eLearning at UAA 2013–2014

WHAT IS eLEARNING?

GENERAL DEFINITION:
Planned learning that predominantly occurs in situations where a student is not required to be in a predetermined location.

COURSE DEFINITION:
Distance courses are 0% to 50% location based using specific Banner codes 0, 1, 2 where 0=0% location based; 1=1-20% location based; 2=21-50% location based.

PROGRAM DEFINITION:
50% or more of course work is available online.

See page 8 for additional definitions.

eLEARNING FAST FACTS

33.2% of all students attending UAA in Fall 2013 were enrolled in at least one eLearning course.

76,191 eLearning credit hours were produced in AY14. Up 25.5% from AY10.

4.63 average eLearning credits taken by students enrolled in eLearning courses.

91.3% of all eLearning courses had no location based requirement (coded 0 in Banner).

72.2% of all eLearning credit hours were produced in lower division courses (100-200 level).

30.0% of all programs offered by UAA have at least 50% of course work available via eLearning (65 programs).

SOURCES:
• DSD data tables, UAA-OMB eLearning Student Credit Hours.
• Banner Student Information Data system.

How much of UAA’s credit hour production is in eLearning?
eLearning at UAA experienced another marked increase in both student credit hour production and headcount last year—a year in which non-eLearning enrollment declined.

TREND, eLEARNING STUDENT CREDIT HOURS

Note: Student credit hours total includes auditors.

TREND, eLEARNING ANNUAL STUDENT HEADCOUNT

UP 7.3% from AY13

UP 5.6% from AY13

RANGE OF eLEARNING CREDITS ATTEMPTED

Fall 2012 Fall 2013

0 - 2.9 Credits 393 431
3 - 5.9 Credits 1,352 1,689
6 - 8.9 Credits 1,352 1,689
9 - 11.9 Credits 450 503
12 - 14.9 Credits 171 189
15 & + Credits 33 40

November 2014
Who are the biggest eLearning credit hour producers?

Of the 76,191 credit hours produced via eLearning at UAA in AY14, the College of Arts & Sciences in Anchorage contributed 19,542 credit hours, of which two-thirds were in lower division courses. The second largest producer was Kenai Peninsula College at 18,075 credit hours. Mat-Su College produced the largest percentage increase, up 47.7% from 2013.
How many degree programs are available via eLearning?

The number of programs available via eLearning (65) remained stable in 2014, increasing by one. eLearning programs now comprise 30 percent of all programs offered at UAA, up from 22 percent last year, caused by a decline in the number of programs delivered traditionally.

30 PERCENT OF PROGRAMS ARE AVAILABLE VIA eLEARNING

20 DISCIPLINES PRODUCED 71% OF ALL eLEARNING CREDIT HOURS IN 2014

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<tr>
<th>Degree Program</th>
<th>Credit Hours</th>
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<td>Music</td>
<td>1,143</td>
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Five subjects produce 35 percent of eLearning student credit hours:
- English
- Psychology
- Business Administration
- Mathematics
- History

DEGREE PROGRAMS AVAILABLE 100% VIA eLEARNING

- Arctic Engineering, MS
- Bookkeeping Support, OEC
- Children’s Behavioral Health, OEC
- Computer Info Office Systems, CT2, OEC
- Corrections, CT1, OEC
- Digital Art, AAS
- Direct Services Specialist, OEC
- Disability Services, CT2
- Early Childhood Special Education, MED
- Educational Leadership, MED
- Family Nurse Practitioner, GCRT
- General Program, AA
- Medical Office Coding, OEC
- Office Foundations, OEC
- Office Support, OEC
- Occupational Safety & Health, AAS
- Pharmacy Technology, OEC
- Psychiatric & Mental Health Nurse Practitioner, GCRT
- Public Health Practice, MPH
- Special Education, GCRT, MED
- Superintendent, GCRT

DEGREE PROGRAMS AVAILABLE 50-99% VIA eLEARNING

- Accounting, AAS
- Architectural Drafting, CT1
- Architectural & Engineering Tech, AAS
- CAD for Building Construction, OEC
- Career & Technical Education, GCRT, MS
- Civil Drafting, CT1
- Clinical Assistant, OEC
- Computer Info Office Systems, AAS
- Counselor Education, MED
- Creative Writing & Literary Arts, MFA
- Dietetics, BS
- Disability Services, AAS
- Early Childhood, BA, PBCT
- Early Childhood Development, AAS, CT1
- Early Childhood Education, BA
- Education, MAT
- Elementary Ed (K-6), PBCT
- Elementary Education, BA
- General Business, AAS
- History, BA
- Industrial Safety Program Support, CT1
- Industrial Technology, OEC, CT2
- Language Education, GCRT
- Limited Radiography, OEC
- Mechanical & Electrical Drafting, CT1
- Nursing Science, MS
- Petroleum Technology, CT1
- Phlebotomist, OEC
- Principal, GCRT
- Process Technology, AAS
- Project Management, MS
- Psychology, BA, BS
- Social Work, MSW
- Structural Drafting, CT1
- Technology, BS
Who is taking and who is teaching eLearning courses?

