Strategic Plan

Student Learning Pathways: Online and Hybrid Courses

2014 July
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MISSION STATEMENT

Penn State Lehigh Valley will effectively address the various and diverse learning needs of our twenty-first century students through a comprehensive initiative which offers high quality, interactive, and engaging courses in a variety of flexible delivery modes.

VISION STATEMENT

Penn State Lehigh Valley will respond to the needs of our students in the development and delivery of high quality, learner-centered courses and programs. Penn State Lehigh Valley will deliver academic courses and programs in a multimodal format -- face-to-face, blended or hybrid, and online -- to maximize student learning.

CORE VALUES

- Offer high quality academic courses
- Proactively and innovatively utilize emerging educational technologies in teaching and learning
- Provide students with enhanced learning experiences through flexible delivery modes
- Provide faculty development opportunities
- Increase campus enrollment and improve student retention

SETTING THE STAGE FOR ONLINE LEARNING

In the early twentieth century, educational reformer John Dewey proclaimed, “If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.”(1) In essence, he argued that to remain relevant and effective, faculty members must constantly adapt to the rapid changes in the world of education.

Over the past century, that world of education has changed dramatically. Today’s world is filled with technology, including a growing significance placed on online learning. Currently, over 6 million students take at least one course online, which represents 31% of the total students enrolled in higher education. In the past decade, the growth rate of students who are taking online courses has grown well beyond the rate of growth of the overall student body in higher education. In 2010, the online growth rate was 10.1% compared to the growth rate of 0.6% for higher education as a whole.(2)

Penn State University has been widely recognized for its World Campus, an online platform that offers asynchronous courses which can lead to Penn State degrees. The latest figures show that enrollments grew by over 16% from fall 2011 to fall 2012. 94% of those enrolled are adult learners. The World Campus continues to attract students and now offers more than 80 online degree and certificate programs.

Despite the growth in World Campus enrollments, the University overall saw only a slight increase in enrollments from 96,519 in 2011 to 96,562 in 2012. In fact, only three campuses outside University Park saw increased enrollments (Abington, Harrisburg, and Lehigh Valley), and this growth was very modest as well.(3) These figures are compounded by the fact that the United States is projected to see an overall 1% decrease in national public school enrollments between 2008-2009 and 2020-2021, with the Northeast seeing the greatest decline at -13%. (4)
Due to these figures, it has been increasingly recognized that in order for the University (outside of World Campus) and the individual campuses to remain competitive, Penn State needs to shift its thinking in regards to online learning. In a recent eLearning Advocates meeting, Dr. Nancy Heron, Associate Dean for Academic Programs, explained that a cultural change needs to occur at all the campuses pertaining to the delivery of courses, and that this change in culture must be reflected in new online options and within the job descriptions of new faculty positions.(5)

The Penn State Lehigh Valley campus, specifically, has experienced its own changes in enrollment trends and local demographics. The campus showed considerable growth over the last decade, with a 29% increase in enrollments from 2002 to 2012. Approximately 19% of this growth occurred with the move to the new Center Valley campus. Yet, over the last year, the trend in increased enrollments has begun to slow. Currently the campus has 945 students, a very slight increase of 3 students from 2011.

Importantly, the composition of the overall student body continues to diversify each year. The current minority rate is 32% among the 2012 class, with an increase in Hispanic, Black, and Asian populations from last year. The campus has nearly doubled its minority rate from 2002 (15.2%) and grew by 4.5% from 2011 (27.5%). The percentage breakdowns among racial/ethnic groups parallel or exceed the percentages of each category within the larger Lehigh Valley service area population.(6)

The campus is also closely analyzing service area population projections for the next several decades. According to the Lehigh Valley Planning Commission, the Lehigh Valley will experience a 35% growth in population over the next 30 years. Projections from the PA Department of Education show an overall slight decline in public school district enrollments in the Lehigh Valley of -1.5%, but there are six school districts in Lehigh and Northampton counties that are projected to increase in enrollments from the present through 2020-21 (including East Penn +10.6%, Parkland +6.3, and Easton Area +4.6%).

