STEP 8:

Develop a Launch Plan

(These processes can done concurrently with the approval processes)

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**FORMS & SAMPLES:**
Access a copy of the forms or samples in this section at:
www.online.ohio.edu/DevelopmentGuide/STEP8/
STEP 8 Checklist: Develop a Launch Plan

☐ Complete checklist for functional support offices (see Functional Support Offices Pre-launch Meeting, page 124)

☐ Complete checklist for student services assignment (see Student Services Assignment, page 126)

☐ Complete marketing preparation worksheet and prepare marketing plan (see Marketing Plan Preparation, page 129)

☐ Create course offerings timeline with teaching load identification (see Course Offerings Timeline, page 133, and Projected Enrollment Teaching Load, page 134)

☐ Review course facilitator process and have facilitators trained as needed (see Online Facilitator Process, page 135)

☐ Template for Memo of Understanding with eLearning OHIO for services (see page 139)
**Functional Support Offices Pre-launch Meeting**

After approval of the program by UCC, a pre-launch meeting must be held that will include those listed below. This meeting will be initiated and facilitated by eLearning OHIO.

*Contact: Director, student services, eLearning OHIO.*

The goal is to provide an opportunity for the academic unit to give an overview of the pending program and any unique needs and/or processes related to the administration of the program. Functional support offices will assure all plans for administrative processes are confirmed.

**Setting:** group meeting, often scheduled in Baker University Center or another centrally located meeting room on campus

**Administrative Offices included:**

- **Bursar**
  - *Invitees:* bursar (Sherry Downs), associate bursar (Kim Trout)
  - *Goal:* identify unique billing processes and/or tuition/fees associated with the program and how the uniqueness will be identified in the student information system

- **Registrar**
  - *Invitees:* registrar (Deb Benton), associate registrar (Patrick Beatty), associate registrar for technology (Bob Bulow), assistant registrar, registration services (Mike Wickham), catalog & scheduling (Mike Whitnable)
  - *Goal:* identify unique student characteristics, scheduling needs (i.e. unique course landing page, unique student group), reporting needs, major and/or pre-major coding questions

- **Admissions**
  - Undergraduate Program—*Invitees:* director (Candace Boeninger), senior associate director, transfer initiatives ( ), associate director, admissions/operations (Jessica Wright Stage)
  - Graduate Program—*Invitees:* director of student services (Katie Tadlock), records manager (Annette Love)
  - *Goal:* review of the admission criteria for the newly proposed program, review admission processes and timeline

- **Financial Aid**
  - *Invitees:* director (Valerie Miller), associate director, operations (Melissa Van Meter), assistant director, University Outreach (Lisa Butler)
  - *Goal:* information sharing/review of general financial aid processes

- **Institutional Research**
  - *Invitees:* associate director, Academic & Student Assessment (Joni Wadley)
Goal: information sharing, review of reporting implications of the new program

- eLearning OHIO
  - Invitees: director, eLearning Student Services (Carissa Anderson), director, Communication & Partnership Support (Linda Lockhart)
  - Goal: facilitate the meeting, provide overview of functional relationship between eLearning and the academic unit, serve as informational resource for all attendees

- Academic Program
  - Invitees: program coordinator/chair, project lead, etc.
  - Goal: provide overview of the proposed program and where it is in development/approval, engage in question/answer session with administrative offices. If appropriate, bring general program FAQs as a handout.

Questions frequently discussed/considered:

1. Will the program be available online and on-campus, or online only?
2. Does the program have a unique billing rate?
   a. If undergraduate: is the program going to be billed at the standard eCampus rate?
   b. If graduate: are there additional program fees?
   c. Have unique fees been approved or are they in process?
3. What are the admission requirements?
4. Do students need to be uniquely identified as an online student in this specific major? (Do the students need to be coded into a unique student group?)
5. Who will be providing student services? (i.e. advising, retention, course scheduling)
   a. eLearning OHIO
   b. Academic unit
6. What is the academic nature of the program?
   a. Undergraduate completion degree
   b. Undergraduate 2-year or 4-year
   c. Graduate—fully online
   d. Graduate—online with on-campus residency
7. What degree will students earn? Is this a new degree or a new major?
8. Where is the program in development/approval stage?
9. Were new courses created for this program? If so, will the courses be available to on-campus students and/or students in other majors?
10. Do courses need to appear on their own unique course offerings page? (For graduate programs—undergraduate eCampus programs all appear on the same link.)
Student Services Assignment

Student services for online students must be equivalent, although not necessarily exactly the same, as those provided for other Ohio University students. The list of services below should be considered and assigned to the unit which will conduct the tasks necessary to provide the service. Each of these services can be provided by eLearning OHIO per agreement, or the academic unit may determine alternative assignment. Items indicated by C are institutional responsibilities of eLearning OHIO and academic units should consult with that unit regarding questions. There is a financial consideration to have eLearning provide services indicated by A or B, which is addressed in the Memo of Understanding template in this section of the guide.

