



UAF ELEARNING & DISTANCE EDUCATION SELF-STUDY

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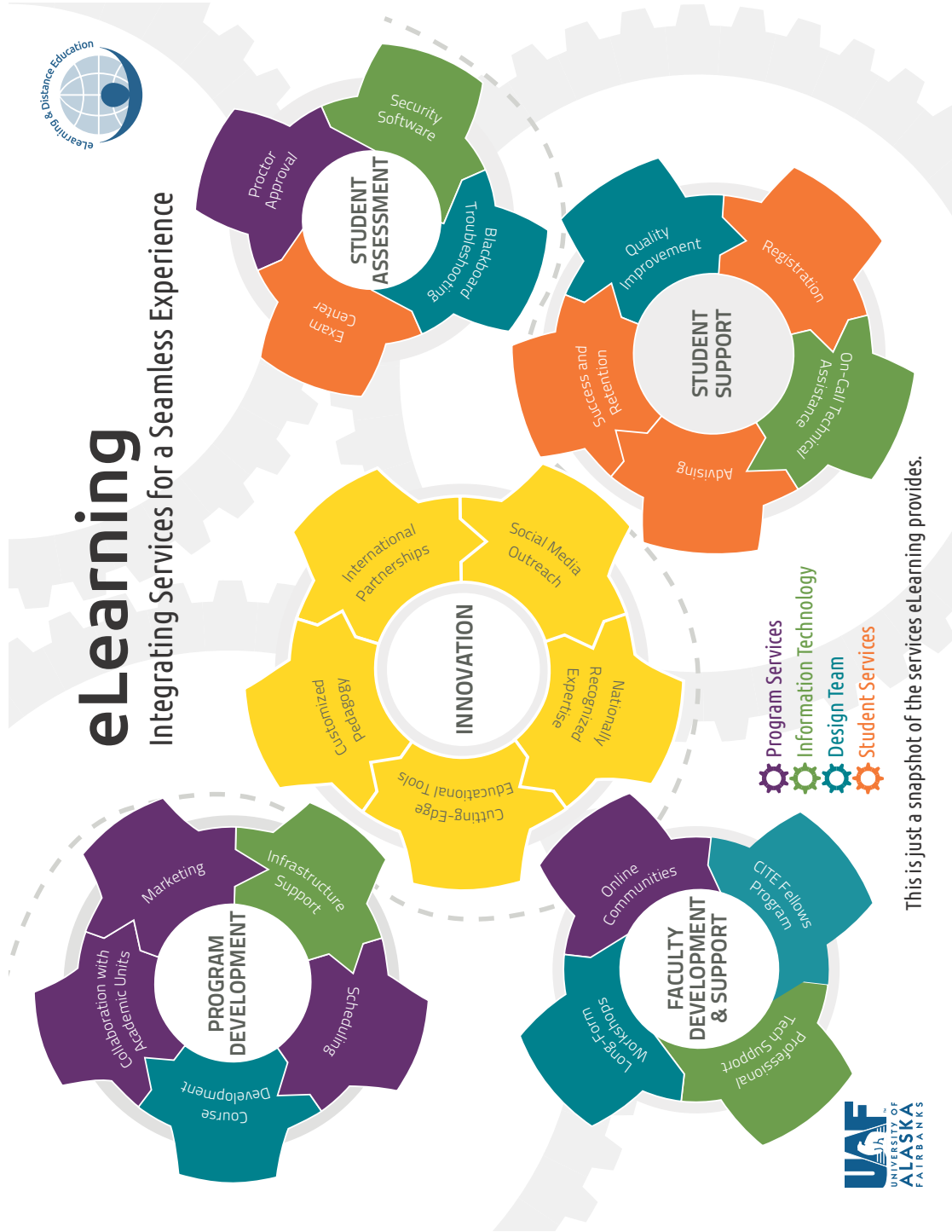
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UAF ELEARNING INTEGRATION



INTRODUCTION

In alignment with Shaping Alaska's Future and with University of Alaska Fairbanks (UAF) Core Themes, UAF eLearning & Distance Education is strategically focused on three key areas:

1. Access: Making higher education available to more students
2. Achievement: Empowering students to successfully complete coursework
3. Attainment: Supporting students in degree completion

RAPID CHANGE

UAF eLearning has a working culture that embraces innovation and pursues quality. Online teaching and learning is a rapidly evolving environment and the unit has enthusiastically welcomed change over the past two years—at a pace atypical of academia.

UAF eLearning & Distance Education was established in May of 2012 as a transformation of the Center for Distance Education—a unit that began delivering correspondence study courses in 1987. At the commencement of operation under the new title, eLearning housed a mixture of legacy and emerging models including:

- yearlong (open enrollment) courses, semester-length courses, print-based courses, online courses
- multiple tuition-sharing arrangements based on individually negotiated agreements with academic units
- diverse instructor pay models: some instructors paid by eLearning, some paid by schools and colleges, some paid on an adjunct or overload basis, others paid by counting the number of lessons the instructor graded (paper graders)

In two short years, UAF eLearning's operation has been streamlined for consistency and effectiveness. Yearlong and print-based courses have been retired. Instructors are no longer hired as paper graders. In fall 2013—just one year ago—a new funding model was implemented, eliminating individually negotiated agreements. For Fairbanks campus units 60% of tuition revenue now accrues to the academic unit; 40% goes to eLearning. For CRCD campuses 75% of tuition goes to the responsible campus; 25% goes to eLearning. As a result, \$3.3M in tuition revenue for online courses went to UAF schools, colleges, and rural campuses in FY14.

Prior to fall 2013, student credit hours for online courses were attributed to the UAF eLearning unit, under the working principle that credit hours must follow expenses. Since eLearning previously kept the bulk of online tuition revenue, they also covered the bulk of course development and delivery costs. When the revenue sharing model described above was instituted, faculty and adjunct salaries for course development and instruction shifted to academic departments. This change made it possible to integrate credit hours and head counts for online courses into the enrollment data for each school and college: a total of 27,801 credit hours in FY14 (see Appendix A for a distribution by schools and colleges).

In addition to the benefit of attributing student credit hours to schools and colleges, moving faculty costs to academic units effectively strengthened academic oversight. Under this model, UAF eLearning courses became a scheduling choice in the menu of options offered by each academic department. This modification empowered deans and campus directors to be more involved in

scheduling eLearning supported courses, integrating those courses into faculty workloads, and planning for the development of cohesive online degree programs.

In light of operational transformation, including discontinuation of paper-based courses and across-the-board revenue sharing with schools and colleges, UAF eLearning recognized the need to reorganize and trim internal operations. One position was reduced in January 2014 and then eliminated completely on June 30. The Associate Director position, which had been vacant, was eliminated rather than rehired by restructuring to split the duties between existing employees. Reorganizational changes resulted in savings in excess of \$100K.

Throughout the transitional year of FY14, during the funding model implementation and associated changes, UAF eLearning remained committed to transparency in its operation, providing enrollment and revenue data to deans and campus directors each semester. This aligns with the value eLearning places on data-driven decision-making. In the modern world of higher education, with growing competition from other online universities, UAF must remain strategic in order to maintain growth trends in online enrollment.

GROWTH

Across the nation, colleges and universities have recognized the potential of online education as a strategy for growth. For nearly a dozen years, Babson Survey Research Group has conducted an annual survey of more than 2800 colleges and universities regarding the state of online learning in U.S. higher education. According to their report, online course enrollment has increased at an annual rate far exceeding overall growth in higher education. “Chief academic officers are strong believers that the number of students taking online courses will continue to grow” (Allen & Seaman, 2014)¹.

In alignment with national trends, UAF eLearning has increased total student credit hours (SCH) for seven consecutive years. For Academic Year 2013-2014 eLearning SCH were up more than 5% over AY2012–2013. Recall that eLearning formerly delivered correspondence courses as well as online courses—the count of total SCH includes print-based as well as online courses. Excluding those other formats, eLearning’s enrollment in semester-length online courses increased by 327% from Fall 2006 to Spring 2014 (Appendix A).

