

THE OHIO STATE UNIVERSITY

Office of

Distance Education and eLearning

STRATEGIC PLAN 2014 — 2018

Strategic Planning at The Ohio State University

Supporting Faculty, Students, and the Structures that Foster their Success

Ohio State's future will be defined and driven by an unwavering commitment to our faculty, students and the structures—physical, administrative, curricular, and financial—that will foster their success. Such a commitment is founded in the overarching principles of the institution's vision, mission, values, and core goals.

VISION

The Ohio State University is the model 21st-century public, land grant, research, urban, community engaged institution.

MISSION

The University is dedicated to:

- Creating and discovering knowledge to improve the well-being of our state, regional, national and global communities;
- Educating students through a comprehensive array of distinguished academic programs;
- Preparing a diverse student body to be leaders and engaged citizens;
- Fostering a culture of engagement and service.

We understand that diversity and inclusion are essential components of our excellence.

VALUES

Shared values are the commitments made by the University community in how we conduct our work. At The Ohio State University we value:

- Excellence
- Diversity in people and of ideas
- Inclusion
- Access and affordability
- Innovation
- Collaboration and multidisciplinary endeavor
- Integrity, transparency, and trust

CORE GOALS

Four institution-wide goals are fundamental to the University's vision, mission and future success:

Teaching and Learning: to provide an unsurpassed, student-centered learning experience led by engaged world-class faculty and staff, and enhanced by a globally diverse student body.

Research and Innovation: to create distinctive and internationally recognized contributions to the advancement of fundamental knowledge and scholarship and toward solutions of the world's most pressing problems.

Outreach and Engagement: to advance a culture of engagement and collaboration involving the exchange of knowledge and resources in a context of reciprocity with the citizens and institutions of Ohio, the nation, and the world.

Resource Stewardship: to be an affordable public university, recognized for financial sustainability, unparalleled management of human and physical resources, and operational efficiency and effectiveness.



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LETTER FROM THE ASSOCIATE VICE PRESIDENT

Distance education and eLearning at Ohio State are critical components in our mission to lead this university into the future. To say distance education and eLearning have increased significantly in the past five years would be an understatement. Technology now affords us the opportunity to become the land-grant university of the world. It accelerates our community's ability to solve the grand challenges of the 21st Century. It enables new learning programs in our global gateways, creates new partnerships with businesses, and sparks connections to our passionate Ohio State alumni.

The dawn of Ohio State 2.0 acknowledges an opportunity to reach new members of the Ohio State community and to better serve our current members. Many peer institutions have begun a concerted effort to bolster distance education and mobile learning opportunities. Publishers are hiring professors and lecturers at alarming rates to provide content that is then sold back to universities or directly to individual consumers. Massive Open Online Courses (MOOCs) have disrupted the status quo by realizing efficient and direct connections to untapped global interest in high quality learning experiences. MOOCs and other distance education programs are part of a rapidly changing landscape, one that is quickly adapting to meet the individual needs of students via assessment data and will continue to improve based on these data-driven adaptations.

The Office of Distance Education and eLearning's strategic plan is about more than institutional growth and revenue. It underscores a massive opportunity to create increasingly relevant, engaging, and long-term educational impact for our students. It also showcases our strength in directly supporting faculty in their mission to deliver the highest quality technology-enabled educational experiences.

This strategic plan is about Ohio State's opportunity—an opportunity to enrich the established structures, policies, and culture of our institution and to look anew at what they can become. We have the opportunity to increase institutional collaboration, efficiency, and data-driven solutions. It is an opportunity to start a university-wide initiative, designed to compete against well-established distance and eLearning programs at peer institutions. It is an opportunity to partner with faculty to enhance the educational experiences they provide to our students. It is an opportunity to empower our students to access a quality learning experience within the world-wide Ohio State community.

To capitalize on these opportunities, the Office of Distance Education and eLearning will:

- ▶ Provide world-class support to our faculty in the use of technology to enhance teaching, learning, and research
- ▶ Leverage Ohio State's enterprise learning technology solutions to develop best practices that enhance Ohio State's distance education and technology-enhanced courses
- ▶ Partner with colleges, schools, and departments to co-develop completely online programs to bring net-new students into the Ohio State community and to provide mobile learning, teaching, and research opportunities for the Ohio State community
- ▶ Update and maintain all classroom and collaboration spaces and infrastructure to meet the needs of the Ohio State community
- ▶ Create and promote a distance education portal allowing those interested in an Ohio State education to easily access all distance education programs offered by the university

We are driven by:

- ▶ The ideal of lifelong learning and the access technology provides to continue learning at any time, in any place
- ▶ Earning trust and building relationships with faculty, staff, and students
- ▶ Ethics and integrity in our work that builds an environment for eminence
- ▶ Innovation, knowledge creation, and scholarship around distance education and eLearning
- ▶ A culture that tirelessly embraces change opportunities

The Office of Distance Education and eLearning provides an exemplary value to Ohio State.

In a centralized capacity, we:

- ▶ Provide strategic oversight in the development of distance education programs enrolling net-new students to Ohio State
- ▶ Create a vision for what modern and future learning environments, both physical and online, should look like, and how students and faculty can interact in these environments
- ▶ Inform about and advocate for resource needs and allocations to develop and deliver distance education and eLearning programs
- ▶ Ensure Ohio State develops a consistent, high quality online education presence that meets or exceeds the current accepted academic rigor and standards
- ▶ Coordinate policy discussion for the development and delivery of distance education programs and courses that meet all stakeholders' expectations through relationships with the college or department, the Council of Academic Affairs, the Board of Trustees, the Board of Regents, and any accrediting agencies
- ▶ Collaborate with existing, and develop new, university and external partners to encourage distance education program development consistent with the Office of Distance Education and eLearning strategic plan and area specific strategic plans
- ▶ Establish an Ohio State culture encouraging technology-enabled, creative distance education and eLearning program design practices to meet and challenge learners both locally and across the globe

It truly is a new dawn at The Ohio State University. It is our time to embrace and develop the future of education. Through mobile learning, distance education, creative learning spaces, and dynamic online learning systems, the Office of Distance Education and eLearning is poised to lead Ohio State into the future and provide a premier learning experience for the Buckeyes of today and of tomorrow.

Sincerely,



Michael B. Hofherr, Associate Vice President
Office of Distance Education and eLearning

OFFICE/UNIT OVERVIEW

STRATEGIC VISION

Advancing education through technology-empowered learning experiences.

STRATEGIC MISSION

Provide students on and off campus with an enriched educational experience for a lifetime of learning through technology-ready classrooms, centralized learning systems, innovations in technological pedagogy, and distance education opportunities.

ODEE TOP 10 STRATEGIC GOALS

BY THE END OF FY18

- 1 Generate \$25 million in new revenue for the university from distance education programs
- 2 Expand and integrate the university-wide learning systems toolset
- 3 Develop 200 open online courses
- 4 Reduce \$2.7 million in total classroom ownership costs from consistent implementation of technology standards
- 5 Launch six Digital Unions
- 6 Establish an integrated infrastructure support model for Office of Distance Education and eLearning IT systems
- 7 Develop a State Authorization enrollment plan for all 50 states
- 8 Award \$500,000 in faculty development grants with 20 corresponding academic papers submitted
- 9 Produce 35 digital publications and create an Ohio State digital bookstore
- 10 Deliver predictive analytics to instructors via Carmen LMS

	TEACHING & LEARNING	RESEARCH & INNOVATION	OUTREACH & ENGAGEMENT	RESOURCES STEWARDSHIP
Classroom and Collaboration Spaces	X		X	X
Learning Technology	X		X	X
Learning Systems	X	X		X
Distance Education	X		X	X
Student Support Services	X		X	X



STRATEGIC SCAN

THE EXTERNAL ENVIRONMENT

Today's students are the most technologically sophisticated in history. They enter higher education already accustomed to laptops, smartphones, tablets, and massive Internet and broadband availability. They are steeped in online media and immediate access to digital information. Students indicate that they want 24/7 access to learning materials and instruction. They also expect their instructors to understand and utilize technology inside and outside of the classroom.

In addition, research indicates a dramatic alteration in pedagogy. Knowledge is no longer limited to a small number of experts, professors, and books; information is being conceptualized as moving from static locations to dynamic interconnections.¹ "Connected learning" is becoming a new paradigm. Initial research shows that a hybrid or "flipped" classroom, providing improved individual attention and more immediate feedback, is the most favorable learning environment. Further, there is a growing shift to an analytics-based approach to education, with a new focus on measuring mastery, comprehension, and demonstration as the proper objective of instruction.

It is often difficult for institutions and instructors in higher education to keep pace with these changes. Instructors are teaching in the middle of these technological, generational, and pedagogical shifts. Many are unprepared to address the needs of incoming students and adaptations in education. In 2012, the first Massive Open Online Course (MOOC) was officially launched, and in early 2013 iTunes U, Apple's open education library, hit one billion downloads of free educational content. How these new open approaches to education will ultimately affect the landscape of higher education is unknown, but we do know that there is incredible interest in these approaches and a desire for more digital and distance learning opportunities.

In a similar vein, students are often unprepared to succeed in this changing environment. While students expect the use of technology in education, only 66% of them feel prepared to

use the technology.² K-12 education may have exposed them to emerging learning environments and techniques, but many are ill-equipped to meet the demands of a rigorous academic experience. Students and faculty often have quite different concepts of proper classroom etiquette, communication styles, and use of technology.

