

STARLINK[®]

An Agency of the Texas Association of Community Colleges

presents

The **REAL** Cost of Online Courses

Participant Packet

February 26, 2004
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Produced by:
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In cooperation with:
American Association
of Community Colleges

“The REAL Cost of Online Courses”

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"The REAL Cost of Online Courses"

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**Subject to change*

You can be a participant, not just a passive viewer, in this videoconference by interacting with the panelists in the studio. Your participation will enrich the videoconference for you and for others throughout the nation who have similar concerns and interests.

There are three ways to interact with the presenter: Call-in, Fax, and E-Mail.

CALL IN: The toll-free telephone number for call-in questions is: 1-800-745-0371.
(If the line is busy when you call, please try again.)

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FAX: You can send your question or comment ANY TIME from now until the end of the videoconference at 3:00 p.m. central time (4:00 p.m. ET) on the day of the live event. The sooner we receive messages via FAX, the better we can respond effectively. Include your name, telephone and FAX numbers, and your viewing site/institution.

Before February 26: (972) 669-6699

On February 26: (972) 669-6633

E-MAIL: Send your questions or comments to the panelists via the internet to teleconferences@dcccd.edu.

PLEASE put "Cost" in the subject line.

The PANELISTS:

Katherine Cobb, J.D. is President of the Brevard Community College Virtual Campus in Cocoa, FL, where her responsibilities include overseeing the creation and implementation of over 300 online courses enrolling over 9,000 students each year. A licensed attorney, she knows the faculty perspective firsthand from having been an assistant professor, curriculum coordinator and department chair in Brevard's Legal Assistance Program. Her previous experience in distance learning includes assignments as dean and associate vice president of the BCC Virtual Campus. It is a full service campus providing students with distance learning opportunities including AA and AS degree programs, as well as online admissions and registration, testing, advising, mentoring, financial aid information and learning resources.

Brian Finnegan, Ph.D. plays a key role in evaluating, budgeting for and supporting instructional technologies to be used in online and other courses at all 34 public colleges and universities in the University System of Georgia. As Director of Emerging Instructional Technologies, which is part of USG's Advanced Learning Technologies division, he oversees the implementation of WebCT services for faculty, staff, and students throughout Georgia. (Another initiative EIT supports is MERLOT, a free collection of peer reviewed online modules and resources for faculty.) Finnegan was also instrumental in the development of USG's eCore initiative, which offers the core of the first two years of college fully online. He worked directly with faculty and designers to create the overall policies and procedures, and continues to work with faculty to implement the best technological solutions to meet specific instructional needs. He also manages research and development, including costing models, in emerging technologies.

Dennis Jones is President of the National Center for Higher Education Management Systems (NCHEMS), a research and development center founded to improve the management effectiveness of colleges and universities. A member of the staff since 1969, Mr. Jones is widely recognized for his work in such areas as state and institutional approaches to budgeting and resource allocation, strategic planning, educational needs assessment, faculty workload and productivity, information for strategic decision-making and the development of educational indicators, and online course costing methodologies. Mr. Jones has written many monographs and articles on these topics, has presented his work at many regional, national, and international conferences, and has consulted with hundreds of institutions and state higher education agencies on management issues of all kinds. Prior to joining NCHEMS, Mr. Jones served as an administrator (in business and in institutional planning) at Rensselaer Polytechnic Institute. He received his graduate and undergraduate degree from that institution in the field of engineering management.