Based on the above-mentioned enrollment trends and local population numbers, the campus has developed a comprehensive enrollment prospectus, detailing a notably ambitious goal of 10% increased enrollment per year, equating to 1,149 students by 2014.(7)

If Penn State Lehigh Valley is to attain its enrollment goals, then it is imperative that the campus target various student populations including transfer students from community colleges and returning adults, many of whom have families and/or full time jobs. Research has shown that adult learners want the flexibility of online courses, and traditional students (which include a majority of the transfer student population) are beginning to turn towards hybrid and online courses for increased options beyond the traditional face-to-face format. One strategy to utilize until the above-stated enrollment goals are met is to offer multiple modalities of courses that can be offered on-campus and via online simultaneously. In effect, various populations can be served though the same course offering. This also enables low-enrolled sections to be more heavily populated, therefore amounting to greater course options for all student populations.

It can be noted that Abington and Harrisburg have well organized online course offerings, a presumed factor in their increased enrollment. Locally, various Lehigh Valley community colleges, four-year colleges, and universities offer many online options, including individual courses and entire degree-completion programs. If Penn State Lehigh Valley is to join the ranks of other Penn State campuses and local higher education institutions, then the campus must actively and deliberately move toward offering online courses in combination with traditional courses. This change in paradigm needs to be implemented in a well-organized and well-planned fashion. Furthermore, the participation of each and every faculty member is imperative. As the Babson Survey argues, “The growth of online courses and programs has increased the need for faculty to become comfortable with online teaching and gain the necessary skills to make online courses a success.” (2)

Penn State Lehigh Valley has been already been recognized as a “growth campus.” In a statement during the November 7, 2012 visit to the Lehigh Valley campus, Dr. Madlyn Hanes, Vice President for Commonwealth Campuses, asserted that online courses have to become part of the future planning of
the Lehigh Valley campus in order for the campus to continue to grow and prosper. This assertion was also made clear in the 2011 Core Council Recommendations Letter to Penn State Lehigh Valley.(8) In an effort to move towards online learning, the campus has included references to online course and program development in a variety of its planning tools and documents, including the Core Council Action Plan, the 2008-13 Campus Strategic Plan, the 2010-15 Campus Diversity Plan, and the Faculty Senate Academic Affairs Committee’s Approved Online Course Development Documents.

In light of these planning efforts, the changing demographics of our learners, and new demands in the field of education, Penn State Lehigh Valley needs to continue to determine new and innovative ways to ensure and promote the continuing growth of our campus, and in the process, carve a niche for Penn State Lehigh Valley in the local service area. It is imperative that the campus place significant value on the development of online courses and online programs.

According to the Babson Survey Research Group, “Close to or more than two-thirds of the responding CEOs [of higher education institutions] recognized that online programs are strategically important to the institution, yet close to, or less than one-half of respondents actually included online programs in the campus strategic plan.” Penn State Lehigh Valley aims to refute this trend through the following strategic plan which outlines a framework for launching a program on flexible learning options and multiple modalities of learning, to be referred to from hereon as FlexLearning.

The following section, “Current Landscape and Supporting Data,” provides detailed information and figures to support and expand upon the sources mentioned throughout the “Setting the Stage for FlexLearning” section.

## CURRENT LANDSCAPE and SUPPORTING DATA

### Links to Other Campus Planning Documents

<table>
<thead>
<tr>
<th>Resource</th>
<th>Document Specifics</th>
</tr>
</thead>
</table>
| Core Council Recommendations 2012 | The Core Council recommends **building increased faculty capability in online, hybrid or blended program delivery**, providing greater opportunities for engagement in program ventures with the World Campus and other campuses and colleges. The Core Council further recommends the following in regard to new programming and program collaboration:  
  - Explore a select few additional programs (high demand, high interest) in a consortia arrangement with other Penn State campuses.  
  - Targeted reviews based on  
    - high student demand  
    - career oriented  
    - collaborative possibilities  
    - maximize faculty and other resources  
    - use technology, video and online, hybrid and blended  
  The Core Council also recommends that the campus leadership implement the programs and strategies identified by the Degree Completion Task Force to **attract returning adult students** to the campus. |
| 2008-13 Campus Strategic Plan   | **Strategic Initiative 2.1**  
  **Incorporate current and emerging technology** to increase collaborative efforts among faculty, staff and students. |
<table>
<thead>
<tr>
<th>Resource</th>
<th>Document Specifics</th>
</tr>
</thead>
</table>
|          | *Strategic Initiative 3.3*  
Increase transfer and adult student enrollment. |
|          | *Strategic Initiative 8.1*  
Partner and work with regional Penn State campuses and area colleges to develop and offer programming. |
|          | *Strategic Initiative 8.4*  
Collaborate with the World Campus and e-Learning Cooperative to enhance online learning experiences for students. |
| 2010-15 Campus Diversity Strategic Plan | *Goal 3.1*  
Remain a leader in the Penn State system in regards to the enrollment of diverse populations.  
*Goal 3.2*  
Increase adult enrollment to foster a more diverse student body. |
| Faculty Senate, Academic Affairs Committee: Approved Documents for Online Course Development | The PSU-LV Academic Committee, in 2011, reviewed and approved a collection of policies and best practices related to online and hybrid course development. These documents include:  
• Best Practices for Online Teaching  
• Best Practices for Course Management  
• Faculty Checklist – Online or Hybrid Courses  
• Online/Hybrid Course Development Proposal  
• Online Course Self-Analysis  
• Supplemental Syllabus Categories for Your Online Course |

