Report on
University of Alaska
e-Learning

Reference #2

Board of Regents Meeting
Academic and Student Affairs Committee
December 6-7, 2012
Fairbanks, Alaska

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A. Higher Education Institutions Able 52s Able1

Learning and distance education administrators must resolve legitimate concerns by faculty and university administrators to ensure adequate buy in, as well as for them to develop the needed course management systems and teaching strategies. Technological advances and increased faculty fluency will continue to open great opportunities for e-Learning. Clearly, each UA university and community campus needs to understand how to respond to online distance education student demand. This understanding will continue to shape the institution's vision and the resulting impact on its mission. Higher education institutions are adapting to e-Learning at different rates according to their own missions and student demand, and so will UA.

Looking within Alaska, very little information has historically been available about the number and types of Alaskans enrolled in e-Learning programs and courses sold by external providers. For the first time, accurate information identifying individual higher education institutions operating within Alaska

students in FY12. Somewhat surprisingly, e-Learning students tend to be a little older, with those 25 years of age or older making up 62 percent of all e-Learning students, and 51 percent of total students in FY12.

A greater proportion of FY12 e-Learning students were seeking a degree, certificate or credential than the total student population - about 80 percent versus 70 percent, respectively. Conversely, 20 percent of e-Learners were non-degree seeking, compared to 30 percent of all students. For students seeking a degree, proportionally more juniors and seniors took e-Learning courses, making up one-third of all e-Learners, and about a quarter of students on the whole. This implies that even upper division students are using e-Learning to achieve attainment. Graduate students and underclassmen made up similar proportions. Among first-time, full-time degree seeking freshmen starting in fall 2005, those who enrolled in e-Learning courses graduated at a slightly higher rate (32.9 percent) six years later than those who did not (28.9 percent) in FY11.

E-Learning Courses

To thoroughly discuss e-Learning course offerings, one needs a description of what constitutes an e-Learning course. A course is classified based on the physical distance of the instructor and students as well as the type(s) of tools used to deliver them. Courses that are 0 to 50 percent location based are reported as e-Learning courses. Courses that are 49 to 100 percent location based are reported as traditionally delivered. Tools used to deliver coursework include Blackboard, e-Live, Google, Kaltura, and Livescribe, among many others. The current definition for e-Learning was adopted and implemented in UA's Banner Information system in FY11, completely replacing the old criteria and definition of distance-delivered courses.

The University of Alaska system offered more than 1,400 distinct e-Learning courses in FY12, a 34 percent increase over FY08. Many of these courses were previously offered via traditional classroom delivery. It is possible that some of the growth in e-Learning courses in the last two years may be the result of the new definition adopted in FY11 and the resulting coding updates in Banner.

The table above shows the number of courses newly offered via e-Learning in FY12 by course level and MAU. The developmental or non-degree courses added in FY12 consists of a Fast Track Elementary/Intermediate Algebra math course at UAF and a special topics Fisheries course for high school students at UAS. A complete listing of these courses offered for the first time in FY12 is provided in Reference F, starting on page 40.

On the whole, the top five e-Learning course

institutions receiving federal student aid to track and report enrollment and graduation performance for programs that are available 100 percent by distance (a.k.a. e-Learning) to the federal government.

As of fall 2012, UA institutions offer 267 distinct degree, certificate and endorsement programs that can be completed at least 50 percent via e-Learning. Of these, nearly half (132 programs) are available completely via e-Learning. The tables below summarize the number of different programs offered at 50 percent and 100 percent by e-Learning, respectively, broken out by degree level and MAU.