The MODERATOR:

Bob Ray Sanders is a professional communicator with major achievements in print journalism, public broadcasting, and higher education. Sanders is a columnist for the Fort Worth Star-Telegram. In two decades in public broadcasting, he served as vice president of KERA-TV, Channel 13 in Dallas-Fort Worth and as host and producer of the station's award-winning public affairs program, "News Addition." He is also a distinguished lecturer at Texas Woman's University. A past president of the Press Club of Fort Worth, he is also a member of the Society of Professional Journalists, the National Association of Black Journalists, the Press Club of Dallas, and the Dallas-Fort Worth Association of Black Communicators. Sanders has served as moderator for several Dallas Teleconferences, including "Cheating and Plagiarism Using the Internet," "A.D.A. Issues and Requirements," "Improving Multimedia and Online Courses With Instructional Design," "Crisis on Campus: Will Your Emergency Plan Work?" "Surviving and Thriving in Your First Online Course," "Control, Conflict and Courseware: Intellectual Property in Online Education," "Are You History? Faculty Job Security in an Online World," "How to Customize an Online Course," "Online Testing: Assessment and Evaluation of Distance Learners," "Libraries, Copyright and the Internet," "Faculty Pay in Distance Education," "Teaching at a Distance: A Faculty Workshop with Tom Cyrs," "The Learning Revolution in Higher Education," "Dancing on the Edge of Chaos," "Coping with Changing Campus Culture," and "Anger in the Classroom."

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in the creation of this teleconference:

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"Distance Education: Keeping Up With Exploding Demand"

By DAN CARNEVALE

The recent explosion in distance-education enrollments is likely to continue over the next 10 years, forcing many institutions to seek outside help to manage rising student populations and demands for the latest technology.

"The biggest issue is that distance learning, from an industry perspective, is going to continue to grow by leaps and bounds," says John G. Flores, executive director of the United States Distance Learning Association, a nonprofit group that promotes distance education. "You're going to see more and more students not only accessing more distance learning, but also expecting it."

To accommodate that growth, many colleges may start buying online courses from one another and from outside vendors, says Sally Johnstone, director of the Western Cooperative for Educational Telecommunications at the Western Interstate Commission for Higher Education. She expects the growth of outsourcing to begin gradually. She says that small colleges in particular will need to seek outside help as they attempt to expand their distance-education programs without spending too much money on course development.

"The cost of doing business in higher education will continue to rise," Ms. Johnstone says. "But you don't want to sacrifice quality."

Some vendors are already selling online courses. The Learning House, in Kentucky, develops online-course content for colleges and universities. Carnegie Mellon University is developing a project called the Open Learning Initiative that will sell online courses covering subjects that include chemistry and economics.

Some experts predict that institutions will specialize in specific subjects as they trade courses. Instead of developing courses that duplicate those that other institutions have developed, an institution could concentrate on creating courses in one subject and then share them with other institutions that focus on other topics.

Experts say institutions may eventually buy courses the way they now purchase textbooks. Such a change could be made possible by technological improvements that will make it possible to create courses that consist chiefly of interactive teaching activities overseen by computerized tutors. A live professor at the college buying the course would run it and field students' questions.

"The faculty will continue to be the one to teach the courses," says A. Frank Mayadas, director of the Alfred P. Sloan Foundation's grant program for online education. "They'll have plenty of opportunity to customize these things."

Outside vendors may also be better equipped than many colleges to make sure the most up-to-date technology is included in online courses. Janet K. Poley, president of the American Distance Education Consortium, says colleges may struggle to keep up with student demands for the latest and greatest technology. As students' Internet services improve, they will expect more video and audio clips, along with other bells and whistles.

"Without any question, the technology is just getting stunningly better," Ms. Poley says. "Educationally, we're going to be able to do lots of stuff that we haven't been able to do with largely text-based courses."

Colleges that don't choose to buy packaged courses and find they cannot keep up with other institutions' offerings could be the early victims of a distance-education shake out that some observers say is sure to come. Andrew S. Rosen, president and chief operating officer of Kaplan, predicts that online programs eventually will be ranked by U.S. News & World Report the same way traditional programs are now.