**Current Penn State Distance and e-Learning Options**

**Blended Learning:** A blended learning approach combines face-to-face classroom methods with online or computer-mediated learning activities to form an integrated instructional approach. The terms, “blended,” “hybrid,” and “mixed-mode” are often used interchangeably. Blended learning course delivery requires fewer on-campus course meetings, with online learning activities balancing the difference. They also may be offered in varying accelerated formats.

**Eastern Alliance:** The Eastern Alliance (EA) is a seven-campus partnership among Berks, Brandywine, Hazelton, Lehigh Valley, Schuylkill, Wilkes-Barre and Worthington Scranton campuses. The EA offers major courses in the Bachelor of Science in Business (BSBCC) degree program and the Bachelor of Science in Information Sciences and Technology (ISSCC) degree program as well as specialty courses. Major courses are delivered in online and video conferencing modes in both accelerated and full-term formats.

**e-Learning Cooperative:** Undergraduate Education developed the e-learning cooperative to encourage the sharing of online courses among campuses and colleges. Campuses with online course offerings may choose to offer online course sections through the cooperative while campuses wishing to increase online offerings may request seats in the courses offered through the cooperative.
**FlexLearning:** FlexLearning is a course delivery method instituted by Penn State Lehigh Valley that offers students flexibility in their approach to learning. With FlexLearning, students have the choice of taking a class completely online, or in a blended/hybrid format, or completely face-to-face in the classroom. Students who choose one option over the other will have equivalent learning opportunities and the same learning outcomes.

**Video Conference Courses:** Through the use of the University-supported PolycomTM web conferencing technology, campuses and colleges have the option to coordinate with off-site locations to offer video conferencing courses. The sending site manages the administration of individual course and/or continuing education programs.

**Web / Online Courses:** Any PSU college and campus may offer courses that are taught completely in the online format. Responsibility for course design, scheduling, faculty assignment and student registration is handled by the college/campus offering the course.

**World Campus Courses:** World Campus (WC) offers degree programs, certificates and fully online courses. Administered by PSU Outreach, the WC functions as a separate campus entity. During the regular academic year (the fall and spring terms) WC courses are controlled, meaning that students must designate their campus location as WC in order to register. During the summer, students from any PSU campus location may enroll in summer WC courses.

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**Penn State Lehigh Valley Enrollment Data**

**Penn State Lehigh Valley Enrollment Data**

**Penn State Lehigh Valley 2013-2014 Official Enrollment Numbers**

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**Online Courses and Programs at Selected Colleges/ Lehigh Valley Service Area**

