

NC STATE UNIVERSITY

# DE Strategic Task Force Recommendations

## Presentation for Executive Officers & Deans Council

August, 2011



DISTANCE EDUCATION & LEARNING TECHNOLOGY APPLICATIONS

# DE Strategic Task Force Membership

- 10-member Task Force co-chaired by Tom Miller and Steve Keto, plus
  - 1 dean
  - 5 associate deans
  - 2 department heads
  - 1 (additional) vice provost
  - 1 DE program director
- Steve Keto\*, Assoc Vice Chancellor
- Tom Miller\*, Vice Provost, DELTA
- Steve Allen, Assoc Dean, COM
- Maxine Atkinson, Head, Soc. & Anthr.
- Vicki Gallagher, Assoc Dean, CHASS
- Blan Godfrey, Dean, Textiles,
- Chris Gould, Assoc Dean, PAMS
- Grant Holley, Exec Dir, CED
- Louis Hunt, Vice Provost, EMAS
- Dick Keltie, Assoc Dean, COE
- Adrianna Kirkman, Assoc Dean, CNR
- Damian Shea, Head, Biology

\* co-chairs

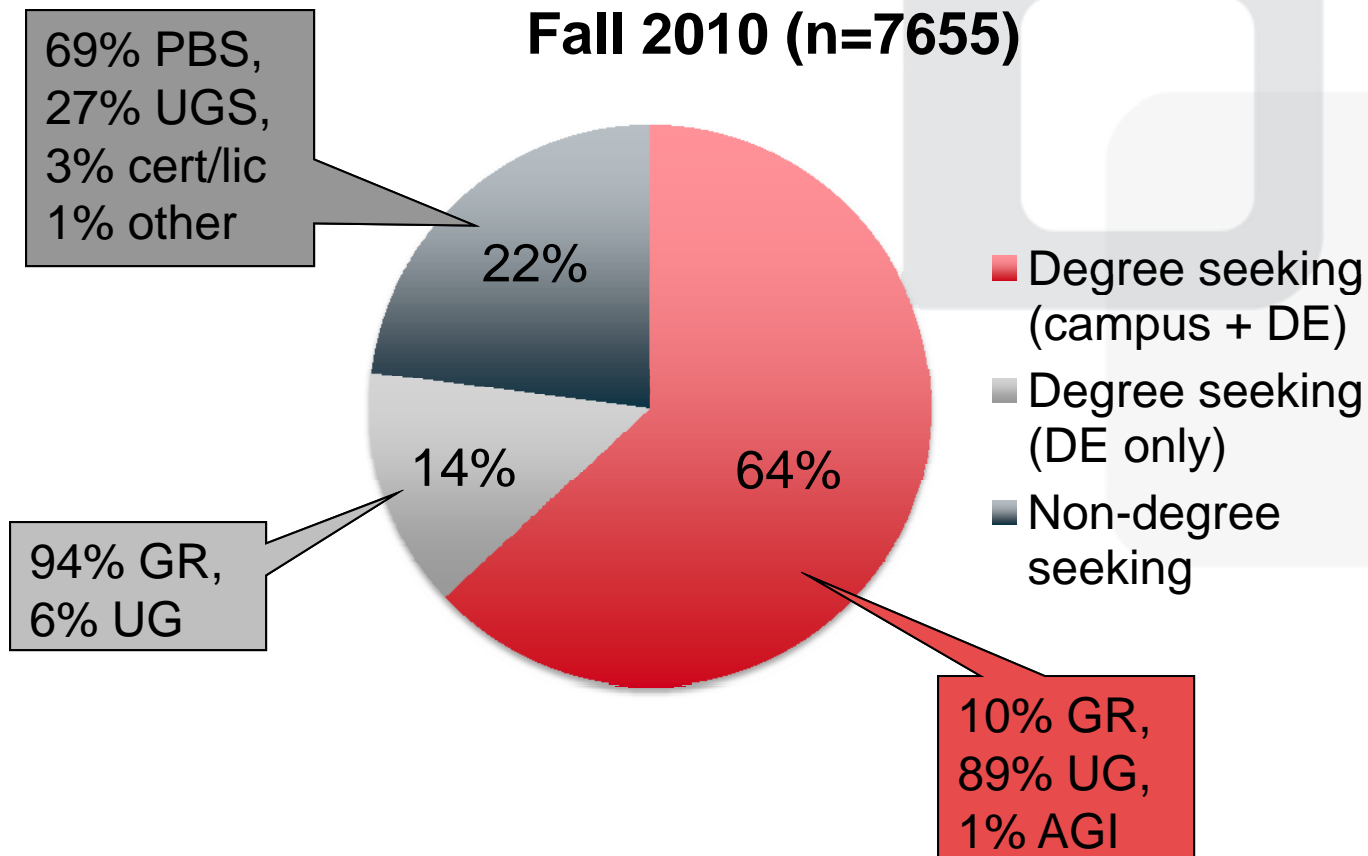
# Issues for the Task Force

- Our tuition model, with a view to eliminating the "penalty" currently imposed when full time, on-campus students take additional hours by DE,
- The flow of DE generated resources to colleges and departments with a view to treating the distribution of both on-campus and DE generated funds similarly, and
- Faculty compensation for DE instruction, with a view to redefining the in-load responsibilities of faculty while ensuring those that provide additional effort are not disadvantaged.

# Enrollment Funding

- Prior to 1998-99
  - on-campus enrollment funded on an FTE basis
  - DE was receipts based
    - Some special legislative allocations for DE were received in the mid-90's
- Post 1998-99
  - Legislative funding was switched from an FTE model to a SCH-based model, and DE was added to the state funding formula

# Who Are Our DE Students?



# DE Strategic Task Force Charge #3

- *Examine faculty compensation for DE instruction, with a view to redefining the in-load responsibilities of faculty while ensuring those that provide additional effort are not disadvantaged.*

# Charge #3 Recommendations

- Academic departments should develop more explicit policies regarding standard faculty teaching workloads.
