

## 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).

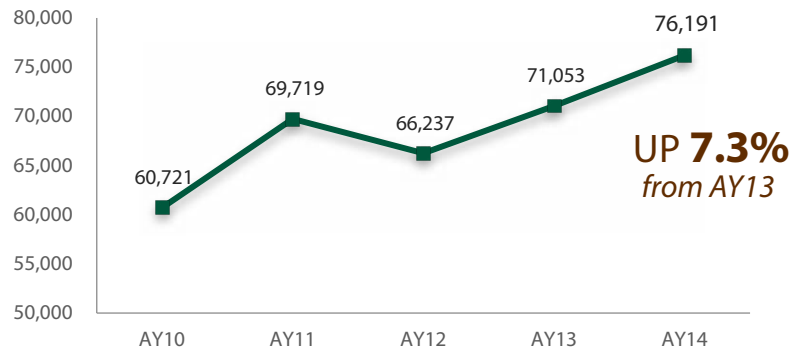
### SOURCES:

- 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?

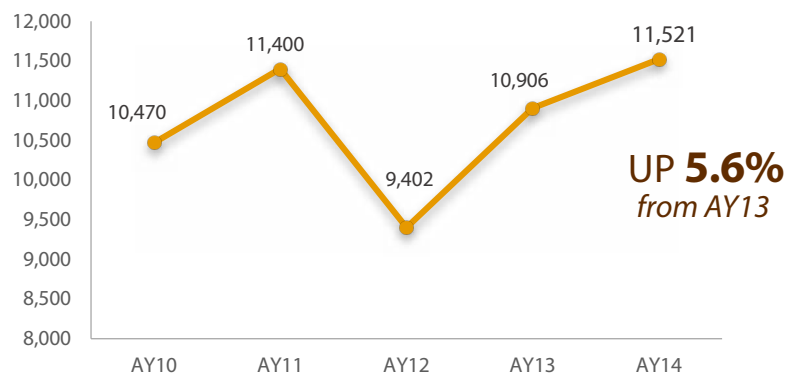
eLearning at UAA experienced another marked increase in both student credit hour production and headcount last year – a year in which non-eLearning enrollment declined.

### TREND, eLEARNING STUDENT CREDIT HOURS

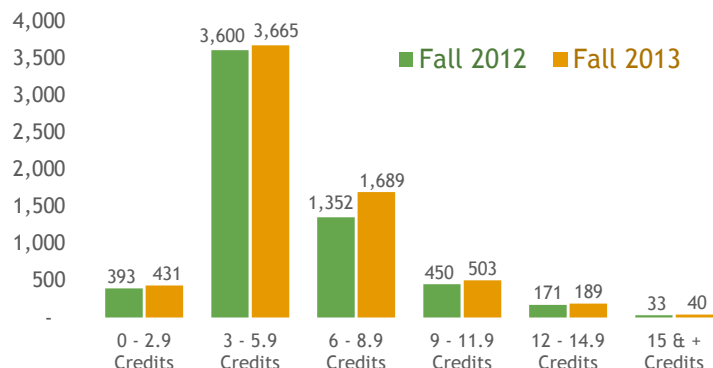


Note: Student credit hours total includes auditors.