THE INTERNAL ENVIRONMENT

The strategic plans of individual Ohio State colleges highlight the need for improvements in distance education and eLearning for their departments. The following can be observed throughout these plans:

- ▶ Students of all demographics are requesting quality distance education offerings for degrees, credit, and/or certification
- ▶ Top tier higher education institutions are offering increasing numbers of online courses and Ohio State must continue to compete with them in the market
- ▶ State legislators, the Ohio Board of Regents, and Ohio State wish to reduce the cost of higher education
- ▶ State and national funding for public higher education institutions continues to decline
- ▶ Educational standards are moving towards demonstration of knowledge and mastery-based learning, which will require increasing amounts of student assessment data
- ▶ Ohio State wants to continue to increase its overall student base in numbers while improving "academic quality"
- ▶ Ohio State desires to provide additional outreach and educational opportunities to our extended communities throughout Ohio, the United States, and the world, especially via our strategic global partnerships in China, India, and Brazil

¹ David Weinberger, "Too Big to Know," videotaped lecture at FAST, Berlin, March 2012, www.hyperorg.com/video.htm

² ECAR Study of Undergraduate Students and Information Technology, 2012, www.educause.edu/ecar-student-2012



These university desires open the door of opportunity for the newly formed Office of Distance Education and eLearning.

While the inception of the Office of Distance Education and eLearning is relatively recent, the following successes have already been marked:

- ▶ New Media Consortium’s 2013 Center of Excellence Award for outstanding innovations in facilitating teaching and learning with technology³ awarded to The Office of Distance Education and eLearning’s Digital First initiative
- ▶ Wireless classroom upgrades completed to accommodate three devices per seat throughout the academic corridor
- ▶ Three MOOCs launched via Coursera that have been highly applauded and appreciated by students across the globe with over 3 million lecture video views
- ▶ Thirty-eight total iTunes U courses
 - One iTunes U course launched with over 115,000 subscribers in less than 12 months
 - Seven iTunes U courses appeared in Apple’s top 100
- ▶ 30 Digital First feature stories highlighted successful uses of educational technology throughout the university
- ▶ 15 Impact Grants awarded with 9 already completed successfully
- ▶ 9 staff members presented at various national conferences
- ▶ 680 participants and 87 presenters represented 48 organizations from across the globe at Ohio State’s *Innovate* eLearning conference
- ▶ \$100,000+ in savings passed on to students via the WiredOut First Opportunity partnership plan

SWOT DETAILS

Strengths

- ▶ Agile, motivated team of highly skilled individuals
- ▶ Abundance of intellectual capital in eLearning and distance education

- ▶ Mobile-focused organization
- ▶ Financial model that provides incentives for colleges to develop new offerings
- ▶ Leadership support and buy-in
- ▶ National recognition for our eLearning initiatives (Innovate, Digital First, Impact Grants)

Weaknesses

- ▶ Lack of a strong distance education brand recognition — claimed by some of our peers
- ▶ Increasingly crowded marketplace for distance education
- ▶ Changes to Ohio State’s culture required to embrace eLearning techniques and move the mission forward

Threats

- ▶ Competition from other universities looking to distance education as a new source of revenue
- ▶ Uncertainty which the proliferation of MOOCs has brought to higher education
- ▶ Continued infrastructure updates necessitated by increasing technology needs of faculty and students
- ▶ Ability of third-party entities to outbid for content

Opportunities

- ▶ Talents and intellectual property of our faculty that we harness to deliver to learners through different media — “content will win the day”
- ▶ New pathways to degrees and certificates — a multi-avenue highway, no longer a single 4-year road, to different types of Ohio State degrees
- ▶ Online learning that helps K-12 students better prepare for life as a college student
- ▶ Global marketplace allowing us to be the land grant university to the world through distance education

3 <http://digitalfirst.osu.edu/news/146>

CULTURAL VALUES

ADAPTIVE

- ▶ **Creative:** Encourage innovation in our people and our environment
- ▶ **Predictive:** Use analytics to predict satisfaction and learning outcomes
- ▶ **Proactive:** Monitor emerging trends and technologies; discard outdated practices that provide decreasing value
- ▶ **Thoughtful:** Serve as strategic thinkers and good stewards of university resources

COLLABORATIVE

- ▶ **Cooperative:** Work together within the Office of Distance Education and eLearning to help faculty, students, and staff meet their pedagogical goals
- ▶ **Connected:** Seek out and develop strong relationships at all levels of the university
- ▶ **Informed:** Keep current on the needs of people, the status of initiatives, and the strategic direction of the university

EMPOWERING

- ▶ **Available:** Ensure the proper time and mindset to collaborate with those seeking our help
- ▶ **Enabling:** Partner closely with faculty, students, and staff to enhance their teaching and learning experiences
- ▶ **Knowledgeable:** Serve as experts in the pairing of pedagogy and emerging technology
- ▶ **Successful:** Achieve success for ourselves and others according to agreed metrics

RECOGNIZED

- ▶ **Branded:** Unify all the Office of Distance Education and eLearning services into a single, recognized brand
- ▶ **Published and Presented:** Publish in academic journals, present at respected conferences, and receive educational grants and awards
- ▶ **Sought-after:** Function as a thought-leader for the university, the community, and academia

DISCIPLINED

- ▶ **Fiscally Responsible:** Wisely use our budget to consistently provide return on investment
- ▶ **Organizationally Cohesive:** Adhere to Senn Delaney and other best practices to guide cohesive team behavior
- ▶ **Structured:** Use formalized best practice methodology to guide projects and initiatives

SUCCEEDING IN OUR STRATEGIC FOCUS AREAS

The Office of Distance Education and eLearning is organized into five strategic focus areas:

- 1. CLASSROOM AND COLLABORATION SPACES**
- 2. LEARNING TECHNOLOGY**
- 3. LEARNING SYSTEMS**
- 4. DISTANCE EDUCATION**
- 5. STUDENT SUPPORT SERVICES**

CLASSROOM AND COLLABORATION SPACES

CURRENT STATE

The Office of Distance Education and eLearning supports a variety of spaces, which include enhanced student computing classrooms, public computing, informal learning spaces, auditoriums, lecture halls, and centrally scheduled classrooms. We are responsible for providing technology to classrooms and collaborative space in accordance with the university's established AV standards.

Completed as of FY13:

- ▶ 30 buildings on the academic corridor have wireless capacity supporting three devices per classroom seat
- ▶ 54% of the centrally supported classrooms meet the university's AV standards
- ▶ 17% of the centrally supported classrooms incorporate current digital technology
- ▶ Three classrooms are enhanced with student computing
- ▶ Four classrooms are enhanced with current video conferencing technology
- ▶ One Digital Union (including a public creative suites lab) is open to the campus
- ▶ Three centrally supported spaces are outfitted with furniture, AV equipment, and tools specifically designed to encourage collaboration
- ▶ Classroom incidents have shifted from an increasing trend (FY12) to a decreasing trend (FY13) as illustrated in *Graph 1* (next page)

FUTURE STATE OF EMINENCE

The Office of Distance Education and eLearning, as part of the Classroom Readiness Committee, will enhance teaching and learning experiences at The Ohio State University through the introduction and regular refresh of furniture and technology within centrally supported classrooms and collaborative spaces. Students will be able to use three wireless devices

TOP STRATEGIC GOALS

- ▶ Reduce \$2.7m in total classroom ownership costs by consistent implementation of technology standards
- ▶ Launch six Digital Unions
- ▶ Outfit 10 enhanced video conferencing classrooms
- ▶ Establish five enhanced student computing classrooms
- ▶ Reduce classroom technology incidents by 10% for three years
- ▶ Reduce general public computing spaces to four strategic central campus locations

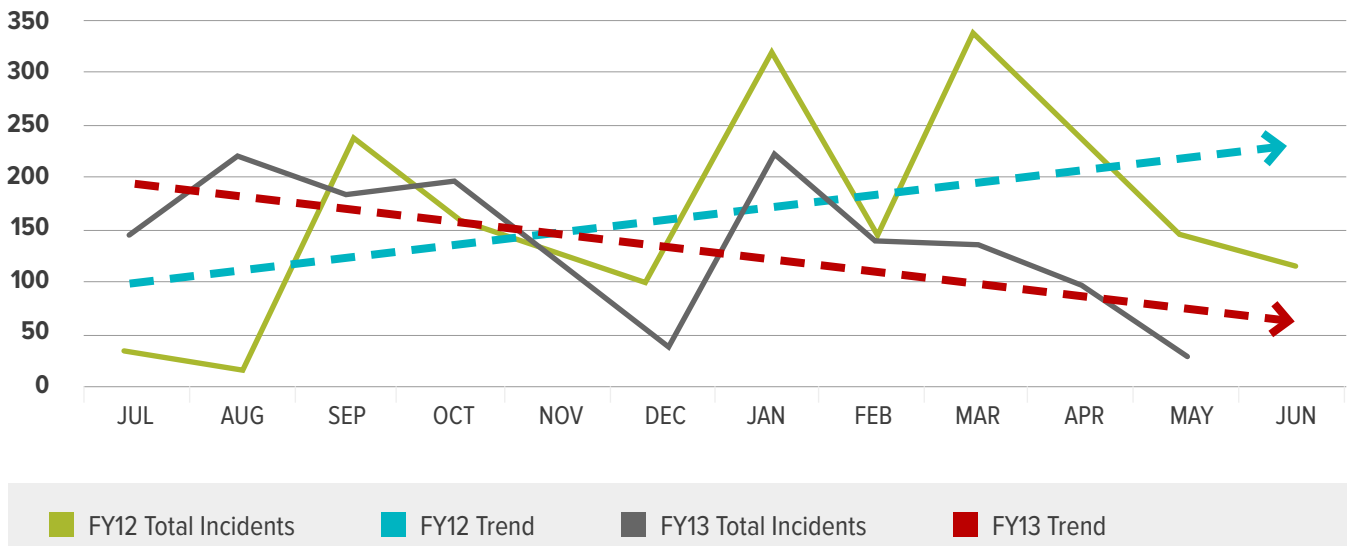
per seat in centrally supported spaces. Instructors will have classroom access to current AV equipment and instructional technology tools such as smart podiums and lecture capture. More collaborative spaces will be created, inside and outside of the classroom, to enhance group dynamics, student teamwork, and coordinated student research. We will continue to partner with University Libraries and support key public computing locations.

We will promote collaboration and the creative process by increasing the number of Digital Unions from one to six. These staffed spaces will be located strategically around the academic corridor. Focusing on extended availability and accessibility, each space will share a common toolset and philosophy while offering unique experiences, opportunities, and development resources.

