**Report on e-Learning**

**November, 2011**

Introduction

E-learning at UAF has grown rapidly for the past five years. Online course enrollments are the source of growth in UAF distance education. Other forms of distance learning, including audio courses, paper-based independent learning courses, and others, have decreased. Some older methods of distance instruction, including paper-based independent learning courses, are being phased out in favor of additional online courses.

*Source: UA Information Systems Banner SI, Closing Extracts*

The UAF MAU serves a region that includes communities that lack high-speed internet access and rely on satellite downlinks. In many of these communities, internet access of any kind is not available in most homes, but is rather limited to a school, health center, or other central facility. This means that some UAF courses are still delivered via mailed materials, telephone, and other lower-technology approaches. However, the IT infrastructure of northern and western Alaska communities is improving and delivery methods are changing to keep pace.

Terminology

Since summer 2011, after a statewide assessment of e-learning led by Sally Mead of the University of Alaska Anchorage, all UA courses have been categorized as shown in the table below. Before that, a different and more complicated system was used. Further, distance education at UAF is offered by several units, and before 2011 they did not all record the same information. For purposes of this report, UAF uses “e-learning” to refer to online courses, and “distance education” to refer to the broader range of options that don’t require students to be in a particular location to take a course.

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| **Terminology** | **Current Courses** | **Historical Courses** |
| e-Learning | 0% location-based (Banner code 0) | Distance (Banner codes X, Y, Z) |
| Blended | 1-20% and 21-50% location-based (Banner codes 1 and 2, respectively) | Blended (Banner code H) |
| Traditional | > 50% location-based (all other Banner codes) | Traditional (all other Banner codes) |

*Source: Catalog & Schedule state-wide Banner work team, 10/27/2011*

Endorsement, Certificate and Degree Programs by Delivery

Categorization of complete academic programs is still difficult. While the coding of courses offered is now consistent, the system has been fully implemented for only a few months. Since programs take years to complete, the mode of delivery of the courses that comprise programs is changing rapidly, and many distance programs are also offered face-to-face, UAF found that it was not yet possible to report on programs using exactly the system of course classifications above. Instead we report on the characterization provided by the faculty who deliver the programs. This information was reported in terms of “distance” rather than “e-learning” programs, and the percentages reported are the percentages of total course requirements that can be completed by students in many locations. All locations are not served by all programs, since they have varying infrastructure requirements, ranging from high-speed internet to telephone only.

Of the 201 degree and certificate programs offered by UAF, 20 are offered to exclusively distance students. Not all of these are online at the current time. There are 51 programs with 76% to 99% of requirements offered by distance.

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|  | **Percentage that can be Completed by Distance** |  |
|  | **0-25%** | **26-75%** | **76-99%** | **100%** | **Total** |
| Occupational Endorsements |  |  | 7 | 4 | 11 |
| Certificate | 13 | 5 | 6 | 4 | 28 |
| Associate Degrees | 11 | 3 | 6 | 5 | 25 |
| Bachelor's Degrees |  | 40 | 22 | 1 | 63 |
| Post-Baccalaureate Certificate in Education |  | 2 | 2 |  | 4 |
| Graduate Certificate | 1 |  |  | 1 | 2 |
| Master's Degrees | 28 | 15 | 7 | 4 | 54 |
| PhD | 10 | 2 | 1 | 1 | 14 |
| **Total** | **63** | **67** | **51** | **20** | **201** |

Course Enrollment

The percentage of students enrolling in distance courses is increasing. This trend is mainly due to a large increase in the students taking e-learning courses.

*Source: UA Information Systems, Banner SI Closing Fall Extracts 2001-2010.*

Degrees and Certificates Awarded

UAF can’t currently report the number of degrees and certificates awarded to students attending entirely or partly by distance. The difficulty is that most of our distance programs are also delivered face-to-face. So, the method of student degree completion can only be ascertained by looking at the delivery mode of each course taken, student by student. Because before 2011 courses were not coded consistently in Banner, even that method is unreliable until several more years have passed.