In recent years, state authorization for distance education has become a serious concern, limiting UAF’s ability to market online degrees in other U.S. states. Just this past month, October 2014, UAF was accepted as a participating institution in the Statewide Authorization Reciprocity Agreement (SARA) initiative, enabling UAF eLearning to begin marketing to other SARA member states. This important development opens a door for expanding UAF’s student base beyond Alaska. Particularly important is the untapped potential for developing and marketing online degree programs in subject areas related to the circumpolar north—where UAF has unique expertise and recognition.

Finally, UAF eLearning provides opportunity for expanding student enrollment by creating a three-semester campus—without the necessity of maintaining classrooms and administrative staffing during summer months. In Summer 2014, UAF eLearning extended the tuition revenue model used during fall and spring semesters into a third, full-length summer semester, thus allowing UAF schools

¹ Allen, I. E., & Seaman, J. (2014). Grade change: Tracking online education in the United States. *Babson Survey Research Group and Ouahog Research Group*.

and colleges to maintain academic control over summer course offerings and collect the associated revenue.

STUDENT SUCCESS

UAF eLearning’s vision for student achievement mandates an emphasis on quality course design and excellence in student support. Instructional Designers monitor both scholarly literature and new media sources to keep pace with evolving understanding of online pedagogy. Student Service personnel have implemented success initiatives and early warning interventions. The unit has invested heavily in faculty development and support. The result? Student success rates (defined by a final course grade of C- or higher) climbed from 58% in FY07 to 74% in FY14 (Appendix B).

SHARED SERVICES

A key decision for any university offering online courses is whether to centralize or decentralize their online program. UAF consciously made the decision to centralize when Chancellor Rogers established UAF eLearning in 2012. As instructional design staff has increased at UAA and UAS, many have noted the effectiveness of UAF eLearning’s model—the first truly centralized model in the UA system. Benefits of a centralized model include:

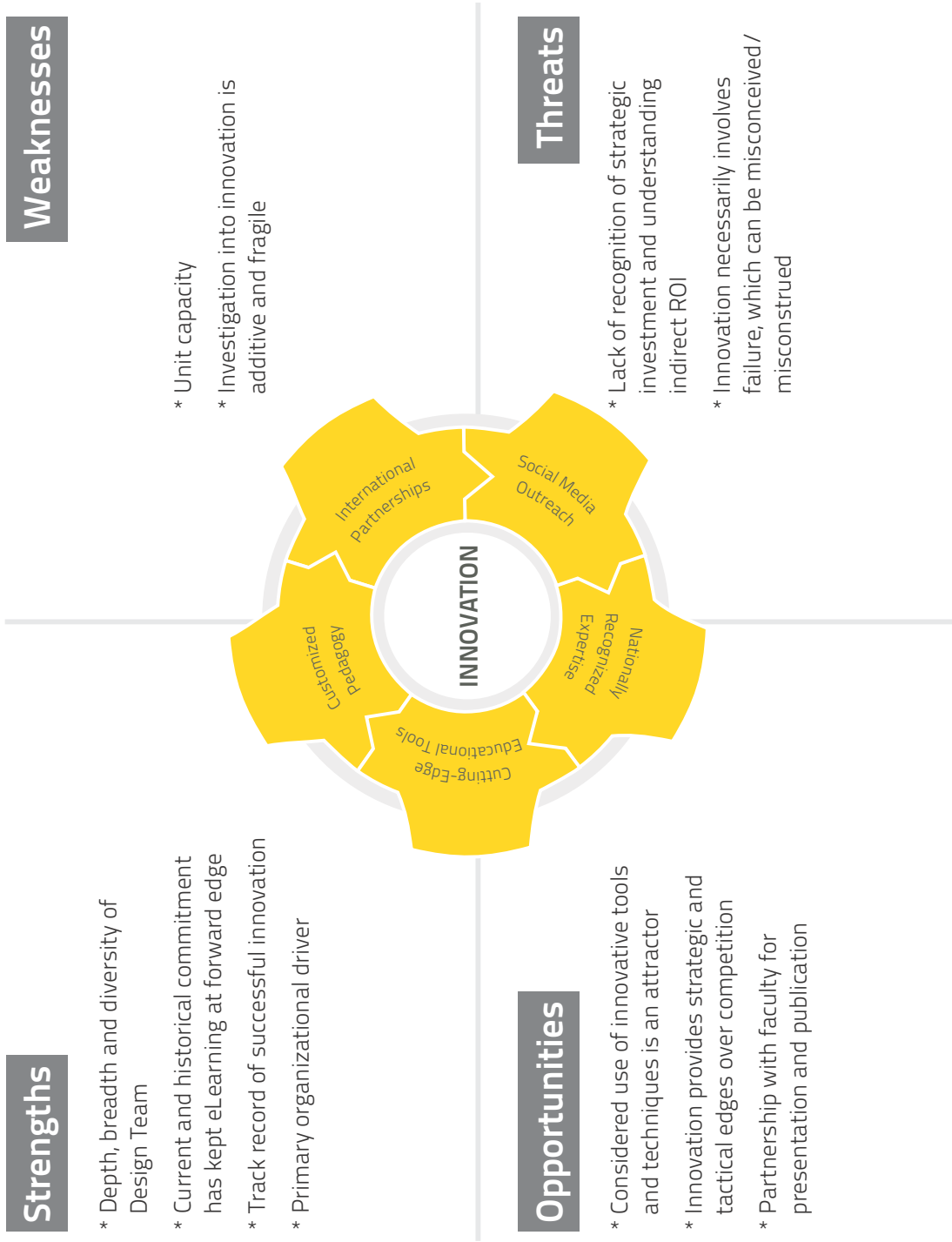
- predictable, seamless experience for students
- single point of contact when students need assistance
- cohesion of instructional design practices
- efficiency through shared services

A diverse team of professionals at UAF eLearning provides end-to end support for both students and faculty through a shared-service model. A notable strength is the unit’s size: large enough for reach and impact, with a broad range of expertise, but small enough to provide high-touch assistance. UAF eLearning’s organizational chart is divided into several discrete areas: Student Support, Program Development, Learning Design, Faculty Development, and IT Infrastructure. However, functional operations require collaborative interaction between these areas on a daily basis. The integration diagram at the head of this report depicts the necessity of this interaction to achieve efficiency. By breaking down silos in the organizational chart (Appendix C), UAF eLearning excels in responsiveness to student and faculty needs.

The remainder of this self-study report is arranged to recognize strengths, weaknesses, opportunities, and threats (SWOT) in five **functional** areas. Note that each of these functions requires involvement of team members from different organizational areas within eLearning. The SWOT analysis begins with the central concept of innovation. Perhaps the greatest threat to continued success in online learning at UAF is that budget cuts might lead to inadequate investment in emerging technologies and methods. UAF must continue to invest in exploration and investigation of “things on the horizon” if it hopes to achieve long-term returns in the rapidly changing field of online education.

UAF eLearning has demonstrated strength in student access, achievement, and attainment. This unit is poised to continue positive growth and success trends by seizing opportunities described in the following pages.

