership with the College of Veterinary Medicine for middle school students (Grades 6 – 8). This initiative aims to encourage a diverse population to consider veterinary medicine as a career and DE courses and initiatives as a viable means for life long career enhancement or adaptation to new economic work force imperatives.
- Implementation of a Youth Offender Program in partnership with the North Carolina Department of Corrections to provide educational opportunities to reduce the recidivism rate of individuals between 18 and 25 years of age who are currently incarcerated.
- Conducting background work for the Learn and Earn Program to ensure that high school students receive instruction that promotes successful educational outcomes and that parents are informed so that they can effectively support the educational endeavors of their children.

9. DE Quality Assurance Study. – Rebecca
Status: In Progress

The Distance Education Quality Assurance Study is designed to measure student achievement in a long-term comparative analysis of online and on-campus courses. Comparisons are both qualitative and quantitative: Data has been collected through University Planning and Analysis to determine the grade distributions in each section of English 331, both online and on-campus. In addition, a faculty survey gauging satisfaction with DE services is being conducted on a yearly basis to ensure adequate support for faculty. Students are also being surveyed regarding satisfaction with DE services in the fall and spring semesters.

10. Strategic Partnership Expansion: UNC Online Partnership. – Kay

Status: Partnership Web site redesign: **Complete**

Co-marketing partnership: **Complete**

Partnership review/revision of backend data capture CRM system referral reporting: **Complete**

Marketing and Partnership Development (MPD) have collaborated with The UNC Online Web site project this past year for a number of strategic initiatives. The first project included the MPD support of the UNC Online redesign.

Results included the look and feel remaining the same but improving the navigation. Interested students now can find their areas of interest easier and faster through UNC Online to direct them to NCSU Distance Education programs. Seventy-one percent found the Web site easier to navigate.

The second initiative evaluated the functionality and productivity of the UNC Online backend database response system that has been individualized for each of the sixteen UNC campuses (170+ online programs). NCSU DELTA MPD was the original partner and drove the redesign for this important project. The change in this process has significant impact on NCSU student inquiries from UNC Online: NCSU data for the number of interested students in DE degree programs, percentage of community college transfer students, response rate from DE program directors, and student inquiry demographics. This data is critical for planning marketing and advertising campaigns.

Results from partnership reporting redesign:

- 76% of inquiries expressed interest in enrolling within two years, 74% for a specific program.
- 51% of respondents expect to seek an undergraduate degree completion program online, and 31% were from community colleges.

- There were 890 UNC Online referrals to distance.ncsu.edu, with an average visit of 6 minutes. This is over 20% of the DE website referrals for a four month period.

In Spring 2008, DE Marketing collaborated with UNC Online to co-market distance education programs in new geographic markets. The new marketing geographic areas included online interactive ads and print ads to reach the business/corporate audience seeking graduate degrees in the Washington, DC area (Washington Post), northern Virginia, Atlanta (Atlanta Journal Constitution), Baltimore, and in the Wall Street Journal. This was a co-branding marketing project that positioned NCSU DE with the UNC Online brand for awareness to new market audiences.

The UNC Online partnership marketing initiative included co-branding online interactive marketing in four geographic regions: NC, Atlanta, Washington DC, Maryland in print and online format in: Business Week, Wall Street Journal, Atlanta Journal Constitution, Barrons, marketwatch, and the Washington Post. The campaign results reflected a reasonable response rate for the co-branding initiative and a lift for the NCSU DE brand.

UNC Online and NCSU DE co-branding online marketing partnership results for interactive ads:

Results: 541 people clicked through to the DE Web site and 514 downloaded the DE brochure PDF. MPD converted to sending DE brochures in PDF format, converting from hardcopy/USPO, the results increased DE brochure dissemination by 23%. The partnership strategy resulted in awareness to new markets, name recognition for NCSU Distance Education, and included additional referrals from the UNC Online Web site to the NCSU DE Web site.

**11. Establish Technical Communicator Position. – Donna
Status: Complete**

We hired Alyson Tuck last year in this role, as DELTA's Information Specialist. We have been able to successfully address the DELTA Web site maintenance issue, and we will have our first DELTA-wide annual report this fall. In addition, Alyson has helped put together a number of presentations about DELTA. The one piece we have not successfully completed is the creation of a monthly bulletin or more frequently updated DELTA newsletter – this has been a larger task than one person can successfully do in addition to the Web site.

**12. New Position to Support New Technology Evaluation and Dissemination. – Donna & Lou
Status: Not funded**

Little has been accomplished in this respect, as this action item was not funded. However, we have drafted a proposal for a slightly different position with more of a project management role. If that position gets approved, one responsibility would be:

- Provide collaborative educational technology investigation/research coordination across DELTA workteams, to include planning, coordinating and leading cross-unit educational technology investigations that might actually be a better solution than the original suggestion, as it keeps R&D in the trenches but allows a framework for dissemination.

**13. Plan for DELTA permanent home. – Tom
Status: On hold**

The new lease for Venture II will provide our core space for a minimum of five and a maximum of eight years. Our compact plan initiative had proposed space in the Hunt Library as a permanent home for DELTA. It does not appear likely at this point that that will happen, so a new plan must be developed. Other options must be considered, but this initiative has been moved to the back burner since it does not appear that space in the Hunt Library is a possibility.