Within the next five years:

- ▶ All centrally supported spaces will have wireless capacity supporting three devices per classroom seat
- ▶ 100% of the centrally supported classrooms will meet the university's AV standards

GRAPH 1: INCIDENT REDUCTION TREND



- ▶ 100% of the centrally supported classrooms will incorporate current digital technology (FY20)
- ▶ Five classrooms will be enhanced with student computing
- ▶ 10 classrooms will be enhanced with current video conferencing technology
- ▶ Six Digital Unions (including public creative suites labs) will be developed and operational
- ▶ All centrally supported spaces will follow a pre-determined, fully-defined technology refresh schedule
- ▶ Proactively scheduled maintenance and assessment procedures will continue to reduce the number of reported incidents
- ▶ All centrally supported spaces will be monitored and metrics gathered to measure successes and determine technology trends
- ▶ The Office of Distance Education and eLearning will remain current on research and emerging trends in collaboration space and in-class educational technology

- ▶ The Office of Distance Education and eLearning will continue to partner with Colleges and the Registrar to recommend and introduce new tools and technology to enhance in-class teaching and learning

HIGH LEVEL ENHANCEMENT PLAN

Our space strategy will assess all centrally supported spaces, which will include (but will not be limited to) public computing sites, the Digital Unions, unique learning spaces, collaborative learning spaces, computer-rich classrooms, and traditional classrooms/lecture halls. Spaces will be identified and clearly defined by type. Maintenance strategies will be generated and usage metrics will be collected specific to each space-type. Faculty and students will be consulted through our advisory channels to ensure spaces are meeting their needs. We will partner with Colleges and the Registrar to develop a strategy for maintaining technological relevance to the learning community. This strategy will treat learning spaces holistically and include governance models, funding sources, and plans for reduced deferral, all of which will guide future environmental support efforts.

REFERENCE TABLE: REDUCING THE ANNUAL COST OF OWNERSHIP THROUGH RIGHT-SIZING

Standardize general classrooms to Tech Lite

(Classroom standards defined by the AV Standards and Strategic Procurement Committee, 2012)

CURRENT: ROOM TYPE (FY13)	ROOM COUNT	COST / ROOM	TOTAL
Full Tech Large VC	23	\$46,609	\$1,072,007
Full Tech	205	\$26,259	\$5,383,095
Tech Lite	130	\$12,476	\$1,621,880
Total Cost of Technology (Current)			\$8,076,982

PROJECTED: ROOM TYPE	ROOM COUNT	TOTAL
Full Tech Large VC	23	\$1,072,007
Full Tech	40	\$1,050,360
Tech Lite (Standard)	295	\$3,680,420
Total Cost of Technology (Redefined Model FY14 forward)		\$5,802,787
Projected 28% cost reduction		\$2,274,195

REFERENCE TABLE: REDUCTION OF STUDENT HOURS THROUGH CONSOLIDATION AND DISTRIBUTION

BUDGET BREAKDOWN	
Budgeted student resources (FY12 actual)	\$509,720
Scheduled Resources (FY13 projected)	\$398,860
Projected 22% student staff savings	\$110,860

STRATEGIC METRICS AND INDICATORS

METRIC / INDICATOR	GOAL / TARGET	FISCAL YEAR
Reduce total classroom ownership costs through consistent implementation of technology standards	\$2.7m	FY18
Launch additional Digital Unions	6 (total)	FY16
Outfit additional classrooms with enhanced videoconferencing technology	10 (total)	FY18
Outfit additional classrooms with enhanced student computing	5 (total)	FY18
Decrease classroom technology incidents	10% annually	FY16
Reduce general public computing spaces to four strategic central campus locations	4 (total)	FY18
Ensure proper wireless capacity per seat	3 devices/seat	FY15
Provide additional classrooms with enhanced student computing	4 (total)	FY15
Provide additional classrooms with enhanced videoconferencing technology	8 (total)	FY15
Provide additional designated collaborative common area spaces	6 (total)	FY15
Upgrade classroom pool classrooms to technology standards	100%	FY16
Provide additional designated collaborative common area spaces	9 (total)	FY18
Upgrade classroom pool classrooms to digital technology standards	100%	FY18+

LEARNING TECHNOLOGY

CURRENT STATE

Learning Technology supports Ohio State students in their educational experience at the university and in preparation for their intellectual and professional lives after graduation. We support faculty in the development of learning materials that leverage technology to increase student learning. We provide resources to create more effective work environments for administrators and staff. We do these things through online course creation, digital publications, Digital Union development, mobile device implementation, faculty development grants, consultations and training, faculty support, feature stories about our work, and our annual *Innovate* conference on exemplary teaching with technology.

Completed as of FY13:

- ▶ **Digital Unions:** One in Hagerty Hall
- ▶ **Consultations:** 200+ with faculty, students, and staff
- ▶ **Training:** 215 sessions for 4,500 participants with 30 modules online
- ▶ **iBooks:** 10 private iBooks, digital bookstore in development
- ▶ **iTunes U:** 23 public courses, 15 private courses, two million page views
- ▶ **Implementations:** 20 departmental and college projects, 1,400 devices
- ▶ **Grants:** Five impact grants and one Digital First pilot grant
- ▶ **Feature stories:** 30 from across the university
- ▶ **Innovate:** 688 participants and 87 presenters

FUTURE STATE OF EMINENCE

The Ohio State University recognizes that we live in transformative times, and students, faculty, and staff expect to learn and work with relevant tools. Learning Technology is committed to

TOP STRATEGIC GOALS

- ▶ Develop 200 open online courses
- ▶ Award \$500,000 in faculty development grants with 20 corresponding academic papers submitted
- ▶ Produce 35 digital publications and create an Ohio State digital bookstore
- ▶ Deliver programming and support for six Digital Unions
- ▶ Establish a Faculty Academy to connect innovators from across the disciplines to provide professional development and support
- ▶ Identify and pilot emerging technologies for campus-wide implementation
- ▶ Increase awareness of our unified toolset
- ▶ Develop an Online Training Portal to further the adoption and effective use of the toolset

enhancing teaching, learning, and research through the incorporation of pedagogically sound educational technology.

By providing campus-wide faculty training around Ohio State's unified suite of tools (including Carmen, Connect, LectureCapture, Edublogs, and more) we will create more interactive, engaging learning environments both in and outside of the classroom at Ohio State. We will support faculty in the production of digital course materials to increase student engagement and the retention of core concepts. These digital course materials will include online lectures, digital textbooks, interactive assessment tools and student-authored content that can be accessed any time, any place. Our grants program will continue to invest in the redesign of key courses across campus to create high-impact, sustainable change by enhancing course



Hagerty Hall Digital Union

pedagogy through technology. We will also build our open educational courses, through delivery platforms like iTunes U and Coursera, to reach Ohio State students on campus and across the globe. This international model of education has a profound impact on our students, helping them learn to live and work in an increasingly global marketplace, while simultaneously building Ohio State's brand at home and throughout the world. In order to create these changes, Learning Technology is committed to building a strong, collaborative network of faculty technology leaders who support each other and inspire colleagues in the use of technology to enhance education at Ohio State.

HIGH LEVEL ENHANCEMENT PLAN

We are committed to creating an engaged, collaborative, and technologically-rich culture at Ohio State that will drive innovation and deepen the education of our students. By close of FY18 we will:

- ▶ Staff and manage a suite of six Digital Unions to reach multiple locations across campus and explore diverse models, from collaborative labs to individual consultation spaces

- ▶ Consult with individuals from a range of technology backgrounds to encourage innovations in teaching, research, and outreach through technology
- ▶ Develop face-to-face and online trainings to further the adoption and effective use of a suite of tools that support teaching and learning at Ohio State
- ▶ Expand our presence in online course delivery through Coursera, iTunes U, and other platforms, resulting in a robust, cross-departmental presence in the global online course-delivery arena
- ▶ Launch an Ohio State digital bookstore, create a consistent digital publishing process, and increase the number of digital publications

- ▶ Increase mobile technology device implementations in classrooms, departments, and colleges
- ▶ Establish a Faculty Award program recognizing commitment to technology-enhanced teaching
- ▶ Build a Faculty Academy to connect innovators from across the disciplines and create a peer-based professional development and support network
- ▶ Create a Faculty Innovation Center to enhance teaching and learning with technology at Ohio State and at K-12 institutions statewide
- ▶ Continue to offer a suite of faculty development grants that engage faculty in the redefinition of key courses to create greater educational impact through technology
- ▶ Identify and pilot emerging technologies for campus-wide implementation
- ▶ Increase our reach by building relationships with faculty, departments, and colleges and sharing information about the value of ODEE services



STRATEGIC METRICS AND INDICATORS

METRIC / INDICATOR	GOAL / TARGET	FISCAL YEAR
Develop open online courses	200 (total)	FY 18
Award faculty development grants with corresponding academic papers submitted	\$500,000 (total), 20 academic papers (total)	FY 18
Produce digital publications and create an Ohio State digital bookstore	35 (total) digital publications	FY 18
Deliver programming and support for additional Digital Unions	6 (total) locations	FY 18
Establish a Faculty Academy to connect innovators from across the disciplines to provide professional development and support	50% growth starting FY15	FY 18
Identify and pilot emerging technologies for campus-wide implementation	NA	FY 18
Increase awareness of our unified toolset	NA	FY 18
Develop an Online Training Portal to further the adoption and effective use of these tools	Implementation	FY 16
Online training	10,000 hits	FY 14
Consultations for faculty	20% increase over FY13	FY 14
Impact Grants	4 recipients	FY 14
<i>Innovate</i>	800 participants	FY 14
Community partnerships	3 partners	FY 14
Consistent digital publishing process	Implementation	FY 14
Office of Distance Education and eLearning outreach “roadshow”	Implementation	FY 14
iBooks	50% increase over FY13, 25% annual growth starting FY15	FY 15
iTunes U Courses	100% increase over FY13, 25% annual growth starting FY15	FY 15
MOOCs	50% increase over FY13, 4 new courses added annually starting FY15	FY 15
Digital course materials for incoming students through FYE	Implementation	FY 15
<i>Innovate</i> midyear program	Implementation	FY 15
Student Bring Your Own Device (BYOD) initiative	Implementation	FY 16
Faculty Innovation Center	Implementation	FY 16
Ohio K12 outreach (partnership with Faculty Innovation Center)	Implementation	FY 17
Faculty Award Program	10 recipients	FY 18

LEARNING SYSTEMS

CURRENT STATE

Learning Systems provides several well-established online academic services. Student satisfaction with Carmen LMS, our most popular service, is much higher than the national average.¹ Our current portfolio consists of:

- ▶ **Carmen LMS** (learning management system)
- ▶ **CarmenConnect** (web conferencing)
- ▶ **CarmenWiki** (collaborative writing)
- ▶ **KMdata** (shared data repository)
- ▶ **Research in View** (scholarly activity management, promotion, and tenure)
- ▶ **Secured Media Library** (secure distribution of copyright protected media)
- ▶ **Foreign Language Library and Foreign Language Commons**

The infrastructure supporting these services is well designed and redundant, although it is distributed inconsistently between systems for the Office of the Chief Information Officer and the Office of Distance Education and eLearning. Strong partnerships with the Office of the Chief Information Officer Security and Infrastructure teams ensure that servers are secure and up-to-date. Availability is consistently above 99.9% (100% for 2013, as of May 20).