INNOVATION



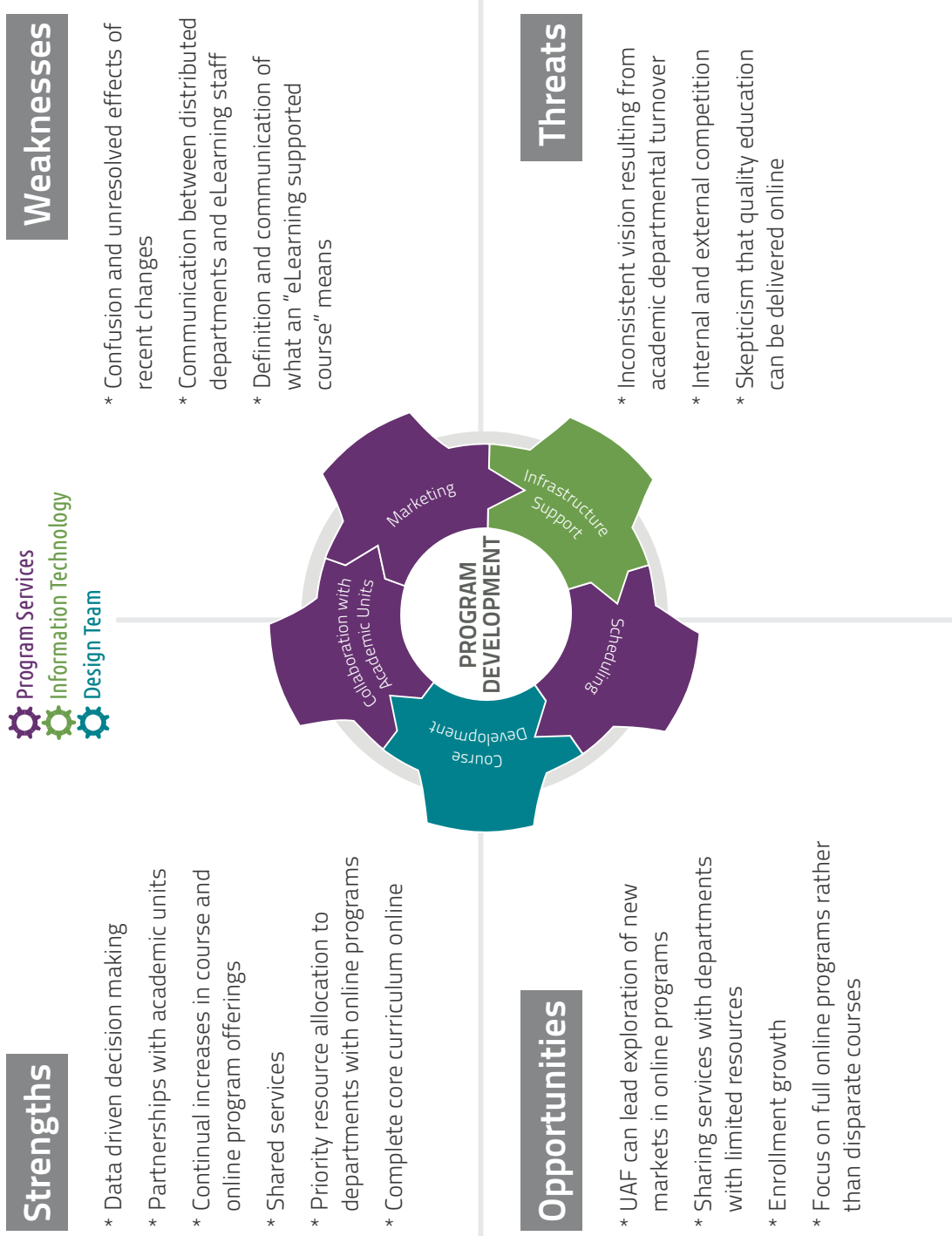
UAF eLearning's operations have continued to be successful because they are driven by a culture of innovation that supports continued investigation into new and iteratively improved techniques, methods, and processes across the organization. This culture—and the organizational and operational structure to support it—did not come into being by chance, but rather is the product of a decade of intentional choices in the context of larger institutional change occurring at an increasingly rapid pace based on research into creating and supporting a culture amenable to innovation's benefits and drawbacks.

“Creating new things of value,” UAF eLearning's simple internal definition of innovation used for faculty development, course development and the CITE Fellows program, is usually a speculative endeavor, involving unclear and/or long-term returns. The expectation of the traditional business model— direct, immediate, and measurable return on investment—is often orthogonal, if not in direct conflict, with the needs of supporting innovation. The vast consensus of innovation research (not to mention common sense), points to the necessity of routine failure as part of the creative process, something that is not often supported by the institution. Further, meaningful innovation, the kind that leads to "results" in the form of implementation, isn't a merely theoretical enterprise...it demands the proverbial "boots on the ground" in the form of allocation of resources. UAF eLearning has continually proven up on this investment as evidenced by its extremely successful Quality Improvement Program, its curriculum and faculty development processes that have been adopted across UA and outside, its implementation of a community publishing platform for faculty and students, its constantly enhanced assessment and exam services, its support for a growing number of fully-online programs, its coordination of the central portal for online learning opportunities across UA and the massive transformation of its funding and revenue sharing model.

In these areas—understanding the long-term and indirect returns as well as tolerating the natural experimental "failures" along the way—UAF eLearning has been supported both by its administration and its fiscal structure of significant self-support. This is critical for obvious and obscure reasons. Clearly, being able to allocate time, effort, and resources is necessary to innovate and implement; while across the organization, UAF eLearning is constantly being tested by a demand that remains significantly greater than its capacity. Less obviously, innovative activities are additive and therefore fragile: they can't be stopped and started without losing critical momentum—the restarting of which takes much more time, effort, and resources than maintaining efforts without break—and because the cycle of hypothesis, experimentation, and implementation builds on the success and failure of previous efforts, breaking links in that chain often results in drastic losses and reversion rather than simple cessation of known activities.

There's an adage in the worlds of productivity and innovation that “early is on time and on time is late.” Nowhere in the world of teaching and learning is this more true than online learning because it necessarily brings together two very different fields: the world of education, steeped in tradition and focused on incremental change, and the world of technology, where the pace of change—and the associated potential benefits and significant threats—continues in lock-step with the doubling of Moore's Law that characterizes the physical technology upon which it is based. UAF eLearning has an enviable operation in this area, providing leadership not just in UA, but across the country and internationally. Through this organization and its activities, UAF has a strategic and tactical edge when facing the continued competition (both within UA and from without) for enrollment, but also for staff and faculty to design, produce, and deliver the rich learning experiences that students seek and for which UAF is otherwise just one option among many.

PROGRAM DEVELOPMENT



UAF eLearning is emerging as a one-stop resource and support center for UAF, working with over 60 academic departments and nearly all academic and student support units. The 2012 change to reporting to the Chancellor's Office has allowed the unit to fully integrate into academic departments, using data to assess individual program needs and develop tailored service plans for course and program development. Since the organizational change, UAF departments have been more willing to collaborate with eLearning, leading to enrollment growth, increased tuition revenue, and potential for future growth by reaching new markets.

In the past 4 years, eLearning has grown from offering from one full online program to 17 full programs (Appendix D). Because the UAF core curriculum is completely online, schools and colleges with service courses will also see an increase in student credit hours and tuition revenue while having the groundwork laid for future program development. UAF eLearning will work with academic departments on vision and messaging, allocating financial and staffing resources so departments will not have to bear the burden of additional costs.