Number of Programs Available More Than 50 Percent Via e-Learning

Program Level	UAA	UAF	UAS	Total
Occupational Endorsement Certificate	11	4	23	38
Certificate	5	18	19	42
Associate	14	20	15	49
Baccalaureate	5	49	13	67
Endorsement/Licensure	7	5	18	30
Master's	10	14	14	38
Doctoral		3		3
Total	52	113	102	267

Number of Programs Available 100 Percent Via e-Learning

Program Level	UAA	UAF	UAS	Total
Occupational Endorsement Certificate	8	4	13	25
Certificate	2	14	13	29
Associate	5	16	11	32
Baccalaureate	1	9	6	16
Endorsement/Licensure	4	4	3	11
Master's	5	7	5	17
Doctoral		2		2
Total	25	56	51	132

It is important to note that, while it is possible for students to complete degree programs partially or fully via e-Learning that does not imply a majority of students are doing so. UA information systems are not currently set up to distinguish between students who are completing programs primarily online or via traditional courses. For example, it is possible to complete the Associate of Arts in General Studies degree at UAA, UAF and

UAS completely by distance, but the proportion of students who are doing so is unknown. Utilizing the new course classifications put in effect during FY11, it will be possible to reliably identify graduating students who have completed any program primarily via e-Learning in the future. Other programs, such as the Associate of Applied Science in Nursing and a variety of Teacher Education programs, have been successfully developed and implemented from the start to be available at a distance.

Six e-Learning programs have been added since fall 2011 as shown in the table below. See reference G on page 48 for a full list of programs available.

Another topic relevant to UA trends in e-L

facilitates online learning. The institutions involved are Duke, Emory, Washington University, Brandeis University, Northwestern University, the Universities of North Carolina at Chapel Hill, Notre Dame and Rochester, Vanderbilt University, and Wake Forest University.

Many universities are collaborating with two of the leading providers of Massively Open Online Courses (MOOCs); Coursera and edX. Coursera has 33 university partners, including Duke, California Institute of Technology, and the University of Illinois at Urbana-Champaign. The University of California at Berkeley and the University of Texas system are partnering with edX, a nonprofit organization run out of M.I.T. and Harvard. The third major provider of MOOCs is Udacity, a for-profit institution with no university affiliation. A major MOOC milestone occurred when Colorado State University's Global Campus said it would award credits to students who completed a specific Udacity computer science course and take a proctored test (as reported by the New York Times on September 6, 2012). The American Council on Education is considering a recommendation for universities to accept Coursera offerings for college credit (as reported by the Chronicle of Higher Education, November 13, 2012). UA is considering whether to offer certain MOOCs as an encouragement for online students to enroll in full, for-credit e-Learning courses or programs, or to assist high school students prepare for basic core college courses.

Awards for faculty excellence in e-learning instruction are fairly common at universities. For example the University of Delaware, Texas State University San Marcos, University of New Mexico, and Indiana University of Pennsylvania all make such awards. The Instructional Technology Council nationally makes the following annual awards:
Outstanding eLearning Program
Outstanding Distance Learning Faculty
Outstanding Online Course
Outstanding Blended Course
Outstanding Use of New Technology and/or Delivery System

Challenges

There are a number of areas where offering e-Learning courses or programs is likely to be challenging. These include:

- Rural areas with limited bandwidth.
- Distance labs - a few departments have overcome this obstacle, e.g., lower

c. Greater collaboration in e-Learning among the three institutions would improve efficiency and possibly increase the range of programs available. Opportunities for collaboration to improve efficiency are possible in the areas of baccalaureate general education, certificate, and associate programs. However, further collaboration could create a greater collection of elective and upper division coursework as well, giving students more choice. For example, a wider range of foreign language instruction may be made available by collaboration among the institutions. A key barrier to collaboration is the current e-Learning fee and tuition structure. A revenue sharing model should be developed to address cross MAU e-Learning collaboration concerns for academic, student service, administrative and financial areas.

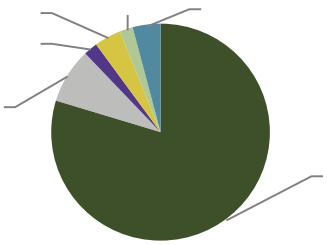
nursing.