<table>
<thead>
<tr>
<th>College/University</th>
<th>Online Courses or Programs Offered</th>
<th>Tuition</th>
<th>Other Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>DeSales University Center Valley, PA</td>
<td>8 bachelor’s degree programs offered online: Accounting, Business Administration, Criminal Justice, Finance, HR Management, Management, Psychology, Theology Additional courses (for online programs) offered as online or hybrid</td>
<td>$417 per credit plus other fees</td>
<td>Courses offered as synchronous (all student meet online together at one specific time for the course) or asynchronous (students complete work online at their time discretion) Up to 75 transfer credits accepted (or 25 transfer credits)</td>
</tr>
<tr>
<td>College/University</td>
<td>Online Courses or Programs Offered</td>
<td>Tuition</td>
<td>Other Information</td>
</tr>
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<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Kutztown University</td>
<td>Over 50 online courses offered in the 2013 Spring Catalog (25+ of these are 100% online; the others are hybrid)</td>
<td>$429 per credit (PA resident) plus fees</td>
<td>Offers a 100% Online Winter Session with over 40 course options across the curriculum</td>
</tr>
<tr>
<td>Kutztown, PA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lehigh Carbon Community College</td>
<td>7 associate programs offered fully online; 6 associate programs offered 80%+ online</td>
<td>$96-$144 per credit plus fees</td>
<td>Online winter session courses (11 total) are being offered for all students looking to get ahead for spring 2013; runs Dec. 12 - Jan. 15</td>
</tr>
<tr>
<td>Schnecksville, PA</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Lehigh University</td>
<td>9 online master’s programs offered through the Office of Distance Education Individual courses also offered</td>
<td>$740-$1260 per credit plus $100 online fee</td>
<td>Courses offered through Classroom LIVE (real-time) or Classroom Online (asynchronous)</td>
</tr>
<tr>
<td>Bethlehem, PA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northampton Community College</td>
<td>10 associate programs offered entirely online; 3 almost entirely online; 5 partially online</td>
<td>$88-$176 per credit plus fees</td>
<td>Individual courses can be taken outside of program</td>
</tr>
<tr>
<td>Bethlehem, PA</td>
<td></td>
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</tr>
</tbody>
</table>

* Source: All information and figures were collected from the respective websites of each university/college noted above. (November 19, 2012, Campus Institutional Planning)
NUMBER OF ONLINE STUDENTS
Over 7.1 million students were taking at least one online course during the fall 2012 term, an increase of 412,000 students over the previous year.
33.5% of higher education students now take at least one course online.

GROWTH OF ONLINE ENROLLMENTS
The 6.1% growth rate for online enrollments far exceeds the 2.5% growth in the overall higher education student population.
Year-to-year enrollment for full online programs show growth, and many are seeing steady enrollments.

STUDENT LEARNING OUTCOMES
74% of academic leaders believe that student learning outcomes are equivalent for online and face-to-face courses.

STRATEGIC TO HIGH EDUCATION
66% of higher education institutions say that online learning is a critical part of their long-term strategy.

TRAINING FOR FACULTY
Training for faculty for online course development and implementation continues to increase. (Data reported in the 2011 report by the Babson Survey Group; see table below. Data for faculty training in 2011 and 2012 is not included in the 2014 report.)

Total and Online Enrollment in Degree-Granting Postsecondary Institutions
Fall 2002 through Fall 2010

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Enrollment</th>
<th>Annual Growth Rate Total Enrollment</th>
<th>Students Taking at Least One Online Course</th>
<th>Annual Growth Rate Online Enrollment</th>
<th>Online Enrollment as a Percent of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2002</td>
<td>16,611,710</td>
<td>NA</td>
<td>1,602,970</td>
<td>NA</td>
<td>9.6%</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>16,911,481</td>
<td>1.8%</td>
<td>1,971,397</td>
<td>23.0%</td>
<td>11.7%</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>17,272,043</td>
<td>2.1%</td>
<td>2,329,783</td>
<td>18.2%</td>
<td>13.5%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>17,487,481</td>
<td>1.2%</td>
<td>3,180,050</td>
<td>36.5%</td>
<td>18.2%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>17,758,872</td>
<td>1.6%</td>
<td>3,488,381</td>
<td>9.7%</td>
<td>19.6%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>18,248,133</td>
<td>2.8%</td>
<td>3,938,111</td>
<td>12.9%</td>
<td>21.6%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>19,102,811</td>
<td>4.7%</td>
<td>4,606,353</td>
<td>16.9%</td>
<td>24.1%</td>
</tr>
<tr>
<td>Type of Training</td>
<td>Fall 2009</td>
<td>Fall 2011</td>
<td></td>
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<td>----------------------------------</td>
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<td></td>
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<tr>
<td>Informal mentoring</td>
<td>54.3%</td>
<td>57.9%</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Formal mentoring</td>
<td>33.6%</td>
<td>39.6%</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Internally run training course</td>
<td>59.3%</td>
<td>72.0%</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Externally run training course</td>
<td>14.2%</td>
<td>21.0%</td>
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</tbody>
</table>

From “Going the Distance: Online Education in the United States, 2011”
Available at: http://www.onlinelearningsurvey.com/reports/goingthedistance.pdf

**GOALS**

**GOAL ONE**
Ensure that faculty members have the qualifications necessary to deliver their courses in a variety of modes.