Contact: director, Communication and Partnership Services, eLearning OHIO

FEE TYPE KEY:
- **C**=service provided by eLearning OHIO as institutional responsibility
- **B**=basic service, funding provided through net revenue share
- **A**=optional service, additional fee for service if completed by Learning OHIO, expense will be deducted from net revenue prior to disbursement

<table>
<thead>
<tr>
<th>SERVICE</th>
<th>FEE TYPE</th>
<th>FEE AMOUNT</th>
<th>ELEARNING OHIO</th>
<th>COLLEGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Management of Community College Partnerships</td>
<td>C</td>
<td>-</td>
<td>☑️</td>
<td></td>
</tr>
<tr>
<td>• Services to create, build, and facilitate strategic partnership with community colleges</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Copyright/Permissions services</td>
<td>B</td>
<td>Cost of permission deducted from revenue</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| • Facilitating clearance and agreements for use of copyrighted materials in courses  
  *Hourly fee does not apply to ECAM-designated course/program but actual cost of permissions will be deducted from revenue* |
| c. Quality assurance support                                            | C        | -          | ☑️             |         |
| • Peer review process management; Course checks; textbook information checks; representation to Quality Matters Ohio consortium and national organization; Conduct free required training for prospective facilitators; help to identify facilitators when needed; coordinate with academic units in relation to facilitation assignment as part of GA position; Coordination of processes for predictive early term assessments |
| d. eCampus promotion for all Ohio University distance programs and ECAM marketing analysis | C        | -          | ☑️             |         |
### Support
- eCampus website and eCampus advertising, community college website and print literature, general online advertising, newsletters, events, etc.
- Access to professional marketing research reports; website use and search strategy analysis
- Services provided in consultation with program/college marketing department

### e. Custom marketing services for distance degree programs (targeted program-specific marketing in addition to eCampus plan)
- Strategy, creative services, and implementation to help a program reach target goals for online and adult student enrollments: including creative assets, placement management (i.e. billboards, radio, print and web ads); email marketing; web assets; etc.

- **Cost:** $$/hr, plus cost of paid media deducted from revenue

### f. ECAM support for enrollment management processes
- Managing ECAM course approval process through academic units; working with Registrar’s Office to create course offerings; maintaining access to course offerings links; entry of overload and part-time contracts for ECAM instruction (cost of contract charged against revenue).
- Projecting course and seat capacity need, scheduling, maintaining course offerings availability, permission slip processes, managing course credit by exam, experiential, and special project courses, etc.

- **Cost:** -

### g. Coordination of online/distance-specific processes with OHIO support offices
- Examples include collaboration on: student group coding that assures correct tuition and revenue flow, requesting addition of new programs to application, troubleshooting, etc.

- **Cost:** -

### h. Retention services and conversion of newly admitted students to enrollees
- Systematic preparation for success, including Ohio University orientation, Blackboard orientation, maintenance of eCampus tab in my.ohio.edu, etc.
- Developing, implementing and assessing proactive tactics to promote appropriate support services that help students succeed; effective communication plans; Blackboard login/attendance monitoring; “one stop” contact to help students