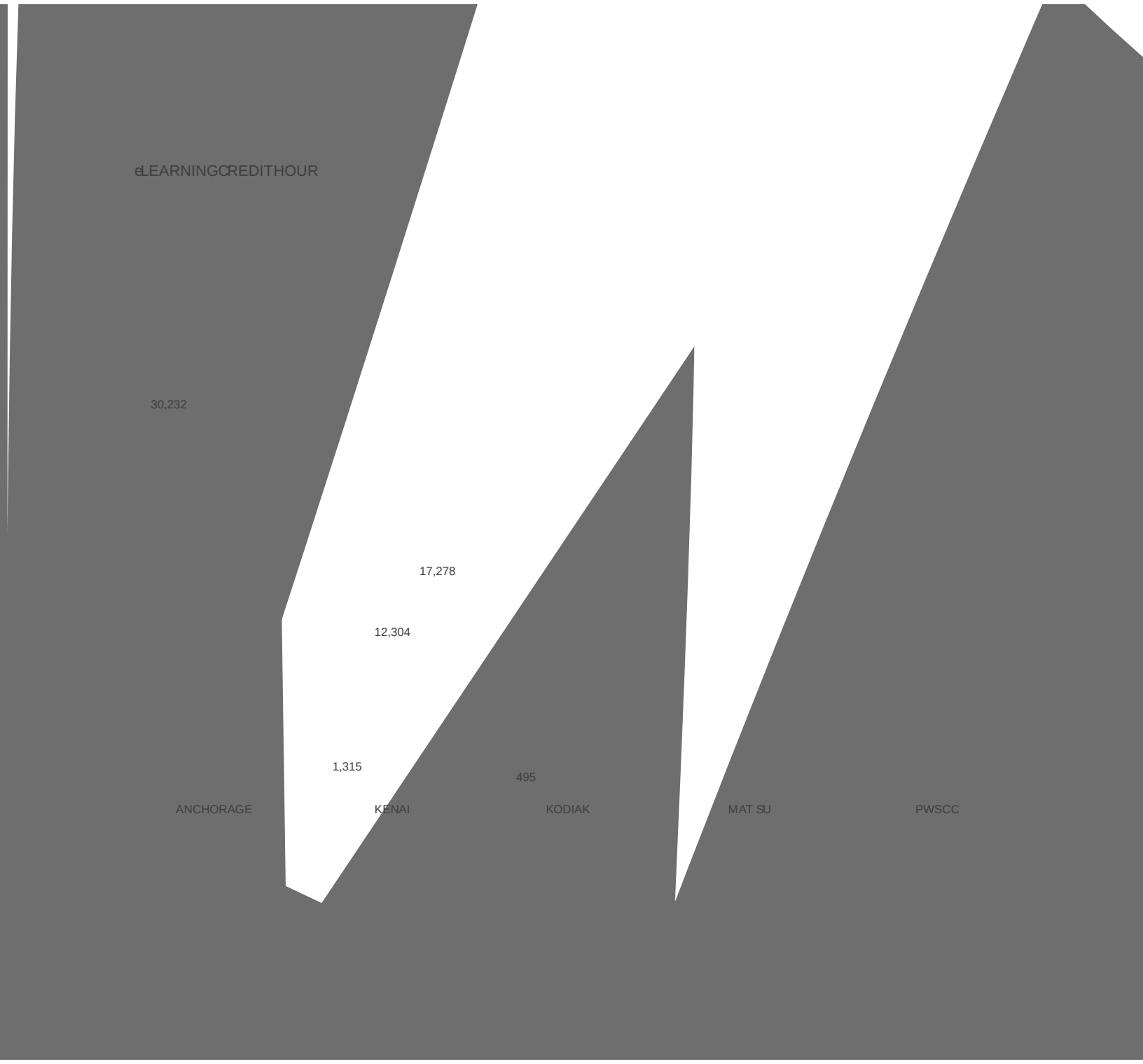
Distance / Online Institution	Web Address	Main Phone
A.T. Still University of Health Sciences	www.atsu.edu	480-219-601(
Allied American University	www.allied.edu	949-707-297(
Allied Business School, Inc.	www.alliedschools.com	949-598-069(
Allied Health Institute	www.alliedhealthinstitute.edu	866-251-324(
American Academy McAllister Institute of Funeral Services, Inc.	www.funeraleducation.org	212-757-119(
American College of Education	www.ace.edu	317-829-938(
American Institute of Business	www.aib.edu	515-244-422(
American InterContinental University	www.aiuniv.edu/AIU-Online	877-701-380(
American Public University System	www.apus.edu	304-724-370(
American Sentinel University	www.americansentinel.edu	800-729-242(
American University	www.american.edu	202 885 322(
Amridge University	www.amridgeuniversity.edu	334-387-745(
Anthem College	www.anthemcollegeonline.com	602-889-270(
Argosy University	www.argosy.edu	312-899-990(
Arizona State University	www.asuonline.asu.edu	480-884-190(
Art Instruction Schools	www.artinstructionschools.edu	612-362-507(
Ashford University	www.ashford.edu	858-513-924(