<http://chronicle.com>

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Supplemental Information for Dennis Jones' Segment

For more information on the "Technology Costing Methodology Project," see
<http://www.wcet.info/Projects/tcm/index.htm>

For more information on the National Center for Higher Education Management Systems (NCHEMS),
see <http://www.nchems.org/>

The costing procedures used in the Technology Costing Method are analytic, not accounting procedures. The aim is to collect data for internal decision-making. The procedures must capture data on both method—how a course is taught, and scale—any variations in cost from shifting enrollment levels. The unit of analysis is a single course. The emphasis is on direct costs of instruction, and direct costs of support activities. It does not include indirect costs such as administration, general-use computing equipment, and physical plant operations.

The use of the technology costing method and other related data have led to the following conclusions about using technology in instruction:

- Technology-based delivery, such as online courses, is more expensive than face to face instruction, unless a course enrolls large numbers of students over time.
- People costs determine the "bottom line" for all modes of course delivery, including online courses.
- Courses must be well-designed to be effective. If they are classroom courses, they must be re-engineered for online delivery.
- And, attention to mentoring is necessary.

Good course design and development is expensive. But, investing in design lowers the cost of course development. The more detailed planning you do up front, the less time you will spend re-thinking and re-doing elements later.

Using technology, such as in an online course, increases the amount of faculty-student interaction. So, you must either keep classes small and lose the economies of scale, or you must "un-bundle" faculty duties. "Un-bundling" affects costs significantly.

In traditional courses, faculty handle functions such as: content development, content delivery, mediation and tutoring, advising and counseling, and assessment. Professional staff typically handle other student services and course administration. This approach requires enrollments to be kept small enough for one faculty member working alone to manage. Overlaying this traditional paradigm onto online instruction generally decreases instructional effectiveness and tends to increase costs.

The better approach is "un-bundling." This relieves faculty of delivering content directly as they would in a classroom lecture, because content is provided in the information presented and activities students do online. Faculty become facilitators of students' learning, interacting as a tutor and guide. When courses created by others are involved, faculty are also relieved of content development, leaving more time for them to interact with students on learning issues.

Investing in other staff to serve as mentors who stay in touch with students and deal with such things as procedural questions is important for retention. Institutions should use employ non-faculty teaching assistants, mentors, and administrative staff to provide support services such as advising for online students. This frees up the faculty to deal directly with many more students, thus allowing for larger enrollments, which generate more income without affecting course quality.

Supplemental Information for Brian Finnegan's Segment

For more information, see "Measuring Return on Investment in e-Learning" at
<http://www.alt.usg.edu/papers/roi.html>

See also "Advanced Learning Technologies - University System of Georgia at
<http://www.alt.usg.edu/>

The University System of Georgia is comprised of 34 institutions, including two- and four-year colleges and universities. As the system sets its budget, its costs are figured in real dollars, but some of the most important benefits or measures of those expenses cannot be evaluated in dollars and cents. They are intangible. For example, essential measures that are not quantifiable financially include student satisfaction, instructor satisfaction, expanded access, and enhanced learning.

A major part of figuring the University System of Georgia's return on its investment is determining the "Total Cost of Ownership." This lays the groundwork for all other considerations—financial and otherwise.

Total Cost of Ownership is just one part of determining Return on Investment, but forms the foundation for all other considerations. It should reflect direct and indirect costs, and it should reflect all stages of life cycle: planning and acquisition, deployment/implementation, and operation. Below are elements to consider in figuring the Total Cost of Ownership:

- Designing
- Planning
- Integration
- Deployment
- Communication /Change of ownership
- Public Relation
- End-user hardware/software upgrade
- Reporting

- Training
- Training end-users
- Maintenance and Service
- Disposal/Replacement cost
- Consulting
- Conversion cost
- Software licensing
- Initial hardware cost
- Modify/upgrade/removal cost
- Site preparation
- Infrastructure
- Networking/Bandwidth/Security
- Assessment
- Financial Impact of project cost on existing budgets
- Interaction with community
- Detrimental impact on existing projects
- Backup/storage
- Documentation
- Help desk/End User Support
- Policy Planning and Deployment
- Disaster Recovery
- Cost/Benefit Analysis
- Development and Testing

These elements reflect all stages of the life cycle of online courses:

- planning and acquisition, which are the set-up costs. These costs could be setting up a new learning management system, or faculty time in developing a new online course.
- deployment and implementation is the actual rolling out of the course.
- operation is the on-going costs of maintaining a course, including the cost of running a software application, or of course revisions and upgrades.

