Florida Gulf Coast University

Distance Learning Strategic Plan
An Assessment of the Implementation Status
as of
December 29, 1998

Prepared by:
The Distance Learning Steering Committee
Florida Gulf Coast University
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Fall 1998

Introduction

On June 5, 1998, Florida Gulf Coast University adopted its first distance learning strategic plan. It consists of 10 goals designed to strengthen the University’s mission and to make for institution-wide support of distance learning program development and delivery activities.

At its September 15 meeting, the internal distance learning steering committee (which created the plan) identified goals #2 and #5 as the top two goals that would set the wheels in motion for operationalizing the plan. The committee concurred that the university needs to pay immediate attention to creating necessary mechanisms for prioritizing funding and development of programs that are reflective of a viable market and demonstrate the commitment toward achieving the 25% enrollment goal via distance learning. Realizing that the other goals and objectives of the plan also play a key role, the committee agreed to develop a brief study of what is currently being undertaken to implement the strategic plan and present it to the Executive Staff.

Hence, the following report provides a broad overview of steps that have been taken or are under consideration to implement the plan. With the exception of goal #10, each goal (and its objectives) has been addressed separately in narrative form. Information relative to goal #10 has been presented as a separate attachment.

While the committee fully recognizes that the report is not a comprehensive, analytical study, it believes that the information will provide decision makers and person(s) responsible for implementing the plan a vehicle for transitioning into the operational phase.
Strategic Goals

FGCU has identified the following strategic goals and objectives to advance distance learning. To achieve the goals identified in this plan, requires an integrated, university-wide commitment to resource allocation and coordination across Academic Affairs, Administrative Services, and University Development is fundamental.

Goal 1. Use distance learning courses and programs to be responsive to curricular needs of students.

1.1. Establish criteria for a "Quality Education" and then ensure that distance learning offerings reflect these criteria.

Implementation Status:

At the undergraduate level, nine Student Learning Outcomes have been identified, and a curriculum matrix has been developed by most undergraduate program faculties to show where these concepts are taught and how they are assessed. Graduate learning outcomes have been identified, but the identification of those concepts in the curriculum has not yet been conducted. The curriculum matrices will ultimately be used for the assessment of the effectiveness of the educational programs. The university learning outcomes and curriculum matrices apply to all FGCU courses and programs, including distance learning options.

1.2. Ensure that continuous formative and summative evaluation methods are incorporated into the ongoing delivery operations of distance learning course and program offerings, for the purpose of continual improvement and change.

Implementation Status:

It is a BOR requirement that a standard set of eight teaching performance rating items must be administered for every course each time it is offered, including distance learning courses. In addition, open-ended items can also be included. This information is used by the faculty to improve individual offerings and accumulatively, or summatively, to evaluate teaching performance. The implementation of this evaluation system for distance learning courses is currently under study by a University wide committee consisting of faculty and staff to determine if the standard questions for face-to-face instruction are the best questions for assessing distance learning instruction and to determine a method and schedule for collecting feedback from students enrolled in distance learning offerings.
Every operational unit in the University is responsible for establishing an assessment plan that serves the purpose of continuous improvement and institutional effectiveness. Each plan must include a statement of goals, objectives, effectiveness measures and planned use of findings for improvement. These operational plans address both distance and on campus courses.

The mission of the University states that delivering and/or supporting distance learning is the responsibility of all colleges and support units. Therefore each unit’s assessment plan will incorporate factors pertaining to the unit’s role in delivering and/or supporting distance learning. The development of assessment plans across the university began in spring, 1998. In October 1998 the plans were updated. A campus-wide satisfaction survey was conducted in February 1998 to collect data regarding many issues, including distance learning, and a survey was created by the Office of Instructional Technology in conjunction with the Office of Planning and Evaluation for the purpose of assessing the distance learning students’ satisfaction with their FGCU distance learning experience. This survey was piloted in December, 1998. As a result of this pilot, the survey will be administered to all students enrolled in a distance learning course during academic year 1998-99, and to a sample of students thereafter.

There is also an informal network of faculty initiated research on the quality of distance education at FGCU. The findings from this research will be the natural starting point for more formal University wide analysis of the quality of distance learning.