Aspen University, Inc.	www.aspen.edu	303-333-422(
Augustana College	www.augie.edu	605-274-411(
Aviation & Electronic Schools of America, (AESA)	www.aesa.com	530-346-679(
Baker College	www.baker.edu	800-469-316(
Bastyr University	www.bastyr.edu	425-602-300(
Bay State College	www.baystate.edu	617-217-921(
Belhaven University	www.belhaven.edu	601-974-645(
Bellevue College - Distance Learning	www.bellevuecollege.edu	425-564-243(
Benedictine College	www.benedictine.edu	913-360-743(
Berkeley College	www.berkeleycollege.edu	973-278-540(
Bob Jones University	www.bju.edu	864-242-510(
Boise State University	www.boisestate.edu	208-426-120(
Brandeis University	www.brandeis.edu	781-736-831(
Brescia University	www.brescia.edu	270-686-425(
Briarcliffe College	www.briarcliffe.edu	516-918-360(
Bryant & Stratton College Online Education	www.bryantstratton.edu	716-677-880(
Capella University	www.capella.edu	612-977-510(
Carrington College California	www.carrington.edu	630-353-384(
Cayuga Community College	www.cayuga-cc.edu	315-255-174(
Center for Advanced Legal Studies	www.paralegal.edu	713-529-277(
Central Bible College	www.cbcag.edu	