One third of all students enrolled at UAA took at least one eLearning course in the Fall of 2013. That is up 8 percent from Fall 2010. A higher percentage of students enrolled in at least one eLearning course are older, degree-seeking, attending full-time, and are taking upper division classes.

FULL TIME FACULTY TEACH 56% OF eLEARNING SECTIONS

Of the 689 sections of eLearning courses in Fall 2013, the majority (56%) were taught by regular/term faculty across all campuses. Prince William Sound College had the highest percentage of adjuncts (63%) teaching eLearning sections in Fall 2013. Mat-Su College had the lowest percentage of adjuncts teaching eLearning courses (29%).

How successful are students taking eLearning courses?

Students enrolled in graduate level eLearning courses (600-699) outperform their peers in face-to-face classes, the only level that produces such a marked difference. Overall students in face-to-face classes have a slightly higher passing rate than those in eLearning courses.

NOTE: Passing Grades = A, B, C, P for Undergraduate level courses and A, B, P for Graduate level. The eLearning pass rate measured here is for courses coded “0” (0 location based) for all students enrolled including those who withdrew, did not complete, deferred grades and/or audited the course.
How is UAA supporting faculty in developing online courses and programs?

The University of Alaska Anchorage provides a range of online offerings, as well as face-to-face campus-specific professional development opportunities, for faculty interested in developing or offering online courses and programs. Each of the five UAA campuses provide such support, with the majority occurring in Anchorage, Kenai and Kodiak.

UAA’S ACADEMIC INNOVATIONS & eLEARNING

In January 2014 the UAA Faculty Technology Center officially changed its name to Academic Innovations & eLearning (AI&e). Its mission is to support the UAA learning environment by fostering quality instructional practices, innovation and technologies. The department has reorganized into three teams focusing on: Faculty/Staff technology-related professional development, Instructional Design Services, and Student eLearning Services, providing full service distance education support for faculty and students.

PROFESSIONAL DEVELOPMENT WORKSHOPS

During the 2013-2014 academic year, AI&e offered 85 workshops which were attended by 359 faculty. Topics included: Blackboard, Collaborate, Online teaching, Google docs, Lecture capture, Gamification and ePortfolios.

SPECIAL EVENTS

- OPEN iTeach: provided a week-long, blended intensive training to eight faculty and staff on course design and eLearning concepts in August.
- FALL TECHNOLOGY BOOTCAMP AND WEBINAR WORKSHOPS in August included 15 course and tools-based workshops for 71 attendees.
- PRESENTATIONS TO NEW STUDENTS: AI&e team members presented 15 30-minute presentations on Learning Technologies at UAA to new students during “Howl Days” in August.
- FACULTY DEVELOPMENT EVALUATION PLANNING: AI&e and the Center for Advancing Faculty Excellence hosted Susan Hines, an expert on professional development evaluation from St. Mary’s University in Minnesota, to consult on faculty development evaluation planning.

UAA TECHNOLOGY FELLOWSHIPS

During 2013-14 ten faculty from three different campuses focused on bringing more courses online, resulting in 15 new/revised online courses. The 2014-2016 Tech Fellows (7 faculty and 3 staff) are focusing on online student engagement and interaction. Tech Fellows have the opportunity to participate in the Online Learning Consortium, (formally Sloan Consortium) Online Teaching Certification program. Key learning opportunities include a foundation course, three selected electives and a capstone application of key certificate concepts and skills. To date, five UAA faculty and staff members have been awarded the certification and another 14 are currently in the program.

NEW INITIATIVES

ePORTFOLIOS

Paul Wasko joined UAA in January 2014 as the ePortfolio Services Coordinator to lead the research and implementation of ePortfolios at UAA.

UAA’s ePortfolio project is bringing together faculty, students, staff, and leadership as part of an Advisory Council focused on establishing a learner-driven ePortfolio “infrastructure.” Implementation in selected pilot program areas begins in spring 2015, with a university-wide roll-out in fall 2015.

UAA COMMONS

The UAA Commons is an online community of faculty and staff from all UAA campuses, exchanging knowledge to improve the quality of teaching, innovation, and communication. The UAA Commons currently hosts 136 members. New groups created this fall include First Year Success, Information Literacy, Quality Matters and Social Media at UAA.

SERIOUS FUN

More than 100 attendees from higher-ed, K12 and local businesses participated in Serious Fun: An Educational Games Gathering hosted in April 2014 by UAA’s Academic Innovations & eLearning.