1.3. Plan and sequence distance learning programs and course offerings such that students can progress through the program in a systematic and timely fashion.

Implementation Status:
The Criminal Justice program is the first full-degree program to be developed at FGCU. Care was taken to first develop the nine core required courses with the intention to offer those courses every year. This same approach is being followed for the development of the Master’s in Public Administration, which will become the second full distance learning degree program and will be available as such beginning in the Spring 1999 semester. The development of the following distance learning degree programs are pursuing similar development schedules: B.S. in Health Sciences, B.S. in Nursing, B.S. in Clinical Laboratory Science, Master’s in Business Administration, Master’s in Health Science, Master of Arts/Education in Educational Technology, and Master’s in Physical Therapy.
1.4. Plan and sequence distance learning programs and courses to show how students can move from fixed entry/exit to flexible entry/exit.

Implementation Status:
Work on this objective is in its infancy; this is largely due to the limited number of entire programs currently offered. Steps have been taken to accommodate students whose progress does not follow the prescribed course sequence, thus allowing flexible exit. For example, two criminal justice courses will be offered through distance as independent studies in the Spring of 1999 to accommodate a student’s desire to graduate.

1.5. Make high demand/high enrollment courses available through distance learning to meet curricular needs of students.

Implementation Status:
Distance learning courses have been and are being designed in content areas that have anticipated high enrollments. Examples include Research Methods, ESOL, Introduction to Computers, US History Since 1877, The Civil War, History of Modern East Asia, Modern Latin America, and Understanding Visual and Performing Arts.

These are not currently being taught as high enrollment courses due to limitations in the staffing models. The general view in the colleges is that frequent asynchronous communications are imperative for a distance learning course to be effective, yet these continuous and random exchanges may require enrollment caps of 20-30 in order to ensure instructional effectiveness. Staffing options that would allow for a faculty person to serve as the course supervisor are being explored, while using additional non-faculty instructional staff, e.g., graduate teaching assistants or Master’s-level assistants to help manage the electronic communications and grading. These options were presented to faculty in a November 9th teleconference with representatives from Athabasca University, a leader in this area.

1.6. Relieve peak demand for classroom space through distance learning alternatives.

Implementation Status:
The percentage of enrollment in distance learning courses has increased each of the past three terms of operation. Each of these increases reduces the demand for classroom space. In the spring-99 semester, there are 64 distance learning sections scheduled. Fifty-five of these 64 sections require no scheduled classroom space. Across the remaining nine sections, the need for scheduled classroom space is reduced by 80%.
1.7. Provide distance learning alternatives for meeting the university-wide graduation requirements of service learning, university colloquium, and senior seminar.

Implementation Status:
The colloquium is being piloted as a distance learning course this fall and offered for limited enrollment in the Spring-99 semester. The distance learning offerings for the senior seminars in a number of the degree programs are in development, and the University’s service learning requirement can easily be completed within any geographic area.

Goal 2. Identify market opportunities for distance learning courses and programs congruent with academic strengths.

2.1. Compile information annually from the five (5) county region, the Board of Regents, nationally, and internationally to demonstrate trends relevant to potential distance learning markets.

Implementation Status:
The 10 Year Plan for the building of the University involved extensive use of data gathered from stakeholders to determine regional demand for academic programming. Recent work in this area has been done more informally at the program and college level. Systematic market analysis as described in this objective has not been done university-wide since the August 97 opening, but there has been progress in this area in selected programs. An example of this would be the ongoing dialog with the risk management industry and the College of Business to provide distance delivered courses for professional certification, continuous dialogues with K-12 education leaders, a statewide survey of corrections’ employees, survey, and continuous discussions with leaders in the health professions.

2.2. Identify opportunities for generation of FTE that include high demand/high enrollment courses that can be taught effectively through distance learning strategies.

Implementation Status:
Within each college planning has occurred at the program level to identify high demand/high enrollment courses. Examples include the graduate credit course on school reform in the College of Professional Studies, the Ethics course in the College of Business, the Research Methods course in the College of Health Professions, and the Collegium in the College of Arts and Sciences.
2.3. Identify potential distance learning "niche" markets.