Each of our services is backed by a tiered support structure consisting of the Office of the Chief Information Officer's 8-HELP service desk, the Office of Distance Education and eLearning support staff and technical staff, and vendors. All incidents and requests are tracked with Service-Now. Our resolution times and support satisfaction survey results are within the acceptable ranges established by the Office of the Chief Information

¹ 68.6% of Ohio State students have a positive experience with our LMS, compared to the national average of 59.8% (based on a 2011 ECAR study of freshmen and seniors at Ohio State compared to other four year institutions and to all schools surveyed).

TOP STRATEGIC GOALS

- ▶ Expand and integrate university-wide learning systems toolset
- ▶ Establish an integrated infrastructure support model for Office of Distance Education and eLearning IT systems
- ▶ Deliver predictive analytics to instructors via Carmen
- ▶ Develop a new "Grades" mobile app
- ▶ Increase Carmen LMS, Carmen Connect, and lecture capture usage by 500 instructors per system
- ▶ Release the Entry Point (dashboard) version 1.0
- ▶ Achieve 90% in support response user satisfaction

Officer for enterprise services. Currently, help desk hours are limited, although staff can be paged in the event of a critical incident. Finally, our communications and support staff provides training, workshops, documentation, and instructional videos.

Three of our services use the unifying brand "Carmen," but stronger brand identity could be established by using a consistent look and feel across the portfolio to tie the tools to one another or to the Office of Distance Education and eLearning. The recent overhaul of the Carmen LMS visual design could serve as a model to focus on simplicity, accessibility, and suitability for mobile platforms, and the branding of the Office of Distance Education and eLearning.

Data analytics and reporting are rudimentary across all services. KMdata, a knowledge management system developed in collaboration with units across the university, has the potential to aggregate data from the entire toolset, but we are only beginning to take advantage of this potential.

FUTURE STATE OF EMINENCE

To be successful, we will integrate our service portfolio, strengthen our support organization, standardize our technical infrastructure, and broaden our partnerships. In order to support a new distance education initiative and the growing demands of a technically literate academic population, we must accelerate the rate at which we launch new offerings. Within the next two years, we plan to add lecture capture, student response, web presence, and citation support services. To provide instructors with feedback on student performance and the effectiveness of their learning objectives, it is essential that all of our tools are backed by an effective data analytics system.

We will unite our service portfolio with a single entry point, featuring single sign-on, consistent look and feel, and seamless integrations. Mobile apps and connections to third-party systems will be developed to meet the most urgent needs of students and instructors. Data analytics will measure the impact of our services, identify at-risk students, and provide feedback to instructors and documentation to administrators.

We will extend our Carmen Affiliates program by launching a cost-sharing initiative to encourage colleges to hire staff who can function as extensions of our team. The program will also be broadened to include non-technical affiliates who act primarily as communications liaisons.

In order to support distance learners more effectively, we will provide additional after-hours support.

Our infrastructure will be supported in accordance with a comprehensive plan, which will include a funding model, partnership agreements (SLAs/OLAs), business continuity planning, and support levels.

HIGH LEVEL ENHANCEMENT PLAN

We will increase our capacity to take on new products through:

- ▶ Standardization and consolidation of infrastructure
- ▶ Leveraging our use of services provided by the Office of the Chief Information Officer
- ▶ Developing partnerships with university organizations
- ▶ Collaborating with developers inside and outside of the university
- ▶ Incorporating additional Carmen Affiliates
- ▶ Following Information Technology Infrastructure Library (ITIL) incident, request, problem, and change management processes
- ▶ Training of existing staff
- ▶ Hiring and training developers to gain proficiency with large data sets and analytics

STRATEGIC METRICS AND INDICATORS

METRIC / INDICATOR	GOAL / TARGET	FISCAL YEAR
Expand and integrate the university-wide learning systems toolset	Implemented	FY18
Establish an integrated infrastructure support model for Office of Distance Education and eLearning IT systems	Model, partnership(s), and budget model	FY14
Deliver predictive analytics to instructors via Carmen	Module available in Carmen	FY16
Develop a new “Grades” mobile app	Implementation	FY16
Increase Carmen LMS, Carmen Connect, and lecture capture usage	500 additional instructors per system	FY18
Release the Entry Point (dashboard) version 1.0	Single sign-on, ODEE visual identity, control panel for service activation, integration with non-learning systems such as eReserves	FY18
Achieve 90% in support response user satisfaction	90% satisfaction	All

METRIC / INDICATOR	GOAL / TARGET	FISCAL YEAR
Implement a centrally supported citation support system (Turnitin)	Implementation	FY14
Implement a centrally supported web presence and blogging system (Edublogs)	Implementation	FY14
Implement the exporting of grades from Pearson MyLab to Carmen LMS	Implementation	FY14
Reduce IT infrastructure co-location costs	30%	FY14
Develop functionality so that all systems can be accessed by university lastname.# account	Implementation	FY15
Implement a centrally supported student response system	Implementation	FY15
Implement the lecture capture catalog from Carmen LMS	Implementation	FY15
Establish a data retention and archiving process	Implementation	FY16
Further refine the use of analytics to establish best practices and necessary tools to assess the effectiveness of online instruction	Implementation	FY16
Implement a cost-share program to place additional Carmen Affiliates within the colleges	1-3 academic units	FY16
Maintain compliance with support resolution time	80% SLA compliance	All

DISTANCE EDUCATION

CURRENT STATE

Currently, distance education courses and programs at Ohio State are grassroots, with no overarching cohesion or strategic plan on behalf of the university. Further, there is no formalized infrastructure for support, both in terms of student and faculty educational resources, and for other policy, regulatory, quality, and technology requirements.

At this time, Ohio State has eight approved distance education programs:

1. Dental Hygiene Baccalaureate Degree Completion Program
2. Doctor of Nursing Practice
3. Master Degree in Applied Clinical and PreClinical Research
4. Master Degree in Dental Hygiene
5. Master Degree in Global Engineering Leadership
6. Master of Science in Agriculture and Extension Education
7. Master of Science in Welding Engineering
8. Registered Nurse to Bachelor of Science in Nursing

From a university-wide perspective, these distance programs have advanced Ohio State's interest in developing distance programs. However, the decentralized strategy has caused inconsistencies of quality, inefficient use of resources, and unnecessary risk against law compliance. Further, the lack of controlled implementation and review processes causes an unknown impact on future resource needs, not to mention a lost opportunity to take strategic advantage to leverage resources, skills, and data from across the university. Finally, the current state realizes a lost opportunity to build economies of scale between academic areas and promote cost savings with the avoidance of service duplication.

As described, the current support structure is not ideal for

TOP STRATEGIC GOALS

- ▶ Generate \$25 million in new revenue for the university from distance education programs
- ▶ Align distance education programs with university, state, federal, and accreditation laws and requirements
- ▶ Implement a funding model that is beneficial for Ohio State and its Colleges and Schools, as well as self-sustaining for the Office of Distance Education and eLearning
- ▶ Create and coordinate transparent policies and processes for developing distance education programs
- ▶ Set baseline success measures such as student satisfaction rates, graduation rates, and US News and World Report rankings
- ▶ Create and provide 15 online programs (150 courses by the end of FY18)
 - 10 graduate programs (105 courses)
 - 5 undergraduate programs (45 courses)
- ▶ Create 10 online General Education Courses by autumn term 2014

distance education, which requires straightforward, consolidated, and easy-to-find-and-understand support that proactively moves students and faculty through the appropriate processes and channels.

Increased pressure from the Committee on Institutional Cooperation (CIC) and other peer institutions demonstrate that in this globally connected society we must take a global perspective to reach students interested in an Ohio State education wherever they may live. Combined with declining state support and the need to locate new sources of revenue

while providing an exceptional value for today’s credential seeking students, distance education provides an unique opportunity to meet learners where they are, in an efficient and scalable way, and by a means that affords transparency, accountability, and high performance through data driven decisions and adaptive learning experiences.

The Office of Distance Education and eLearning is in the process of creating a policy on behalf of Ohio State that calls for standards and best pedagogical practices based on existing research literature that provides a rigorous level of student learning and interaction with content, instructors, and peers.

FUTURE STATE OF EMINENCE

Ohio State will continue to primarily educate students in a campus-based environment; however, technology affords Ohio State the opportunity to effectively reach new students in new markets at economies of scale that will inform better educational experiences for all Ohio State students, and better meet its mission to be the land-grant institution of the world.

To move Ohio State toward eminence in educating a world-wide audience, we will make a purposeful and concerted effort to place strategically beneficial programs into a distance education format. The Office of Distance Education and eLearning will have strategic oversight of Ohio State’s distance education programs activities, including offering production services for program development and providing a web portal to easily locate all distance education courses at the university. Finally, the Office of Distance Education and eLearning will serve as the coordinator for university issues surrounding distance education programs.