- NCSU should adopt an effort-based overload policy in lieu of the current policy of 20% of salary. The policy should be consistent with the intent of the UNC policy which limits overload teaching to course per term, but generalized to a recommendation of no more than 25% total overload effort, subject to the discretion of the department head.
- DELTA and/or R&R should provide annual reports to each college profiling the student populations in each DE section, thereby enabling heads to make more informed decisions on overload compensation.
- DELTA should provide annual reports on DE overload compensation in all academic departments to facilitate college and university oversight on DE in-load and overload offerings.

# DE Strategic Task Force Charge #2

- *Examine the flow of DE generated resources to colleges and departments with the goal of treating the distribution of both on-campus and DE generated funds similarly.*

# Charge #2 Recommendations

- The task force recommends that the university adopt a formulaic model for enrollment increase resource allocation that moves more towards the model for DE resource allocation
  - Key attributes: Transparent, Rational, Predictable, Accountable
- Funding for the portion of Flexible Access attributable to on-campus students should be moved on a continuing basis to the academic units offering those courses
  - It will be incumbent upon the academic department receiving those funds to continue offering the courses and maintaining current levels of enrollment
- Funding flowing to DELTA should continue to be formulaic and reflect the mix of support that we provide for DE, traditional, and technology rich courses
  - Adequate funds should be retained centrally to support the high growth trajectory of DE and technology rich courses

# DE Strategic Task Force Charge #1

- *Examine our tuition model, with the goal of eliminating the "penalty" currently imposed when full time, on-campus students take additional hours by DE.*