**Implementation Status:**
A systematic plan to do this market research has not been started.

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<tr>
<th>Goal 3.</th>
<th>Consistent with the University’s mission, ensure a continuous and stable funding base for distance learning.</th>
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<tr>
<td>3.1.</td>
<td>Commit the institutional resources necessary to develop and deliver 25% of FGCU enrollment via distance learning.</td>
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<td>• 3.1.1 Create a mechanism for funding distance learning priorities, including program development, marketing, and delivery, which distinguishes between short-term and long-term investment and cost-effectiveness.</td>
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<td>• 3.1.2 Ensure that academic, administrative and development unit budgets are built with distance learning priorities as a component.</td>
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<td>• 3.1.3 During the start-up phase of the University, maintain a central fund to stimulate the development of distance learning courses, programs, and scholarship.</td>
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**Implementation Status:**
As of fall 1998, the University has reached 21.5% of its unduplicated headcount enrollment through distance learning, which indicates that we are on track toward achieving this goal.

• 3.1.1 Mechanism has not yet been created.
• 3.1.2 The FGCU Institutional Effectiveness Plan sets forth the expectation that each unit in the organization will contribute to the FGCU Mission and Goals. One goal states that "FGCU will develop and provide access to alternative learning methodologies as appropriate." Each college and department will be expected to show how their work has contributed to these goals.
• 3.1.3 The Distance Learning Course and Program Acceleration Program was designed in the spring of 1998 as a means to encourage development of courses and expansion of degree programs specifically for the fall '98 and spring '99 semesters. The program was funded from the president's discretionary fund resulting from the '96/97 tuition increase approved by the Florida legislature.
3.2. Ensure that excellence in teaching awards have a special category to reward teachers engaged in distance learning.

Implementation Status:
During 1997-98 a teacher of the month was chosen by the staff of the Eagle, the student newspaper. A teacher of the year was recognized at graduation. To date there has been no special category established to recognize teachers of distance learning.; however, innovation and the effective use of technology was included in the selection process as one criterion for excellence.

3.3. Identify additional public and private revenue sources for distance learning.
   - Dedicate some portion of a sole revenue source, such as the proposed technology fee, to support distance learning.
   - Work toward state legal/policy changes to dedicate Building Fees/Capital Improvement Trust Fund fees for technology support for credit hours produced via distance learning. Other fee options, such as parking, health service, and A&S fees could be redirected toward student support for distance learning.
   - Identify a portion of funds derived from special revenue programs, such as unique international enrollments, to enhance distance learning support.
   - Develop and launch a fund raising plan through University Development to support distance learning.

Implementation Status:
There has been a great deal of effort by the President to accomplish this goal. Proposed changes were sent to the SUS lobbyists and the Chancellor. Also discussions are underway with SREB staff to work directly with the Legislature. The system is slow in responding to individual institution’s request which deviates from the norm. A technology fee has not yet been approved by the legislature. There was, however, a portion of the tuition increase approved by the '97/98 legislature dedicated for technology. A portion of that is being used this year to support distance learning initiatives.

3.4. Increase access to special external funding sources and grant opportunities, and reduce support costs by forming strategic alliances with other colleges and universities, outside organizations, business, and industry.
Implementation Status:
Each college has developed alliances to assist with this objective. Some examples include:
Arts and Sciences; College of Business - (UCF partnership to support a cohort 
of engineering students on the FGCU campus); College of Health Profession; 
College of Professional Studies - UCF partnership for EDD in Educational 
Leadership.

Goal 4. Recruit, support, and recognize a faculty enabled to effectively 
design, develop and deliver distance learning courses and 
programs in collaboration with instructional development 
teams.

4.1. Develop an annual institutional plan for providing instructional 
technology services which include strategies and activities with 
measurable results and are supportive of faculty’s distance 
learning development and delivery efforts.

Implementation Status:
At present technology support services are being provided by various 
agencies in the University. These include, but are not limited to 
Administrative Computing, Instructional Technology and college-based 
personnel. All colleges and departments have established institutional 
effectiveness plans with goals which include strategies and activities with 
measurable results to support distance learning.

4.2. Identify and distribute institutional resources to enable faculty to 
develop courses and programs, use a range of technologies, and 
assess student learning.

