

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:

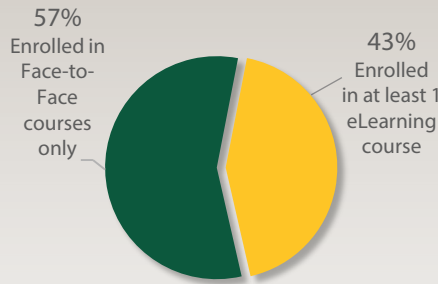
Distance courses are 0% to 50% location based using specific Banner codes 0, 1, 2 where:

- 0=0% location based;
- 1=1-20% location based;
- 2=21-50% location based.

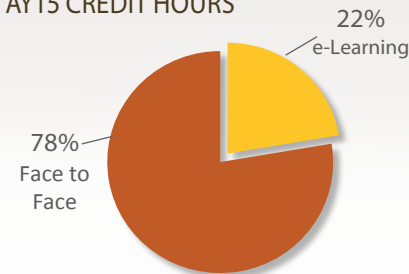
PROGRAM DEFINITION:

50% or more of course work is available online.

AY15 HEADCOUNT



AY15 CREDIT HOURS



SOURCES:

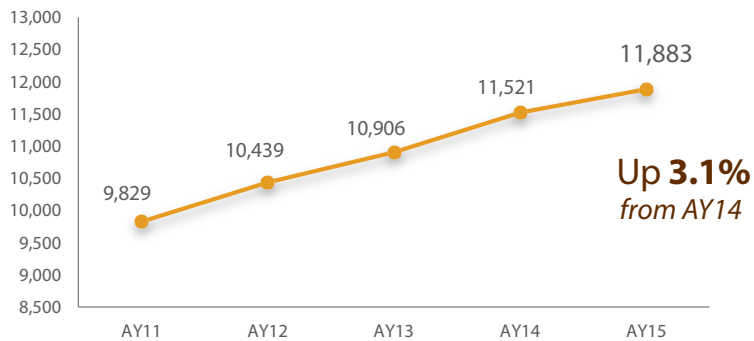
- DSD data tables, UAA-OMB eLearning Student Credit Hours.
- Banner Student Information Data system.

UAA serves an area about the size of the state of Montana, representing about 65 percent of Alaska’s population (517,765 of 792,775 people) according to 2014 population estimates from the Alaska Department of Labor and Workforce Development. Located on the road system, four of our campuses can readily serve many of the needs of their local populations through face-to-face instruction. The fifth campus, Kodiak College, focuses on the needs of the Kodiak archipelago.

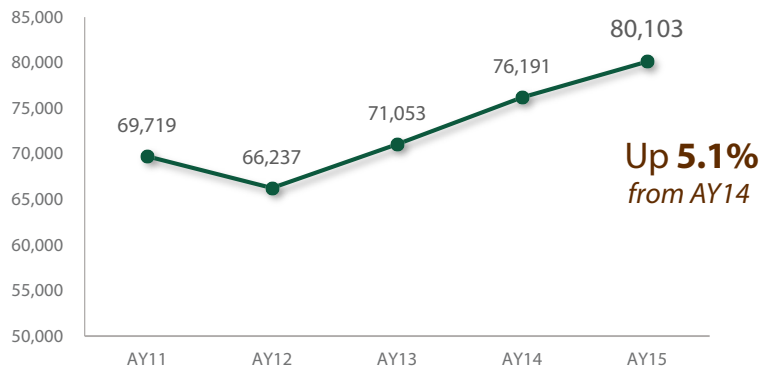
UAA’s eLearning provides educational access to Alaska’s diverse populations, especially distant, place-bound and working students, to acquire course credits toward their degrees. This is reflected in a significant percentage of eLearning credit hours produced in lower division courses, and a number of degree programs offered 100 percent online. Another essential focus is using eLearning strategies to enhance resources and support services for students and faculty, reaching more learners in different and effective ways, including hybrid courses that combine online and face-to-face instruction.