USG keeps deployment and operation separate so as to not lose sight of either.

One of the most tangible investments the University System of Georgia has made in information technology was licensing WebCT as the course management system for use statewide. All of the 34 institutions use WebCT in offering 9,000 campus-based and distance learning courses. This is a huge cost savings because the total for licenses at the individual institutions would be much larger.

One of USG's major activities is coordinating the development of online versions of all courses required for an associate's degree for delivery to students statewide. Each eCore course is designed to be taught by many faculty members over multiple semesters. Course development is done at the system level, with 5-member teams of faculty and other expert staff creating courses which must be scalable (multiple sections can be added without revising the course) and sustainable (designed to be relevant and effective over time.) This approach saves a great deal of money compared to the cost of creating tens or even hundreds of versions of the same course, such as American history 101, by individual faculty members annually at institutions all over the state.

Other cost savings in online courses are a result of the statewide approach and collaborative efforts in developing courses and courseware. Over time, the university system has created a repository of high-quality electronic course content that can be used over and over. The system makes available, free of charge, its collection of multimedia course modules that can be used in both online and classroom instruction throughout the state.

Supplemental Information for Katherine Cobb's Segment

For more information about Brevard Community College's Virtual Campus, see <http://www.pbs.org/als/gtd/spotlight/brevard.htm> and <http://www.brevardcc.edu/>

The Virtual Campus of Brevard Community College offers online courses, telecourses, and other distance learning opportunities, including two-year degree programs online. It provides a full range of online services, including testing, advising, mentoring, financial aid information and learning resources. The Virtual Campus oversees the creation and implementation of over 300 online courses enrolling over 9,000 students each year.

The cost of online courses at Brevard Community College is affected greatly by the fact that it is part of the institutional culture for faculty to create courses without additional compensation.

One strategy Brevard uses is having faculty and staff look for free or low-cost elements to add to online courses to engage students and improve their learning. The courses are supplemented with 30-second to 3-minute video modules, PowerPoint segments, flash animation, and other multimedia elements available as share-ware.

If faculty who develop courses "go the extra mile" and create video, audio, other multimedia features, and online quizzes themselves, they are eligible for a stipend of a few hundred dollars. Limited funds are also available for things such as software to expedite or improve course development. Those dollars are allocated on a course by course basis.

Brevard faculty and staff also create "learning objects." These are learning units that use multimedia for instruction in online or face-to-face courses. Learning objects must be interactive, and they must contain an assessment tool. Also, learning objects must

- focus on a competency taught in a specific course, and
- be scalable, that is, re-usable and transferable for all other faculty teaching that course.

The Brevard Virtual College pays faculty approximately \$100 for each learning object, thereby securing ownership. The learning objects are then stored in a digital library and made available to all Brevard faculty for face-to-face and online courses, and they are also added to the "Orange Grove," a free statewide digital resource for faculty.

Two other cost issues Brevard faces for its online courses are major factors at other institutions as well. A direct-cost concern is the increasing cost of course management systems. As elsewhere, the cost starts out low as online programs are getting off the ground, but then they escalate dramatically. Colleges cannot change vendors without creating problems and confusion for faculty and students. On top of that, sometimes vendors do not deliver what they promise.

An indirect cost concern is the increased need for staff for services such as learning labs and testing facilities to support growing enrollments. Brevard has learned from experience that these costs are very real and must be included in budgeting for online courses.

"Gotchas" Segment

The cost of student services can become a huge financial and administrative headache. Too often, the cost of services is not included, or is under-estimated, in budgeting up front. This problem becomes most serious when a student is truly at a distance, for example in Japan. That is when providing services such as advising, test proctoring, and library resources can become expensive in staff time and actual dollars.