Distance / Online Institution	Web Address	Main Phone
Everest University - Laramie, Wyoming	www.everest.edu	407-851-252
Everest University - Phoenix, Arizona	www.everest.edu	602-942-414
Everest University - Pompano Beach, Florida	www.everest.edu	954-783-733
Everest University - Tampa, Florida	www.everest.edu	813-621-004
Excelsior College	www.excelsior.edu	518-464-850
Fashion Institute of Design & Merchandising	www.FIDM.edu	213-624-120
Fielding Graduate Institute	www.fielding.edu	805-687-100
Florida Institute of Technology	www.fit.edu	321-674-800
Florida International University	www.flu.edu	305-348-443
Franklin University	www.franklin.edu	614-947-613
Fremont College, LLC	www.fremont.edu	213-355-777

Distance / Online Institution	Web Address	Main Phone
Morningside College	www.morningside.edu	712-274-535
Mount Carmel College of Nursing	www.mccn.edu	614-234-585
Multnomah University - Portland	www.multomah.edu	503-251-537
National American University	www.national.edu	

Distance / Online Institution	Web Address	Main Phone
University of Denver	www.du.edu	303-871-389
University of Louisiana at Lafayette	www.louisiana.edu	337-482-184
University of Missouri - Columbia	www.missouri.edu	573-442-336
University of Missouri - Kansas City	www.umkc.edu	816-235-558
University of Montana Western	www.umwestern.edu	406-683-711
University of Nebraska	www.nebraska.edu	402-472-211
University of Nebraska	www.nebraska.edu	402-472-211
University of Nebraska - Lincoln	www.nebraska.edu	402-472-211
University of Nebraska - Medical Center	www.nebraska.edu	402-472-211
University of Nevada, Las Vegas	www.unlv.edu	702-895-226
University of New England	www.une.edu	207-602-267
University of New Haven	www.newhaven.edu	203-932-700
University of North Carolina at Chapel Hill	www.unc.edu	919-843-163
University of North Carolina at Charlotte	www.uncc.edu	704-687-459
University of North Florida	www.unf.edu	904-620-136
University of Northern Colorado	www.unco.edu	970-351-294
University of Phoenix	www.phoenix.edu	602-557-179
University of St. Augustine for Health Sciences	www.usa.edu	904-826-008
University of St. Francis	www.stfrancis.edu	815-740-380
University of San Diego	www.sandiego.edu	619-260-458
University of San Francisco	www.usfca.edu/	415-422-629
University of South Alabama	www.southalabama.edu	251-460-644
University of South Dakota	www.usd.edu	605-677-692
University of South Florida, Tampa	www.usf.edu/	813-974-871
University of Southern California	www.usc.edu	240-487-395
University of Texas at Arlington	www.uta.edu	817-272-201
University of Texas of the Permian Basin	www.utpb.edu	432-552-211
University of the Cumberlands	www.ucumberlands.edu	606-549-220
University of the Incarnate Word	www.uiw.edu	210-829-270
University of the Rockies	www.rockies.edu	866-621-012
University of West Florida	www.uwf.edu	850-474-232
University of West Georgia	www.westga.edu	678-839-062
University of Wisconsin - Stout	www.uwstout.edu	715-232-242
University of Wisconsin - Whitewater	www.uww.edu	262-472-110
Upper Iowa University	www.UIU.edu	800-553-415
Utah State University	www.distance.usu.edu	435-797-970
Valley City State University	www.vcsu.edu	701-845-720
Vermont Law School	www.vermontlaw.edu/	802-831-124
Virginia College, LLC		

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Report on eLearning

November, 2012

Introduction

During summer of 2012, the unit responsible for most UAF online instruction was renamed and moved from the College of Rural and Community Development to the Chancellor's Office. The unit formerly known as the Center for Distance Education and Independent Learning is now eLearning and Distance Education. This reorganization was done because distance education and its audience have changed. When the Center for Distance Education was established, its primary mission was to deliver courses, in a paper-based format, to remote students via the postal service. Now eLearning and Distance Education serves students at all of UAF's campuses and many other locations, using a broad range of traditional and technological methods. Seventy-seven percent of the credit hours delivered through the Center for Distance Education are to students who live in

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Source: UA Information Systems Banner SI, Closing Extracts

Terminology

Since summer 2011, after a statewide assessment effort 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. 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 "online 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

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.

	Percentage that can be Completed by Distan				
	0-25%	26-75%	76-99%	100%	Total
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Total	54	73	49	23	199