Last year, UAA produced 80,103 student credit hours through courses that were 0-50% location-based, contributing 22.3% of all credit hours at the entire institution. While total credit hours at the university declined 3.2 percent, credits delivered via eLearning online increased 5.1 percent. The Anchorage campus provides the majority of eLearning credit hours, but eLearning is an essential component of the educational mix at all campuses.

TREND, eLEARNING ANNUAL HEADCOUNT



TREND, eLEARNING ANNUAL CREDIT HOURS

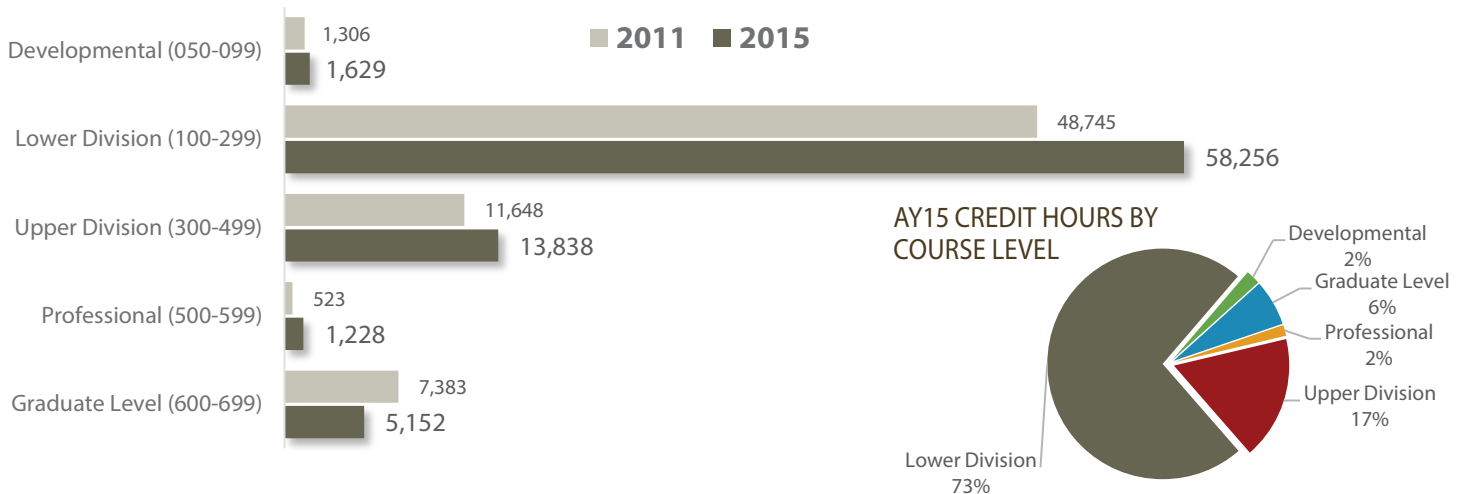


What are the biggest eLearning credit hour producers?

BY COURSE LEVEL:

The chart below shows the coursework offered via eLearning at UAA. Most of the credit hour production is in lower division courses, many needed by all students to advance into the more specialized knowledge of their degree programs, whether associates or baccalaureate. These courses also provide many of the requirements needed for the state's identified high-demand job areas, which produced 70 percent of all UAA's certificates and awards in 2015.