- **Cost:** -
<table>
<thead>
<tr>
<th>activity</th>
<th>description</th>
<th>excellence</th>
<th>duration</th>
<th>notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Online bookstore coordination</td>
<td>Liaison with MBS and EdMap to assure service to online and print-based students</td>
<td>C</td>
<td>-</td>
<td>✓</td>
</tr>
<tr>
<td>j. Testing Center/proctoring coordination services</td>
<td>Coordination of exam proctoring students at remote locations; providing testing center services on Athens campus; Identification of electronic proctoring services and contract negotiation for such</td>
<td>C</td>
<td>-</td>
<td>✓</td>
</tr>
<tr>
<td>k. Accounting services for revenue/expense and transfer of net</td>
<td>Reporting, analysis and financial processes</td>
<td>B</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>l. State Authorization services</td>
<td>Ongoing review of 50 states’ regulations; preparing and managing applications for states’ approval; processing payments to states; maintaining web site compliance information per regulation; Additional payment only for actual fees charged by state specific to authorizing this program be offered within that state</td>
<td>C</td>
<td>Specific state fees vary</td>
<td>✓</td>
</tr>
<tr>
<td>m. Academic advising &amp; transcript evaluation</td>
<td>Evaluate transcripts to credit transfer into the University; Providing academic advising to online students per direction of academic unit</td>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>n. Instructional technology/course development</td>
<td>Facilitate assignment of course instructional technologist and other resources, in conjunction with Academic Technologies oversight</td>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o. Faculty Stipend for course development</td>
<td>Payment processed by eLearning and deducted as an expense from the gross revenue</td>
<td>B</td>
<td>$$ per course from revenue</td>
<td></td>
</tr>
<tr>
<td>p. Other dedicated support services as agreed upon</td>
<td>Customized services specific to a program’s needs, for example: providing administrative support for events; inquiry fulfillment and recruiting services for grad programs; etc.</td>
<td>A</td>
<td>Per quote</td>
<td></td>
</tr>
</tbody>
</table>
Marketing Plan Preparation

Building a marketing plan marketing plan for the program will include information gained during the marketing needs analysis in STEP 1. If you haven't completed the Marketing Preparation Worksheet from STEP 1, do so now to help guide decisions that will be made in developing a marketing plan.

This worksheet is duplicated from STEP 1. It can be used in conjunction with other worksheets in this section for marketing planning. Access a copy at www.online.ohio.edu/DevelopmentGuide/STEP1.

Program Name

Date Prepared:

The document is a summary of research data for an online program to be offered by _college/department_. The information is intended to provide high-level indicators to inform decisions about development and promotion of the program.

Program Summary

Description: (name, credit hours, available on campus, etc.)

Purpose of program: (i.e., to equip graduate with the knowledge and skills needed to…)

Admissions requirements: (i.e., GPA, specific degree, hours complete, work experience, etc.)

Program requirements: (i.e., required courses, GPA, internship or project, etc.)

Enrollment goal: Year 1_____ Year 2_____ Year 3_____ Year 4_____ Year 5_____

Audience Profile

Who does this degree appeal to?

Where do they currently work? How much experience do they have? What do they aspire to do?

Where are they located geographically?

BLS data or approximate numbers of population which meets this profile

Degree Demand

Determine trend for enrollment in this type of degree program over past 3–5 years. Any projected trends that are available.

Substitute Degree Programs
Other degree programs in the market that have the ability to attract many prospective students with similar interests.

1. 
2. 

**Competitive Landscape**

How many other such degrees are offered at other institutions (if known)?

How many of those are distance degrees?

Key competitors list with notations of what sets them apart. (see Marketing Competitor Analysis Worksheet in STEP 8 for help)

**Search Volume**

A tool, such as Wordtracker or Google AdWords Keyword Planner, is used to assess the number of individuals actively searching for specific degree programs. A scan reveals the approximate number of impressions per month of searches of key words and phrases closely related to this program.

List keywords scanned and impressions per keyword.

<table>
<thead>
<tr>
<th>Keyword</th>
<th>Avg. Monthly Searches</th>
<th>Average CPC</th>
<th>Keyword</th>
<th>Avg. Monthly Searches</th>
<th>Average CPC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Existing Promotion Resources**

What channels or resources that are specific to this program are in existence and may be used for promotion?

<table>
<thead>
<tr>
<th>Resource</th>
<th>Contact</th>
<th>Connection to Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional organizations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employer relationships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College/school channels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partner relationships</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Marketing Competitor Analysis Worksheet**

This worksheet is helpful to identify and compare your program’s closest competitors for marketing purposes. Access a copy of the worksheet at [www.online.ohio.edu/DevelopmentGuide/STEP8](http://www.online.ohio.edu/DevelopmentGuide/STEP8).

<table>
<thead>
<tr>
<th>Competitor Analysis Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competitor 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Institution Type</th>
<th>For Profit/NFP</th>
<th>Private/Public</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree earned</th>
<th>Minor earned</th>
<th>Hours required</th>
<th>Program Length</th>
<th>Cost Per Hour</th>
<th>Course Length</th>
<th>Starts/Year</th>
<th>Financial Aid?</th>
<th>Admissions reqs</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Market Presence</th>
<th>Google Page Rank</th>
<th>Social Media</th>
<th>Online ads found</th>
<th>Other forms of advertising</th>
</tr>
</thead>
</table>


**Marketing Budget Worksheet Template**

This worksheet is helpful to budget for marketing expense. Access a copy of the worksheet at [www.online.ohio.edu/DevelopmentGuide/STEP8](http://www.online.ohio.edu/DevelopmentGuide/STEP8).