The one-day conference focused on student engagement through the use of games for education. Alex St. John, known for his early work on gaming and creating the DirectX media platform at Microsoft, was the conference keynote, and faculty and staff from throughout the UA system led concurrent presentations.
KODIAK COLLEGE

Professional development is offered to faculty via workshops and individual training and support sessions. The Fall and Spring Teaching Forums are held each October and March. More than 170 faculty participated in workshops and events held throughout the year. In addition more than 154 hours of one-on-one consultations were provided to faculty.

Kodiak College (KoC) is continuing to grow its eLearning resources for students. Including:

- Virtual Student Coaching offers eLearning students one-on-one support and accountability
- eLearning Blackboard Connection Community provides students a way to connect with other eLearning students and access learning resources
- Free Workshops for Student Success
- Guide to eLearning Success
- Improve your Readiness for Online eLearning
- Links are also provided for Student Sources and Self-Assessments such as Smarter Measure, HowToStudy.org and more.
What Is UAA doing to ensure eLearning course quality?

QUALITY MATTERS PROGRAM

In AY14, UAA’s Anchorage campus joined Kenai Peninsula College and Kodiak College in adopting the Quality Matters (QM) framework to ensure quality in distance education. Together with the University of Alaska Southeast, all now are subscribers to the Alaska Statewide QM Consortium.

Quality Matters is designed to improve quality and consistency in online course design with the use of a rubric and peer review process. The rubric is research-based and is updated every three years. Academic Innovations & eLearning is offering orientation sessions and online training regularly in the coming year.

Kenai Peninsula College and Kodiak College previously adopted Quality Matters and have offered training sessions throughout last year and this year. At Kodiak College, 47 individuals have been trained, 12 courses have been certified with one under review and three more pending review. At Kenai Peninsula College, a total of 92 faculty members received QM training, 12 went on to become Peer Reviewers, two became Master Reviewers. A total of 13 courses have been submitted for review, 9 of which received QM certification.

ONLINE LEARNING CONSORTIUM (OLC)

UAA’s Academic Innovations & eLearning Director DAVID DANNENBERG is a participant in this year’s Institute for Engaged Leadership in Online Learning (IELLOL) 2014. As part of this experience Dannenberg will evaluate UAA distance education services against the Online Learning Consortium’s Quality Scorecard 2014: Criteria for Excellence in the Administration of Online Programs. The scorecard is an easy-to-use process for measuring and quantifying elements of quality within online programs in higher education. By evaluating each of the respective quality indicators within the established nine categories, an administrator of online programs can determine strengths and weaknesses.

EXTERNAL RESOURCES

ACADEMIC INNOVATIONS & eLEARNING (AI&e) provides instructors access to additional resources outside of UAA by purchasing institutional membership in the following programs specializing in electronic learning:

The Online Learning Consortium (OLC), formerly the Sloan Consortium, is dedicated to integrating online education into the mainstream of higher education, and helping institutions and individual educators improve the quality, scale, and breadth of education. UAA provides support for instructors who wish to enroll in the Sloan-C Online Teaching Certificate program. http://onlinelearningconsortium.org/

The Association for Authentic, Experiential and Evidence-Based Learning (AAEEBL) is the leading national organization devoted to use of electronic portfolios to support learning. UAA’s membership allows instructors and staff access to AAEEBL’s resources, newsletters, and discounted rates for attending conferences. http://www.aaeebl.org/

The EDUCAUSE Learning Initiative (ELI) is a community of higher education institutions and organizations committed to the advancement of learning through “the innovative application of technology.” Membership allows instructors access to research, resources, and discounted rates for conferences. http://www.educause.edu/

Atomic Learning provides online training resources for over 250 software tools which are available to all UAA faculty, staff and students to improve their use and knowledge of both software and hardware. http://www.atomiclearning.com/
## eLEARNING/DISTANCE EDUCATION DEFINITIONS

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<tr>
<th>Terminology</th>
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<th>NA</th>
<th>NWCCU</th>
<th>IPEDS</th>
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<tr>
<td><strong>General Definition</strong></td>
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<tr>
<td>Planned learning that predominately occurs in situations where student is not required to be in predetermined location.</td>
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<td>Formal educational process in which the majority of instruction occurs when student and instructor are not in the same place.</td>
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<td>Distance courses are 0% to 50% location based using specific Banner codes 0, 1, 2 where: 0=0% location based; 1=1-20% location based; 2=21-50% location based.</td>
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<td></td>
<td>Physical distance of the instructor and student; type(s) of tools used to deliver course. eLearning courses use the same Banner codes 0, 1, 2 for all universities in the system.</td>
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<td>50% or more of course work available online.</td>
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<td></td>
<td>Instructional content is delivered exclusively via distance.</td>
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**Sources:** UA e-Learning Report to Board of Regents, December, 2012, Northwest Commission on Colleges and Universities (NWCCU) online glossary, Integrated Postsecondary Education Data System (IPEDS) glossary.

## eLEARNING STUDENT CREDIT HOURS (WITH AUDITORS) AY05-AY14

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**Sources:** Statewide IR DSD data system