Appendix B
Selected Web-Based Distance-Learning Implementation Activities

Once the model for the program is in place and decisions concerning mission/vision, financial goals, market reach, and brand have been made, the implementation factors that determine the distance-learning program’s daily functioning need to be addressed. The way institutions handle these implementation factors is critical to maintaining student satisfaction and driving enrollments. The following questions cover the critical implementation issues; addressing them will help institutions gain the focus and insights needed to guide a successful implementation process.

Governance
◆ What will the distance-learning program’s management/reporting structure be?
◆ How will the distance-learning program fit within the larger institution?
◆ How is the program integrated into the institutional decision-making process?
◆ Is the program integrated into institutional governance structures?

Financing
◆ How will the program financing be sustained?
◆ How will the program distribute/share its generated revenue across the institution?
◆ What percentage of any surplus will be re-invested in the distance-learning program?

Technology
◆ Who will manage decisions concerning program technology?
◆ What constituencies participate in making technology decisions?
◆ Who is accountable for supporting and maintaining technology?
◆ What elements of the technology should the distance-learning program outsource or build?
◆ How much money and time will be dedicated to technology?
◆ How will the program stay current on new technologies, and what process will be used for incorporating new technologies?

Faculty Management
◆ What incentives are in place for faculty involvement?
◆ How will faculty training be managed?
◆ Who will conduct the training?
◆ Who will be required to attend the training?
- Is compensation available for training time?
- How will intellectual property rights be addressed?

**Course Selection and Design**
- What is the process for selecting courses and faculty for the Web-based distance-learning program?
- What is the process for new course design?
- What team will be involved in the design process?
- How will team members communicate with one another, and how will faculty interact with a design team?
- Who maintains responsibility for final approval of pedagogy and technology?

**Student Services**
- What types of services will be available online for students?
- Are these services equivalent to those offered on-campus students?
- Are systems in place that will enable students to perform key activities, including registering for courses, applying for and receiving financial aid, accessing grades, using library services, receiving tutoring and advisory support, accessing counseling services, and making university-related e-commerce transactions?
- How will tests and assessments be delivered to students?

**Measuring Success**
- What are the key performance indicators and/or internal expectations that the organization (and institution) tracks and measures?
- Have performance indicators been established in the areas of faculty performance and satisfaction, course standards and design, student satisfaction, student academic success online versus on-campus, and program success as measured by enrollment and revenue?
- Are performance measures linked to rewards for faculty and staff?
- Are future decisions regarding the distance-learning program linked to specific performance measures?