### TREND, eLEARNING ANNUAL STUDENT HEADCOUNT

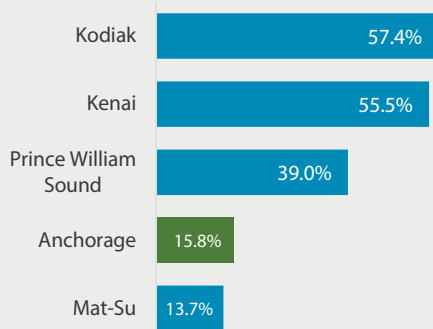


### RANGE OF eLEARNING CREDITS ATTEMPTED

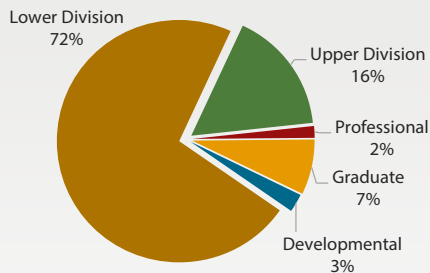


## eLEARNING AS % OF TOTAL CREDIT HOURS IN AY14

### BY CAMPUS



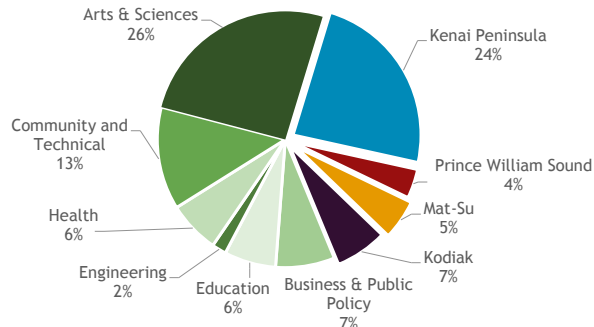
### BY COURSE LEVEL



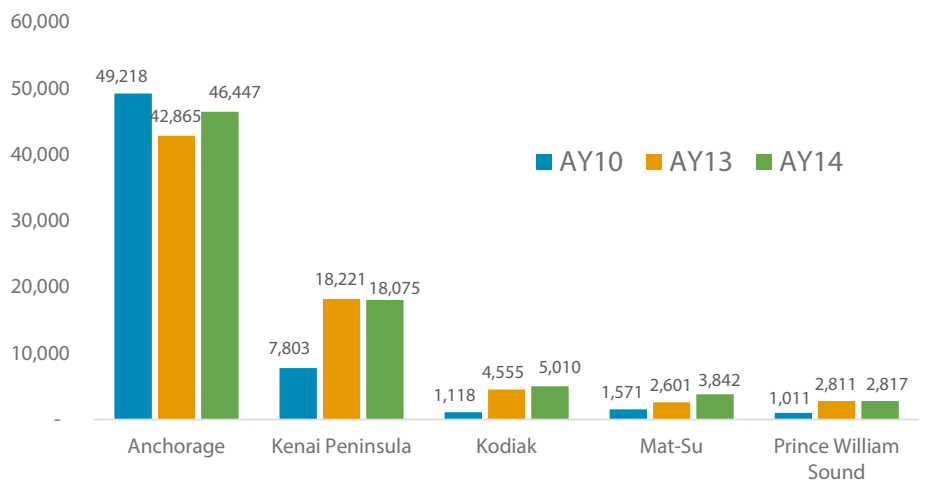
## Who are the biggest eLearning credit hour producers?

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.

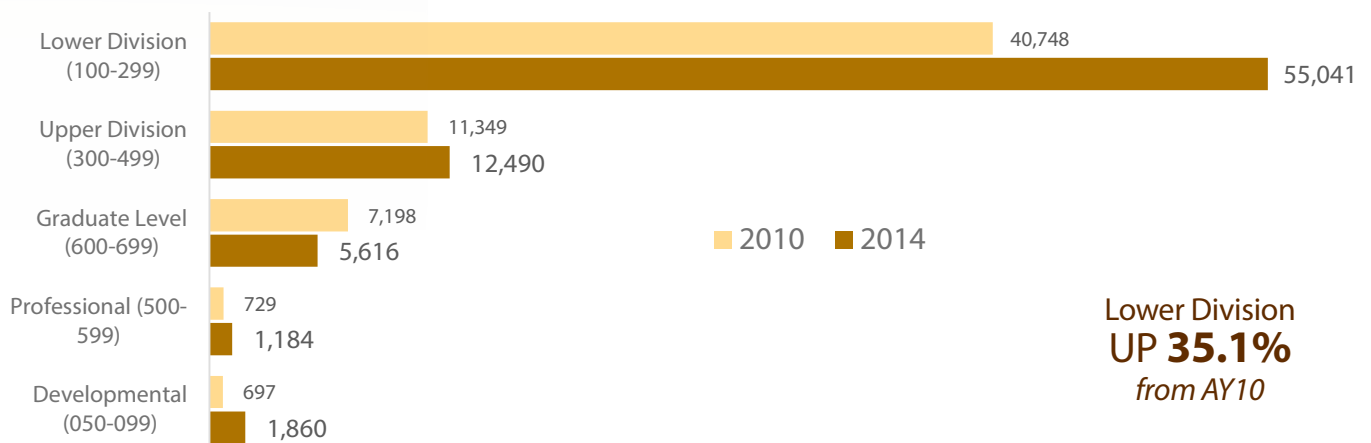
### eLEARNING CREDIT HOUR CONTRIBUTORS



### eLEARNING CREDIT HOUR PRODUCTION BY CAMPUS



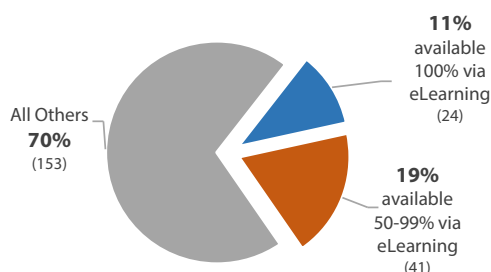
### eLEARNING CREDIT HOUR PRODUCTION BY COURSE LEVEL