**GOAL TWO**
Proactively adopt emerging educational technologies for the effective delivery of online/hybrid courses.

**GOAL THREE**
Adhere to best practices for online/hybrid education.

**GOAL FOUR**
Capitalize on existing resources and cooperative ventures within the Penn State University system.

**GOAL FIVE**
Increase the number of online / hybrid courses and programs.
GOAL SIX
Investigate and implement innovative teaching and learning strategies.

GOAL SEVEN
Provide Student Support for Online Learning.

STRATEGIES

GOAL ONE
Ensure that faculty members have the qualifications necessary to deliver their courses in a variety of modes.

- PSU-LV faculty members will initially take the OL2000: Effective Online Teaching course offered by World Campus Faculty Development, Outreach and Online Education, free to all Penn State faculty, full-time and part-time.

- Faculty members should strive to complete The Certificate for Online Teaching offered by World Campus Faculty Development. This program covers use of the learning management system, accessibility issues, and instructor presence.

- Faculty members who wish to teach FlexLearning courses will also take OL2200LV: Preparing your Course for FlexLearning Delivery, a course tailored to Penn State Lehigh Valley’s FlexLearning program.

- Software that can generate web-based, accessible content will be used in the normal preparation of course materials, e.g. notes, assignments, projects, and activities. Penn State Accessibility Standards are described in detail at Penn State’s AccessAbility website.

- PSU-LV faculty members will continuously explore effective and innovative course assessment tools and techniques that do not require proctoring.

- Validation of Teaching Preparation - Implement a faculty assessment/assurance program to ensure that faculty have the qualifications needed to effectively teach online/hybrid courses.

GOAL TWO
Proactively adopt emerging technologies for the effective delivery of online/hybrid courses

- Extensively use PSU's course management system (CMS) as an integral tool for all courses.
• Create a paid Tech Tutor/Teaching Learning Assistant Program to serve as ongoing support for faculty course content development, in addition to programs and assistance from the instructional design team.

• Assess needs and offer workshops on educational technologies to improve teaching and learning. In addition, PSU-LV will inform and encourage faculty to take advantage of training opportunities offered University-wide by such entities as World Campus Faculty Development, TLT, Schreyer, ITS Training Services, etc. These training opportunities will allow faculty members to obtain skills for the innovative incorporation and adoption of emerging educational technologies in their courses.

• Continue to hold an annual FlexLearning Colloquy and a Symposium on Innovations in Teaching and Learning where faculty members will have the opportunity to share successes and challenges.

• Encourage faculty members to investigate effectiveness of the use of technology for teaching and learning and publish and/or present results and accomplishments.

• Increase adoption of Penn State-supported technologies for teaching and learning

GOAL THREE

Adhere to best practices for quality online/hybrid education

• Develop a process to ensure that PSU-LV courses meet the universally recognized standards of Quality Matters and the Penn State Quality Assurance e-Learning Design Standards.

• Create a faculty mentor program or peer review system as a way to improve online/hybrid courses.

• Create a formative course evaluation tool to help improve courses (separate from the SRTE).

• Adhere to Academic Affairs course oversight forms and procedures. Available at http://sites.psu.edu/lvflex. (scroll down to Step Two: Planning)

• Encourage use of alternative approaches to assessment – e.g., authentic evaluation of student learning

GOAL FOUR

Capitalize on existing resources and newly-created cooperative ventures within the Penn State University system

• Offer online/hybrid courses through the eLearning Cooperative, and/or Eastern Alliance, and/or in collaboration with other campuses whenever appropriate to reach more students beyond the confines of the campus.
• Participate with other campuses in Penn State University’s Center for Online Innovation in Learning (COIL) and other online strategic committees.

• Share and collaborate with other campuses/colleges whenever feasible.

GOAL FIVE

Increase number of online/hybrid courses and programs

• Offer at least 50% of PSU-LV courses in an online or hybrid format.

• Develop one (or more) fully online program(s).

GOAL SIX

Investigate and implement innovative teaching and learning strategies

• Investigate and adopt appropriate innovative technologies for teaching and learning (see Appendix I: “What is Innovation?” for a list of some sample innovations in online teaching and learning).

GOAL SEVEN

Provide Student Support for Online Learning

• Promulgate the availability of University-wide online courses and programs.

• Clearly delineate which PSU-LV classes are available online/hybrid/flex, and clearly specify attendance requirements before pre-registration.