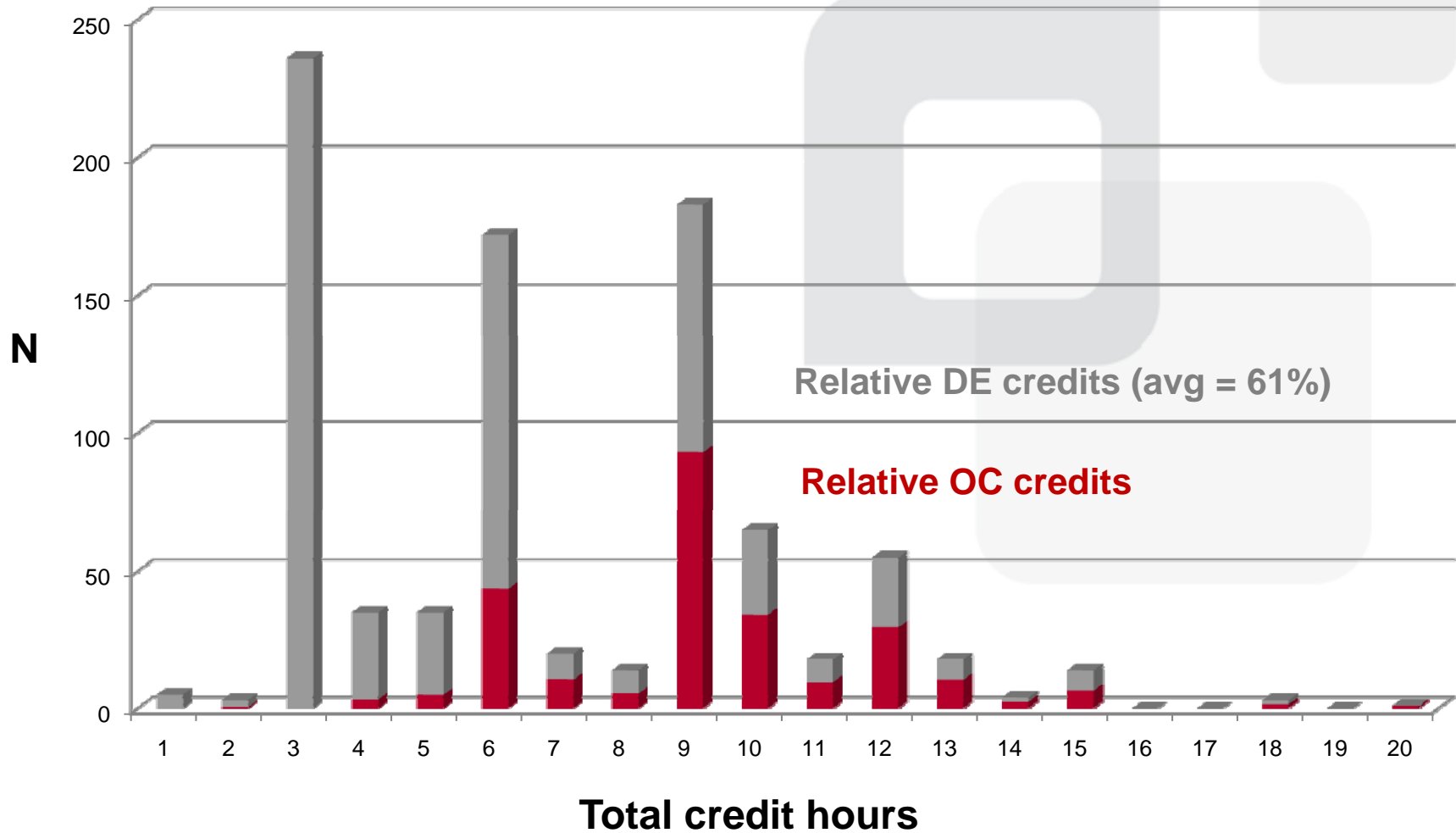
# Charge #1 Recommendations

- Two options explored
  1. Pilot charging all tuition on a linear per-credit hour basis. (This was the recommendation of the 2005 UNC E-learning Policy Committee)
  2. Charge tuition by the classification of the student, rather than by the classification of the course.