<table>
<thead>
<tr>
<th>2014 Projected Expenses</th>
<th>2014 Actual Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Marketing Program</strong></td>
<td><strong>Marketing Program</strong></td>
</tr>
<tr>
<td>Paid Advertising</td>
<td>Paid Advertising</td>
</tr>
<tr>
<td>Content</td>
<td>Content</td>
</tr>
<tr>
<td>Events</td>
<td>Events</td>
</tr>
<tr>
<td>Public Relations</td>
<td>Public Relations</td>
</tr>
<tr>
<td>Branding &amp; Creative</td>
<td>Branding &amp; Creative</td>
</tr>
<tr>
<td>Product Marketing</td>
<td>Product Marketing</td>
</tr>
<tr>
<td>Other</td>
<td>Other</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

Fill in projected expenses here. Those 1,000 entries are filled in.

Fill in your actual expenses here.
Course Offerings Timeline

Preparing an example course offerings chart helps to determine how many courses will be offered each term to help in decisions about instructional resources needed. This worksheet is duplicated from STEP 1 to help Access a copy of this worksheet at www.online.ohio.edu/DevelopmentGuide/STEP8.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Year 1 Students</th>
<th>Year 2 Students</th>
<th>Year 3 Students</th>
<th>Year 4 Students</th>
<th>4th Year Attrition</th>
<th>Total ETM Courses</th>
<th>Total ETM Sections</th>
<th>Current Dept Faculty FTE not committed</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 14-15</td>
<td>7</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>AY 15-16</td>
<td>7</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>AY 16-17</td>
<td>7</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

This is for a two year BS completion form would need years one and two completed for a full bachelors program. Section sizes of 40.
**Projected Enrollment and Teaching Load**

Personnel needs will have an impact on planning for launch. The following planning document is from the development of the BSTOM program. This information is duplicated from STEP 1.

<table>
<thead>
<tr>
<th>AY</th>
<th>’14–15</th>
<th>’15–16</th>
<th>’16–17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enroll</td>
<td>40</td>
<td>75</td>
<td>115</td>
</tr>
<tr>
<td>No. Sections</td>
<td>7</td>
<td>10</td>
<td>15</td>
</tr>
</tbody>
</table>

**Projected Faculty and Administration Needs by Academic Year**

Section Size: 40 students

<table>
<thead>
<tr>
<th>AY</th>
<th>’14–15</th>
<th>’15–16</th>
<th>’16–17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current dept. Faculty FTE</td>
<td>At capacity</td>
<td>At capacity</td>
<td>At capacity</td>
</tr>
<tr>
<td>New FTE to meet class sections</td>
<td>1.167</td>
<td>1.667</td>
<td>2.500</td>
</tr>
<tr>
<td>Staffing Plan</td>
<td>Overload &amp; Adjunct</td>
<td>New Administrator/ Faculty &amp; Overload/ Adjunct</td>
<td>New Faculty &amp; Overload and Adjunct</td>
</tr>
<tr>
<td>BSTOM NEW Tenure track</td>
<td></td>
<td>.667 release for admin duties</td>
<td>2.000</td>
</tr>
<tr>
<td>FTE Adjunct / Overload</td>
<td>1.167</td>
<td>1.000</td>
<td>.500</td>
</tr>
<tr>
<td>Administration</td>
<td>Supplement/ Overtime</td>
<td>Supplement/ Overtime</td>
<td>New Admin Assistant</td>
</tr>
<tr>
<td>Student Workers/ Grad Student</td>
<td>1/1</td>
<td>1/1</td>
<td>0/2</td>
</tr>
</tbody>
</table>
Online Facilitator Process

**What are facilitators and why does my course need them?**

Online classes should foster a student–instructor relationship that surpasses the minimal level of interaction afforded by a face-to-face lecture class that enrolls hundreds of students. Research into the optimum online “learning community” recommends that the ratio between students and an instructor should be no greater than 25:1. To achieve this, sections of courses larger than 25 should be supported by additional teaching resources, such as graduate assistants, graders, discussion leaders, etc. At Ohio University we refer to these teaching assistants as course facilitators.

**Facilitator = a teaching assistant for online courses with more than 25 students**

Facilitators work with faculty much like graduate students assist in a campus-based class. Primarily, facilitators assist faculty with grading, managing discussion board use, responding to email questions, and other duties as assigned by the instructor.