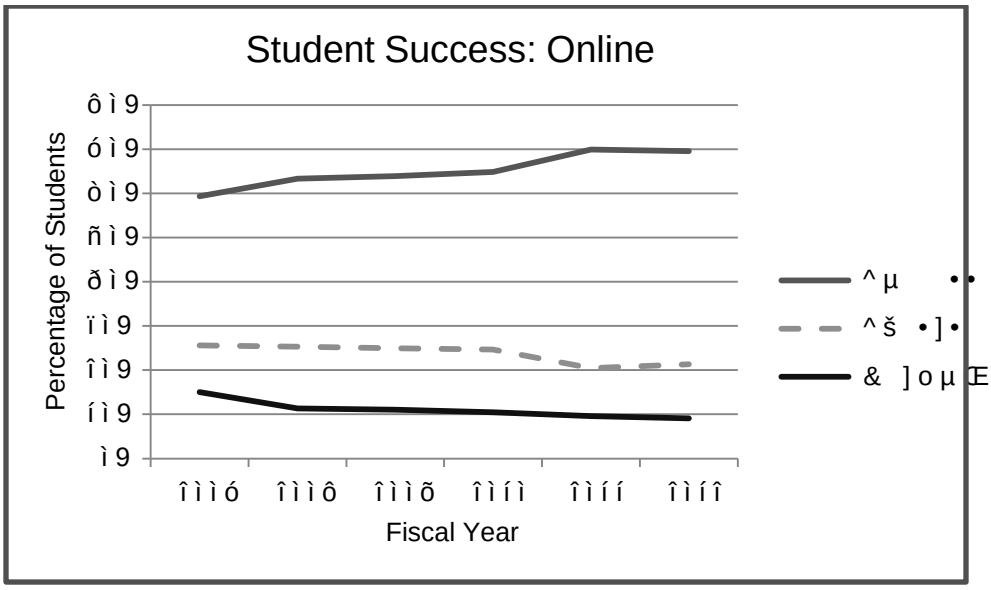
Of the 199 degree and certificate programs offered by UAF, 23 are offered to students that attend only via distance learning. This is three more than were reported in 2011. There are 49 programs with 76% to 99% of requirements offered by distance.

Degrees and Certificates Awarded

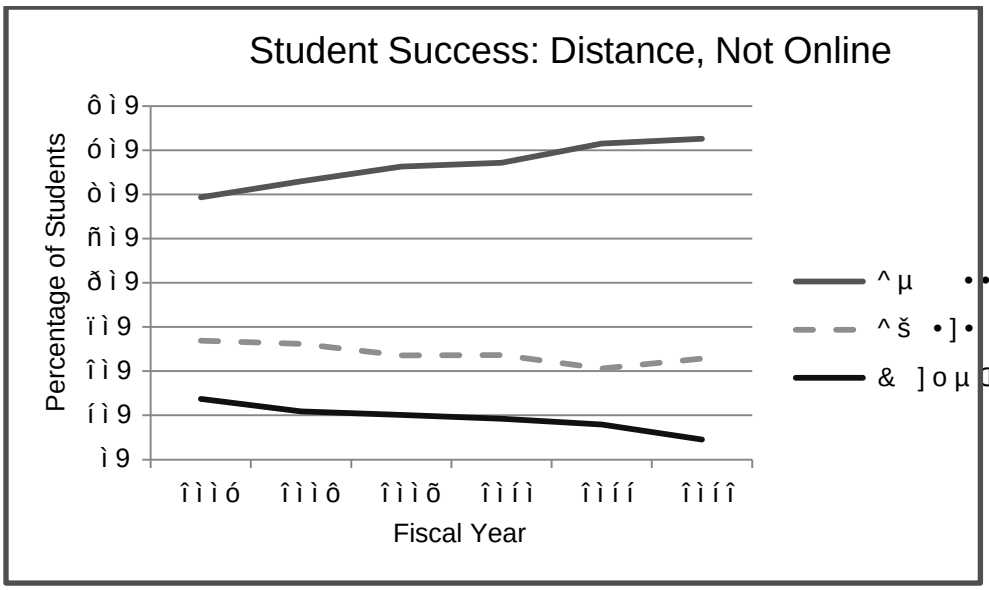
UAF can’t currently report the number of degrees and certificates awarded to students attending entirely or partly by distance. The difficulty is that most of our distance programs are also delivered face-to-face. So, the method of student degree completion can only be ascertained by looking at the delivery 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 passes (P) grades were counted as successful completion. Stasis grades include audits, no basis grades, incompletes, deferred grades, and withdraws; failures are F grades. UAF eLearning and 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. Online 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



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

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

Cooperation and Coordination with Other MAUs

video recordings) that is available for checkout. Depending on the type of material, it will be sent via mail, email, or fax.