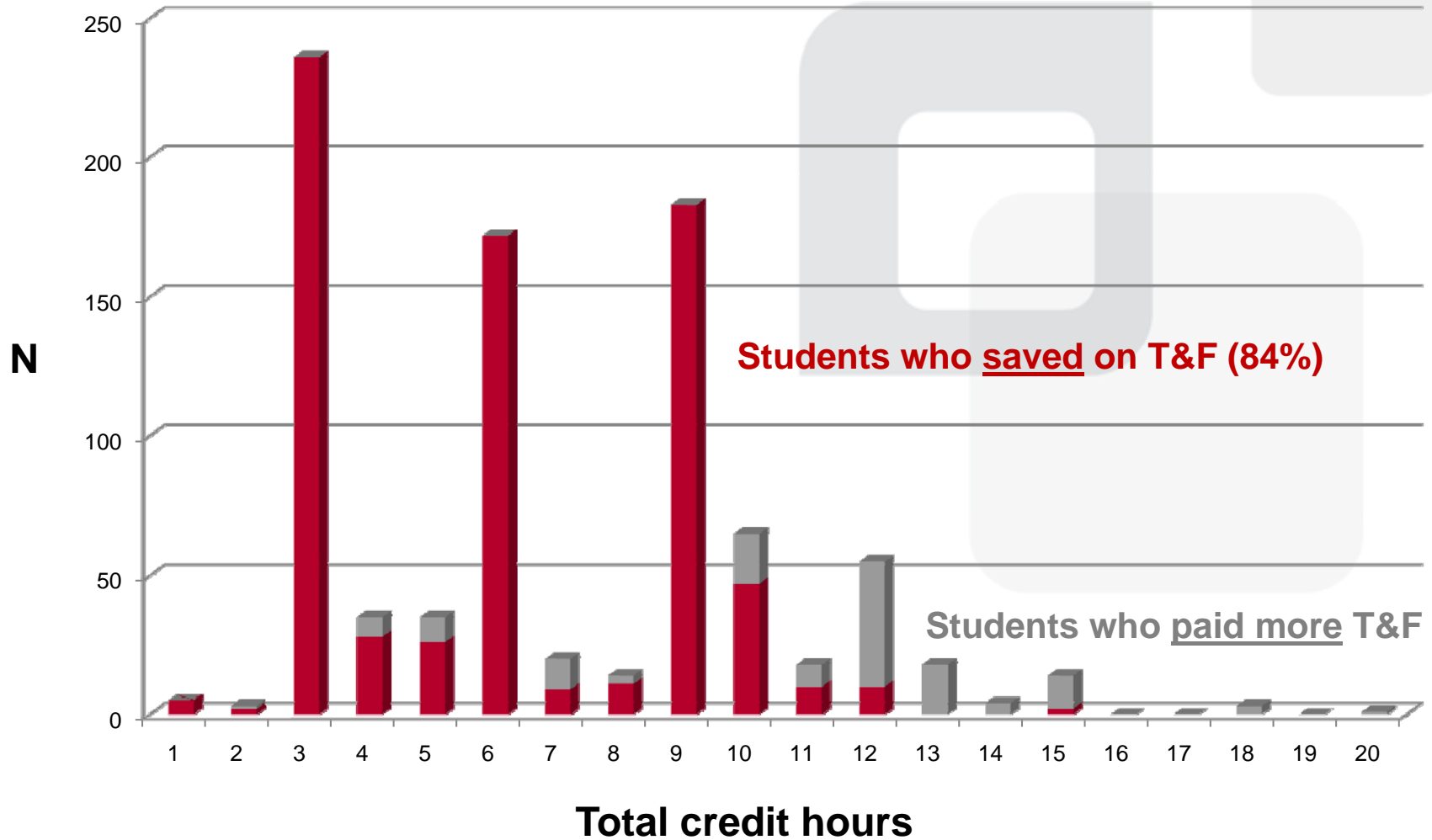
# Charge #1 Recommendations

- Specific recommendations
  - Students enrolled in non-DE degree programs should continue to be charged on the  $\frac{1}{4}$  FTE stair-step model for all courses
  - Students enrolled in a DE degree or certificate program should be charged per credit hour for all courses
  - Non-degree students are designated as DE or on-campus students when they apply for admission, and will be billed according to this designation
  - DE students should be allowed to opt-in on fees