**A large section can be effectively divided into smaller, interactive “learning community” groups with the addition of facilitators**

The recommended process is that each facilitator is assigned a group of 25 students and manages the entire group, under the supervision of the instructor of record. The instructor, however, determines the facilitator’s role and supervises facilitator performance as best suited to the course.

**Sources:** *Sizing Online Courses: Exploring Challenges and Practices, Eduventures Online Higher Education Learning Collaborative, November 2011; Considerations for the Structure of Large Online Classes, Education Advisory Board Continuing and Online Education Forum, October 2012.*

**How do I find a facilitator?**

eLearning OHIO manages a process to help you identify possible facilitators, provide facilitator training, and process pay for their facilitation work.

**When should I add a facilitator?**

- **25 students:** a facilitator **may** be added, following the OHIO process, when an ECAM online course has more than 25 students, at the discretion of the college originating the course.
  - For example: a course with 40 students **may include the instructor of record and one facilitator.**
- **50-student option:** a facilitator **MUST** be added to any online course that enrolls more than 50 students.
For example: a course of 60 students must include one facilitator in addition to the instructor of record.

- 20 students: In alignment with UCC guidelines, certain writing courses require a facilitator be added after 20 students are enrolled.
  - For example: a J course of 35 students must include one facilitator, assigned 15 students, in addition to the faculty of record.

How many facilitators will I need for my course?

- First 25 students: the first 25 students are always considered to be “assigned” to the instructor of record without the addition of a facilitator.
- After the first 25: The optimum recommendation is that a facilitator is assigned to each group of no more than 25 students beyond the initial group of 25. This process is used for most ECAM courses offered to OHIO’s online-degree-seeking students.
  - For example: a course with 75 students would have two facilitators. The instructor of record would be assigned the first 25 students, and each facilitator would be assigned 25 students.
- 50-student option: a facilitator is assigned to each group of no more than 25 students beyond the initial group of 50. This option applies to Athens online courses and may apply to ECAM courses per the college’s policies.
- 50-student max—single course: A facilitator cannot be assigned more than 50 students—or two groups of 25—in a single course.
- 100-student max—per term: A facilitator cannot be assigned more than 100 students across multiple courses in any single term.

Who can be a facilitator?

- All facilitators must complete the OHIO Online Facilitator Training prior to serving as a facilitator. Facilitators beginning work for the first time after January 1, 2014 will be paid only if they have completed training successfully. This training, held online, will be offered at least once each semester. Contact eLearning OHIO for details.
- Other required qualifications are determined by the instructor of record and the specific facilitator must be approved by the faculty member, the department chair or school director, and eLearning OHIO (to assure training has been completed). A minimum of a master’s degree in a field related to the assigned course is recommended.
- Many departments find this to be an opportunity for graduate students to gain online teaching experience while earning some money. Some departments have assigned facilitation as the work to be completed for their assistancehip.
- The individual must be eligible for employment by Ohio University.
- The facilitator must have access to a high speed Internet connection and computer with appropriate software and browser configurations for the duration of the course.
The facilitator must agree to secure copies of textbooks and other instructional materials at no cost to eLearning OHIO.

The facilitator must agree that s/he will not modify, abstract, reuse, or repurpose course content. The intellectual property rights of the course shall be treated as described in the Ohio University Policy and Procedure 15.015: Copyright and, for University-Sponsored Educational Materials, Ohio University Policy and Procedure 15.006.

What will the facilitator earn?

- The facilitator will earn a stipend of $94 for each student assigned, within the max limits listed above, unless the college in which facilitation occurs determines another rate to be paid.
- Payment will be calculated based on the assignment of students on day three of the course.
- Payment will be made following standard OHIO payroll processes and procedures.
- eLearning OHIO will process the contract for payment for facilitators in ECAM courses.
  - If a facilitator is being contracted for an Athens online course, the approval paperwork must include an account number to which the stipend will be charged or the department must process the contract.

What if I don’t know of anyone qualified to be a facilitator in my course?

- eLearning OHIO maintains a list of individuals who have facilitated online courses in the past, or those who are trained to do so. If you need help identifying a facilitator, email facilitators@ohio.edu.

When do I get started to add a facilitator(s) for my course next term?

To Get Started (instructor of record)

- Identify your facilitator(s) or contact eLearning OHIO for help to do so.
- Complete the facilitator approval form (online.ohio.edu/facilitators) and deliver to Haning Hall 102, ATTN: Facilitator Process.