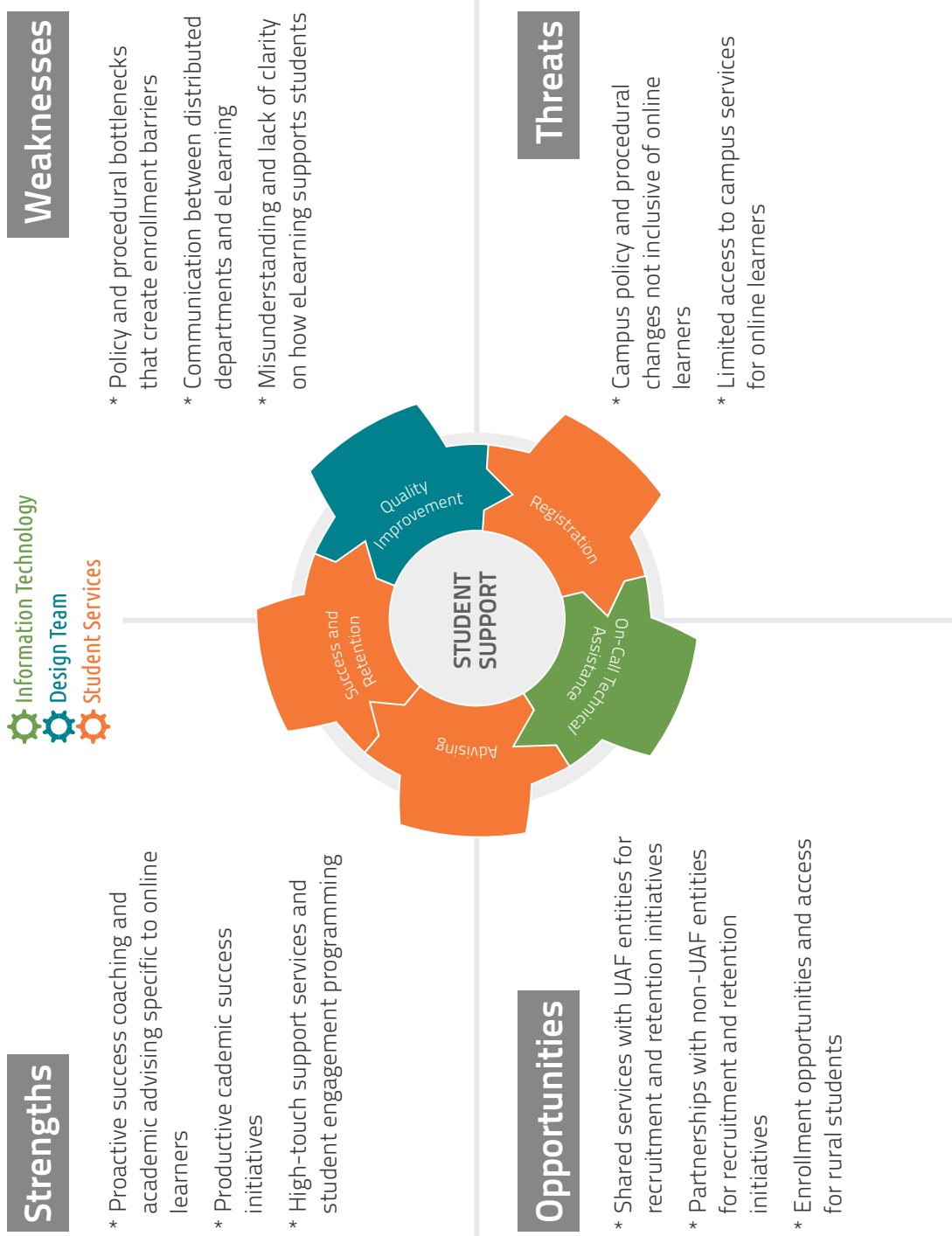
UAF eLearning is approved through WICHE's State Authorization Reciprocity Agreement and can now actively recruit in 11 states. Recently, the organization has worked with the Office of Admissions and Registrar to identify prospective students in the 11 states and will soon begin a recruitment campaign targeting the over 8,000 students identified with information about fully online programs, directly benefiting CLA, CTC, SOE, SOM and the Kuskokwim Campus.

In addition to marketing for programs, UAF eLearning provides a central point of service for faculty and staff working with course scheduling, Financial Services, registration coordination, PAIR, and a host of other UAF offices. The support positions at eLearning work closely with these departments, sharing services and ensuring that policy and procedures are implemented effectively and efficiently. In some cases, when positions in other units have been vacant or understaffed, eLearning staff has helped fill voids to maintain relatively seamless services to students, staff, and faculty. With future budget cuts, eLearning hopes to continue to be of service to departments in a multitude of ways, in addition to online course and program support.

UAF eLearning can not only maintain but expand its revenue generation and attendant positive impact on UAF and departmental budgets. However, there are challenges. With the recent change to its fundamental tuition model, eLearning is still working on communication barriers and a lack of understanding about both eLearning as a unit and online learning itself. Internal marketing—a significant demand on financial and staff resources—has resulted in improved understanding, but there is still much crucial work to be done to provide accurate, current information to the rest of UAF, as it has only been a year since eLearning's fiscal transformation. Also, with the department tailored service approach UAF eLearning uses, it is faced with a challenge in staying up-to-date with pertinent departmental information as well as the philosophy of current departmental leadership. As online course delivery becomes a regular delivery method for academic departments, these issues should diminish quickly.

Compounding confusion about the current work and operations of UAF eLearning, internal and external competition for—and skepticism about—e-learning as a model continue to pose significant threats. Aggressive marketing campaigns by other UA campuses in addition to well-funded online schools like Southern New Hampshire University and University of Phoenix could seriously limit the potential growth of e-learning offerings at UAF. Campus-wide support of UAF eLearning can help combat competition as it continues to tackle these challenges head-on to establish UAF as the UA system's main provider of high-quality, online education for Alaska and beyond.

STUDENT SUPPORT



Student enrollment in UAF eLearning courses is broad and diverse, serving students from across the globe. In the past academic year, students from 46 different states and 14 countries have enrolled in UAF eLearning supported courses. Whether these students are located in Fairbanks, Fort Yukon, Fairfax, or Frankfurt, their needs remain the same: consistent and reliable service in support of educational attainment.

UAF eLearning embraces the one-stop student support service philosophy. Providing such one-stop services to distance students is a challenge with substantial effects on e-learners outside the Fairbanks area. Services as simple as acquiring a Polar Express Card (allowing distance learners access to student discounts and services), getting assistance finding the correct textbook, or utilizing UAF library services are often taken for granted by everyone but someone enrolled from a distance. These students often feel disconnected from campus. To ensure a connection to campus and a sense of belonging, eLearning student support staff provides high-touch services from initial inquiry through enrollment. Advising, course selection, registration, technology support, and exam proctoring services intentionally focus on student service, success and retention.

The simple fact of distance learners' separation from a campus community is a significant challenge; bringing the diversity of services available to campus students to those learners adds many more. A multitude of demands are placed on first-time e-learners, which is nearly 55% of students taking UAF eLearning supported courses. Those students are experiencing new pedagogical methods, navigating new technologies, and motivating themselves while negotiating the rigors of new course material in an unfamiliar learning environment. Students' questions and needs range from the simple to the complex. UAF eLearning has developed various academic success initiatives targeted to ensure students have the tools and resources necessary to succeed. The eLearning Student Success Guide <<http://elearning.uaf.edu/go/success-guide>> is filled with student success resources and provides key information on getting started, what students can expect in an online course, and what is expected of them as e-learners.

The Student Success Lab is designed for students to initially view and learn to navigate the Blackboard Learning Management System. The lab provides mock course announcements, sample video lectures, and assignments for students to experience how an actual course is delivered online. In addition to these online tools, student support staff provide soft-skill development in "college knowledge" for non-traditional students who are not immersed in campus culture and have challenges navigating complex institutional processes or accessing campus services from a distance. The agility to quickly respond and adapt to the changing needs of diverse student populations spread across the rural areas of Alaska or across the globe has been a trademark of UAF eLearning.

In the last seven years, absolute success in UAF online courses (defined as students receiving a final grade of C- or higher) has increased 16% (Appendix B). Part of this success can be attributed to purposeful intervention strategies. Two times each term, faculty are asked to identify students in their courses who have fallen behind or are not making sufficient progress. eLearning support staff proactively intervene with these students to get them back on track. Additionally, eLearning effectively uses Blackboard usage data to determine how students are progressing toward their academic goals. High-touch proactive coaching and advising enables the UAF eLearning Academic Adviser to assist students across all disciplines. By aligning and collaborating with departmental and Fairbanks campus advising, eLearning can provide pertinent timely guidance in all areas of student progress: course selection, Blackboard usage, course assignments, test anxiety, and time management strategies for succeeding in an online course.

Future opportunities for eLearning student success, enrollment and retention continue to drive initiatives. Partnerships with UAF Admissions, Alaska High Schools and Home School Associations provide additional local awareness and potential eLearning recruitment opportunities. With the ability and flexibility to deliver a college education to anyone no matter where they are located, UAF eLearning is working with the UAF Registrar's Office for inclusion in the Community College of the Air Force General Education Mobile (G.E.M.) program. This will provide military-service members access to UAF course offerings during deployment, changes to duty stations or if they remain in the Fairbanks region. UAF eLearning continues its outreach to the rural communities of Alaska to provide additional course offerings for students with limited pathways to education. UAF eLearning courses could also be a productive way to hook out-of-state and transfer students initially reluctant to come to Fairbanks. As it works with partners locally, in-state and out-of-state, UAF eLearning is poised to attract more students to the University of Alaska Fairbanks.