Implementation Status:
Distance learning at FGCU is everyone’s responsibility. This belief is reflected 
in the organizational structure. Development and technical support services 
are provided through a system of centralized/decentralized services. 
Centralized network and employee desktop support is provided by 
Administrative Services; centralized service to support instruction is 
provided by Instructional Technology including classroom technical support, 
course design services, web development, applications development, print 
design/layout, and materials development. In addition, through the student 
information system, student e-mail, and electronic library services student 
services and the library provide technology and information support
services that are essential to distance learning strategies. In some cases, colleges also have hired support personnel to assist students and faculty in their use of technology.

The assessment of student learning is guided by the undergraduate and graduate student learning outcomes which are a part of the Institutional Effectiveness Plan. Each academic program in the university is responsible for assessing progress toward these learning outcomes.

There is still need for early development of competency exams to encourage self-paced learning.

4.3 Study faculty workload issues and develop policies for faculty load and compensation for distance learning efforts.

Implementation Status:
It is currently under study by the Academic Affairs Office and the Faculty Senate’s Technology Team.

4.4. Develop a plan to achieve institutional targets while maximizing resource allocation and staffing decisions that effectively support faculty assignments, class size, and self-paced learning.

Implementation Status:
The Criminal Justice department is in the early stages of studying ways that high enrollment courses can be supported using cost effective staffing models. They hope to draft a proposal in January 1999 and pilot a high enrollment course in the Summer. Their study will begin with a teleconference on November 9, 1998.

4.5. Continue to recruit faculty who have demonstrated an ability or willingness to effectively incorporate distance learning goals and technologies into their instruction.

Implementation Status:
A major focus of all academic recruitment is on candidates’ prior teaching experience, including DL. Many good candidates have not had experience designing distance learning courses or teaching them, thus as they engage in acquiring these experiences, they are provided assistance through institutional support services.

4.6. Continue to recruit, train, and support instructional development staff who demonstrate an ability and willingness to work collaboratively with faculty and utilize appropriate technology in the development of distance learning courses and programs.
Implementation Status:

Recruitment: The two most recent positions in this area were advertised regionally and nationally in print and electronic media. Because of high demand in the programming and web development fields the university salaries are marginally competitive. This market factor makes it very difficult to attract candidates.

Training: The instructional development staff in Instructional Technology participates in weekly staff training through the review of course designs, skill development with new software, and critiques of projects.

Professional Development Support: Each member of the instructional development staff sets annual goals for professional growth and receives a budget to attend appropriate training and engage in professional development activities that help them achieve those established goals.

4.7. Ensure linkage between distance learning efforts of faculty and faculty recognition systems.

Implementation Status:

The academic vice president and the deans are fully aware of this goal and it is being considered as part of overall faculty evaluation process underway in Fall, 1998.

4.8. Ensure that faculty development constantly enlarges the intellectual capacity of the University community.

Implementation Status:

Faculty development activities are sponsored by many university units including, but not limited to, the colleges, Academic Computing, Instructional Technology, Planning and Evaluation, and Contracts and Grants. Assessment of the impact of these faculty development activities on organizational performance will be incorporated into unit institutional effectiveness plans.

4.9. Ensure that appropriate faculty evaluation methods are identified and applied to distance learning courses.

Implementation Status:

As noted in 1.2, it is a BOR requirement that a standard set of student evaluations are administered for every course each time it is offered, including distance learning courses. In addition, open-ended items can also be included. This information is used by the faculty to improve individual offerings and accumulatively, or summatively, to evaluate teaching
performance. The implementation of this evaluation system for distance learning courses is currently under study by a University wide committee consisting of faculty and staff to determine if the standard questions for face-to-face instruction are the best questions for assessing distance learning instruction and to determine a method and schedule for collecting feedback from students enrolled in distance learning offerings. Also criteria for evaluating faculty performance are currently being developed by the faculty within each college and in all cases include an emphasis on effective teaching, which will be applied independent of delivery strategy.

Goal 5. Develop ongoing management processes for reviewing, evaluating, and prioritizing market opportunities to implement distance learning courses and programs.