Upon Email Notification Of Approval From eLearning OHIO (facilitator)

- Have your facilitator check online.ohio.edu/facilitators for scheduled training dates and register per instructions on the site.
- Complete the facilitator training successfully before the beginning of the term in which facilitation services will be provided.

No Later Than Week Before Class Starts (instructor of record)
• Contact facilitator(s) with information about what you expect, expected method and frequency of communication, etc. **YOU** are the instructor of record and your responsibility includes supervision of facilitators and continued communication with them throughout the term.

**By First Day Of Class** (instructor of record)

• Provide a list of your facilitators and the number of students each will be assigned by sending a note to onlinefacilitator@ohio.edu. Any changes in enrollment between day one and day three will be evenly distributed between all facilitators unless otherwise designated.
eLearning Services Memorandum of Understanding

Programs for which eLearning OHIO provides services enter into a memo of understanding that sets out the agreed upon services to be provided and cost. Following is a draft MOU; each MOU is specific to the agreement between eLearning and the program’s academic unit.

MEMORANDUM OF AGREEMENT

(College) and eLearning OHIO

(program), online delivery

WHEREAS, delivering high quality, reliable, educational experiences at a distance are critical to our students’ success;

WHEREAS, outstanding and sustainable academic programming requires adequate resources and clearly delineated responsibilities;

WHEREAS, Ohio University (college) is the academic unit with curricular responsibility for the (program);

WHEREAS, eLearning OHIO is able to provide support for development and distance delivery of the (program);

Be it resolved that the parties agree:

I. (College) will assume all normal curricular responsibility associated with developing and maintaining the (program) and courses, identifying and evaluating faculty, selecting course support materials such as textbooks, determine enrollment and growth, and other matters associated with offering credit bearing courses at Ohio University.

II. The (program) shall be offered through eCampus at standard eCampus tuition rates, with the addition of approved program fees, and shall follow standard eCampus processes (APPENDIX A). This agreement is specific to the online/distance development and delivery of the (program) and shall not prevent the academic unit from offering the program in other delivery formats.

III. To maintain flexibility in this working arrangement and consider proposals by either party to improve the arrangement of its outcomes and to meet as often as necessary to refine the agreement in a manner acceptable to both parties. After (term), this memorandum of understanding shall be re-assessed by the parties. If a decision is made to continue the agreement, the document shall be updated accordingly.
IV. eLearning OHIO will assume responsibility for providing services per the Designation of Services table, following, to support the development and delivery of the (program) in online/distance delivery format.

V. The signatories to this agreement have the authority to bind their respective units.

If the academic unit wishes (program) to be excluded from any of the services designated as B under fee type, such services are specifically listed below.

Exclusions: _____________________________________________________

(College)                                        eLearning OHIO

Dean                                              Deb Gearhart, Vice Provost, eLearning OHIO and Strategic Partnerships

Date_________________                      Date_________________

DESIGNATION OF SERVICES

FEE TYPE KEY:
- C = service provided by eLearning OHIO as institutional responsibility
- B = basic service, funding provided through net revenue share
- A = optional service, additional fee for service if completed by Learning OHIO, expense will be deducted from net revenue prior to disbursement

<table>
<thead>
<tr>
<th>SERVICE</th>
<th>FEE TYPE</th>
<th>FEE AMOUNT</th>
<th>ELEARNING OHIO</th>
<th>COLLEGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management of Community College Partnerships</td>
<td></td>
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<tr>
<td>Services to create, build, and facilitate strategic partnership with community colleges</td>
<td>C</td>
<td></td>
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<tr>
<td>Copyright/Permissions services</td>
<td></td>
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<tr>
<td>Facilitating clearance and agreements for use of copyrighted materials in courses * Hourly fee does not apply to ECAM-designated course/program but actual cost of permissions will be deducted from revenue</td>
<td>B</td>
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</tbody>
</table>
### c. Quality assurance support
- Peer review process management;
- Course checks; textbook information checks; representation to Quality Matters Ohio consortium and national organization;
- Conduct free required training for prospective facilitators; help to identify facilitators when needed; coordinate with academic units in relation to facilitation assignment as part of GA position;
- Coordination of processes for predictive early term assessments

<table>
<thead>
<tr>
<th>Category</th>
<th>Quality Assurance Support</th>
<th>C</th>
<th>-</th>
<th>✔</th>
</tr>
</thead>
</table>

### d. eCampus promotion for all Ohio University distance programs and ECAM marketing analysis support
- eCampus web site and eCampus advertising, community college web and print literature, general online advertising, newsletters, events, etc.
- Access to professional marketing research reports; web site use and search strategy analysis
- Services provided in consultation with program/college marketing department

<table>
<thead>
<tr>
<th>Category</th>
<th>ECAM Promotion Support</th>
<th>C</th>
<th>-</th>
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</thead>
</table>

### e. Custom marketing services for distance degree programs (targeted program-specific marketing in addition to eCampus plan)
- Strategy, creative services, and implementation to help a program reach target goals for online and adult student enrollments: including creative assets, placement management (i.e. billboards, radio, print and web ads); email marketing; web assets; etc.