Course Completion

In the graphs below, grades of D- or higher and pass (P) grades were counted as successful completion. Stasis grades include audits, no basis grades, incompletes, and withdraws; failures are F grades. UAF CDE (Center for Distance Education) has undertaken a concerted effort to improve student success in the courses that they offer, which accounts for much of the increase in success shown. E-Learning and other distance course failure rates are now nearly as low as in traditional face-to-face courses, although stasis rates remain higher in distance courses.

 *Source: UA Information Systems Banner SI, Closing and Live Extracts*

Cooperation and Coordination with Other MAUs

All academically qualified UA students are welcome to enroll in most UAF Center for Distance Education courses on a first-come, first-served basis. Preference for enrollment in some rural campus distance courses is given to students served by that rural campus. Some units (particularly those offering graduate or post-baccalaureate programs) restrict courses to only the students who have been admitted to a given academic degree or certificate program.

Quality and Assessment

Student learning outcomes assessment is required and being implemented for all degree and certificate programs. The intended learning outcomes must be attained for students, no matter where or how UAF delivers the program. Academic departments are responsible for reviewing learning assessment information annually, and a comprehensive review of learning outcomes assessment by all programs was recently completed.

**Increasing e-Learning Opportunities: Recent Examples**

*Bachelor of Emergency Management*

The BEM program develops skills needed to lead and manage individuals and organizations in emergency management and homeland security. It builds upon student’s technical capabilities derived from education (such as AAS degrees in Paramedicine or Fire Science), other training, and experience in firefighting, law enforcement, the military, and other areas. Many of the students continue employment while pursuing this degree, and while some of the courses can be taken in traditional format, nearly all are available online. As the program has become available via e-learning over the past several years, enrollment has grown rapidly.

 *Source: UAF Planning and Institutional Research Factbook,*

[*http://www.uaf.edu/pair/uaf-factbook*](http://www.uaf.edu/pair/uaf-factbook)*. Fall 2011 data are fall opening figures, earlier*

 *years’ data are fall closing headcount.*

*AAS in Applied Business*

 UAF has long offered an AAS in Applied Business, but from 2000-2006 enrollments were flat. The faculty began offering more of the requirements via distance (as well as continuing with traditional format courses), and now the program is entirely available via e-learning. Enrollments have increased more than 70%.

 *Source: UAF Planning and Institutional Research Factbook,*

[*http://www.uaf.edu/pair/uaf-factbook*](http://www.uaf.edu/pair/uaf-factbook)*. Fall 2011 data are fall opening figures, earlier*

 *years’ data are fall closing headcount.*

*M.Ed. Concentration in Online Instructional Design*

UAF has just approved this new, e-Learning option within the M.Ed. degree program. Teachers, business and industry trainers, and others need to develop educationally sound, web based learning materials. The new M.Ed. in Online Instructional Design offers students the opportunity to develop the required skills, incorporating instruction in educational theory, assessment and research, and web based tools.

**Ongoing UAF e-Learning Training for Faculty: FY11 Update**

*Center for Distance Education*

The Center for Distance Education (CDE) has a curriculum called iTeach that develops faculty skills in several on-line instructional tools as well as on-line instructional design and pedagogy. Vice President Daniel Julius provided $35,000 for fall 2010 and spring 2011 mini-iTeach (two weekends each semester). A total of 28 faculty members participated. CDE also offered two one week long (five days) iTeach sessions with total of 26 faculty members participating.

CDE sent two instructional designers to support UAS faculty training last summer. The total number of participants was about 10 faculty.