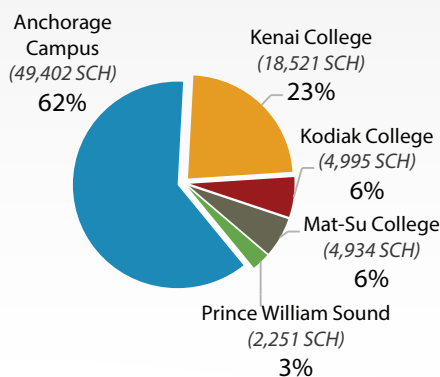
COMPARING AY11 TO AY15 BY COURSE LEVEL



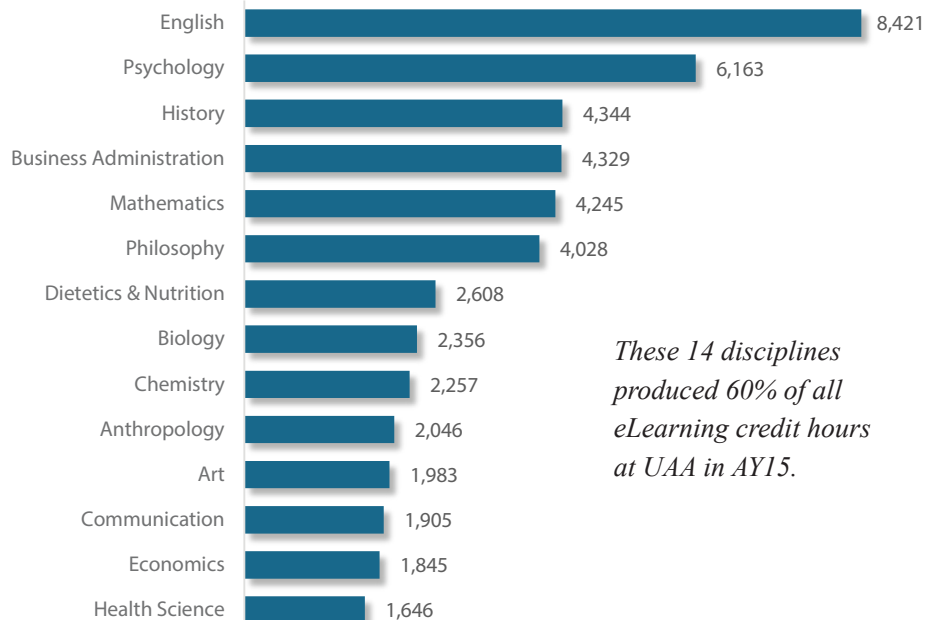
BY CONTRIBUTOR:

The College of Arts & Sciences in Anchorage contributed 24,907 eLearning credit hours and produced the largest increase in credit hour production (up 4,555 SCH) over AY14. The second largest producer was Kenai Peninsula College at 18,521 credit hours. Mat-Su College saw the largest percentage gain (28.4%), increasing eLearning credit hours from 3,842 to 4,934. Kodiak College (59%) and Kenai Peninsula College (55%) have the highest percentage of total credit hour production in eLearning among all campuses.

eLEARNING CREDIT HOURS BY CAMPUS, AY15



BY DISCIPLINE:



These 14 disciplines produced 60% of all eLearning credit hours at UAA in AY15.

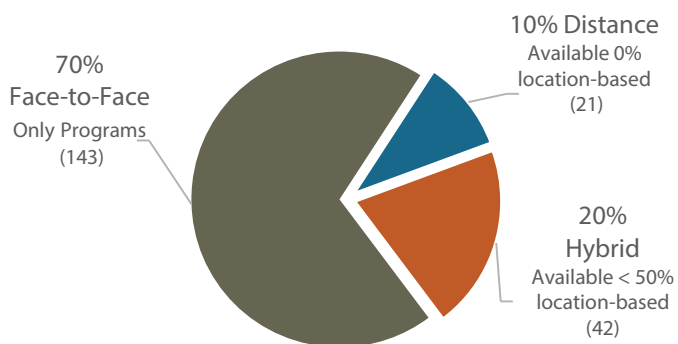
How many degree programs are available via eLearning?

UAA offers 21 programs with no location-based requirement and another 42 hybrid programs, those with 1-50 percent location-based requirements. Program Prioritization and budget cutting in FY15 recommended elimination of three of the programs with no location-based requirement, and three hybrid programs. However five new programs were added to those available via eLearning, bringing the total of eLearning degree programs to 63, one less than AY 14.

The complete list of current program offerings is shown on the right with new programs marked with an asterisk.

