



# Online Learning at Ferris

August 18, 2009

## Office of Academic Affairs—Online Programs

Good practice in undergraduate education:

1. encourages contact between students and faculty,
2. develops reciprocity and cooperation among students,
3. encourages active learning,
4. gives prompt feedback,
5. emphasizes time on task,
6. communicates high expectations, and
7. respects diverse talents and ways of learning.

Chickering and Gamson, 1987.

*What constitutes good practice in online education is no different. . . But designing and delivering instruction (the pedagogy) is!*

## Ferris State University

### Ferris Evolves in Online Learning

Increasingly, students are looking for more online sections as they balance their college courses with other life commitments.

Enrollment in online courses has been increasing dramatically at Ferris. (See representative figures below.)

This session will address these questions:

- What are the plans for online learning at Ferris?
- What do we know about Ferris students'

experiences with our online courses?

- What do we know about quality online courses from the literature?

Priority attention in 2009-10 will be focused on further enhancing the quality of the students' learning experience.

*Roberta Teahen, Ph.D.*  
Associate Vice President for Academic Affairs



*Gloria Lukusa-Barnett and Ann Breitenwischer at Spring Learning Institute Poster Fair*

### The Picture . . . .

	Total CPTS SCH	Online CPTS SCH	Percent CPTS SCH Online
<b>2007-08</b>	46,551	18,071	38.8%
Summer 2007	12,069	5,858	48.5%
Fall 2007	17,286	5,432	31.4%
Spring 2008	17,196	6,781	39.4%

	Total CPTS SCH	Online CPTS SCH	Percent CPTS SCH Online
<b>2008-09</b>	51,257	23,614	46.1%
Summer 2008	12,807	7,676	59.9%
Fall 2008	19,071	7,333	38.5%
Spring 2009	19,379	8,605	44.4%

**2007-08 to 2008-09 Growth Rate: +5543 SCH and 31%**

As of 8/12/09: SCH for Fall 2009 = 8999—22% above preceding fall, and more are enrolling each day. Growth will likely exceed 25%. About 71% of enrollees are “off campus.”

**Online Learning goals (adopted 2008-09)**

In support of the mission of Ferris State University and in concert with the Ferris strategic plan, FerrisOnline™ will pursue the following goals:

**Ferris Resources to Support Quality Online Teaching:**

1. **Instructional Designer and design services**
2. **I-TAP (student assistants)**
3. **FerrisConnect Training**
4. **Instructional Technologists**
5. **Certification program for online instruction**
6. **TAC—technology support**
7. **Assessment mentors**
8. **Media Services**
9. **Varied training opportunities through FCTL**
10. **Peer review processes**

Let us know what assistance you need, and we will do what we can to provide the required support.

1. Assure that the effectiveness of online learning meets or exceeds that of face-to-face as measured by (for example)
  - a. Achievement of learning outcomes
  - b. Course completion and success
  - c. Student satisfaction
2. Strategically increase fully online SCH
  - a. Accompany growth in online student enrollment with appropriate increases in faculty, technology support, and other personnel and resources
  - b. Increase the proportion of students who enroll in Ferris programs from throughout Michigan
  - c. Increase the proportion of students who are enrolled from other states or nations
  - d. Develop a promotion strategy for making Ferris options known throughout Michigan and beyond (in accord with our capacity)
3. Increase the proportion of faculty who utilize FerrisConnect to enhance the learners' educational experiences
  - a. Utilize technology and learning tools and strategies that enhance the quality of the learning experience
  - b. Continue to advance faculty knowledge of alternative pedagogies utilizing technology tools
4. Offer students more options to meet their educational goals
  - a. Increase the number of courses and programs offered fully online or blended, including expansion of on-campus enrollments in blended formats
  - b. Redefine student support services so that students may complete individual courses or programs (certificates to degrees)
5. Encourage Colleges to develop their plans for online and share those with the EMAT so that appropriate resources can be identified and/or deployed and a more systematic approach can be facilitated
6. Recommend an efficient budget model for online instruction at Ferris to assure its growth and sustainability
  - a. Consider total revenue/total expenses
  - b. Consider comparative costs of online with f2f