5.1. Create a mechanism within Academic Affairs which is responsible for reviewing the proposed distance learning three year plans submitted by the colleges and for: 1) prioritizing the proposed offerings for the upcoming academic year according to cross-institutional goals and priorities; and 2) identifying and prioritizing any necessary new distance learning course and/or program development projects for the upcoming year.

Implementation Status:
This objective has not yet been formally operationalized.

5.2. Require that each college annually submit to the Vice President for Academic Affairs an updated three year plan for proposed distance learning course and program offerings that: 1) are considered by the college to be reflective of a viable distance learning market; 2) includes timelines and implementation strategies to deliver selected degree programs entirely through distance learning; and 3) reflects a commitment to contributing toward the University achieving 25% of its enrollment through distance learning.

Implementation Status:
A schedule for distance learning course development was submitted by each college to the Vice President for Academic Affairs in the Fall of 1997. These plans reflected what the colleges considered to be a viable distance learning market with timelines for development and implementation. These plans are currently being reviewed and updated.

5.3. Develop and fund marketing activities appropriate for the annually targeted distance learning courses and programs.
Implementation Status:
While the Marketing Council would be an appropriate avenue to create visibility for DL programs in our enrollment marketing strategy, there has not been any activity to-date to focus on DL programs as a component of an overall enrollment strategy. Funding of any marketing activity or event not included in the Government and University Relations budget must be requested of the Executive Staff as one-time expense.

5.4. Regularly communicate milestones and achievements in distributed and distance learning courses and programs to faculty, staff, students and the community.

Implementation Status:
This objective has not yet been formally operationalized.

Goal 6. Leverage resources by forming strategic alliances to extend FGCU distance learning courses and programs that have been identified as consistent with targeted market opportunities.

6.1 Continue the partnerships developed for Distance Learning Courses/Programs such as SPJC/DC in Criminal Justice, BCC/ECC in Physical Therapy, UF/ECC in Agriculture, UCF in Education and Engineering, and identify:
- Groups of community colleges to meet and develop articulated Distance Learning Programs;
- Brokered delivery of programs with timelines;
- Courses and programs that can be delivered to FGCU students from other institutions/agencies/individuals.

Implementation Status:
The formal partnership between BCC/ECC and Physical Therapy has not been pursued further. Changes in curriculum, the degree granted and the presence of a new program at FAU has decreased the desirability and feasibility of such a relationship. The other partnerships continue. The first person to earn a CJ degree through distance learning plans to graduate in Spring, 1999.

6.2 Develop new types of partnerships.

Implementation Status:
Physical Therapy developed a relationship with University at Buffalo for course sharing through the Internet. At present, one course is being delivered by UB to 25 PT students at FGCU. Further national and international relationships such as this are being investigated.
Nursing is pursuing a partnership with South Florida CC to deliver the entire RN/BSN program to their Sebring campus. The FGCU nursing program would become part of SFCC's "University Center."

Goal 7. Provide recruitment, admissions, financial aid, registration and advising services appropriate to meet the needs of distance learners.

7.1. Develop a university-wide recruitment plan targeted at specific populations who would prefer distance learning to on-campus education.

Implementation Status:
No plan has yet been developed to this purpose. Such a plan would fall under the direction of the FGCU Marketing Committee.

7.2. Create information packets and tools for recruitment activities and program promotion specifically geared for distance learning.

Implementation Status:
A Student Guidebook for Distance Learning was printed for use in recruitment and advising. Also, a distance learning website was developed and is updated each semester through the Office of Instructional Technology. During the Spring 1999 semester, IT plans to develop, in conjunction with the Admissions Office and the Colleges, a brochure that can be used in recruitment activities.

7.3. Create an orientation program for distance learning students.

Implementation Status:
Both the Student Guidebook for Distance Learning and the University's Distance Learning Website were developed to include most of the information that is covered in more traditional orientation programs. During the Spring Semester, through the Office of Instructional Technology, a more complete set of electronic self assessments and tutorials will be developed to serve the need for distance learning student orientation.