Another "gotcha" is enrollment management. Anticipating attrition rates in order to control the size of classes is important. In Georgia, online classes are sometimes overloaded at the beginning of the semester, so that the usual attrition during the drop-add period and at the mid-term withdrawal deadline leave them near their allowed maximum. But, the drop rate is usually higher in math and science courses than in English and social sciences. So, educated guessing is necessary.

Even failure to plan for success can cause trouble. If an online course attracts large numbers of students and more sections are needed, can you provide them on very short notice? Are enough faculty prepared? What about course materials and support services? Too much of a good thing can still be too much to handle without adequate preparation.

Another "gotcha" related to success in online programs is that the cost for a course management system grows as enrollments grow, and that cost turn out to be quite high. And, as was pointed out earlier, changing vendors down the line can cause big problems for faculty and students.

"Policy Implications" Segment
Dennis Jones

The conclusions drawn from using the technology costing method have important implications for public policy.

The first is that institutions must decide up front why they want to invest in instructional technology, such as online courses.

They must understand that high quality content is expensive. Options based on this realization include

- Live with courses that are not the best
- Buy or lease courseware instead of creating your own
- Invest in course creation only for those courses with enrollments large enough to justify it
- Accept high cost as inevitable to achieve certain goals

Institutions which invest in online courses must make sure that student support functions are in place, and that the costs of these functions are accounted for intentionally

The changing roles of faculty must be recognized and budgets based on those new roles.

Financial strategies and procedures must be put in place to allow for initial investments in the necessary technology assets, and for renewal and replacement of these assets.

Institutions must recognize that trade-offs can be made between personnel and technology, such as increased costs of technology can result in lower costs for staff.

Questions for Faculty to Ask Administrators about Online Courses

These are some of the questions faculty should consider asking administrators before they agree to create and/or teach an online course. Though these questions are designed to represent issues that faculty should be concerned about, it would behoove administrators to consider the answers to these questions as they're planning their online programs.

Development

1. Have we evaluated the instructional quality of using courseware produced by other institutions before deciding to create an online course ourselves?
2. Have we compared the cost of using externally produced courseware to the cost of creating a quality online course ourselves?
3. If we create a course ourselves, will I be the sole faculty member involved, or part of a faculty team?
4. What online course platform would we use, and what kind of training is available for learning to use it to create a course?
5. What kind of staff and technical support will be provided for course development?
(web designer, instructional designer, technical staff, etc.)
6. What kind of compensation is there for course development?
7. What is the timeline for course development?
8. What are the ownership rights for a course I develop or help develop?

Teaching

1. What would my duties be for teaching an online course created by another institution?
2. What would my duties be for teaching an online course I develop?
3. Will others teach an online course I develop?
4. What kind of support is will be provided for teaching online?
5. How will enrollment management be handled?
6. What is the financial break-even point? What happens if there are not enough enrollments, or if so many students withdraw it is not financially viable?
7. What resources and implementation strategies will be used to encourage student retention and success?

Maintenance

1. If the online course was developed by another institution, will that institution be responsible for keeping it updated and revised?
2. What is the revision schedule for a course I create, or help create? What would my role be in that?
3. What is the compensation for revisions?
4. What kind of staff support and other resources would be available for updates and revisions?

EXPLANATION

Feedback from viewers of our satellite teleconferences in recent years indicates that a highly effective way to increase the value of the teleconference is to make it an interactive experience with your colleagues. View the program with others, discuss the topics and issues with them, and evaluate the suggestions and insights from the panelists in light of the problems and opportunities at your college or university. Reading through the participant's print packet and the supplemental web site before viewing the broadcast will make the teleconference even more valuable. The following activities are provided to help you get started:

DISCUSSION

Divide the participants into smaller groups to discuss the following, then report back to the group as a whole