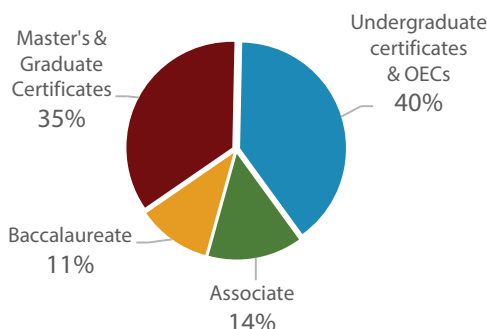
NOTE: Programs eliminated included the occupational endorsement certificate for Bookkeeping Support, 2-year certificates in Computer Information Office Systems and Disability Services, and the graduate certificate and master's of science degree in Career and Technical Education.

30 PERCENT OF PROGRAMS ARE AVAILABLE VIA eLEARNING



eLEARNING PROGRAMS BY DEGREE TYPE

UAA's eLearning programs are focused primarily in Undergraduate Certificates, Occupational Endorsement Certificates, Graduate Certificate and Master's degrees.



Programs by Degree Type	0% Location-based	1-50% Location-based	Total
Associate	2	7	9
Baccalaureate	0	7	7
Master's & Graduate Certificates	10	12	22
Undergraduate & Occupational Endorsement Certificates	9	16	25
Total	21	42	63

Many distance-delivered programs are also available in traditional face-to-face formats, making it difficult to provide an accurate count of the number of degrees and certificates awarded to students primarily in distance programs.

DEGREE PROGRAMS WITH NO LOCATION-BASED REQUIREMENT

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

DEGREE PROGRAMS WITH 1-50% LOCATION-BASED REQUIREMENT

- Accounting, AAS
- Architectural Drafting, CT
- Architectural & Engineering Tech, AAS
- CAD for Building Construction, OEC
- Civil Drafting, CT
- Clinical Assistant, OEC
- Computer Info Office Systems, AAS
- Construction Technology, CT*
- Counselor Education, MED
- Creative Writing & Literary Arts, MFA
- Dietetics, BS
- Disability Services, AAS
- Early Childhood, PBCT
- Early Childhood Development, AAS, CT
- Early Childhood Education, BA
- Education, MAT
- Elementary Education (K-6), PBCT
- Elementary Education, BA
- Environmental Reg & Permitting, GCRT*
- General Business, AAS
- History, BA
- Industrial Safety Program Support, CT
- Industrial Technology, AAS, CT
- Language Education, GCRT
- Limited Radiography, OEC
- Logistics & Supply Chain Operations, OEC*
- Mechanical & Electrical Drafting, CT
- Nursing Science, MS
- Petroleum Technology, CT
- Phlebotomist, OEC
- Principal, GCRT
- Process Technology, AAS
- Project Management, MS
- Psychology, BA, BS
- Social Work, MSW
- Structural Drafting, CT
- Teaching & Learning, MED*
- Technology, AAS*, BS

STUDENT PROFILES COMPARING eLEARNING TO FACE-TO-FACE ONLY

FALL 2014	FACE-TO-FACE ONLY	AT LEAST 1 e-LEARNING COURSE
All Students	64% (11,902)	36% (6,747)
% Degree-Seeking	72%	81%
% Full-time	41%	42%
% Part-time	59%	58%
% First-time Freshmen	14%	5%
% Upper Class Students	40%	56%
% Age 17-19	26%	12%
% Age 20-39	59%	72%
% Age 40 & Over	16%	16%
% of Minority	34%	29%
% from Alaska	91%	91%
% Out-of-State	7%	8%
% International	2%	1%

NOTE: The percentages above are based on the totals for each population in Fall 2014. For example, of the 11,902 students enrolled in only face-to-face courses in Fall 2014, 72% (8,537) were degree-seeking while of the 6,747 students enrolled in at least one eLearning course, 81% (5,459) were degree-seeking.