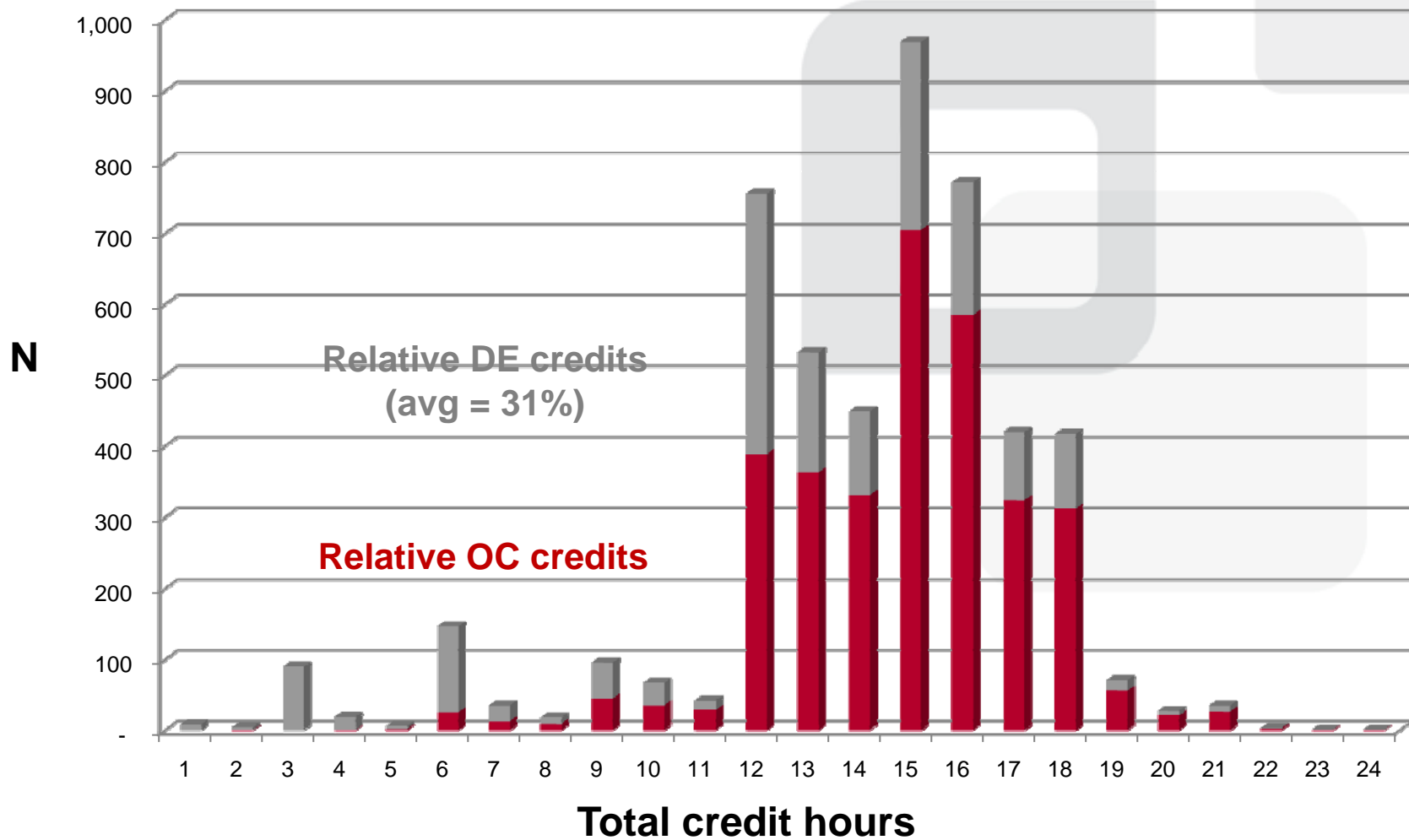
**Graduate students in on-campus degree programs  
taking one or more DE courses, Spring 2011 (N=882)**