During the next five years, we will focus on strategically aligned distance education programs that take one of several forms to bring net-new students to Ohio State:

- ▶ Programs delivered by an individual academic unit that address unmet demands by students and employers
- ▶ Specialized programs that are created for a specific audience to meet a specific need
- ▶ Programs that leverage expertise across multiple disciplines to provide learners a unique opportunity for advanced comprehension of a topic
- ▶ Programs and courses that meet state-wide requirements

The target audience for the rapid growth in distance education programming at Ohio State is net-new students enrolling in new

distance education programs built up from existing programs or a combination of existing programs. It is anticipated that graduate degree programs and certifications, as well as professional certificates, are the near-term best opportunities for this audience; however, we do plan distance undergraduate programs as well. Finally, with recent realignment of focus on the General Education Course (GEC) mission, the Office of Distance Education and eLearning will collaborate closely with the College of Arts and Sciences to produce online GECs that expand the range of learning opportunities to our students.

The following reference table represents our focus toward enrolling net-new students to Ohio State. The blue shaded columns represent the target audience in our first steps toward a consolidated distance education effort.

REFERENCE TABLE: DISTANCE EDUCATION MARKETS

	NEW MARKETS	EXISTING MARKETS
NEW PROGRAMS	Develop new programs in a distance education format to reach net-new students	Develop new programs in a distance education format to reach existing on-campus students
EXISTING PROGRAMS	Convert existing programs to distance education format to reach net-new students	Convert existing programs to distance education format to reach existing on-campus students

Ohio State distance education programs will be successful when the following are met:

- ▶ Ohio State expectations are equivalent for distance education programs and on-campus programs
 - Course quality
 - Academic control and review
 - Faculty selection and assignment processes
 - Reward and recognition for instructors
 - Promotion and tenure process
- ▶ Tuition for distance education programs is the same as on-campus programs

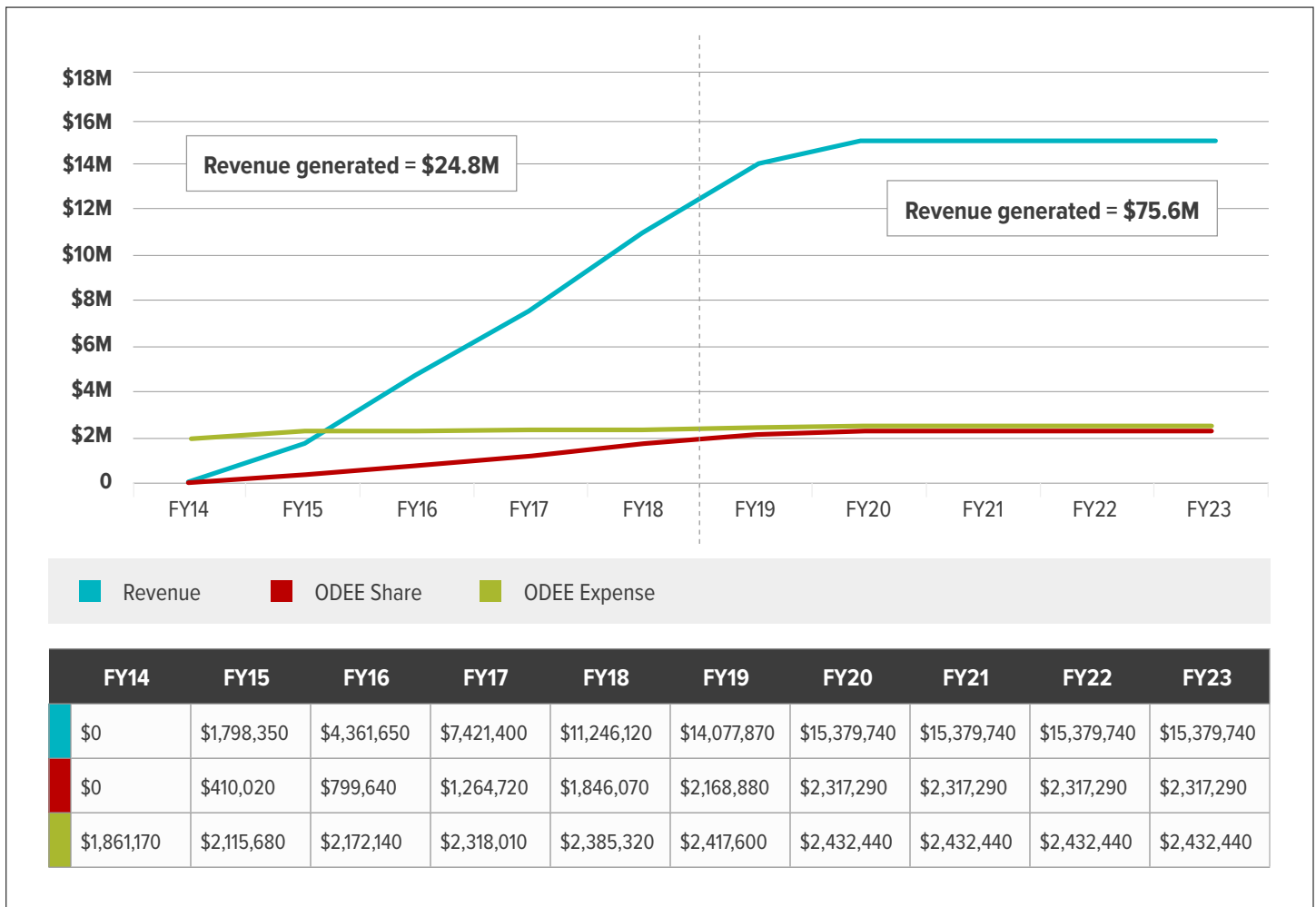
- ▶ All services, structures, and policies that support distance education programs are wrapped into existing operations if such services, structures, and policies exist for on-campus students, programs, and courses
 - The Office of Distance Education and eLearning will coordinate services that are unique to support distance programs
- ▶ A transparent process with clear criteria exists for vetting potential distance education programs
- ▶ Programs are developed to align with quality, assessment, and accreditation standards
- ▶ State authorizations and financial aid implications are determined and addressed

It is outside the scope of this area’s strategy to coordinate and develop individual distance education courses. To be successful, the Office of Distance Education and eLearning and collaborating units will provide distance education students a pathway for progression through a sequence of courses culminating in a credential. Regular Office of Distance Education and eLearning consultation services apply to those units interested in developing single distance education courses.

HIGH LEVEL ENHANCEMENT PLAN

The metrics and indicators listed on page 21 demonstrate how we will move from the decentralized, one-off model to high functioning, well connected and respected collaborators for distance education programs.

REFERENCE TABLE: DISTANCE EDUCATION PROGRAM PROJECTION



STRATEGIC METRICS AND INDICATORS

METRIC / INDICATOR	GOAL / TARGET	FISCAL YEAR
Generate new revenue for the university from distance education programs	\$24.8 million	FY18
Align distance education programs with university, state, federal, and accreditation laws and requirements	Implementation	FY14
Implement a funding model that is beneficial for Ohio State and its Colleges and Schools, as well as self-sustaining for the Office of Distance Education and eLearning*	Implementation	FY14
Create and coordinate transparent policies and processes for developing distance education programs	Implementation	FY14
Set baseline for success measures such as student satisfaction rates, graduation rates, and US News and World Report rankings	Quantified baseline	FY15
Ranked in US News & World Report Online Education for each Distance Education program	Top 50 ranking	FY18
Create 15 distance education programs	10 graduate, 5 undergraduate	FY18
Achieve IRB approval to assess student success in distance education programs that align with Ohio State assessment metrics	IRB approval	FY14
Collaborate with the Office of the Chief Information Officer to establish an enhanced technology help desk	24/7 Tier 1 technology help desk	FY14
Create and communicate a standard set of definitions pursuant to distance education program development	Document distributed	FY14
Establish key advisory groups to support the direction and coordination of distance education programs at Ohio State with regular, ongoing meetings with each group	Implementation	FY14
Establish professional development opportunities for instructors and students in distance education programs	Implementation, publicized, and supported	FY14
Coordinate with university support units about strategic planning efforts and support around distance education programs**	Roles and responsibilities document	FY15
Create university Advancement plan for supporting distance education program development	Documented plan	FY16
Maintain quality of programs through Quality Matters	Revolving 3-year review process	FY17
Demonstrate improvement above baseline success measures	5%	FY18

* The Office of Distance Education and eLearning funding model specifies that the revenue collected from Distance Education programs will have a 24% central support unit tax and the remaining revenue will be shared between the Colleges and the Office of Distance Education and eLearning, starting with a 70%/30% split. No additional assessments will be made. This new funding allocation is to incentivize and encourage development of and sustainment of strategic distance education programs, as well as the resources required to drive meaningful educational experiences.

** Support units needing plans to address distance education programs: University Libraries; Office of Disability Services; UCAT; OCIO; Curriculum Office; University Registrar (including testing centers); Office of Financial Services; Office of Undergraduate Education; Graduate School; Council of Academic Affairs; Academic Advising; Undergraduate Admissions; Graduate Admissions; Professional Admissions; Alumni Association; Global Gateways; Career Services; Office of Student Life; Tutoring Services; Veterans' Services; University Bookstore; Parent and Family Relations; Institutional Research and Planning; Office of Diversity and Inclusion; Office of Research; Study Abroad; Discovery Themes and other Ohio State Initiatives, University Advancement, and more.