CDE also provided the following faculty professional development opportunities:

* ASTE (Association for Science Teacher Education) pre-conference training for 15 faculty.
* Four Tech Fest training sessions for a total of 32 faculty.
* Four hours of free instructional design consulting to any faculty member from any unit on request.
* An extensive website on e-learning that is available to everyone:

http://distance.uaf.edu/faculty/faculty-development/

*Office of Information Technology*

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| **Class Name** | **Number of Attendees** |
| Blackboard Learn: Assessments & Collaboration | 12 |
| Blackboard Learn: Assessments & Collaboration (via Elive) | 10 |
| Blackboard Learn: Introduction, Navigation and Communication in the new Blackboard | 101 |
| Using Blackboard Grade Center | 7 |
| Blackboard Learn: Using the Grade Center | 6 |
| Blackboard Support Virtual Office Hours | 23 |
| Blackboard Walk-in Support  | 28 |
| Configuring Your iTunes U Course | 9 |
| Creating a podcast using GarageBand | 12 |
| Elive | 5 |
| Introduction to Google Groups | 44 |
| Plan Your Semester with Blackboard | 4 |

List of UAF Programs that Can Be Completed Wholly or Largely by Distance Students

These programs are not all online or asynchronous.

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| **Degree or Certificate** | **Program Name** | **% of Courses Available by Distance** |
| AAS | Renewable Resources | 77 |
| AAS | Yup'ik Language Proficiency | 80 |
| BA | Political Science | 80 |
| Certificate | Information Technology Specialist | 80 |
| MS | Fisheries | 80 |
| MS | Natural Resources Management | 80 |
| Post Baccalaureate Certificate  | Secondary Education  | 81 |
| BA | Anthropology | 83 |
| BA | Foreign Languages | 83 |
| BA | Journalism | 83 |
| BBA | Business Administration | 83 |
| BS | Anthropology | 83 |
| Certificate | Ethnobotany | 83 |
| MNRMG | Natural Resources Management & Geography | 83 |
| AAS | Information Technology Specialist | 84 |
| AAS | Early Childhood Education | 85 |
| BA | History | 85 |
| BA | Sociology | 85 |
| BA | Yup'ik Language and Culture | 85 |
| BS | Sociology | 85 |
| BA | Theatre | 87 |
| Certificate | Educator: Para-Professional | 87 |
| Certificate | Environmental Studies | 88 |
| M.Ed. | Counseling | 88 |
| OEC | Administrative Assistant | 88 |
| OEC | Bookkeeping Technician | 88 |
| OEC | Entry Level Welder | 88 |
| AAS | Human Services | 89 |
| OEC | Facility Maintenance | 89 |
| OEC | Financial Services Representative | 89 |
| BA | Economics | 90 |
| BA | Elementary Education | 90 |
| BEM | Emergency Management | 90 |
| Certificate | Medical/Dental Reception | 90 |
| M.Ed. | Cross-Cultural Education | 90 |
| M.Ed. | Curriculum and Instruction | 90 |
| M.Ed. | Secondary Education  | 90 |
| Post Baccalaureate Certificate  | Secondary Education  | 90 |
| BA | Alaska Native Studies | 91 |
| OEC | Rural Human Services | 91 |
| OEC | Rural Utility Business Management | 91 |
| BA | Fisheries | 92 |
| Certificate | Pre-Nursing | 92 |
| PhD | Indigenous Studies | 94 |
| BA | Psychology | 95 |
| BAS | Arts and Sciences | 95 |
| BS | Psychology | 95 |
| AAS | Educator: Para-Professional | 98 |
| BA | Child Development and Family Studies | 98 |
| BA | Justice | 98 |
| BA | Social Work  | 98 |
| AA | Associate of Arts | 100 |
| AAS | Applied Accounting | 100 |
| AAS | Applied Business  | 100 |
| AAS | Tribal Management | 100 |
| AS | Associate of Science | 100 |
| BA | Rural Development | 100 |
| Certificate | Accounting Technician  | 100 |
| Certificate | Applied Business Management | 100 |
| Certificate | Health Care Reimbursement | 100 |
| Certificate | Tribal Management | 100 |
| Graduate Certificate | Construction Management | 100 |
| M.Ed. | Language and Literacy | 100 |
| MA | Cross-Cultural Studies  | 100 |
| MA | Rural Development | 100 |
| MS | Oceanography | 100 |
| OEC | Medical Billing | 100 |
| OEC | Medical Coding | 100 |
| OEC | Medical Office Reception | 100 |
| OEC | Nurse Aide | 100 |
| PhD | Oceanography | 100 |