IT has developed a technology self assessment and technology tutorial which includes a survey, information, and practice activities for each of the essential technologies that distance learning students must use. These include word processing, email, library services, and web use. The self-assessment is linked to the syllabus for every course in the schedule, including distance learning courses. The tutorial is added to the course website at the discretion of the professor.
In addition, the Technology Fee Committee recently submitted a proposal to President McTarnaghan requesting that some of the technology fee funds might be used to develop a means of orientation at a distance.

7.4. Continue to provide online admission, registration, and drop and add services using the Internet.

**Implementation Status:**  
Students can apply, register and drop/add courses via the Internet.

7.5. Continue to provide telephone registration and drop and add services.

**Implementation Status:**  
Students can apply, register, and drop/add courses via the telephone.

7.6. Maintain an online schedule of courses and course descriptions.

**Implementation Status:**  
The online schedule of courses and course descriptions are updated daily and easily accessible via the Internet.

7.7. Assign an e-mail account for every student upon registration that will allow them to communicate from a distance with other students, professors, and administrative staff.

**Implementation Status:**  
All students are given an e-mail account.

7.8. Continue to enhance online student development information and opportunities including access to web-based job searches, resume bank, housing within the service area of FGCU, employment opportunities on and off campus, and participation in student related activities.

**Implementation Status:**  
Career Development is in the process of implementing a sophisticated web-based system giving employers and students access to each other’s employment data. This includes job searching and resume banks, and many other features. An on-line local housing database is available on the WWW. A web server to contain student home pages has been obtained and is being set up. We hope to add features to this to allow remote participation in selected activities.

Work with colleges and departments to provide online tutoring services.
Implementation Status:
Online tutoring services are available for mathematics and writing.

7.10. Provide an interactive web-based admissions application that would be integrated with the SUS Banner student information system.

Implementation Status:
The web-based application process that is integrated into BANNER is currently under final testing.

7.11. Create an online advising system to provide course scheduling and academic advice.

Implementation Status:
Currently, students may e-mail advisors with scheduling questions. We are represented on a state-wide committee to develop an advising system called FACTS. This is supposed to be implemented by Sept 99.

7.12. Provide distance learners with online access to their records and student data through the Internet.

Implementation Status:
Currently, students can access their records via the Internet utilizing a personal identification number (PIN).

7.13. Enhance student online financial aid information, application, and services.

Implementation Status:
Currently, students can apply via the Internet for Federal Financial Aid-FAFSA form. By January 1, 1999, the university's scholarship application will be available on the website. Students can also communicate with a financial aid counselor and receive information on their award package and status via the WWW.

7.14. Maintain and continue enhancing the user help-desk services through the 1-800 number.

Implementation Status:
There is a web/e-mail based help desk system available to students. Administrative Services maintains a help-desk telephone referral service.

7.15. Provide an opportunity for students to pay by credit card.
Implementation Status:
Currently the Board of Regents is considering reversing the policy prohibiting students' payments by Credit Card.

Goal 8. Provide library resources, reference services, and information literacy instruction appropriate to meet the needs of distance learners.

8.1. Establish a document delivery system that ensures distance learners receive the appropriate resources at home.

Implementation Status:
Through the library web site (http://library.fgcu.edu) distance learners may access Course Reserve Materials and full-text articles from about 4,000 journals from off campus locations. Distant learners may also request photocopies of journal articles that are not available via the web and the copies will be mailed to the student at no charge.

8.2. Establish a mechanism that ensures distance learners have access to appropriate resources at the nearest remote learning site.

Implementation Status:
Library Services collaborates with Instructional Technology to provide required resources at distance learning sites or through the library web site. http://library.fgcu.edu

8.3. Connect distance learners with the Florida electronic and telephone reference service designed to meet the needs of distance learners.

Implementation Status:
FGCU distance learners connect with The Florida Distance Learning Reference and Referral Center (RRC) directly http://www.lib.usf.edu/distance or through a link from the FGCU Distance Learning web site http://litech.fgcu.edu/distance/library.htm. The RRC provides centralized reference and referral services for students who are enrolled in an off-campus course offered by any State of Florida public university or community college. The Center's services are designed to complement the primary services provided to FGCU students by FGCU Library Services

8.4. Provide electronic reference resources on the Library Website for remote access by all learners.
Implementation Status:
The FGCU library web site includes digital reference materials such as encyclopedias, dictionaries, indexes, and full-text articles from about 4,000 journals. Library users can get reference service by telephone, by email, or through a "Ask a Reference Question" form on the library's web site. http://library.fgcu.edu

8.5. Establish online tutorials accessible to remote learners to teach basic information literacy skills.

Implementation Status:
The Library web site Subject Guides include a guide to evaluating Internet-based information sources and guides to finding appropriate resources in a variety of disciplines. In the coming year, the web site will expand to include the content of library skills workshops presented on campus, and an interactive tutorial on basic library research.