<table>
<thead>
<tr>
<th>Category</th>
<th>Custom Marketing Services</th>
<th>A</th>
<th>$$/hr, plus cost of paid media deducted from revenue</th>
</tr>
</thead>
</table>

### f. ECAM support for enrollment management processes
- Managing ECAM course approval process through academic units; working with Registrar’s Office to create course offerings; maintaining access to course offerings links; entry of overload and part-time contracts for ECAM instruction (cost of contract charged against revenue).
- Projecting course and seat capacity need, scheduling, maintaining course offerings availability, permission slip processes, managing course credit by exam, experiential, and special project courses, etc.

<table>
<thead>
<tr>
<th>Category</th>
<th>ECAM Support for Enrollment Management</th>
<th>B</th>
<th>-</th>
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</thead>
</table>

### g. Coordination of online/distance-specific processes with OHIO support offices
- Examples include collaboration on: student group coding that assures correct tuition

<table>
<thead>
<tr>
<th>Category</th>
<th>Coordination of Online/Distance-Specific Processes</th>
<th>B</th>
<th>-</th>
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<tbody>
<tr>
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<td><strong>h.</strong></td>
<td>Retention services and conversion of newly admitted students to enrollees</td>
<td>B</td>
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<td></td>
<td>- Systematic preparation for success, including Ohio University orientation, Blackboard orientation, maintenance of eCampus tab in my.ohio.edu, etc.</td>
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<td></td>
<td>- Developing, implementing and assessing proactive tactics to promote appropriate support services that help students succeed; effective communication plans; Blackboard login/attendance monitoring; “one stop” contact to help students navigate confusing systems/org structure; persistence reminders prior to registration deadlines; connection of students to services for tutoring, writing assistance, studying habits, counseling services, etc.; creating “community” opportunities that connect students to a positive and successful experience at OHIO.</td>
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<tr>
<td><strong>i.</strong></td>
<td>Online bookstore coordination</td>
<td>C</td>
<td></td>
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<tr>
<td></td>
<td>- Liaison with MBS and EdMap to assure service to online and print-based students</td>
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<tr>
<td><strong>j.</strong></td>
<td>Testing Center/proctoring coordination services</td>
<td>C</td>
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<tr>
<td></td>
<td>- Coordination of exam proctoring students at remote locations; providing testing center services on Athens campus</td>
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<td></td>
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<tr>
<td></td>
<td>- Identification of electronic proctoring services and contract negotiation for such</td>
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<tr>
<td><strong>k.</strong></td>
<td>Accounting services for revenue/expense and transfer of net</td>
<td>B</td>
<td></td>
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<tr>
<td></td>
<td>- Reporting, analysis and financial processes</td>
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<tr>
<td><strong>l.</strong></td>
<td>State Authorization services</td>
<td>C</td>
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<tr>
<td></td>
<td>- Ongoing review of 50 states’ regulations; preparing and managing applications for states’ approval; processing payments to states; maintaining web site compliance information per regulation</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>- Additional payment only for actual fees charged by state specific to authorizing this program be offered within that state</td>
<td>Specific state fees vary</td>
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<tr>
<td><strong>m.</strong></td>
<td>Academic advising &amp; transcript evaluation</td>
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<tr>
<td></td>
<td>- Evaluate transcripts to credit transfer into the University</td>
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<tr>
<td></td>
<td>- Providing academic advising to online students per direction of academic unit</td>
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<td><strong>n.</strong></td>
<td>Instructional technology/course development</td>
<td>B</td>
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<tr>
<td></td>
<td>- Facilitate assignment of course</td>
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</table>
### Appendix A

#### Standard eCampus Processes; Undergraduate Online Programs

**I. STUDENT GROUP ASSIGNMENT:**
- The processes that drive eCampus are heavily based on identification of students using student group codes within a student’s PeopleSoft record. Without the correct student group code, a student will not be able to register for class, will not be charged the correct tuition, and may not receive the appropriate communications. The following processes are standard for eCampus students:
  - eLearning OHIO shall assign the correct student group code in PeopleSoft upon admission of a student into an eCampus program.
  - Changes in student group should be initiated by contacting eLearning OHIO.