Ongoing UAF eLearning Training for Faculty

UAF eLearning and Distance Education

UAF eLearning and Distance Education has a curriculum called iTeach that develops faculty skills in several online instructional tools as well as online instructional design and pedagogy (http://iteach.uaf.edu/). A week-long iTeach is offered two to four times annually, depending on demand and availability of funding. During Fall 2012 eLearning also offered "iTeach Weekends", which met over seven Saturdays and Sundays in C-4(g)

The Status of eLearning at UAS

November, 2012

Introduction

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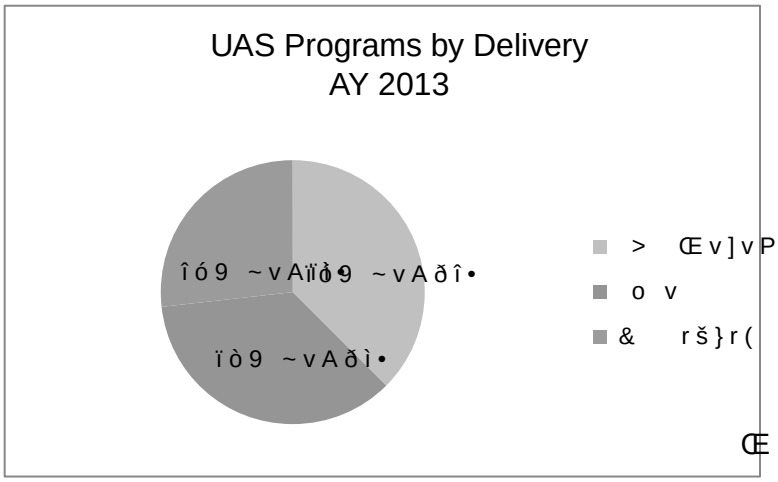
CD-ROM, video/audio tape, etc. A course may be delivered entirely via eLearning or by a hy of eLearning and on-campus.

Endorsement, Certificate and Degree Programs by Delivery



Student Credit Load

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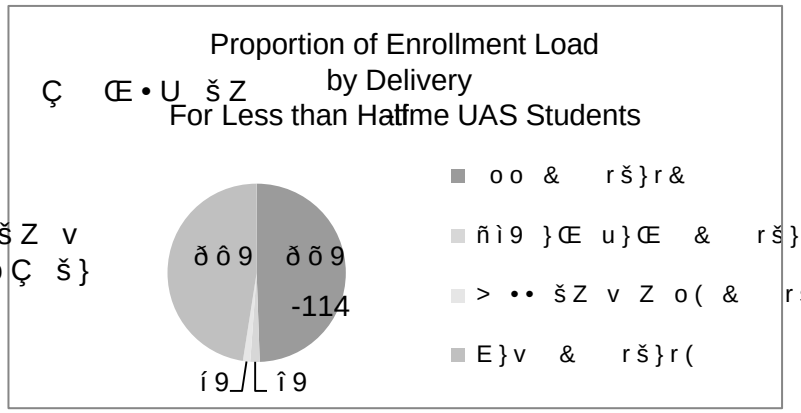