## Priority Online Audiences (current environment)

1. Individuals enrolled in fully online programs
2. Individuals at a distance or who have other needs for an online section, such as scheduling conflicts, work roles, etc.
3. On-campus students (especially those with need for online section)



*College of Business members Van Edgerton, Jim Woolen, Matt Pinter, Dave Steenstra, and unidentified woman discuss assessment.*

## **A Personal Perspective on A FerrisOnline Vision — just one perspective among at least 100 different possibilities. . . (By 2013)**

FerrisOnline™ (a name to be explored as possible branding in early Fall 2009) will strive to realize the following vision:

1. At least 95% of students will rate the quality of FerrisOnline courses as good or excellent.
2. Learning outcomes documentation from online courses will demonstrate that all sections produce results that are equivalent to or better than those realized in face-to-face sections.
3. Total enrollment at the university will increase to approximately 16,000 students, and 25% of the university's enrollment will be in online programs (4,000 students).
4. At least 75% of the enrollees will be students who are "at a distance" and would not likely otherwise be Ferris students.
5. FerrisOnline™ will contribute a minimum of 15% of total tuition revenue to institutional operations, after covering all direct and indirect instructional expenses (technology, technology support, instruction, student services, etc.)
6. Ferris will offer a minimum of 20 online programs at the baccalaureate and graduate levels.
7. Students desiring online courses will have access to the courses they desire in the semesters they wish to take them.
8. All online courses will regularly be reviewed and enhanced through use of evaluative tools, such as Quality Matters and the Ferris support system.
9. All faculty teaching online will demonstrate their capability to use an array of online tools as well as pedagogy appropriate to the online environment, including definition of appropriate learning outcomes and implementation of authentic assessments.

**From Quality Matters Lit Review—March 3, 2008**  
**Gaytan & McEwen (2007) found the importance of providing a "wide variety of clearly explained assignments on a regular basis and providing meaningful and timely feedback to students regarding the quality of their work."**

**Positive** Comments from students, Spring 2009:

“She provides timely, helpful, and specific feedback.”

“He was very helpful and really knew and understood the subject matter.”

“The schedule of assignments, quizzes and tests was very easy to follow. (Instructor) was very timely in every aspect.”

“The course material was challenging but Mr. “B” was always available to help. The course was well organized and easy to follow.”

**Common student concerns:**

1. Lack of responsiveness to communications
2. Lack of timely feedback on assignments
3. Unclear instructions
4. Disorganization
5. Unrealistic expectations—such as posting an assignment and expecting it to be completed in a short time
6. Lack of consideration of adult students’ life complexities, and appreciation that their work is often completed on weekends and weeknights.
7. Feeling that they are learning the material on their own.
8. Instructor preparedness, including in effective use of technology
9. Lack of readiness of materials at beginning of semester

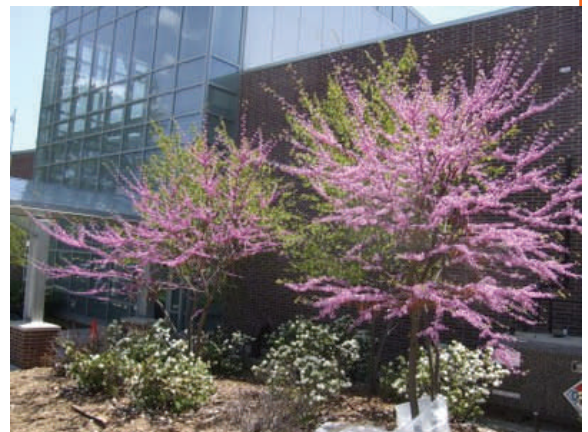
**FSU Best Practices for Online Delivery of Education**

[http://wiki.ferris.edu/fckb/index.php/FSU\\_Best\\_Practices\\_for\\_Online\\_Delivery\\_of\\_Instruction](http://wiki.ferris.edu/fckb/index.php/FSU_Best_Practices_for_Online_Delivery_of_Instruction)

(Updated document forthcoming.)

Categories include:

1. Learner Support and Resources
2. Online Organization and Design
3. Instructional Design and Delivery
4. Assessment & Evaluation of Student Learning
5. Appropriate and Effective Use of Technology
6. Faculty Use of Student Feedback
7. Other



Also consult: Quality Matters—<http://www.qualitymatters.org/Rubric.htm>