**II. FUNDING:**
- All tuition revenue shall be reported to an appropriate eLearning OHIO account specified for program accounting.
- Expenses charged directly to the undergrad program, such as instruction expenses or additional expenses accrued per the Designation of Services table in item IV, as well as subvention on the gross, shall be deducted from the revenue. The remaining net revenue shall be shared, with 75% transferred to an account provided by (college) and 25% shall remain with and be used to support eLearning OHIO in the basic services, as designated in the Designation of Services table. Such transfer of funds shall be planned to take place four times each year, following the close of accounting for each term: fall, spring, summer 1, and summer 2.
- The academic unit shall have access to all accounting data regarding the program accounting transactions.

**III. ENROLLMENT MANAGEMENT:**
- eLearning OHIO will coordinate the scheduling of all eCampus classes through a collaborative process with the academic unit.
i. Each year eLearning OHIO will supply the academic unit with course data about what courses would be desirable to schedule each term and the projected enrollment capacity. The academic unit shall determine (1) if the course(s) will be offered, (2) at what capacity sections, and (3) who will teach each section.

ii. The desired outcome of the scheduling process shall be a commitment to a year-long schedule, to which courses can be added as needed or desired.

iii. eLearning OHIO will work with the Office of the Registrar to assure the courses appear on the appropriate course offerings list and that the list is made available to students in eCampus programs.

iv. If adjustments are needed during the registration period (add seats, etc.), eLearning OHIO will act as the point of contact for the academic unit to assure this is accomplished.

b. eLearning OHIO will act as the office of contact for faculty and academic units in relation to receiving and initiating the process for permission slips for eCampus students.

c. Full withdrawals will be processed by the (college) student services office.

IV. SUPPORT OFFICE LIAISON:

a. eLearning OHIO will act as a liaison to work on behalf of the academic unit with any university support office in relation to eCampus students and programs.

b. As needed, eLearning OHIO may initiate/coordinate meetings between multiple support offices and the academic unit.

V. COMMUNICATIONS:

a. eLearning OHIO coordinates mass communications to eCampus prospects and students. This is done in cooperation with other support offices, such as the Office of the Registrar and the Office of Financial Aid, when a communication may be specific to this group. Additionally, eLearning OHIO provides a series of communications to help keep the student connected to deadlines, requirements, and the university “community.” If there is a reason a program wishes their prospective students to be excluded from this communication, such should be agreed upon in the memorandum of agreement.

i. When a prospective student inquires about eCampus programs, eLearning OHIO will coordinate response, engagement and continued communication until application.

ii. In the time between admission to the university and a student registering for class, eLearning OHIO conducts an onboarding process that provides steps for success, including orientation, Blackboard orientation and other communication activities.

iii. After a student is registered in classes, eLearning OHIO will occasionally send mass notifications or reminders, even if a program has not opted to have eLearning provide retention services.
VI. FACILITATOR PROCESS:
   a. eCampus courses that have more than 50 students enrolled are required to have assistance for the faculty member, referred to as facilitators. Courses with more than 25 enrollments are eligible for facilitator assistance and such is highly recommended. Facilitators are selected and approved by the faculty/academic unit based on their qualifications. eLearning OHIO coordinates the process through which the facilitators are trained and the appointment process.
      i. To facilitate, an individual must have completed the facilitator training course offered through eLearning OHIO each semester.
      ii. Faculty members determine what the facilitator’s responsibilities will be in a course, but those typically include discussion board posting and monitoring, grading, feedback on assignments, responding to students’ questions, etc.
      iii. Facilitators are paid based on the number of students who are assigned to them. A facilitator may have no more than 50 students per course assigned to them and may not have more than 100 students assigned in multiple concurrent courses.
      iv. The payment for facilitators is charged against the expense of the course prior to disbursement of net revenue.

VII. ASSESSMENT:
   a. eCampus conducts two course assessments each term, providing data to the academic unit and the faculty member. If there is a reason a program wishes their courses to be excluded from these assessments, such should be agreed upon in the memorandum of agreement.
   b. An end of course assessment for eCampus courses is conducted by eLearning OHIO using an instrument that asks questions specific to online learning and assessment in alignment with course surveys conducted at the (College).
   c. A predictive “early term” assessment of the online experience is conducted in the first 2–4 weeks of a course to identify barriers to success, such as technology issues.