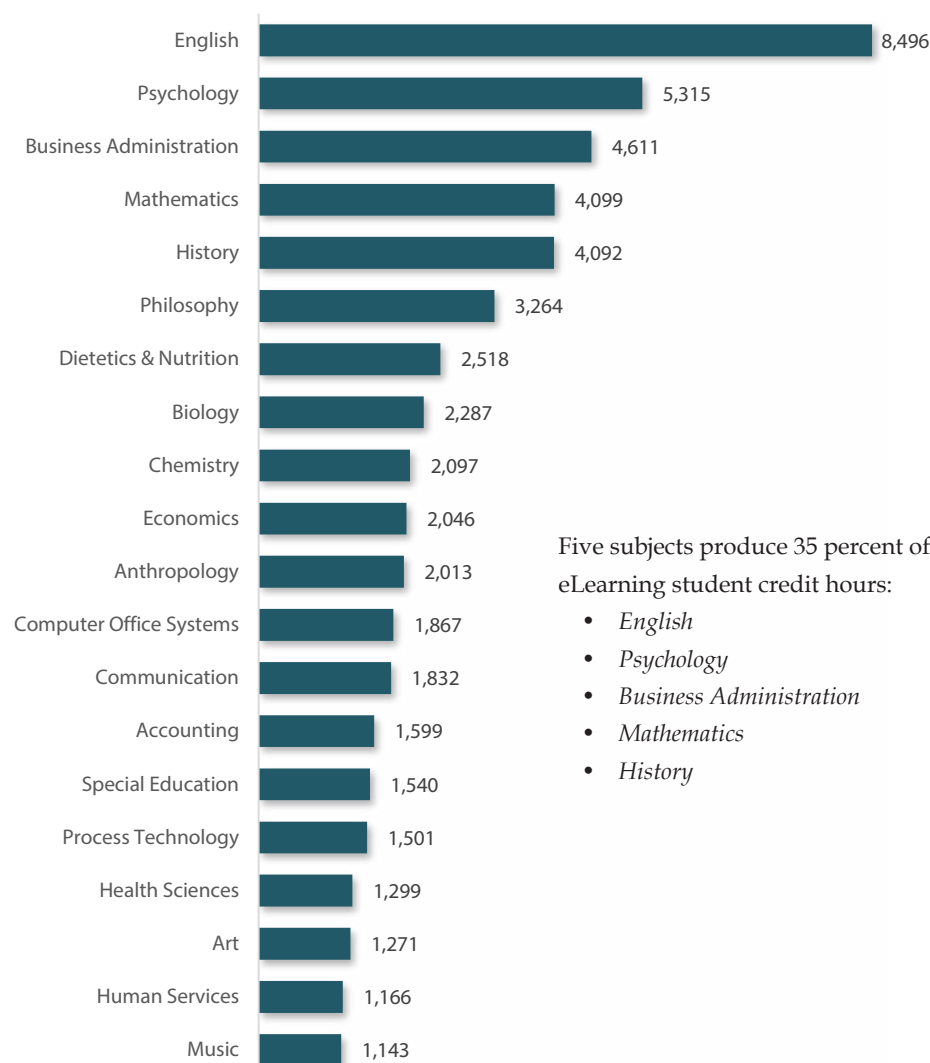
## How many degree programs are available via eLearning?

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



Five subjects produce 35 percent of eLearning student credit hours:

- English
- Psychology
- Business Administration
- Mathematics
- History

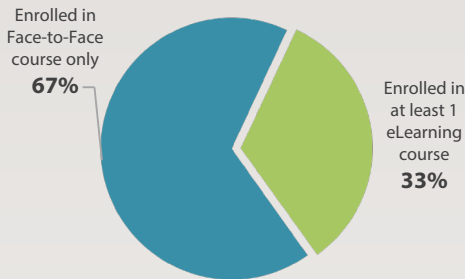
### DEGREE PROGRAMS AVAILABLE 100% VIA eLEARNING