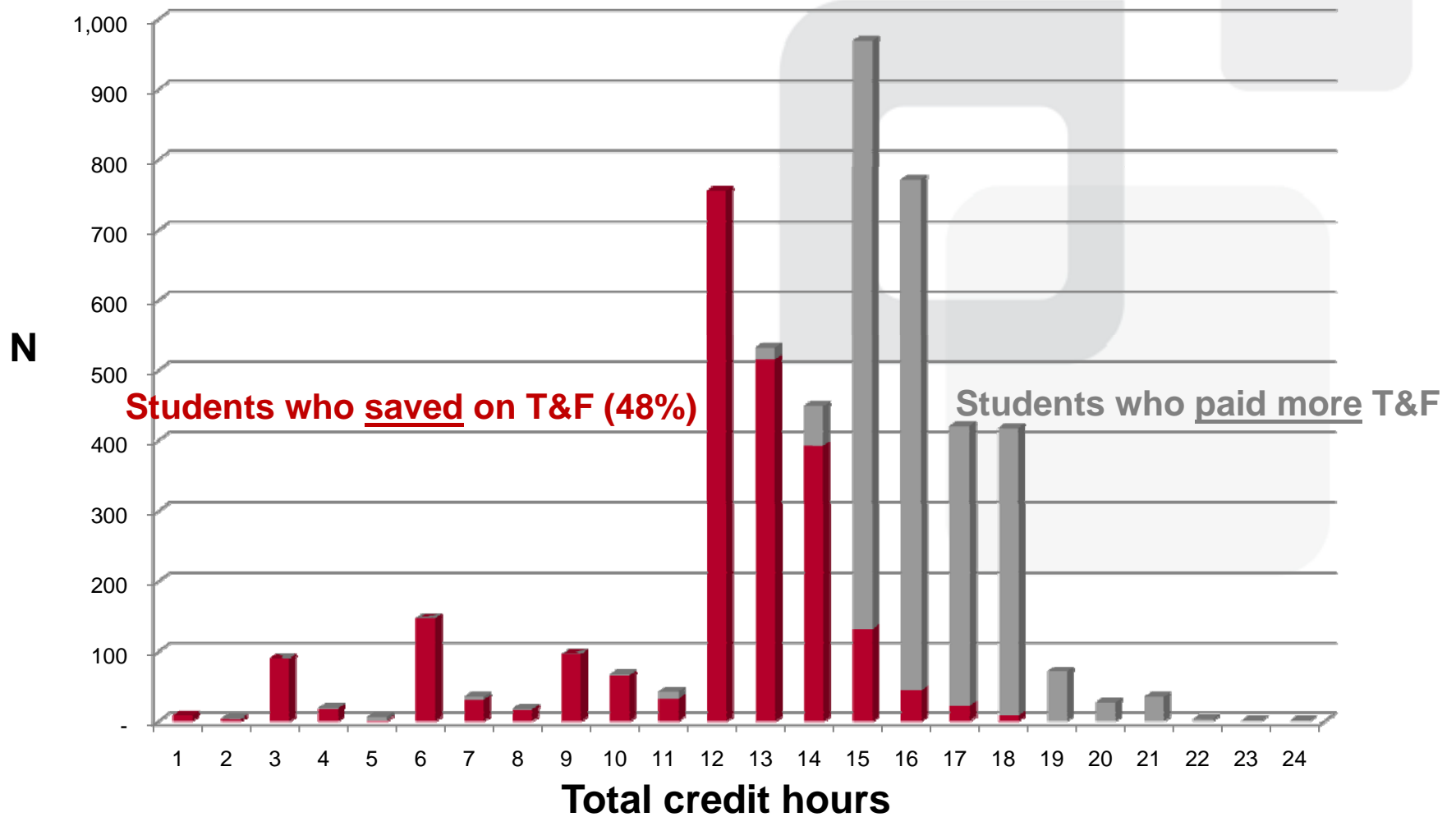
## Graduate students in on-campus degree programs taking one or more DE courses, Spring 2011 (N=882)