STUDENT ASSESSMENT



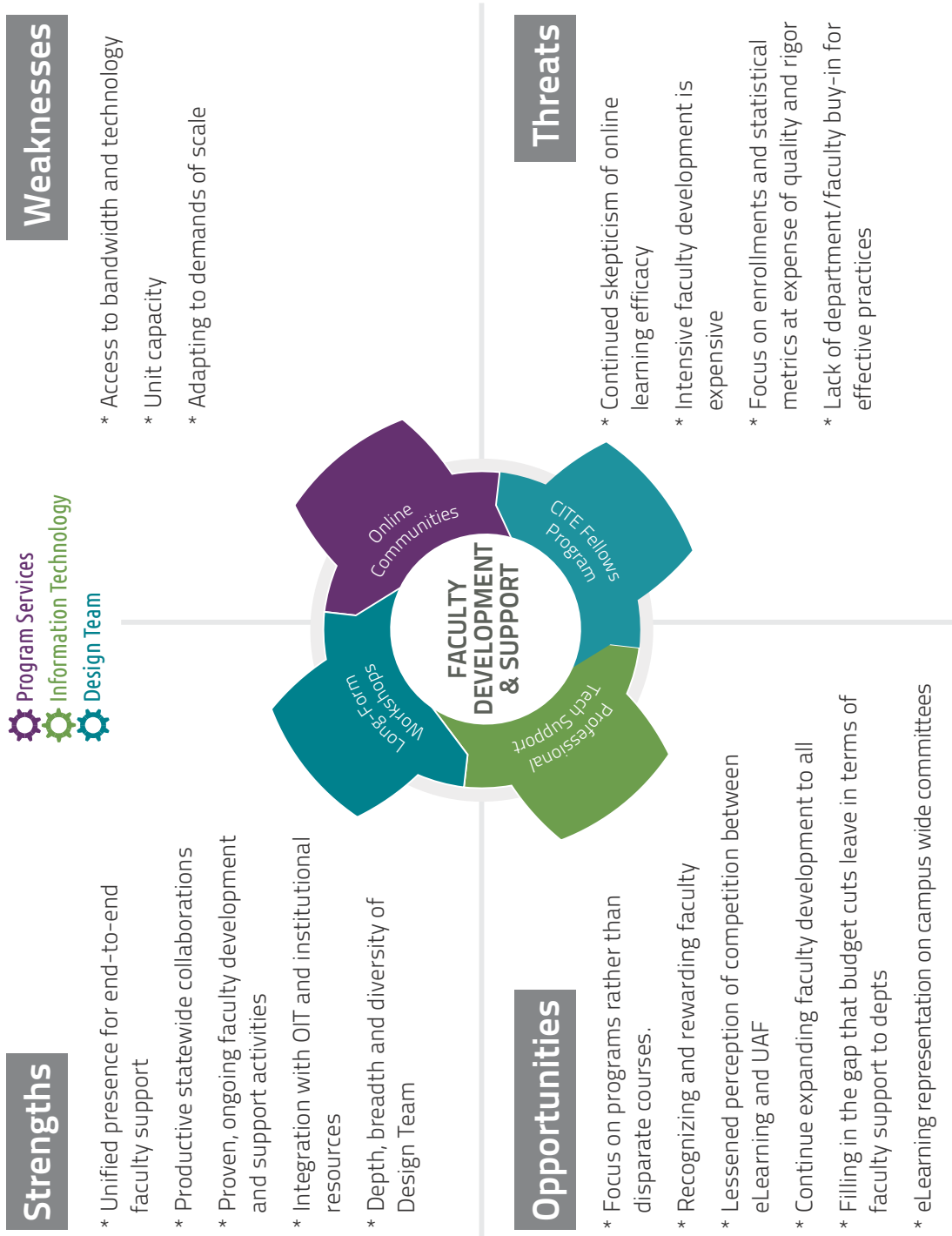
UAF eLearning proctors exams for students in Fairbanks, around Alaska, throughout the United States and on 5 continents. The unit's reach is global and its services secure. Reliable vetting systems are in place to ensure exam authentication and academic integrity. Academic integrity remains a priority as UAF eLearning tailors proctor approval processes and exam proctoring policies to the needs of individual academic departments while continually assessing and improving its exam services in the areas of authentication, efficiency, and technology integration.

In the past academic year, UAF eLearning has proctored and verified 7,800 exams through its Exam Center. In addition to proctoring exams for UAF academic departments, eLearning proctors exams for rural campuses, in-state institutions and out-of-state institutions as well. To support its remote learners, UAF eLearning has worked to identify, independently approve, and explicitly direct 1,830 proctors outside of Fairbanks since summer 2011.

Although UAF eLearning is at facility capacity, flexible and expanded Exam Center hours have allowed it to proctor up to 600 exams a week during peak final exam times. With limited parking options available once a move to campus occurs, additional expanded hours and weekend hours for the Exam Center are being considered to accommodate demand. In addition to establishing proctors, the department regularly explores new authentication and security options to be on the forefront of testing technology. As new digital exam services become available eLearning staff regularly assesses exam services and works with departments and faculty to explore more efficient approaches to administering exams. Demand for proctoring services remains high in Fairbanks and as word spreads, UAF eLearning could become a major partner with community workforce employees and various state agencies for their proctoring needs.

Student assessment covers both explicit exam services and more holistic support. UAF eLearning processes myriad inquiries for direct student support of curricular activities. Not only does eLearning staff proctor exams, but various other staff members across the organization routinely offer technical support services related to curricular design of assessments, Blackboard navigation, UAOnline, online exam success tips, and structured student assessment practice within the Online Student Success Lab. As part of its commitment to data-driven decision-making, UAF eLearning looks forward to collaborating with more academic departments on using online course data for outcomes assessment and departmental review. eLearning currently sends completed math exams to the Department of Mathematics and Statistics, but the same model should be useful to other departments and programs.

FACULTY DEVELOPMENT & SUPPORT



Faculty development and support are at the heart of UAF eLearning's successful operations and function in two intertwined manners: course/program-related activities and broader faculty development efforts.

For courses, UAF eLearning staff provides end-to-end support for instructors from their first, preliminary thoughts about a course through the design, delivery, and implementation, to the inevitable need for revision and continuing development to incorporate feedback and keep up with the rapid pace of change that characterizes e-learning activities. Support in this area includes:

- individual consultation and ensuing development time with instructional designers
- assistance with administrative course implementation: Banner provision, books and materials, and navigation of varied departmental and other organizational policies
- assistance with technical course implementation: creating and developing course sites in Blackboard and other web tools
- ongoing notification and assistance for course deadlines
- early warning system activities
- course survey implementation and data provision
- direct technical support from multiple areas within UAF eLearning (LMS Specialist, design team, faculty services, information systems)
- general support from faculty and student services staff

But UAF eLearning's faculty development activities are not limited to specific courses and programs. As a matter of pragmatics (it has the staff expertise) and philosophy (pedagogical improvement demands more than technology training), the unit provides a significant number of faculty development opportunities open to all UAF faculty. These events and activities are all interconnected to both a custom, unified pedagogical framework and supporting web presence. A snapshot of UAF eLearning faculty development activities over the last year, not including thousands of hours of course-specific effort and program development leading to degree program offerings, is illustrative:

- produced four iTeach Intensive Clinics (3-5 full days) <<http://iteach.uaf.edu/>>
- created the Chancellor's Innovators in Technology and E-Learning (CITE) fellows program (three-semester program)
- facilitated five "Faculty on Tap" faculty-initiated discussions
- collaborated in the UA iDesign summit with instructional designers and e-learning staff from UAF, UAA, and UAS
- assisted with intensive clinics on UAA and UAS campuses
- put on eight Teaching Tips Live sessions for local and remote participants (60-90 min)
- created and distributed more than 50 print and email Teaching Tips to approximately 1000 faculty + 1,200 staff
- significantly grew and revised the iTeachU Faculty Development Self-Help site <<http://iteachu.uaf.edu/>> that served 25,000+ unique visitors

In addition, in collaboration with OIT, UAF eLearning produced 8 Tech Fest sessions for approximately 100 participants and an on-going "Third Thursdays" series that has averaged 15 participants per session thus far.