- 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

## STUDENT PROFILES COMPARING eLEARNING TO FACE-TO-FACE ONLY



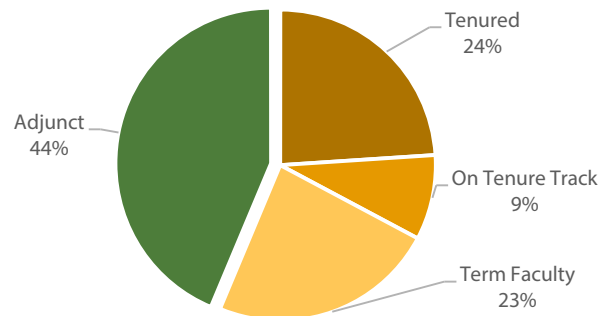
	FACE-TO-FACE ONLY	AT LEAST 1 e-LEARNING COURSE
<b>All Students</b>	<b>67%</b> (13,112)	<b>33%</b> (6,517)
% Degree-Seeking	69%	85%
% Full-time	39%	42%
% Part-time	61%	58%
% First-time Freshmen	13%	5%
% Upper Class Students	38%	57%
% Age 17-19	25%	10%
% Age 20-39	57%	74%
% Age 40 & Over	18%	15%
% of Minority	34%	31%
% from Alaska	92%	90%
% Out-of-State	6%	8%
% International	2%	2%

NOTE: The percentages above are based on the totals for each population in Fall 2013. For example, of the 13,112 students enrolled in only Face-to-Face courses in Fall 2013, 69% (9,054) were degree-seeking while of the 6,517 students enrolled in at least one eLearning course, 85% (5,524) were degree-seeking.

## 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.

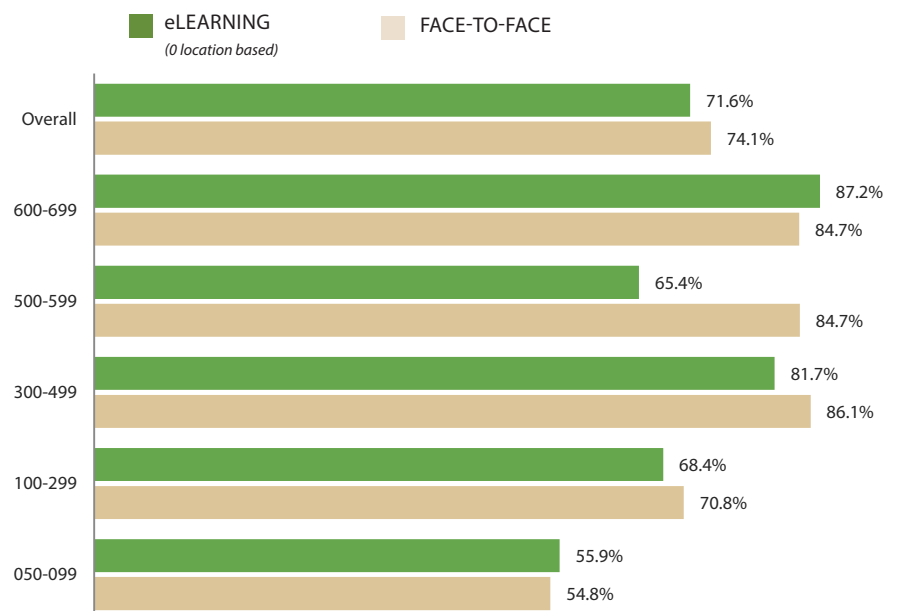
### FULL TIME FACULTY TEACH 56% OF eLEARNING SECTIONS



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.

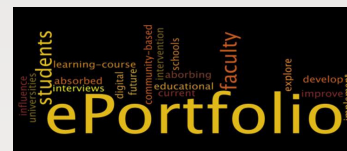
### UAA TECHNOLOGY FELLOWSHIPS

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.



## HIGHLIGHTS OF PRESENTATIONS/PUBLICATIONS



BRUNO KAPPES, UAA Professor of Psychology and a pioneer of distance delivery psychology instruction, presented a research paper, *Enhancing Evidence-Based eLearning Performance by Teaching eFolio Thinking Competencies* at the 12th **International ePortfolio and Identity Conference (ePIC)** in London in July.

Academic Innovations & eLearning Assistant Director of Instructional Design Services HEATHER NASH served as a moderator for the **Institute for Engaged Leadership in Online Learning (IELOL) 2014** and attended the IELOL 2014 Masters class at the OLC International Online Learning Conference in October.

In September 2014, DEBBI CANAVAN, Title III eLearning Instructional Specialist at Kodiak College, and KITTY DEAL, Assistant Professor of Education, presented at the **Quality Matters 6th Annual Conference on Quality Assurance in Online Learning** held in Baltimore, MD.



CANAVAN and DEAL presented *QM 411: Providing a Shared Directory Approach for Design Resources and Best Practices* and a poster session titled *Positive QM PR: Promoting Successes and Goals; Creating Awareness and Encouragement*.