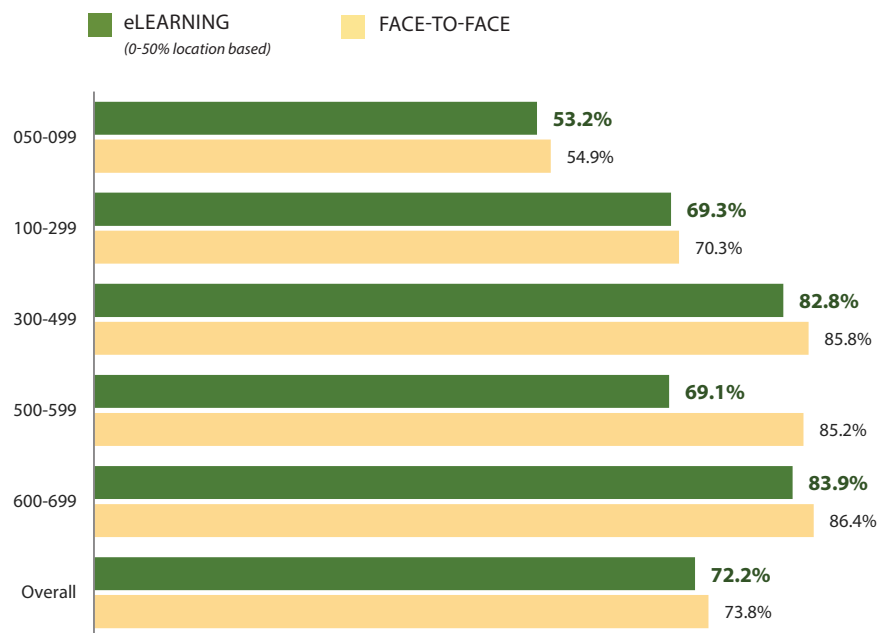
Who is taking eLearning courses at UAA?

The 11,883 students who took at least one eLearning course over the fall, spring and summer semesters represent 43 percent of the annual AY15 headcount at UAA compared to 36 percent of the fall 2014 headcount. The number of students enrolling in at least one eLearning course continued to rise in AY15, growing 3.1 percent while overall enrollment at UAA declined 1.5 percent.

Degree-seeking, non-minority and upper-class students take eLearning courses at higher rates than their face-to-face counterparts.

Are students taking eLearning courses as successful as their peers in face-to-face classes?

Overall, students in face-to-face classes have a slightly higher passing rate than those in eLearning courses. In comparing the success rates by course level in AY15, the largest differential was found in professional level courses with those students in face-to-face courses outperforming eLearning students by 16 points. Success rates in lower division courses showed little difference between eLearning and face-to-face 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, 1 and 2 in banner (0=0 location based, 1=1-20% location based and 2=21-50% location based) for all students enrolled including those who withdrew, did not complete, deferred grades and/or audited the course. Students enrolled in courses with 0 location based requirements made up 92% of enrollment in eLearning courses.

How does UAA support students in eLearning courses?

UAA's Distance Student Services office supports UAA's students and faculty in online courses, acts as a liaison between students, faculty, and academic departments, and answers general questions regarding online learning.

This past year, the Anchorage team added two additional test proctors and began establishing and implementing additional and necessary core services for our distance students.



NEW STUDENT ORIENTATION. Every campus offers sessions during new student orientation that focus on online learning and technologies, including BlackBoard resources such as Discussion Boards and LiveChat. Mat-Su College's sessions are called "University Tech 101" and were added to traditional orientation sessions to introduce students to instructional technology. Kenai Peninsula College offers a customized "New to eLearning" self-assessment quiz. At the Anchorage campus, the BlackBoard Orientation course allows students to explore and try out common technologies used in online courses before the start of the semester, and provides consultations with students who need a little more assistance.

test embed welcome video

Posted on: Thursday, August 21, 2014 3:49:25 PM AKDT



VIRTUAL STUDENT COACHING. Kodiak College introduced virtual student coaching which operates the same way as traditional student coaching; student coaches and students are in contact (in person, on the phone, by email, text, Skype, FaceTime, Facebook, etc.) at least once each week to discuss how the semester is going and any concerns or issues that are interfering with the student's success in college.