Faculty *development*—distinct from, and supplemental to, *training*—demands significant time and resources. The quality and value of UAF eLearning's efforts to develop and support faculty are evident through the continued improvement of e-learner success rates, satisfaction of faculty who

take part, the fact that eLearning's faculty development materials and methods are used across the UA system, the constant demand for its staff to collaborate within and outside of UAF, the ceaseless demand for faculty development that continually necessitates turning away applicants for events, and by simply examining the custom development materials.

All of UAF eLearning's efforts in these areas are possible due to the disciplinary and technological breadth of expertise of the design team and because of the technological capabilities afforded by the unit's IT infrastructure, supported by its IT Manager and Technician, which allows it to experiment, rapidly prototype and deploy new technologies in a fashion agile enough to keep up with demand and technological change.

None of this is to deny the very real challenges and dangers facing UAF eLearning. Capacity is an ongoing concern and is routinely stretched. Despite increasing competition from other e-learning course and program providers and associated phenomena such as MOOCs, e-learning offerings are not a panacea for UA's institutional fiscal woes nor is e-learning itself a mode suitable to all students, whether due to reasons of temperament or access. For this reason UAF eLearning is committed to working with UAF campuses and departments to create healthy e-learning opportunities that mesh with each individual unit's needs and culture. Skepticism about online learning's efficacy—intrinsically and/or from fear that e-learning is being used as a kind of trojan horse to achieve other administrative goals without regard to quality and suitability of content—remains high here and elsewhere, though actual experience with online learning as a teacher or participant tends to reduce that skepticism as demonstrated by the 2014 Survey of Faculty Views on Technology². Metrics such as Absolute Success are important, but portray only one part of a complex picture of quality and rigor that are part of fertile faculty development and support efforts.

The UAF Faculty Senate Faculty Development and Assessment Improvement subcommittee—on which UAF eLearning has an ex-officio member—is investigating how to promote a "culture of faculty development" and how to more fruitfully support faculty development on campus that goes beyond the traditional hour-per-week videoconference. As a unit, eLearning continues to expand its representation on relevant campus committees and workgroups so that issues relevant to e-learning and e-learners don't get overlooked or misrepresented. Just as the perception of competition between UAF eLearning supported courses and "regular" courses continues to diminish, the integration of e-learning and campus efforts continues to increase, allowing UAF eLearning's undertakings to develop, recognize, and reward faculty in ways no other UAF unit can.

² Jaschik, S. & Lederman, D. (2014). The 2014 Inside Higher Ed Survey of Faculty Attitudes on Technology. Inside Higher Ed.

CONCLUSION

Student enrollment in online courses is expanding at a time when overall enrollment at UAF is declining. Alignment of these critical elements makes continued enrollment growth an exciting possibility:

- UAF CORE curriculum is now fully developed for online delivery, expediting the process of developing more online degrees
- Seventeen UAF programs, ranging from occupational endorsements to graduate degrees, are now available fully online
- UAF's acceptance as a participating institution in State Authorization Reciprocity Agreements opens the door for targeted, aggressive marketing of online degrees in selected states beyond Alaska
- Course design and student success initiatives have increased student success in online courses to a level approaching the success of face-to-face courses
- Tuition sharing models and process improvements have been implemented over the past year, paving the way for scalable growth

UAF eLearning has a proven track record of innovation success, applying new technology solutions, inaugurating instructional design, and creating faculty development curriculum that has been replicated across the UA system. The diversity of professional skill sets at UAF eLearning enables agile response to challenges and opportunities. The unit's focus on data-driven decision making aids academic departments in strategic growth and is available to support outcomes assessment. UAF eLearning has successfully implemented a shared services approach that benefits students and faculty—that aligns with and supports, rather than competes with, other departments.

As detailed in this report, opportunities abound, but so do threats. This is a pivotal point in time. UAF can invest in online learning and grow student enrollment through this medium—or not. At a time when budgets across UAF are tight, it may be tempting to pull revenue from this successful unit to backfill shortages elsewhere. That action would substantially impact, perhaps even halt, the growth and success achieved to date. UAF should recognize the value of investing for growth in UAF eLearning.

APPENDIX A: ENROLLMENT TRENDS

UAF eLearning

Combined Fall, Spring, Summer, Yearlong

2013 Dates	2014 Dates	AY12-13 SCH	AY13-14 SCH	% change
12-Feb	11-Feb	20,117	21,400	6%
19-Feb	18-Feb	20,150	21,416	6%
26-Feb	25-Feb	20,179	21,413	6%
5-Mar	4-Mar	21,916	23,268	6%
12-Mar	11-Mar	22,391	23,847	7%
19-Mar	18-Mar	22,648	24,384	8%
26-Mar	25-Mar	23,266	24,742	6%
2-Apr	1-Apr	23,996	25,321	6%
9-Apr	8-Apr	24,651	25,967	5%
16-Apr	16-Apr	25,104	26,796	7%
23-Apr	22-Apr	25,537	27,249	7%
1-May	1-May	25,936	27,767	7%
7-May	7-May	26,276	28,117	7%
14-May	14-May	26,679	28,409	6%
21-May	20-May	27,013	28,570	6%
28-May	28-May	26,819	28,236	5%
4-Jun	3-Jun	26,352	27,822	6%
11-Jun	10-Jun	26,317	27,848	6%
18-Jun	17-Jun	26,377	27,845	6%
25-Jun	24-Jun	26,382	27,853	6%
2-Jul	1-Jul	26,370	27,834	6%

**eLearning Student Credit Hours by Campus and Unit
Fall 2014**

23-Sep-14	eLearning SCH	non-eLearning SCH	Total	% eLearning
Fairbanks	8,541	45,635	54,176	16%
UAF CTC	2,024	13,601	15,625	13%
Bristol Bay	0	901	901	0%
Chukchi	0	329	329	0%
Interior-Aleutians	0	798	798	0%
Kuskokwim	845	903	1,748	48%
Northwest	0	594	594	0%
Rural College	0	3,628	3,628	0%
UAF CEM	191	6,199	6,390	3%
UAF CLA	3,646	16,526	20,172	18%
UAF CNSM	1,077	13,069	14,146	8%
UAF CRCD	3,208	20,938	24,146	13%
UAF SFOS	228	1,231	1,459	16%
UAF SNRE	243	909	1,152	21%
UAF SOE	298	2,184	2,482	12%
UAF SOM	2,311	4,439	6,750	34%
UAF Library	85	141	226	38%
UAF Provost	123	745	868	14%
UA Museum	0	8	8	0%
Total	11,410	66,389	77,799	15%

Note: Fall 2014 Student Credit Hours are not final figures. Student credit hours include audited hours.