AI&e's Assistant Director for Professional Development SARAH FRICK and Instructional Designer JEANNETTE RENAUDINEAU presented *EduPass: A Digital Badge Journey to Professional Learning at UA* at the national **Educause ELI Spring Online Focus** held in April.

PAUL WASKO, and UAA's ePortfolio work, was highlighted nationally in an article in *Campus Technology* and locally on television.



## KENAI PENINSULA COLLEGE (KPC)

The KPC Educational Technology Team supports faculty teaching online courses and staff through consultations and formal training throughout the year. KPC is also working with Academic Innovations and eLearning team in a number of projects, including the eLearning Workgroup, Serious Fun, iDesign, and the ePortfolio Advisory Council. KPC provided individual support to 59 faculty. In addition, 21 faculty received training in lecture capture, 15 attended the Excellence in eLearning Workshop, and 8 received Quality Matters™ training.

## eLEARNING TRAINING AND SUPPORT OFFERED TO FACULTY

- Excellence in e-LEARNING workshop held in August
- Camtasia and Screencasting Workshop
- Content Management System Training
- Blackboard SP13 Upgrade Series
- FERPA and Title 9 Assistance Training
- iPad workshops
- Lecture capture training
- Instructional Design

## RESOURCES DEVELOPED

- iPad Application "APP-cessories"
- KPC Tutor.com Website
- Conversion of KPC Tutoring to SLED (State Library System)
- Moodle Practice Shell
- Technology Orientation Videos
- Web Site E-Learning Tab



## 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 (IELOL) 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**

	UAA	UA	NWCCU	IPEDS
TERMINOLOGY	eLearning (distance education prior to 2011)	eLearning (distance education prior to 2011)	Distance Education	Distance Education
GENERAL DEFINITION	Planned learning that predominantly occurs in situations where student is not required to be in predetermined location.	Planned learning that predominantly occurs in situations where student is not required to be in predetermined location.	Formal educational process in which the majority of Instruction occurs when student and instructor are not in the same place.	1) one or more technologies to deliver instruction; 2) students are separated from instructor; 3) may include: Internet; open broadcasts, closed circuit, audio conferencing; DVDs, and CD-ROMs.
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.	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.	Separation, in time or place, between instructor and student. Synchronous or asynchronous use of: broadcast transmission; audio or computer conferencing; video cassettes/disks; or correspondence.	Instructional content is delivered exclusively via distance.
PROGRAM DEFINITION	50% or more of course work available online.	50% or more of course work available online.		All required coursework is able to be completed via distance.

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**

	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13	AY14
UAA MAU Total	30,137	28,950	35,519	44,508	51,301	60,721	69,719	66,237	71,053	76,191
<b>By Campus</b>										
Anchorage Campus	28,876	27,143	32,991	41,083	44,829	49,218	50,125	39,880	42,865	46,447
Kenai College	558	481	772	1,287	3,765	7,803	12,304	17,353	18,221	18,075
Kodiak College		246	166	473	523	1,118	2,275	3,889	4,555	5,010
Mat-Su College	268	1,080	1,496	1,545	1,659	1,571	1,893	1,807	2,601	3,842
Prince William Sound	435		94	120	525	1,011	3,122	3,308	2,811	2,817
<b>By College</b>										
Academic Affairs	102	144	138	117	135	150				
Arts & Sciences	13,827	13,800	17,562	21,819	23,069	23,557	23,454	15,962	16,758	19,542
Business & Public Policy	7,524	3,141	3,783	4,716	5,049	6,270	6,183	5,868	6,198	5,682
Community & Technical College	1,300	2,821	2,086	2,749	3,660	5,138	6,675	7,907	9,627	9,880
Consortium Library								35	83	
Education	3,168	3,102	4,464	4,605	5,404	5,187	5,418	5,275	4,732	4,977
Engineering	271	215	306	481	692	632	646	816	1,282	1,381
Health	2,684	3,920	4,652	6,596	6,820	8,284	7,746	4,031	4,268	4,985
<b>By Course Level</b>										
050-099 (Developmental)	120	1,091	186	171	189	697	1,306	1,560	1,692	1,860
100-299 (Lower Division)	20,428	19,740	24,327	29,314	33,039	40,748	48,786	47,126	51,038	55,041
300-499 (Upper Division)	5,840	4,008	5,581	8,765	11,097	11,349	11,706	10,517	11,301	12,490
500-599 (Professional)	359	442	476	692	615	729	523	979	1,138	1,184
600-600 (Graduate)	3,390	3,669	4,949	5,566	6,361	7,198	7,398	6,055	5,884	5,616

SOURCE: Statewide IR DSD data system