STUDENT SUPPORT SERVICES

CURRENT STATE

Our programs provide university units with the ability to deliver flexible learning options to learners within Ohio and the global community. We are responsible for understanding, communicating, and applying university policies, programs, and services to help learners enter into new educational experiences. We provide lifelong learners with the resources for a successful experience at Ohio State. Our distinctive programs and services include:

- ▶ Admissions and advising services for non-degree-seeking and visiting/transient students seeking undergraduate level course work
- ▶ Contractual outreach enrollment services allowing academic departments to offer academic credit courses to a select group of students determined and funded by third party/external entities
- ▶ Program 60 enrollment services to support the state mandate to provide access to lifelong learning at Ohio's public universities for Ohio residents age 60 or older
- ▶ Continuing Education Unit (CEU) award program for university program coordinators to offer Ohio State CEUs for university related learning experiences delivered in alternative modes such as conferences and workshops
- ▶ State authorization (newly initiated) for online programs to assure that our new distance education programs are available and accessible for students outside of the state of Ohio
- ▶ Event Management for state science events to increase student interest in science and provide recognition of outstanding achievement in science education by both students and teachers

FUTURE STATE OF EMINENCE

As the Office of Distance Education and eLearning and the university evolve, we will retain and improve our core programs and services. These services continue to evolve to serve greater

TOP STRATEGIC GOALS

- ▶ Develop a State Authorization plan for all 50 states
- ▶ Achieve State Authorization in targeted states in support of initial Distance Education program offerings
- ▶ Implement "OSU Online," an internet portal to collect and maintain a listing of all Ohio State online offerings
- ▶ Develop a "Catalog of Services"
- ▶ Promote and increase the visibility of our student support services and offerings to the university community
- ▶ Manage all events for State Science Day in support of \$4.5 million in scholarships and awards

populations and greater percentages of distance learners. We will be a resource contact point for learners seeking quality distance programs offered by Ohio State. We will assure that the university meets regulatory requirements to provide distance education, ideally across all 50 states and U.S. territories.

Our core mission of excellence in customer service and responsibility for understanding, communicating, and applying university policies provides a positive student experience. We will continue to look for ways to improve our service to our customers (both students and the university), and to improve efficiencies in our processes and services. Our services require that we maintain a broad knowledge and awareness of university policies, procedures, and programs. We will continue to counsel students and university units as the Office of Distance Education and eLearning partners with colleges to develop distance programming and the university offers broader distance opportunities.

HIGH LEVEL ENHANCEMENT PLAN

We will increase the visibility of our student support services across the university and promote educational opportunities to targeted prospective learners. We will employ methods for obtaining customer feedback and implement initiatives for improvement in identified areas. To improve efficiencies we will continue to review our processes for improvement, paying special attention to opportunities to incorporate the use of technology for customer service.

Our key initiatives are to:

- ▶ Secure state authorization for initial program offerings for students enrolling from targeted states, initially a regional area of states surrounding Ohio
- ▶ Secure state authorization across the country for students enrolling in additional program offerings
- ▶ Support Student Financial Aid to secure approvals for distance education programs for students outside of Ohio
- ▶ Develop and implement “OSU Online,” an internet portal to collect and maintain a listing of all Ohio State online offerings
- ▶ Promote our programming and services for learners, including distance learners, to students and the university
- ▶ Develop and implement a Program 60 recruiting plan
- ▶ Improve student and enrollment services by identifying opportunities to implement additional uses of technology (including a Program 60 online orientation)
- ▶ Continue event management services for state science events

STRATEGIC METRICS AND INDICATORS

METRIC / INDICATOR	GOAL / TARGET	FISCAL YEAR
Develop a state authorization plan for all 50 states	Document	FY14
Achieve state authorization in targeted states in support of initial distance education program offerings	Agreements	FY14
Implement “OSU online” portal	Implemented system	FY15
Develop a “Catalog of Services”	Document	FY14
Promote and increase visibility of services and offerings to university community (implement Univ Comm Marketing Plan)	Documented plan	FY15
Host State Science Day and Science Olympiad events	These two events managed annually	All
Program 60 Promotion and Recruiting Plan	Documented plan	FY14
Program 60 Online Orientation	Implementation	FY15
Student Services and Enrollment Enhancements	Implementation	FY15
Electronic Student Records Analysis Results	Documented results and recommendations	FY15
Electronic Student Records Roll-Out (per analysis decision)	Implementation	FY17

SUPPORT AND ADVANCEMENT OF THE UNIVERSITY'S FOUR CORE COMPETENCIES

The Office of Distance Education and eLearning will support and advance the university's four core competencies in the following ways:

1. TEACHING AND LEARNING

- ▶ Provide an unsurpassed, student-centered, distance education learning experience led by engaged, world-class faculty, enhanced by a globally diverse student body, and supported by research-based best practices in online curricular design
- ▶ Provide a consistent user experience via relevant classroom and online educational technology
- ▶ Provide support to incorporate technology into teaching and learning experiences
- ▶ Develop an infrastructure that supports mobility in the classroom
- ▶ Provide and maintain technology-rich collaboration spaces
- ▶ Serve as subject matter experts for the design and incorporation of technology (particularly AV technology) and furniture in classrooms and collaborative spaces
- ▶ Support the production of relevant digital content to enhance student learning
- ▶ Support global outreach and educational partnerships through MOOCs, iTunes U, videoconferencing, and students' collaboration in coursework
- ▶ Provide learning analytics that will help instructors improve courses and identify at-risk students
- ▶ Collaborate with colleges, schools, departments, and units employing distance education program strategies
- ▶ Educate faculty, staff, and students about effective online strategies
- ▶ Identify and recommend technology-based solutions for learning assessment planning
- ▶ Provide additional consultation and advising opportunities regarding effective pedagogical practices related to distance education

2. RESEARCH AND INNOVATION

- ▶ Provide grant and pilot programs to identify the impact of technology on education
- ▶ Contribute to the world's general knowledge in the areas of technology, pedagogy, and online education through professional presentations and publications
- ▶ Use KMdata and Research in View systems to provide information on research and other professional activities to make it easier to identify potential grant participants
- ▶ Support the innovative use of mobile technology to enhance research in local, national, and/or global contexts
- ▶ Increase student, faculty, and staff awareness of effective online course design
- ▶ Provide and maintain both physical and online spaces that support collaboration inside and outside of the university via relevant technology
- ▶ Create experimental classrooms to test and foster the use of emerging technologies
- ▶ Engage faculty partners to improve our offerings and services across the university



3. OUTREACH AND ENGAGEMENT

- ▶ Provide opportunities for students to succeed in a global community and find excitement in their disciplines
- ▶ Provide leadership across the university in support and adoption of technology standardization policies
- ▶ Distribute recently refreshed computers, which still have educational value, into the community where they can continue to meet academic needs
- ▶ Provide educational experiences that promote lifelong learning and career opportunities
- ▶ Enable global partnerships through the use of mobile technology for Ohio State outreach programs
- ▶ Establish mutually beneficial collaborations to actively engage Ohio State with our partners and communities
- ▶ Promote and increase the visibility of our services to university community and students
- ▶ Promote and recruit participants for Program 60 and Program 60+
- ▶ Promote additional online learning opportunities through the development of an Ohio State Online portal for access to all Ohio State online offerings
- ▶ Create opportunities to share technical and intellectual resources throughout the university community
- ▶ Cultivate collaborative relationships with the Committee on Institutional Cooperation partner institutions
- ▶ Continue to connect learners with faculty, community research partners, and each other during participation of the Science Olympiad and State Science Day

4. RESOURCES STEWARDSHIP

A. People

- ▶ Diversity (Support Unit Partners: Office of Diversity and Inclusion, University Senate Diversity Committee)
 - Hire a diverse staff committed to inclusion in all of our work
 - Continue to develop and incorporate tools that

focus on universal accessibility over and above compliance with the Americans with Disabilities Act

- Encourage accessibility as a priority in all educational technology and digital content
 - Provide training materials to support the creation of accessible digital content
 - Promote Program 60 and Program 60+, both of which encourage diversity and lifelong participation in learning and academia
- ▶ Workplace Culture (Support Unit Partner: Office of Human Resources)
 - Foster a culture and environment that empowers our staff for success in their roles and responsibilities
 - Provide functional spaces that enable the creative process and encourage collaboration
 - Commit to work-life balance and provide programs to support this goal
 - Continue to provide Carmen, CarmenWiki, CarmenConnect, Research in View, and KMdata to enable distance working, collaboration across campuses, training and certification, and more efficient processes
 - Provide a work environment with regular opportunities for personal and professional growth
 - Recognize and reward workplace accomplishments
 - ▶ Leadership Continuity/Succession Planning (Support Unit Partner: Office of Human Resources)
 - Continue to address staff inequities and develop an organization that supports staff development, advancement, security, and well-being
 - Increase the amount of available training and professional development
 - Increase collaboration across the university's technical communities in an effort to provide opportunities and career paths that span the entire university
 - Cross train staff as appropriate, so that at least two staff members are familiar

with unit roles and responsibilities

- Engage in regular business continuity planning activities

B. Physical environment/infrastructure (Support Unit Partner: Physical Planning and Real Estate)

▶ General

- Provide leadership and direction in standardization across learning spaces and instructional models
- Utilize online services, such as lecture capture and CarmenConnect, to relieve demand for large classroom spaces

▶ IT (Support Unit Partner: Office of the Chief Information Officer)

- Partner with the Office of the Chief Information Officer on development of mobile content platforms
- Abide by Office of the Chief Information Officer Security's policies and guidelines
- Share Office of the Chief Information Officer security recommendations with university community as related to mobile technology
- Continue our participation in the Change Advisory Board
- Continue to use Office of the Chief Information Officer services as the foundation of our technical infrastructure
- Conduct incident, response, problem, and change management using Service-Now and according to Information Technology Infrastructure Library (ITIL) processes established by the Office of the Chief Information Officer

C. Financial sustainability (Support Unit Partner: Office of Business and Finance)

▶ General

- Develop a sustainable fiscal strategy that will improve all centrally supported learning spaces and will reduce the classroom total cost of ownership by \$2.75 million over the next 10 years