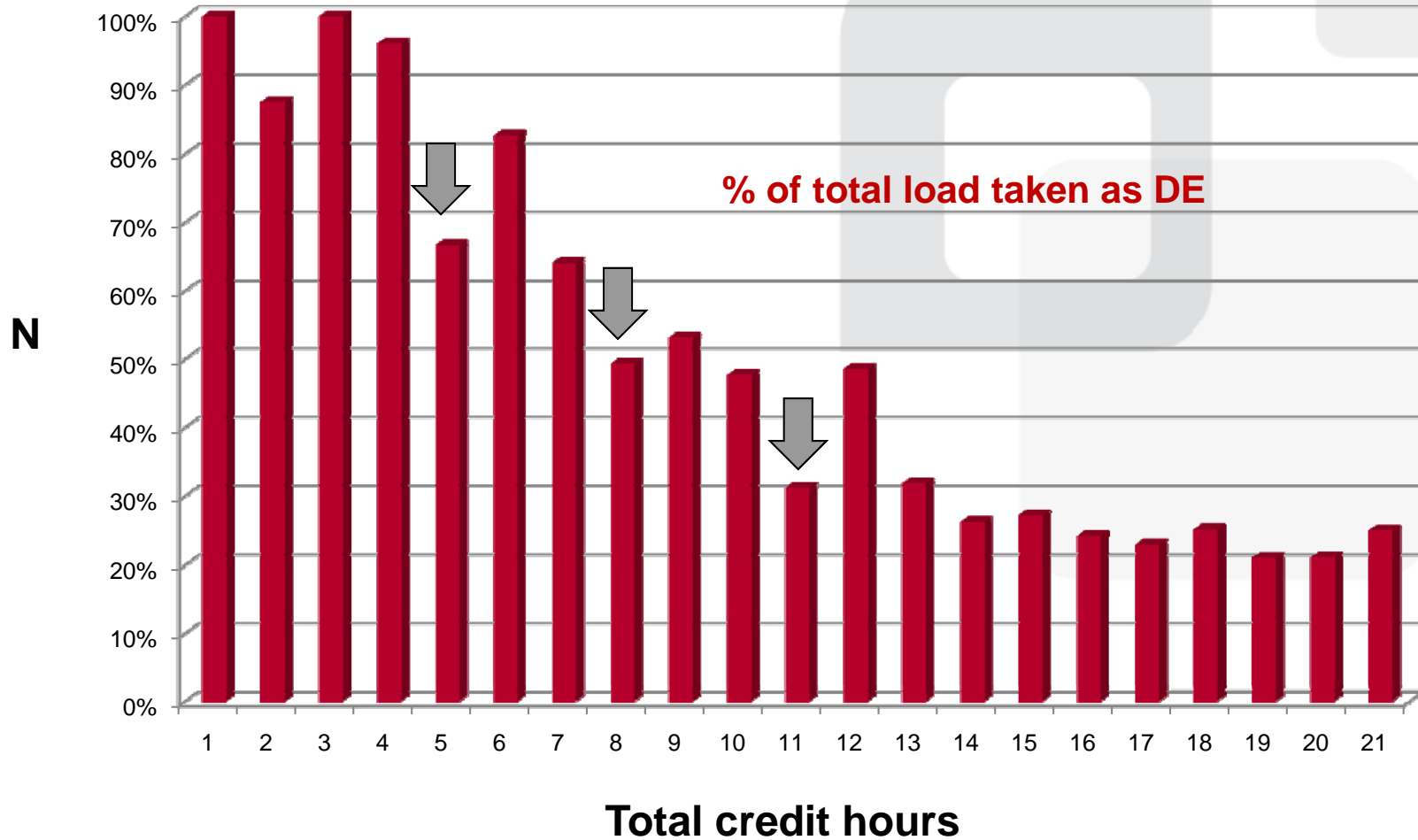
## Undergraduate students in on-campus degree programs taking one or more DE courses, Spring 2011 (N=4986)



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## Undergraduate students in on-campus degree programs taking one or more DE courses, Spring 2011 (N=4986)



# Challenges moving forward

- Fixing the tuition problem will increase demand from on-campus students. How do we structure our resources to meet that demand?
  - It will be problematic if changes to resource allocation and compensation strategies were to negatively impact supply.

# Challenges moving forward

- For 10 years, DE has grown at a rate of more than 10 times the campus as a whole. Will that growth continue? If so, what resource strategies and incentives do we need to support it?
  - Is there a unified resource strategy that will effectively support the high growth rate of DE and low growth rate of campus overall?

# Challenges moving forward

- *DELTA's role within the Office of the Provost is to foster the integration and support of learning technologies in NC State's academic programs, both on the campus and at a distance.*
  - There is a huge overlap between the work that DELTA does to support DE and on-campus courses. How do we continue to leverage that synergy when considering alternate resource strategies?