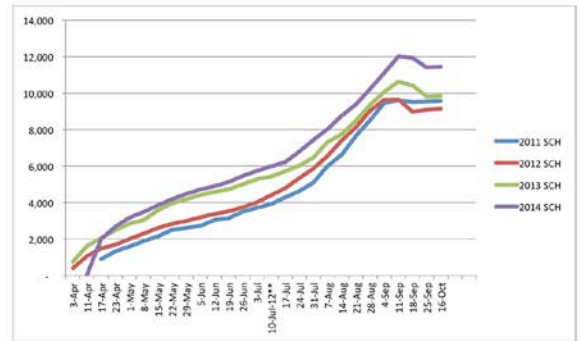
Source: UA Information Systems, Banner SI Live Saturn Extracts on: 23-Sep-2014

UAF eLearning

Comparison: Fall 2011 to 2014

2011 Dates	2012 Dates	2013 Dates	2014 Dates	2011 SCH	2012 SCH	2013 SCH	2014 SCH	% change
	3-Apr	2-Apr			405	758		
	11-Apr	9-Apr	8-Apr		1,062	1,628	44	-97%
18-Apr	17-Apr	16-Apr	15-Apr	904	1,496	2,059	2,024	-2%
26-Apr	23-Apr	23-Apr	22-Apr	1,332	1,587	2,485	2,573	8%
3-May	1-May	1-May	29-Apr	1,584	2,009	2,850	3,170	11%
10-May	8-May	7-May	6-May	1,898	2,310	3,041	3,493	15%
16-May	15-May	14-May	13-May	2,154	2,611	3,575	3,849	8%
25-May	22-May	21-May	20-May	2,499	2,831	3,962	4,188	6%
31-May	29-May	28-May	27-May	2,618	2,996	4,187	4,480	7%
7-Jun	5-Jun	4-Jun	3-Jun	2,716	3,196	4,410	4,719	7%
17-Jun	12-Jun	11-Jun	10-Jun	3,054	3,371	4,583	4,902	7%
20-Jun	19-Jun	18-Jun	17-Jun	3,147	3,513	4,732	5,133	8%
28-Jun	26-Jun	25-Jun	24-Jun	3,500	3,753	5,008	5,459	9%
6-Jul	3-Jul	2-Jul	1-Jul	3,711	4,013	5,282	5,739	9%
12-Jul	10-Jul-12**	9-Jul	8-Jul	3,921	4,398	5,433	5,984	10%
20-Jul	17-Jul	16-Jul	15-Jul	4,290	4,781	5,713	6,219	9%
26-Jul	24-Jul	23-Jul	22-Jul	4,629	5,347	6,025	6,798	13%
2-Aug	31-Jul	30-Jul	29-Jul	5,095	5,877	6,474	7,443	15%
10-Aug	7-Aug	7-Aug	5-Aug	5,994	6,552	7,317	8,019	10%
16-Aug	14-Aug	13-Aug	12-Aug	6,624	7,416	7,753	8,774	13%
23-Aug	21-Aug	20-Aug	19-Aug	7,651	8,120	8,479	9,386	11%
30-Aug	28-Aug	27-Aug	26-Aug	8,522	9,039	9,361	10,240	9%
6-Sep	4-Sep	3-Sep	2-Sep	9,469	9,642	10,072	11,109	10%
13-Sep	11-Sep	10-Sep	9-Sep	9,597	9,652	10,622	12,009	13%
20-Sep	18-Sep	17-Sep	16-Sep	9,515	8,975	10,419	11,929	14%
27-Sep	25-Sep	24-Sep	23-Sep	9,533	9,102	9,814	11,410	16%
12-Oct	16-Oct	15-Oct	14-Oct	9,562	9,134	9,846	11,455	16%

**"XX" sections included starting 07/10/12

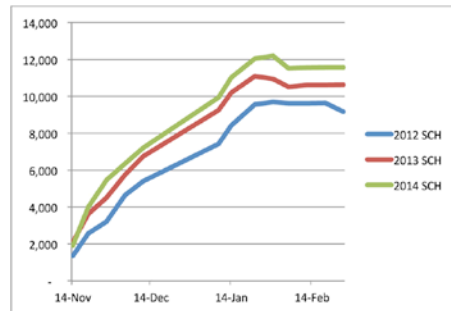


* drop for non-payment was initiated Sept. 2012
 **"XX" sections included starting 07/10/12

UAF eLearning

Comparison: Spring 2012 - Spring 2014

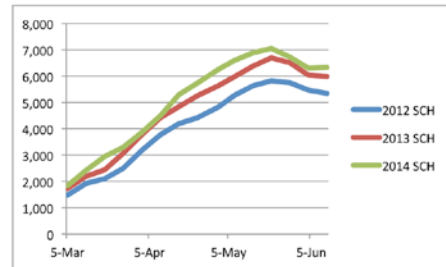
2012 Dates	2013 Dates	2014 Dates	2012 SCH	2013 SCH	2014 SCH	% change 2013-14
16-Nov	14-Nov	12-Nov	1,351	2,102	1,919	-9%
22-Nov	20-Nov	17-Nov	2,571	3,632	4,004	10%
29-Nov	27-Nov	26-Nov	3,220	4,512	5,462	21%
7-Dec	4-Dec	4-Dec	4,637	5,754	6,349	10%
13-Dec	11-Dec	10-Dec	5,401	6,744	7,203	7%
		17-Dec			8,048	
		23-Dec			8,915	
		30-Dec			9,322	
10-Jan	9-Jan	8-Jan	7,424	9,244	9,939	8%
17-Jan	14-Jan	14-Jan	8,421	10,206	11,034	8%
25-Jan	23-Jan	21-Jan	9,568	11,086	12,048	9%
31-Jan	30-Jan	28-Jan	9,698	10,937	12,196	12%
7-Feb	5-Feb	4-Feb	9,634	10,522	11,512	9%
8-Feb	12-Feb	11-Feb	9,623	10,607	11,555	9%
21-Feb	19-Feb	18-Feb	9,642	10,622	11,571	9%
28-Feb	26-Feb		9,167	10,636	11,568	9%
		4-Jun			11,670	10%



UAF eLearning

Comparison: Summer 2012 - Summer 2014

2012 Dates	2013 Dates	2014 Dates	2012 SCH	2013 SCH	2014 SCH	% change
6-Mar-12	5-Mar	4-Mar	1,496	1,740	1,846	6%
13-Mar-12	12-Mar	11-Mar	1,923	2,200	2,423	10%
20-Mar-12	19-Mar	18-Mar	2,105	2,450	2,950	20%
27-Mar-12	26-Mar	25-Mar	2,498	3,065	3,296	8%
3-Apr-12	2-Apr	1-Apr	3,176	3,777	3,866	2%
11-Apr-12	9-Apr	8-Apr	3,775	4,423	4,494	2%
17-Apr-12	16-Apr	15-Apr	4,191	4,843	5,299	9%
23-Apr-12	23-Apr	22-Apr	4,426	5,255	5,737	9%
1-May-12	1-May	29-Apr	4,832	5,639	6,258	11%
8-May-12	7-May	6-May	5,268	5,979	6,602	10%
15-May-12	14-May	13-May	5,630	6,379	6,891	8%
22-May-12	21-May	20-May	5,824	6,698	7,055	5%
29-May-12	28-May	27-May	5,751	6,507	6,721	3%
5-Jun-12	4-Jun	3-Jun	5,469	6,043	6,307	4%
12-Jun-12	11-Jun	10-Jun	5,340	5,996	6,333	6%
19-Jun-12	18-Jun	17-Jun	5,326	6,044	6,330	5%
26-Jun-12	25-Jun	24-Jun	5,335	6,046	6,338	5%
3-Jul-12	2-Jul	1-Jul	5,341	6,031	6,319	5%
4-Sep-12	3-Sep		5,319	5,935		

