Taskforce Meeting Summary

June 21, 2010

1. Financial Model

A consensus was obtained in support of the financial model presented by Dr. Core. The details of this agreement are posted on the taskforce website. In summary, fully online courses are defined as those courses meeting online 95% of the time. A $354 per student credit hour tuition rate will be assessed for all online courses beginning with B.GS. courses in spring, 2011 and extending to all undergraduate online courses in fall, 2011. There is no distinction between in-state and out-of-state students in this rate. Traditional students will be allowed to take the online courses, but the online tuition rates will apply.

The use of the term “surcharge” in this model is merely a placeholder term that really means a special tuition and fee structure for online courses. The term will not be used going forward.

The model is based on FTE students. Given that non-traditional learners don’t take full-load of courses, we will need many more students to generate the credit hours identified in the model.

There needs to be more discussion and planning concerning the communication to traditional students about the increased cost of online courses.

The FY11 budget will have to be amended to accommodate the financial model.

Revenue from online courses will be distributed per student credit hour:
- Of the $350 collected, $154 to general fund.
- Of the remaining $200:
  - $90 (45% of $200) to the College responsible for the course.
  - $60 (30% of $200) Administrative Overhead
  - $50 (25% of $200) University Strategic Priorities

Currently, students in online programs are not assessed all of the traditional fees. Questions were posed regarding the necessity of online students to have an ID card, access to the RAC, athletic events, etc... There are concerns about complicating the billing process by introducing electable fees. The issue of access to fee-based services will be discussed further.

It is understood that there will be necessary investments made to hire staff and faculty to support and deliver the B.GS. program. Colleges and administrative areas will immediately identify personnel needs and make requests through their Vice President to be considered by PC and approved by the President.

2. Academics

Compass (http://academics.georgiasouthern.edu/testing/compass.htm) and Regents Exam testing pose logistical concerns. It has been determined that the Compass exam can be administered by other institutions. The Provosts office will investigate issues associated with Regents Exam and determine if there are any precedents set among online programs in the USG (e.g. GOML). We want to avoid any testing requirements that force students to travel long distances.
We are in good situation relative to online B.GS. course availability. CLASS faculty are engaged with the COL to develop remaining online courses this summer. There are 13 courses that were developed outside of COL model and these will be redesigned applying the COL pedagogical constructs.

Academic advisement will be handled in the College.

3. **Enrollment Management**

Dr. Smith is working closely with Mr. Flathman and the enrollment management team to create market study instruments. Mr. Deal reported that there may be as many as 11,000 recent (last 5 years) former students that would be candidates for the online B.GS.

Ms. Smith indicated that for students entering the online B.GS. program through traditional admissions processes, we will use Hobson’s Connect. However, previously admitted returning students will be processed through the Registrar. The taskforce recognizes that there must be some consistent service mechanism for all students to matriculate successfully. This lead to discussion about the importance of providing “concierge” services for students in online programs. This topic will be examined in detail at a future taskforce meeting.

4. **Next Steps - Services Gap Analysis and Action Plans**

The taskforce discussed next steps and determined our focus will be to conduct inquiries into existing key services and capabilities that support online programs. The examinations will identify gaps in capabilities and lead to action plans to ensure that all high-priority functions are ready and scalable for B.GS. We will also evaluate these areas relative to their role in supporting existing/future graduate online programs. The taskforce identified the following high-priority areas:

**Student Affairs and Enrollment Management**
1. Admissions
2. Student Orientation
3. Financial Aid Services
4. Matriculation (Bursar, Registrar, etc…) and Re-admit processes

**Academic Affairs**
5. Online program, Curriculum and Course Development
6. Library Services
7. Student Advisement
8. Faculty Support

**Financial Affairs**
9. Student Billing
10. Revenue Distribution Reporting
11. Textbook fulfillment

**Technology Systems**
12. Technical Help Desk Services
13. Systems access and identity management

**University Advancement**
14. WWW information
15. Marketing Campaign

Future taskforce meetings will examine these areas, address questions, and clarify plans to ensure excellence in the B.G.S. and existing graduate online programs.