8.6. Ensure that Library staff systematically work with teaching faculty to incorporate information literacy into the design of the course.

Implementation Status:
The FGCU Librarians have developed an Information Literacy Program (ILP) plan that emphasizes the concepts and processes of using information sources, rather than specific tools, technologies, or information systems. In teaching processes rather than tools, it is intended that the skills will be transferable across a variety of information systems and remain effective long after current technology becomes obsolete. The ILP promotes the idea of integrating information literacy skills into the existing curriculum, in a general progression that will build student knowledge and sophistication in using information resources. The ILP plan has been endorsed in concept by the Dean's Council and will be examined by the Undergraduate Curriculum Committee during the spring 1999 semester. Full description available on the library web site http://library.fgcu.edu

8.7. Ensure that Library staff work with teaching faculty when courses are being designed to ensure library resources are available when the course is being taught.

Implementation Status:
Librarians are members of the Undergraduate and Graduate Curriculum Committees that provide opportunities to review new courses and programs before they are implemented. In addition, a librarian liaison is assigned to each College at the program level to collaborate with instructional faculty, ensuring that the library resources required to support the curricular offerings of the university are identified and acquired in a timely manner.
8.8. Continue to enhance the electronic full text journals available through the Library Website.

**Implementation Status:**
In the web based knowledge environment, digital resources are increasingly critical for providing timely access to scholarly research and for providing access to library resources for distant learners. A variety of electronic resources, many of them with full-text journal articles, have been acquired this year including OVID, UMI ProQuest Medical, Education Abstracts Full Text, Newsbank's Infoweb and JSTOR.

8.9. Coordinate with colleges on priorities for programmatic development for ordering/planning electronic collections.

**Implementation Status:**
The Library is in the beginning stages of coordinating with the Colleges regarding priorities for electronic collections. As a first step, the Library has solicited input from the instructional faculty in identifying those journals that are most needed to support FGCU’s academic programs. Each academic program’s faculty was asked to submit a list of the 25 most important journal titles in the discipline. When this process is complete, we hope to use the experience to establish methods of setting priorities for other collecting areas.

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**Goal 9.** Maintain the human and technical resources and network infrastructure necessary to reliably support and deliver distance learning.

9.1. Annually review and update the university’s Strategic Plan for Technology to ensure that distance learning delivery needs are adequately addressed.

**Implementation Status:**
The group originally responsible for the strategic plan, the University Technology Committee, meets on an issue-by-issue basis. Review of the Strategic Plan for Technology can be assigned to the committee, by the Executive Committee or to a task force as required.

9.2. The university will utilize the emerging Internet technologies as they become available to us.

**Implementation Status:**
FGCU is continuing its affiliate membership in Internet 2, the consortium of universities and corporations developing the next generation of the Internet.
FGCU will be a participant in Florida-Net, the prototype high-speed network connecting all ten SUS institutions to support high-bandwidth applications for distance learning, enhanced access to shared resources, and other collaborative activities.

9.3. Expand the local area network to accommodate future growth both in number of buildings and higher total bandwidth requirements.

Implementation Status:
Equipment lists and budget requests have been prepared for the new Academic 3 and Physical Facilities buildings. Network communications needs are an integral part of planning for new buildings, and are included in building equipment budgets from the outset.

9.4. Anticipate the need for faster access to networked resources, and plan for the eventual migration to high speed Asynchronous Transfer Mode ATM connections to desktop workstations.

Implementation Status:
In summer of 1999, the main campus backbone will be upgraded to provide greater speed and capacity. Even as the number of buildings and network traffic grows, support for high-bandwidth applications be maintained. The ability to provide ATM connections to desktop workstations throughout the main campus will continue to be supported.