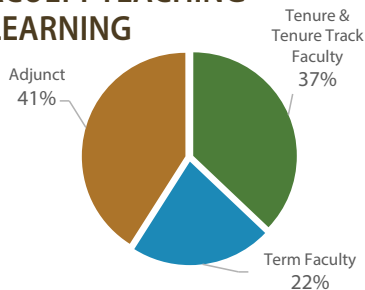
VIRTUAL TUTORING. Kodiak College introduced Virtual Tutoring in February 2105 in which Kodiak College staff and faculty assist students with writing, math, and science courses. Students schedule an online appointment with a tutor using KOC's new online scheduling software. Kenai Peninsula College provides online tutoring via its Online Writing Lab. These programs are in addition to *Alaska tutor.com* and the *Alaska State Library's Live Homework Help* available through the Statewide Electronic Doorway (SLED) utilized by all campuses.

eLEARNING EXPRESS. Launched in spring 2015, this monthly eNewsletter provides general information, important dates, and upcoming events. As of this fall, the newsletter has sent a total of 14,760 emails to online students with an open rate average 45 percent, more than twice the industry average of 21 percent in education and services.

EXAM PROCTORING AND DISTRIBUTION. The Anchorage Campus Distance Student Services team coordinates and distributes proctored exams for online courses through UAA, and provides test proctoring for UA Online courses. During AY14-15, UAA handled and distributed 14,780 exams and proctored 8,006.

VIDEO CAPTIONING. Video captioning is a requirement for disability requests, and is quickly becoming a standard in higher education as many other students also reap the benefits. Kenai Peninsula College (KPC), in collaboration with Kodiak and Anchorage campuses, successfully deployed a video captioning solution.

FACULTY TEACHING eLEARNING



Who is teaching eLearning courses?

In fall 2014, faculty taught 693 sections of eLearning courses, four more than fall 2013. More than half (59%) were regular/term faculty across all campuses. In fall 2014, 31 more sections of eLearning courses were taught by tenure and tenure track faculty than fall 2013, accompanied by a decline in the number eLearning sections taught by adjuncts (-17) and term faculty (-10).

How does UAA ensure eLearning course quality?

UAA works within a network of systems and standards to ensure that students have an effective course and program experience in the online teaching and learning environment.

QUALITY MATTERS. Each UAA campus has adopted the Quality Matters framework for ensuring quality course design, and offers specialized training to faculty throughout the year on the use of the Quality Matters rubric and peer review process. The rubric is updated every three years to reflect the latest research and best practices in eLearning, with the most recent update in August 2014. More than 185 faculty and staff from all campuses have received Quality Matters training. In addition more than a dozen faculty are now certified Quality Matters reviewers. To date, 23 individual courses have been certified by Quality Matters, including three newly certified in AY15 at Kenai Peninsula College and four at Kodiak College. In addition, 20 courses are in the process of being reviewed.

Prince William Sound College and Mat-Su College are the most recent adoptees of the Quality Matters framework and began their training and orientation this year. Prince William Sound College now has three fully online courses designed using the Quality Matters framework. At Mat-Su College, three faculty who completed Quality Matters training are sharing information with their colleagues.

QUALITY DELIVERY/PRESENTATION. The College of Education (COE) collaborated with University of Alaska Southeast and other UAA campuses to create a quality rubric for delivery/presentation. The College's instructional designer is now working with the COE faculty to tailor it to their specific needs.

TECHNOLOGY UPGRADES. Adequate technology, from bandwidth to hardware and software, is essential to providing a quality teaching and learning experience. Addressing these is a constant effort at each campus. For example, Prince William Sound College redesigned one classroom in AY15 to be highly versatile for different methods of teaching using a variety of instructional software platforms. They installed 70-inch monitors, and changed placement of microphones and anti-feedback technology to improve sound quality. Kodiak College upgraded Benny Benson Room 106 with state-of-the-art technology including multiple cameras, hanging microphones, video and web conferencing, and multi-screen presentation systems.