- Reduce total cost of ownership through strategic procurement of technology
 - Avoid duplicating infrastructure costs by taking advantage of existing Office of the Chief Information Officer services
 - Reduce our footprint in the data center by eliminating unnecessary servers and enacting more comprehensive data retention policies
 - Employ formal program management and project management industry best practices for all projects and initiatives
 - Maintain efficiencies in program operations and services, including appropriate staffing levels to support operations and services
 - Reduce total cost of ownership through technology standardization as well as proactive maintenance and assessment
 - Review programs and services annually for fiscally sound budget and resource planning, and where appropriate, develop and implement plans to achieve and maintain self-sustaining programs
 - Use Ohio State's financial resources to create broad impact across the university and the community
- #### ▶ Advancement (Support Unit Partner: Office of Advancement)
- Develop corporate partnerships to evaluate academic value and develop fiscal opportunities
 - Collect funds from partners to support *Innovate*, Ohio State's annual eLearning conference
 - As we develop our analytics platform, evaluate opportunities to commercialize applications or data sets

The following strategies will be utilized for contributing to the university's and the Office of Distance Education and eLearning's reputation and visibility:

We will:

- ▶ Support distance education regulatory requirements to allow out-of-state enrollments in distance education programs

- ▶ Create, promote, and support vibrant distance education learning opportunities
- ▶ Continue to improve student and enrollment services
- ▶ Engage and prepare students to be active contributors in a global society
- ▶ Use data-driven decision-making in our work
- ▶ Promote our programming and services for learners by increasing the visibility of our services to the university community
- ▶ Reduce technology incidents across campus
- ▶ Provide a consistent faculty experience across all classrooms through the creation and enforcement of a university-wide classroom standard
- ▶ Develop university-wide savings on technology through strategic procurement
- ▶ Partner with departments to ensure technology deployments carry “real world” values
- ▶ Provide consistent branding across all spaces
- ▶ Continue to share successes of enhanced learning through technology at Ohio State
- ▶ Create video, photography, and text-based feature stories each month
- ▶ Partner with Ohio State communications to feature success stories within Ohio State’s communications avenues (including, but not limited to, osu.edu, OSUToday, social media, and college and departmental websites)
- ▶ Participate and present at national and international conferences; publish in national and international publications
- ▶ Increase our outreach to national news and media outlets
- ▶ Leverage social media to share successes and scan the horizon for future innovations to incorporate at Ohio State
- ▶ Manage statewide events such as *Innovate* and State Science Day that promote innovation, learning, and research



ADMINISTRATIVE SUPPORT AREAS

Although it is not an Office of Distance Education and eLearning Strategic Focus Area, we recognize that a strong administrative support function is required to further ensure success in each of our five Strategic Focus Areas.

To that end, we have identified and established four administrative support areas:

- A. Financials
- B. Human Resources
- C. Marketing and Communications
- D. Program Management

A. FINANCIALS

The Office of Distance Education and eLearning is dedicated to strong financial stewardship and complete financial transparency. The Office of Distance Education and eLearning financials will be set up and managed to ensure compliance with the university “Fund Accounting” policy and methodology. We will not co-mingle our funding sources and we will commit to spending these funds for the purposes they were given.

We have developed a budget model that will ensure financial sustainability. We will partner with the Office of Academic Affairs and colleges to affirm the model and gain buy-in. We will stay abreast of university policies and guidelines, and establish internal controls to ensure audit compliance.

B. HUMAN RESOURCES

Human Resources will serve as a strategic business partner with all leaders within the Office of Distance Education and eLearning by focusing on the top 10 strategic goals, each of which requires a focus on talent, culture, and leadership. The areas of focus for the human resources team will be: strategic business partnership, talent, culture, leadership development and change.



Strategic Business Partner

- ▶ Strategic initiatives
- ▶ Forecasting for new projects
- ▶ Reorganizations
- ▶ Upsizing and downsizing

Talent Management

- ▶ Recruiting the best and brightest talent
- ▶ Accurate position descriptions
- ▶ Interviewing for open searches
- ▶ Advice and guidance
- ▶ Onboarding process

Leadership Development

- ▶ Senior leadership development
- ▶ Leadership Development Series for current managers
- ▶ Succession planning
- ▶ Proper placement to best utilize staff skills and strengths
- ▶ Development opportunities

Culture

- ▶ Rewards and recognition
- ▶ Employee relations
- ▶ Performance management

Compensation

- ▶ Compensation for staff at fair market value
- ▶ Change initiatives
- ▶ Opportunities for improvement
- ▶ Change training and toolkits

C. MARKETING AND COMMUNICATIONS

The Office of Distance Education and eLearning is an increasingly visible representative of Ohio State. Our Office and faculty partners have been featured on ESPN, external blogs, and iTunes University courses with over two million views as of May 2013.

To continue this momentum, we will develop an internal and external brand strategy which unifies our five Strategic Focus Areas under a single brand while simultaneously allowing each to shine independently. This strategy will include a consolidated web presence, unified social media approach, and interconnected design strategy.

Our internal efforts will raise awareness of our suite of services — how they advance teaching, learning, and research, and how faculty, staff, and students can benefit from the services offered in our Strategic Focus Areas.

Externally, we will focus on attracting new students through distance and eLearning programs as well as positioning OSU as a higher education leader in distance education and eLearning. Our approach will be innovative and representative of the

creativity and technology advances occurring with our faculty partners across campus.

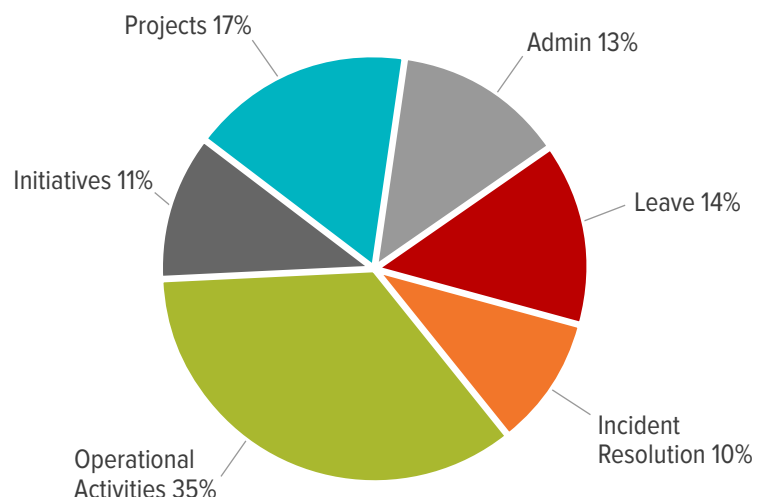
D. PROGRAM MANAGEMENT

The Office of Distance Education and eLearning continues to create and provide new offerings to the university, such as new software systems, technology podiums, streaming videos, conferences, and digital media collaborations. Each of these unique offerings represents work over and above normal operations. As such, many of them qualify as projects with specific start and end dates, milestones, and deliverables.

To this end, we will employ formal program management and project management industry best practices. We will track all projects using a portfolio management approach. We will rely heavily on the Project Management Body of Knowledge (PMBOK) international standard provided by the Project Management Institute (PMI). At times, for software development, we will also employ agile project management methods. We will manage cost, schedule, scope, and quality to ensure the proper execution of successful deliverables.

In addition, we are tracking all time from all staff on all projects and initiatives. In FY12, before the Office of Distance Education and eLearning formed into a separate organization, it was estimated that only 5% of all work effort was being spent away from operations. In FY13, as shown in the graph below, roughly 25% of all work effort was dedicated to new projects and initiatives. The Office of Distance Education and eLearning will continue this trend, dedicating at least 20% of all effort to new, value-added offerings.

REFERENCE GRAPH: TOTAL CATEGORIZED ODEE WORK EFFORT FOR FY13 AS OF MAY 24, 2013



APPENDIX A: PRO FORMA AND FINANCIAL SPREADSHEETS

FIVE-YEAR FORECAST

This is a five-year forecast of the Office of Distance Education and eLearning sources and uses. It reflects our best estimates based on current data. It covers the current operational expenses as well as the needs to realize our future state of eminence. It illustrates sound and stable financials and we plan on examining our financial performance annually and operate within available income.

Nevertheless, this strategic plan introduced few new initiatives (bottom table) that we are still working through securing funding sources to cover its cost. We plan to manage these new ventures strategically and continue to advance the university's academic mission without risking our financial health.

		FY13	FY14	FY15	FY16	FY17	FY18
Sources	Carryforward Cash		\$4,380,130	\$2,111,435	\$1,410,380	\$1,175,375	\$1,219,890
PBA	eLearning	\$6,746,120	\$6,996,120	\$7,246,120	\$7,246,120	\$7,246,120	\$7,246,120
	Extended Education	\$1,163,200	\$1,163,200	\$1,163,200	\$1,163,200	\$1,163,200	\$1,163,200
	OAA Support	\$970,000	\$1,064,100	\$1,161,020	\$1,195,850	\$1,296,730	\$1,296,730
	Total PBA	\$8,879,320	\$9,223,420	\$9,570,340	\$9,605,170	\$9,706,050	\$9,706,050
Cash	eLearning	\$1,797,840					
	Extended Education	\$602,400					
	OAA Support	\$1,766,250	\$1,743,740	\$2,019,510	\$2,134,200	\$2,198,820	
	Digital First	\$1,800,000	\$800,000				
	IPPLG-General Operating	\$580,000	\$305,000				
	Total Cash	\$6,546,490	\$2,848,740	\$2,019,510	\$2,134,200	\$2,198,820	\$0
Revenue	Revenue from Distance Education *			\$410,020	\$994,450	\$1,692,070	\$2,564,100
	Huntington (Endowment Interest Income)		\$514,000	\$450,000	\$450,000	\$450,000	\$450,000
	Annual Income	\$15,425,810	\$12,586,160	\$12,449,870	\$13,183,820	\$14,046,940	\$12,720,150
Total Income		\$15,425,810	\$16,966,290	\$14,561,305	\$14,594,200	\$15,222,315	\$13,940,040