• Create a syllabus catalog available to the public before pre-registration time.

• Formalize a student support plan for distance students including proctoring, student services, technology services, etc.

• Recruitment marketing plan – Market/promote online/hybrid courses and programs in local and online media outlets.
## PERFORMANCE INDICATORS

<table>
<thead>
<tr>
<th>GOAL</th>
<th>TARGET</th>
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| 1 - Ensure that faculty members have the ability to deliver quality online/hybrid courses | • 90% of full-time faculty members take OL2000 along with other online/hybrid course development training  
• 50% of adjunct faculty members take OL2000 along with other online/hybrid course development training |
| 2- Proactively adopt emerging educational technologies for the effective delivery of FlexLearning courses | • 90% of faculty members use a Penn State course management system for their courses  
• Provide workshop opportunities for faculty  
• Offer individual and departmental consultation on use of new technologies  
• In collaboration with Faculty Senate ISC, offer Symposium of Innovations in Teaching and Learning on an annual basis.  
• Offer FlexLearning Colloquy on an annual basis |
| 3 - Adhere to best practices for online/hybrid learning              | • Establishment of a Quality Matters course review team  
• Establishment of a set of quality criteria for course review based on Quality Matters and Web Learning @ PSU and Hybrid Learning @ PSU  
• Establishment of a peer review process for online courses  
• Adhere to established protocol for approval of hybrid or online courses (Faculty Senate Academic Affairs-approved procedures and processes) |
| 4 - Capitalize on existing resources and newly-created cooperative ventures within the Penn State University system | • Establish method for listing all online/hybrid courses to make it easy for students to select and schedule online/hybrid options.  
• Evidence of collaboration with campus departments  
• Evidence of collaboration with other Penn State campuses/colleges |
| 5 - Increase number of hybrid/online courses and programs            | • 50% of PSU-LV courses are offered in online/hybrid format  
• One degree program is available fully online |
| 6 - Investigate and implement innovative teaching and learning strategies | • Document innovative teaching practices currently employed in PSU-LV courses  
• Create a team that evaluates current innovations in teaching and learning and brings these to instructors’ attention  
• Establish an incentive program to inspire faculty to explore innovative practices to improve student learning (ex., the Teaching Grant Program at Berks or the TLT Faculty Fellows Grant) |
| 7 - Provide student support for online learning                     | • Signage is present that indicates online course availability  
• Evidence of promotion of online course and program opportunities at PSU-LV in the media  
• Developed a publicly-available syllabus catalog for the PSU-LV courses  
• Implemented a formal student-support plan for online students |
REFERENCES and RESOURCES

REFERENCES


(2) I. Elaine Allen and Jeff Seaman, Going the Distance: Online Education in the United States, 2011, Babson Survey Research Group, Babson College, November 2011.

(3) Fact Book, Penn State University, University Budget Office. Available at: http://www.budget.psu.edu/factbook/.


(6) Penn State Enrollment Information System (EIS)

(7) Penn State Lehigh Valley Enrollment Strategic Plan


RESOURCES

Bruce Rosenbloom. Envisioning Online Learning Blog. Provides links to many publications with background data, including "Class Differences: Online Education in the United States," 201: http://onlinelearningcommons.gc.cuny.edu/

NMC Horizon Report 2014 Higher Education
APPENDIX I: What is Innovation?

Innovation in teaching and learning is a constantly changing target. The technologies, learning theories, and practices are always in flux. Here is a partial list of “innovative” terms currently in vogue in the teaching and learning environment.

- virtual learning environments
- data-driven customized learning paths
- micro-credentialing
- attachment learning
- flipped classroom
- authentic learning
- higher order learning
- virtual labs
- research-based learning
- project-based learning
- mobile course design
- multi-lingual
- accessible
- global
- one-button studio
- simulations
- animations
- assessments based on digital stories, collaborative Web sites, and multimedia projects
- collaborative content development
- blended or hybrid classes
- competency based modules
- collaborative learning
- educational gaming
- immersive-learning environments
- hands-on simulations
- social networking
- team-based projects
- student-student and student-instructor or -coach interaction
- personalized adaptive learning
- embedded remediation
- personalized learning pathways
- prior knowledge assessment
- data-driven instruction
- data analytics
- learning "dashboards"
- alternate forms of credentialing
- free and open textbooks
- students as creators
- virtual assistants