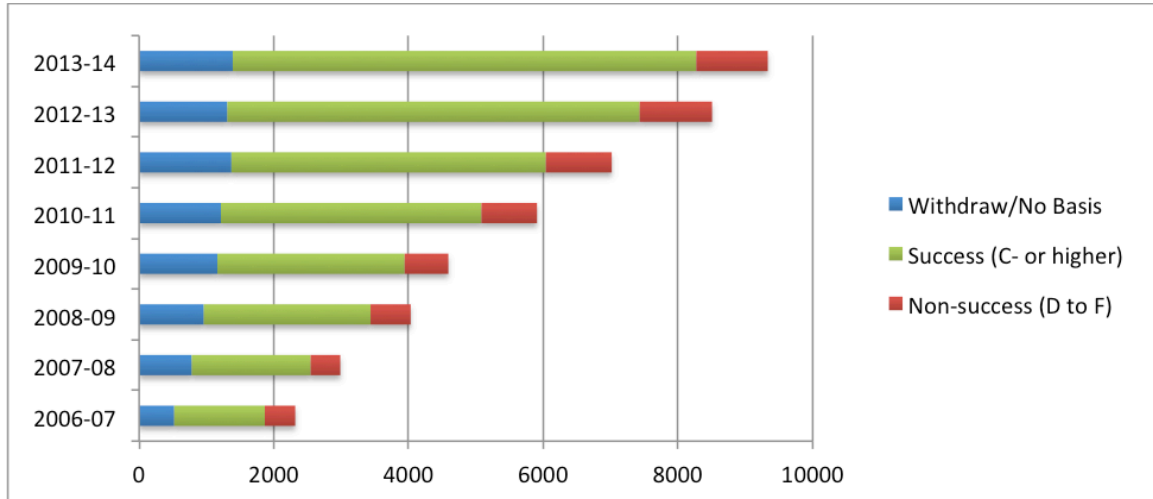


APPENDIX B: SUCCESS RATES

UAF eLearning			
Online, semester-based (FX/UX/TX/KX/CX sections)			
		% Completion	%AbsoluteSuccess
Acad. Year	Enrollment	(ABCDF)	(C- or Higher/Total Enr.)
2006-2007	2,318	78%	58%
Fall 2006	922	78%	55%
Spr 2007	1,009	77%	58%
Sum 2007	387	79%	65%
2007-2008	2,987	74%	59%
Fall 2007	1,070	74%	56%
Spr 2008	1,382	73%	61%
Sum 2008	535	76%	63%
2008-2009	4,032	76%	62%
Fall 2008	1,500	74%	59%
Spr 2009	1,721	76%	62%
Sum 2009	811	79%	65%
2009-2010	4,591	75%	61%
Fall 2009	1,672	70%	56%
Spr 2010	1,998	77%	63%
Sum 2010	921	78%	67%
2010-2011	5,907	79%	66%
Fall 2010	2,022	77%	63%
Spr 2011	2,737	80%	66%
Sum 2011	1,148	83%	71%
2011-2012	7,123	81%	68%
Fall 2011	2,691	81%	67%
Spr 2012	2,679	81%	67%
Sum 2012	1,753	83%	69%
2012-2013	8,506	85%	72%
Fall 2012	3,051	85%	72%
Spr 2013	3,525	85%	73%
Sum 2013	1,930	84%	71%
2013-2014*	9,184	85%	74%
Fall 2013	3,292	86%	73%
Spr 2014	3,942	86%	75%
Sum 2014	2,099	83%	73%

* *Incomplete grades yet to be resolved*

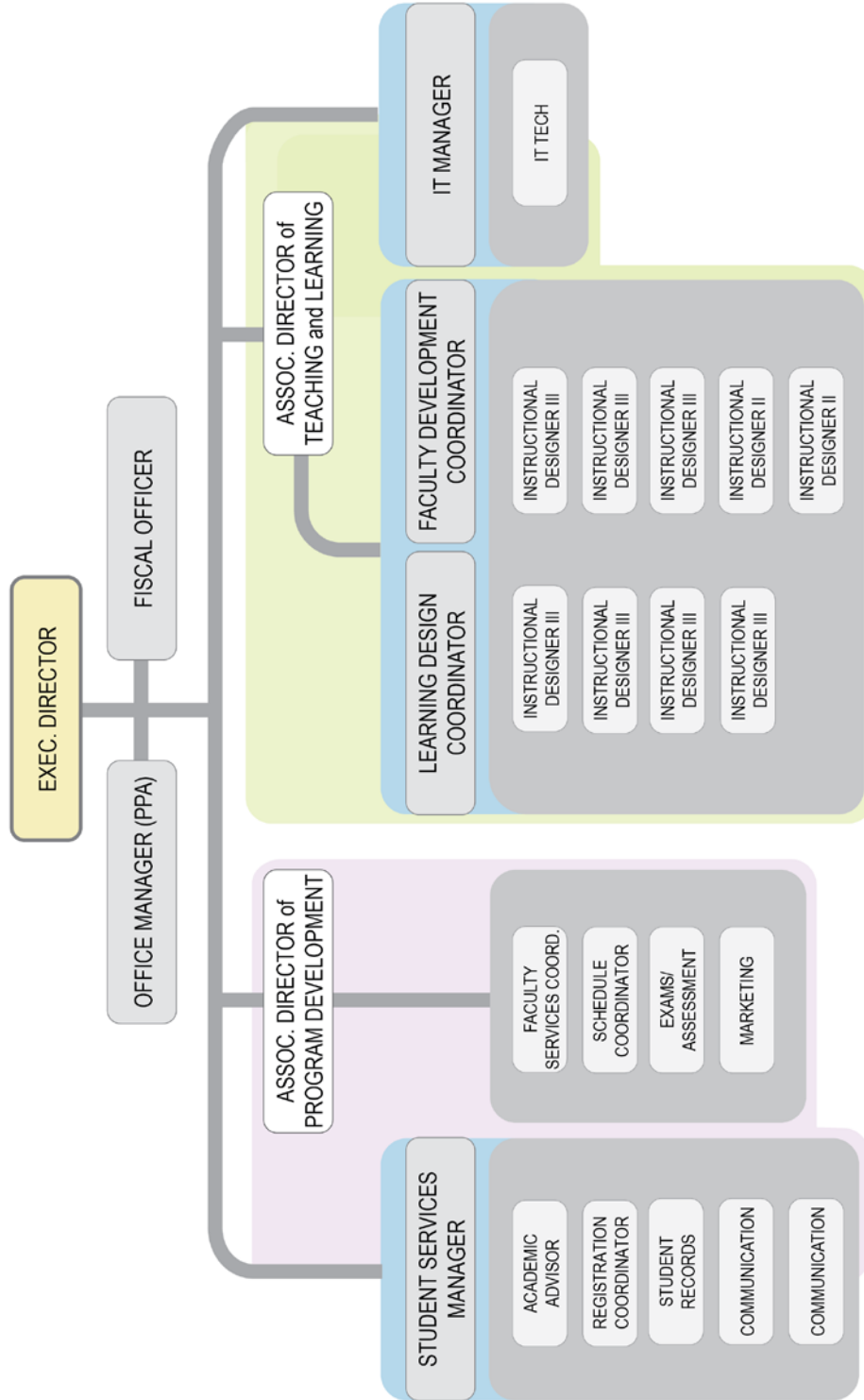
Data Source: PAIR, 09.09.2014



- From Fall 2006 to Spring 2014, enrollment in online courses increased by 327%
- In Fall 2006, 55% of enrollments earned a final grade of C- or higher.
- In Spring 2014, 74% of enrollments earned a final grade of C- or higher
- This positive trend in success rate is doubly significant given that it occurred concurrently with such significant enrollment growth.

APPENDIX C: ORGANIZATIONAL CHART

eLearning Org Chart



APPENDIX D: ONLINE PROGRAMS – FALL 2014

GRADUATE DEGREES

- Administration of Justice, M.A. (College of Liberal Arts)
- Masters of Education track in Online Innovation and Design, M.Ed. (School of Education)
- Master of Business Administration, M.B.A. (School of Management)

BACHELOR DEGREES

- Homeland Security and Emergency Management, B.E.M. (School of Management)
- Justice, B.A. (College of Liberal Arts)

ASSOCIATE DEGREES

- Applied Accounting, A.A.S. (Community & Technical College)
- Applied Business, A.A.S. (Community & Technical College)
 - Healthcare Management
 - Human Resources
 - Management
 - Marketing
 - Public Administration
- Associate of Arts, A.A. (Community & Technical College)

CERTIFICATES

- Accounting Technician (Community & Technical College)
- Applied Business Management (Community & Technical College)
- Design and Construction Management Graduate Certificate (College of Engineering and Mines)
- Healthcare Reimbursement (Kuskokwim Campus)
- Medical and Dental Reception (Kuskokwim Campus)

OCCUPATIONAL ENDORSEMENTS

- Bookkeeping Technician (Community & Technical College)
- Medical Billing (Kuskokwim Campus)
- Medical Coding (Kuskokwim Campus)
- Medical Office Reception (Kuskokwim Campus)