1. For mediated instruction to be truly cost-effective, there must be economies of scale. One way to achieve this is for an institution to create, purchase, or license a single course in a particular discipline and have multiple faculty teach multiple sections of the same course over multiple semesters. But there are barriers to achieving economies of scale in this manner:

"[P]art of the academic culture involves taking professional pride in developing one's very own course materials, even when the differences among course materials are very small. ... [Most faculty] are happy to use introductory... textbooks written by world-famous [experts]. They do not feel it necessary to write their own. ...[T]hese same teachers would, I think, be much less willing to have videotapes of these world-famous [experts] replace them at the lectern, even if it meant that they could concentrate on supervising undergraduate research or other high-status tasks." Charles Karelis, "Education Technology and Cost Control: Four Models"

 - Is Karelis accurate in his assertions about academic culture?
 - That faculty take professional pride in developing their own course materials?
 - That the differences between Professor X's English 101 course, for example, and Professor Y's are rarely substantial?
 - That faculty are being inconsistent when they use textbooks written by someone else, but balk at teaching a course they didn't develop?
 - That mediated instruction, by its very nature, changes the traditional role of professor from the source of knowledge to the facilitator of the student's learning experience?
 - What, if anything, can be done to overcome faculty's reservations and the aspects of "academic culture," as Karelis defines them, that inhibit cost-efficient mediated instruction ?
2. Given the economic problems facing higher education, faculty have a major stake in the financial stability of their institutions---including online instruction. Using a panel of faculty who have taught or are teaching online, ask them to following questions:
 - Evaluate your experience with online courses in terms of the kind and types of teaching you do and in terms of the time it takes.

- Evaluate the compensation you receive for developing, or for helping to develop, an online course? For teaching it?
- What kinds of help and support do you find you need most often? How does that compare to the help and support you need in the classroom?
- What changes would you recommend to increase student success and retention in online courses?
- Experts say that online courses are more expensive than classroom courses unless they are offered several times with large enrollments. When that happens, they reach a "break-even" point and begin to bring in more money than it cost to develop and offer them. Why should faculty be concerned about the break-even point in online courses? In classroom courses?
- What cost factor in online courses does your institution do a good job of identifying and managing well? What cost factor does it tend to overlook or have problems with?

ACTIVITIES

Several researchers have created costing methodologies and tools. We invite you to run your institution's numbers to estimate cost and financial return on investment – and to evaluate each researcher's assumptions and conclusions. This one, developed by Brian Morgan at Marshall University, is a good starting point.

3. From "Determining the Costs of Online Courses" by Brian Morgan
(<http://webpages.marshall.edu/~morgan16/onlinecosts/>)

"Before an institution of higher education ventures into online education, a complete understanding of the costs that will be encountered is essential. Even though there are dozens of methods of delivering courses through distance education, the offering of online courses through the World Wide Web has existed for less than a decade. Because of this recent evolution, many institutions may not realize the full impact of the cost of online education. For specifically this reason, the author wished to pursue this topic and attempt to assist higher education institutions in realizing these costs. This web site was developed to aid in revealing those areas that must be considered and those costs involved in the establishment of this type of venture. ... The content of the accompanying web site is intended to be used only as a guide. If you rely on the information on this site, you are responsible for ensuring by independent verification of its accuracy or completeness. A great deal of research was completed to develop the site and the information that it represents. The user assumes sole all risk by using the information and data related to this website."

Morgan asks a series of questions, which his program automatically plugs into a formula-laden spreadsheet, and produces an estimate of how much it will cost to start up an online education program and how long before the venture begins to show a profit.

Dallas Teleconferences Web Site

<http://telelearning.dcccd.edu/prodsvcs/Teleconferences/default.htm>

"The REAL Cost of Online Courses" Teleconference Web Site

<http://telelearning.dcccd.edu/realcost>

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http://www.wcet.info/Projects/tcm/TCM_Handbook_Final.pdf

"TCM Tabulator Tool." <http://www.wcet.info/Projects/tcm/download.asp>

Print Resources

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Graves, William H. "New Educational Wealth as a Return on Investment in Technology."
Educause Review. July/August 2002.