The pilot program for UAA's ePortfolio Initiative, now branded **eWolf**, began in Spring 2015 after selecting Digication as the ePortfolio provider.

Participation grew quickly as programs and faculty members learned about the tool and its capabilities. In its first six months, students, faculty, and staff created 652 ePortfolios. To date, ePortfolios are being used in every college to varying degrees.

The Promotion and Tenure (P&T) pilot group drew more than 40 participants. Academic Innovations & eLearning created a pilot P&T template. Electronic submissions are being accepted for AY 2015-2016.

AI&e has created a webpage devoted to ePortfolios that includes the history, resources, as well as featured ePortfolios. at <https://www.uaa.alaska.edu/eportfolio/About/featured.cfm>

How is UAA supporting faculty who teach online?

On each of its five campuses, the University provides a range of online offerings, face-to-face campus-specific professional development, and individual assistance to faculty interested in developing or offering online courses and programs.

PROFESSIONAL DEVELOPMENT. Hundreds of faculty and staff participated in dozens of discussion sessions, workshops, online tutorials, and webinars designed to help faculty keep current on technology used for online teaching, such as BlackBoard, VoiceThread, Screencasting, Collaborate and more. Sessions also addressed topics including accessibility, copyright, digital literacy, gamification, and cultural considerations.

Kenai Peninsula College's Educational Technology Team held 48 group training sessions and 65 one-on-one trainings. Three KPC faculty completed the 10-week Online Learning Consortium's "Online Teaching Certificate" foundations course. Kodiak College offered 23 workshops, including multiple half-day sessions devoted to online teaching and technology during its Professional Development Week in May. Academic Innovations & eLearning presented 50 workshops throughout the year, and 37 faculty participated in 1-week course and 9-week teaching intensives through the Online Learning Consortium.

INSTRUCTIONAL DESIGN. In AY15, AI&e hired an Assistant Director of Instructional Design providing a focus that enabled AI&e to deliver more than 400 hours of individual consultations with faculty interested in designing online programs and courses. Mat-Su College established a peer-mentoring program for faculty new to online teaching, and developed a comprehensive checklist to facilitate creating new online courses. Kodiak College's instructional designer provided workshops and one-on-one support sessions for faculty. Sixty-five faculty and staff at Kenai Peninsula College participated in instructional design training and support programs.

LEARNING COMMUNITIES & COLLABORATIONS.

- **eLEARNING WORKGROUP** includes faculty, instructional designers, and staff from AI&e, Kodiak College, Kenai Peninsula College, the Colleges of Education, Business and Public Policy, the Community and Technical College, School of Allied Health, Disability Support Services, and the Consortium Library. This volunteer group meets twice a month and provides leadership on technologies and trends, and organizes special events such as the annual eTech Fair and Serious Fun (*see sidebar*).
- **UAA COMMONS** is an online community where faculty and staff from all campuses can exchange knowledge to improve the quality of teaching, innovation and communication at UAA.
- **THE TECH FELLOWS** program creates a cohort of faculty and staff who serve as models and mentors for their colleagues across UAA. In the past decade, 110 faculty and staff have completed the program. The focus of the 2015 Tech Fellows cohort is on the use and/or creation of Open Educational Resources in course design strategies. The two-year fellowship begins with a 5-day intensive each May where work starts on their year-long project.



The eLearning Workgroup hosted the fourth faculty technology fair on the Anchorage campus and online during Distance Education Week in November. The fair included 18 unique sessions with 21 presenters and 74 participants. New this year was the opportunity for participants to earn badges through Credly. All sessions were recorded and posted as a playlist on YouTube.



Serious Fun: An Educational Games Gathering brought together educators and students from throughout the UA system and beyond interested in using games and game elements in teaching and learning.

