5-1-2014 Minutes
HLC Off-Campus


Absent: Anne Gregory, Christine Anderson, Constance Upton, Emeric Solymossy, Holly Nikels, Hoyet Hemphill, Jeanette Thomas, John Drea, Julie O’Brien, Kris Kelly, Leaunda Hemphill, Lloyd Kilmer, Stacy Dorethy, Teresa Koltzenburg

Please visit the Persistence and Completion Website for information about our group and other related groups. The website is located at: http://www.wiu.edu/university_planning/hlc/

Identification of programs considered to be “off-campus” seem to fit into three categories:

1. Fully-online courses
2. Extension classes (i.e. classes offered in a face-to-face format but away from one of WIU’s campuses)
3. CODEC courses (i.e. courses offered through Polycom)

Fully online programs include the Bachelor of Arts in General Studies (BGS), Masters in IDT, the RN→BSN Nursing degree (soon), and the Masters of Business Administration

Students taking off-campus courses seemed to fall into three groupings:

1. Specific to program (such as major in a degree offered entirely off-campus)
2. A student taking off-campus courses (usually distance) that will help them graduate, but not necessarily a course related to their degree. An example would be a Marketing student that decides to complete MKTG 371 in an online format instead of in a face-to-face class.
3. Students that are not affiliated with any given major at WIU. They may be working to complete credits for employments reasons or to transfer the class elsewhere to complete their degree at another institution.

Course rotations will need to be considered. Sometime courses are offered by student need (such as a cohort needing a given class to complete their degree) and classes that are found to be highly desirable by students.
Factors that may need to be explored to determine persistence and completion includes:

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<th>University Controlled</th>
<th>Student Demographics</th>
<th>Other Factors</th>
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<tr>
<td>Course Delivery/Modality/Form</td>
<td>Affiliation with military</td>
<td>Imposed regulations</td>
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<td>Flexibility of start/stop in course materials for online courses</td>
<td>Age</td>
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<td>Course format (length, online vs. extension)</td>
<td>Gender</td>
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<td>Student support services</td>
<td>Occupation</td>
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<td>Course level (graduate/undergraduate or upper-division/lower-division)</td>
<td>Geographic Region</td>
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<td>Cohort/Non-Cohort policies</td>
<td>Family</td>
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<td>Financial Issues</td>
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After discussion of the factors, it was suggested to consider the following questions to help drive our study:

1. What are the experiences of off-campus education students?
2. What is the impact of taking off-campus education classes on persistence within each WIU major?
   a. Synchronous
   b. Asynchronous
3. What is the impact of student background characteristics on persistence?
4. What aspects of the distance learning experience foster or inhibit student success?

**Next meeting: June 5 at 3:00**