Karelis, Charles. "Education Technology and Cost Control: Four Models." *Syllabus*. February 1999.

Van Dusen, Gerald C. "Digital Dilemma: Issues Of Access, Cost, And Quality In Media-Enhanced And Distance Education." San Francisco: Jossey-Bass, c2000.

UPCOMING PROGRAMS

(All times are 1:30 - 3:00 PM CT unless indicated otherwise)

MARCH 3, 2004	ANNUAL CARL D. PERKINS RFQ TELECONFERENCE
MARCH 25, 2004	COLLABORATIVE LEARNING TECHNIQUES (COLTS)
APRIL 8, 2004	CYBER INSECURITY? PREVENTION AND PROTECTION SOLUTIONS
APRIL 20, 2004	MAKING MENTORING ACCESSIBLE: INNOVATION AND TECHNOLOGY IN TEACHER INDUCTION
APRIL 21, 2004	TEXAS SUCCESS INITIATIVE
JUNE 2004 (TBA)	DISTANCE LEARNING NURSING RE-ENTRY PROJECT

Programs to be streamed and available via the Internet include:

FEB. 2004	COOPERATION, COMPASSION AND CIVILITY IN THE CLASSROOM
MARCH 2004	CHANGE YOUR MIND AND CHANGE YOUR LIFE (WELLNESS)
APRIL 2004	CRITICAL THINKING: REQUIRED LEARNING FOR THE 21ST CENTURY
MAY 2004	CHEATING AND PLAGIARISM USING THE INTERNET
JUNE 2004	ETHICAL DECISION MAKING IN THE PROFESSIONAL SETTING --a special three hour in-service program for professional counselors and healthcare providers
JULY 2004	DOES YOUR ONLINE COURSE NEED EXTRA CREDIT TO PASS?
AUG. 2004	RETIREMENT PLANNING FOR EDUCATIONAL EMPLOYEES

VIDEOCONFERENCE TAPE ORDER FORM



Videoconference Title: "The REAL Cost of Online Courses"

Videoconference Date: February 26, 2004

Registrant Name:

Title:

Institution:

Mailing Address:

Street Address:

Circle Method of Payment: *(Include PO number and attach copy of PO)*

Check

PO _____

Note: Purchasing organization does not have the rights to:

- 1) edit or alter this tape, except for classroom use.
- 2) use the materials in a broadcast, without obtaining written consent from **STARLINK**. College cable channel broadcasts are acceptable.
- 3) duplicate, sell or rent the materials.

Tape Format: 1/2 inch VHS

Videoconference Tape Fee:

\$18 STARLINK Members

\$36 Non-Members w/ License

**A tape of the videoconference will be shipped within 30 days
after receipt of the completed order.**

Please return this completed agreement to:

**STARLINK
LeCroy Center for Educational Telecommunications
9596 Walnut Street
Dallas, TX 75243-2112
Phone: (972) 669-6505 FAX (972) 669-6699**

Videoconference Evaluation Form

EVALUATE “The REAL Cost of Online Courses”

On a scale of 1-5, with 5 being the highest, rate the videoconference in terms of its value to you.

	Excellent			Poor	
Timeliness of topic	5	4	3	2	1
Program’s format	5	4	3	2	1
Moderator	5	4	3	2	1
Panelists or Instructor	5	4	3	2	1
Handouts	5	4	3	2	1
Technical quality	5	4	3	2	1
Overall evaluation of program	5	4	3	2	1
Local site activities were held?	_____ YES		_____ NO		

1. Institution name: _____

2. My current position is: (circle one)

a. Faculty

c. Classified Staff

b. Administrator/Professional Staff

d. Other _____

3. What did you like most about the videoconference?

4. What could have been done to make it more valuable to you?

5. What topics would you like to see addressed in future videoconferences?

Return to: STARLINK, 9596 Walnut St., Dallas, TX 75243.