* Assumes 70/30 revenue split between Colleges and ODEE



		FY13	FY14	FY15	FY16	FY17	FY18	
Uses	Staff Salaries							
	FTEs	62.9 FTEs	84.6 FTEs	81.1 FTEs	82.1 FTEs	84.1 FTEs	84.1 FTEs	
	Students	123.0 Students	127.0 Students	127.0 Students	132.0 Students	136.0 Students	136.0 Students	
	Admin & Professional Salaries	\$3,897,640	\$5,137,120	\$4,982,040	\$5,047,040	\$5,182,040	\$5,182,040	
	Faculty	\$33,520	\$25,010					
	Graduate Associate	\$47,030	\$92,030	\$92,030	\$92,030	\$92,030	\$92,030	
	Students Wages	\$553,510	\$640,460	\$640,460	\$694,460	\$737,660	\$737,660	
Total Salaries and Wages		4,531,700	5,894,620	5,714,530	5,833,530	6,011,730	6,011,730	
Uses	Benefits	\$1,448,520	\$1,923,180	\$1,860,340	\$1,888,300	\$1,939,640	\$1,939,640	
	Classrooms Operation	\$1,823,400	\$1,671,475	\$1,591,475	\$1,591,475	\$1,591,475	\$1,591,475	
	Classrooms Capital Investment		\$514,000	\$450,000	\$450,000	\$450,000	\$450,000	
	Classroom Support	\$36,440	\$36,440	\$36,440	\$36,440	\$36,440	\$36,440	
	Classroom Technology	\$213,900	\$289,100	\$180,400	\$231,700	\$276,000	\$266,000	
	Classroom Computing	\$375,650	\$211,450	\$414,320	\$205,780	\$303,840	\$157,780	
	Backend Support	\$66,150	\$68,750	\$48,750	\$57,250	\$48,750	\$68,750	
	Physical Learning Environment General	\$137,730	\$148,530	\$148,530	\$148,530	\$148,530	\$148,530	
	Client Computing		\$90,480	\$90,480	\$90,480	\$90,480	\$90,480	
	Carmen & RIV (systems)	\$1,073,820	\$1,329,280	\$1,322,000	\$1,348,360	\$1,373,190	\$1,398,530	
	Student Services & Enrollment	\$9,300	\$36,800	\$36,800	\$36,800	\$36,800	\$36,800	
	Grants Program	\$10,090	\$11,600	\$17,400	\$17,400	\$17,400	\$17,400	
	Outreach	\$29,110	\$15,900	\$15,900	\$15,900	\$15,900	\$15,900	
	Digital Unions	\$32,690	\$40,500	\$40,500	\$40,500	\$40,500	\$40,500	
	Digital Union - Construction	\$150,000	\$300,000	\$12,480	\$206,960	\$226,480	\$69,440	
	Digital First	\$720,140	\$690,500					
	ODEE Office	\$121,580	\$126,980	\$129,670	\$129,670	\$129,670	\$129,670	
	Media Services	\$156,460	\$69,600	\$69,600	\$69,600	\$69,600	\$69,600	
	Web Support	\$23,200	\$29,200	\$29,200	\$29,200	\$29,200	\$29,200	
	Marketing & Communication		\$121,800	\$162,800	\$201,760	\$248,270	\$306,410	
	General Fund Support - State Science	\$48,000	\$48,000	\$48,000	\$48,000	\$48,000	\$48,000	
	Distance Education Systems/Apps:							
	EduBlogs		\$10,000	\$10,200	\$10,400	\$10,610	\$10,820	
	ePortfolio		\$140,000	\$105,000	\$107,100	\$109,240	\$111,420	
	TurnITin		\$318,450			\$113,570	\$116,980	
	Lecture Capture-Mediasite		\$268,860	\$48,500	\$48,500	\$48,500	\$118,430	
	Web Publishing		\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	
	On-Line Training			\$50,000	\$50,000	\$50,000	\$50,000	
	Web Conference		\$49,000	\$49,980	\$50,980	\$52,000	\$53,040	
	Distance Staff Support/Operational	\$200	\$40,600	\$46,400	\$52,200	\$63,800	\$63,800	
	OCIO Help Desk	\$37,600	\$38,350	\$39,120	\$39,900	\$40,700	\$41,510	
	Multi-state Authorization		\$271,410	\$332,110	\$332,110	\$332,110	\$332,110	
	Annual Expenses		\$11,045,680	\$14,854,855	\$13,150,925	\$13,418,825	\$14,002,425	\$13,870,385
Net Income		\$4,380,130	\$2,111,435	\$1,410,380	\$1,175,375	\$1,219,890	\$69,655	



		FY13	FY14	FY15	FY16	FY17	FY18
New Initiatives							
Uses	Staff Salaries						
	FTEs		2.0 FTEs	7.0 FTEs	7.0 FTEs	7.0 FTEs	7.0 FTEs
	Students						
	Admin & Professional Salaries		\$120,000	\$400,020	\$400,020	\$400,020	\$400,020
	Students Wages						
Total Salaries and Wages			120,000	400,020	400,020	400,020	400,020
Uses	Benefits		\$41,880	\$139,610	\$139,610	\$139,610	\$139,610
	Digital First			\$40,500	\$40,500	\$40,500	\$40,500
	Faculty Academy		\$45,000	\$45,000	\$45,000	\$45,000	\$45,000
	Faculty Innovation Center		\$366,400	\$116,400	\$116,400	\$116,400	\$116,400
	Distance-Transcription Services		\$252,000	\$252,000	\$252,000	\$252,000	\$252,000
Annual Expenses		\$0	\$825,280	\$993,530	\$993,530	\$993,530	\$993,530

APPENDIX B: STAFFING MATRIX

The Distance Education and eLearning proposed staffing matrix is critical to achieving the strategic goals of our unit by ensuring that we have the talent, knowledge, skill sets, and strengths within our organization required to move us from excellence to eminence.

CLASSROOM: CURRENT STAFFING		
# OF FTEs	POSITION TITLE	
1	Director of Learning Environments	
1	Manager Classroom Services	
3	Learning Env. Incident Specialist Lead	
1	Learning Env. Incident Specialist	
1	Learning Env. Assessment Specialist	
1	Senior Learning Env. Engineer	
3	Distributed Media Coordinator	
1	Manager Computing Services	
2	IT Solutions Manager	
2	IT Solutions Engineer	
1	Senior LAN Administrator	
1	Innovative Environments Lead	
2	Technology Support Specialist Lead (1 vacancy)	
2	Technology Support Specialist (1 vacancy)	
CLASSROOM: ADDITIONAL STAFFING		
FY	# OF FTEs	POSITION TITLE
14	1	IT Solutions Engineer
Total # FTEs by FY18 = 23		

LEARNING TECHNOLOGY: CURRENT STAFFING		
# OF FTEs	POSITION TITLE	
1	Director of Learning Technology	
3	Educational Technologist	
1	Educational Support Specialist	
1	Innovation Lead	
1	Digital Union Lab Manager	
2	Grants Support and MOOC Production	
1	Video Producer/Director	
LEARNING TECHNOLOGY: ADDITIONAL STAFFING		
FY	# OF FTEs	POSITION TITLE
14	1	Instructional Designer
14	2	Educational Technologist, Device Implementation
15	2	Instructional Designer, Faculty Innovation Center
16	1	Instructional Designer
Total # FTEs by FY18 = 16		

LEARNING SYSTEMS: CURRENT STAFFING		
# OF FTEs	POSITION TITLE	
1	Director, Learning Systems and Infrastructure	
1	Systems Manager, Infrastructure	
1	System Administrator	
1	Support and Communications Manager	
1	Process Coordinator	
2	Support Analyst	
1	Development Training Specialist	
1	Sr. Systems Manager, eLearning Applications	
1	Senior eLearning Systems Developer	
3	eLearning Systems Developer	
1	Media Libraries Specialist	
LEARNING SYSTEMS: ADDITIONAL STAFFING		
FY	# OF FTEs	POSITION TITLE
14	1	System Administrator
14	1	Support and Training Analyst
14	1	eLearning Systems Developer
14-15	3	eLearning Systems Developer — Analytics, Portal
Total # FTEs by FY18 = 20		

DISTANCE EDUCATION: CURRENT STAFFING		
# OF FTEs	POSITION TITLE	
1	Director, Digital Scholarship and Development	
1	Instructional Design Coordinator	
1	Senior Instructional Designer	
2	Instructional Designer	
DISTANCE EDUCATION: ADDITIONAL STAFFING		
FY	# OF FTEs	POSITION TITLE
14	1	Senior Instructional Designer
14	1	Instructional Designer
15	1	Senior Instructional Designer
16	1	Instructional Designer
17	1	Learning Analytics Lead
17	1	Relationship Manager
Total # FTEs by FY18 = 11		

STUDENT SUPPORT: CURRENT STAFFING		
# OF FTEs	POSITION TITLE	
1	Director of Student Support	
1	Academic Advisor and Staff Assistant	
1	Admissions Counselor	
1	Program Coordinator, Contractual Outreach	
1	Program Coordinator, Program 60	
<.75, temp (<= 6 months)	Program Coordinator, State Authorization	
STUDENT SUPPORT: ADDITIONAL STAFFING		
FY	# OF FTEs	POSITION TITLE
14	1	Program Coordinator, State Authorization
14-15	1 (temp, 1yr)	Program Assistant, State Authorization
15	-1	Program Assistant, State Authorization (role ends in FY 15)
Total # FTEs by FY18 = 6		

ADMINISTRATION: CURRENT STAFFING		
# OF FTEs	POSITION TITLE	
1	Associate Vice President	
1	Sr. Director of Administration	
1	Director of Finance	
1	Director of Program Management	
1	Human Resources Manager	
1	Office Manager	
1	Executive Assistant	
1	Fiscal Officer	
1	Program Coordinator, Event and Conference Management	
.5	Program Assistant, Event and Conference Management	
1	Marketing Director	
1	Media Services Manager	
1	Video Producer/Director	
1	Web Communications Manager	
1	Web Developer	
1	Senior Graphic Designer	
1	Graphic Designer	
ADMINISTRATION: ADDITIONAL STAFFING		
FY	# OF FTEs	POSITION TITLE
14	1	Marketing Coordinator
14	1	Marketing Analyst
14	1	HR Generalist
Total # FTEs by FY18 = 19.5		