This year's event included 20 presenters, including the keynote speaker Amy Fredeen, Chief Financial Officer at E-Line, and Executive Vice President and CFO of Cook Inlet Tribal Council.

The key thematic element running through the event related to the commercial release of *Never Alone*, the first video game designed, developed, and published by an Alaska Native organization.

Looking ahead

NATIONAL COUNCIL FOR STATE AUTHORIZATION RECIPROCITY AGREEMENTS (NC-SARA). To assure UAA is compliant with the U.S. Department of Education regulations and requirements, John Mouracade, Interim Dean of the Honors College has been appointed State Authorization Compliance Coordinator for UAA. His work will focus on gaining membership in the State Authorization Reciprocity Agreement (SARA), a step that will allow UAA to enroll students who reside in other states in online offerings. As coordinator, he will maintain knowledge of state authorization policies and guidelines relevant to the authorization and compliance interests of the University of Alaska Anchorage.

ONLINE TASK FORCE. Provost Gingerich appointed a UAA Task Force with the charge to frame a plan that addresses how UAA can move more degree programs online and increase enrollment, focusing on unique opportunities not offered online by UAF or UAS. The task force is also discussing standards for student services, faculty support and development, technology, and marketing/communications. A report is expected at the end of the fall 2015 semester. Gary Turner, Director of Kenai Peninsula College, and Paul Deputy, Interim Dean of the College of Education, are co-chairing the task force.

DEPARTMENT OF EDUCATION TITLE III GRANT. UAA is one of 36 institutions to receive DOE Title III Strengthening Institutions grants in FY15. These grants help schools expand their capacity to serve low-income students by providing funds to improve and strengthen academic quality, institutional management, and fiscal stability. UAA will receive \$2.25 million over the course of five years (October 2015-September 2020) to redesign and strengthen both distance education offerings and corresponding distance student services.

eLEARNING STUDENT CREDIT HOURS (WITH AUDITORS) AY06-AY15										
	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15
UAA MAU Total	28,950	35,519	44,508	51,301	60,721	69,719	66,237	71,053	76,191	80,103
<i>By Campus</i>										
Anchorage Campus	27,143	32,991	41,083	44,829	49,218	50,125	39,880	42,865	46,447	49,402
Kenai Peninsula College	481	772	1,287	3,765	7,803	12,304	17,353	18,221	18,075	18,521
Kodiak College	246	166	473	523	1,118	2,275	3,889	4,555	5,010	4,995
Mat-Su College	1,080	1,496	1,545	1,659	1,571	1,893	1,807	2,601	3,842	4,934
Prince William Sound College		94	120	525	1,011	3,122	3,308	2,811	2,817	2,251
<i>By College</i>										
Academic Affairs	144	138	117	135	150					48
Arts & Sciences	13,800	17,562	21,819	23,069	23,557	23,454	15,962	16,758	19,542	24,097
Business & Public Policy	3,141	3,783	4,716	5,049	6,270	6,183	5,868	6,198	5,682	5,553
Community & Technical College	2,821	2,086	2,749	3,660	5,138	6,675	7,907	9,627	9,880	5,785
Education	3,102	4,464	4,605	5,404	5,187	5,418	5,275	4,732	4,977	5,455
Engineering	215	306	481	692	632	646	816	1,282	1,381	1,143
Health	3,920	4,652	6,596	6,820	8,284	7,746	4,031	4,268	4,985	7,321
<i>By Course Level</i>										
050-099 (Developmental)	1,091	186	171	189	697	1,306	1,560	1,692	1,860	1,629
100-299 (Lower Division)	19,740	24,327	29,314	33,039	40,748	48,786	47,126	51,038	55,041	58,256
300-499 (Upper Division)	4,008	5,581	8,765	11,097	11,349	11,706	10,517	11,301	12,490	13,838
500-599 (Professional)	442	476	692	615	729	523	979	1,138	1,184	1,228
600-600 (Graduate)	3,669	4,949	5,566	6,361	7,198	7,398	6,055	5,884	5,616	5,152