9.5. Establish a plan for the systematic upgrade of central services, such as email, database, and desktop computing applications, to take advantage of new and enhanced features for improved productivity.

Implementation Status:
Administrative Computing is organized and staffed to continually review and upgrade all central services. Centralized applications are updated periodically as new releases become available. The Faculty Senate Technology Team and the University Technology Committee are organized to collect information regarding user needs and to recommend changes and adoption of productivity tools.

9.6. Establish a centralized assistance referral helpdesk for staff and students.

Implementation Status:
The centralized assistance referral help desk is established, and provides service to students and staff via telephone, web requests, and e-mail.
Administrative Computing Services has been assigned the responsibility for maintaining this service and it is included in their mission, and annual goals and objectives.

9.7. Integrate the WGCU Public Broadcasting Services as a resource for developing, producing, and distributing courses and information in support of FGCU's distance learning programs and courses.

Implementation Status:
A group of WGCU staff, FGCU faculty and administrators, and the Public Broadcasting Advisory Committee met in October, 1998 to review the mission and strategic goals for the joint broadcasting operations. As a result of this meeting and follow-up activities, the Office of Instructional Technology and the stations will be merged to form the Office of Instructional Technology and Telecommunications Services. A new unit will be formed within the ITTS Office that merges staff and resources from IT and the stations. This new unit will focus on repurposing programming for distance learning purposes, identifying and initiating the production of distance learning multimedia and broadcast programming applications, and creating digital and print educational communications for the university and the stations.

- Ongoing assessment for the purpose of continuous improvement and an examination of best practices will be an integral part of the planning and daily operations of both stations.


Implementation Status:
Continued development and planning for the expansion of networked information services, as for Internet 2 and the Florida-Net, will enhance the university's ability to participate in new technologies and distance learning opportunities as they emerge. Continual evolution of the university's technological infrastructure to meet the needs of all university constituencies is a primary goal of Administrative Computing Services.

9.9. Recruit, train, and support staff who demonstrate an ability and willingness to effectively utilize technologies and support the distance learning faculty, students, and programs.

Implementation Status:
Administrative Computing Services has recruited and trained staff in the operation and support of the campus network infrastructure, centralized
computer applications, and desktop support. The Office of Instructional Technology includes a significant focus on distance teaching and learning, providing support through four instructional work groups: Course and Faculty Development, Media Development, User Technology Support, and Video-Based Distance Learning. Support of a professional staff to provide these services is an ongoing goal of all departments responsible for technology at FGCU.

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**Goal 10.** Conduct continuous evaluation of distance learning programs and support services to ensure the advancement of the University’s distance learning mission.

10.1. Establish multiple evaluation mechanisms that ensure appropriate faculty, staff and student input.

10.2. Determine how effectively the institution delivers services in areas such as advising, library and computer support.

10.3. Continually assess the institutional commitment to an integrated approach to resource allocation and coordination across Academic Affairs, Administrative Services, and University Development in support of distance learning.

10.4. Continually assess the FGCU organizational arrangements and resource allocations for providing and supporting distance learning to ensure that they reflect a balance between institutional goals and efficiencies and academic program priorities.

**Implementation status:**
The Office of Planning and Evaluation is working with each University unit, including those involved with distance learning programs and support services, to develop evaluation plans for the purpose of continuous improvement. Each plan must include a statement of goals, objectives, effectiveness measures and planned use of findings for improvement.

The mission of the University states that delivering and/or supporting distance learning is the responsibility of all colleges and support units. Therefore each unit’s assessment plan will incorporate factors pertaining to the unit’s role in delivering and/or supporting distance learning. The development of assessment plans across the university began in spring, 1998. In October 1998 the plans were updated. A campus-wide satisfaction survey was conducted in February 1998 to collect data regarding many issues, including distance learning, and a survey was created by the Office of
Instructional Technology in conjunction with the Office of Planning and Evaluation for the purpose of assessing the distance learning students' satisfaction with their FGCU distance learning experience. This survey was piloted in December, 1998. As a result of this pilot, the survey will be administered to all students enrolled in a distance learning course during academic year 1998-99, and to a sample of students thereafter.