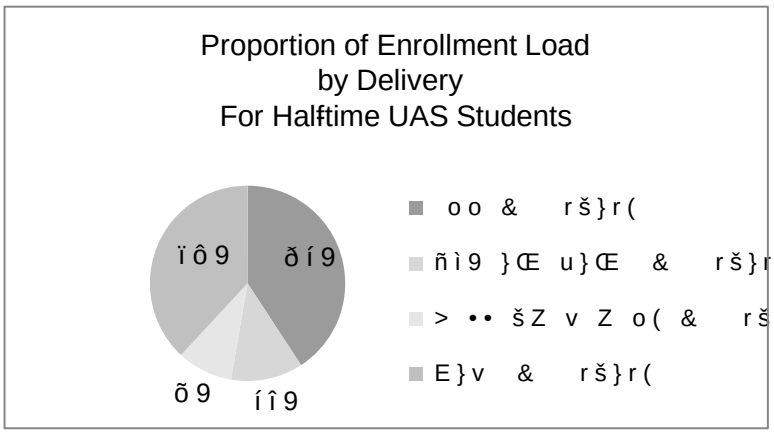

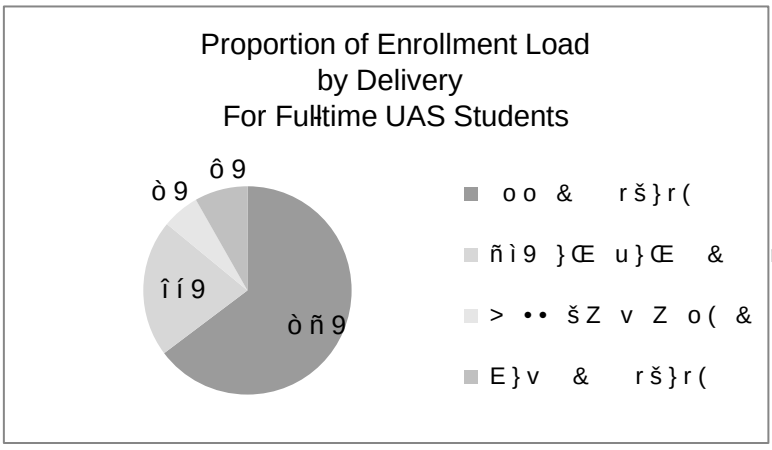

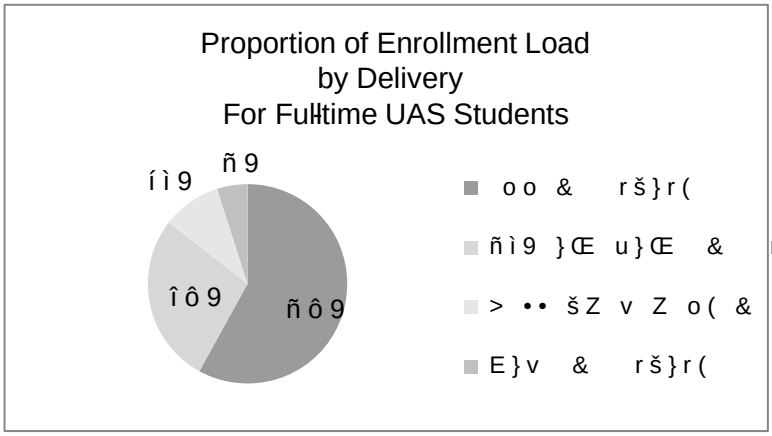

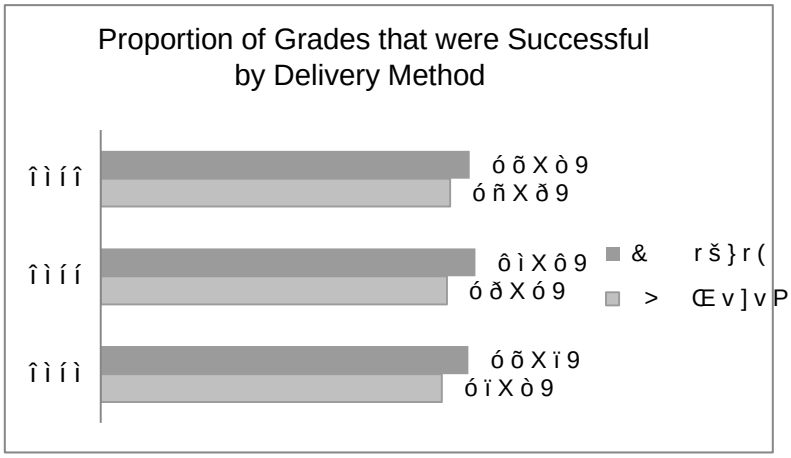
Proportion of Grades that were Successful
by Delivery Method
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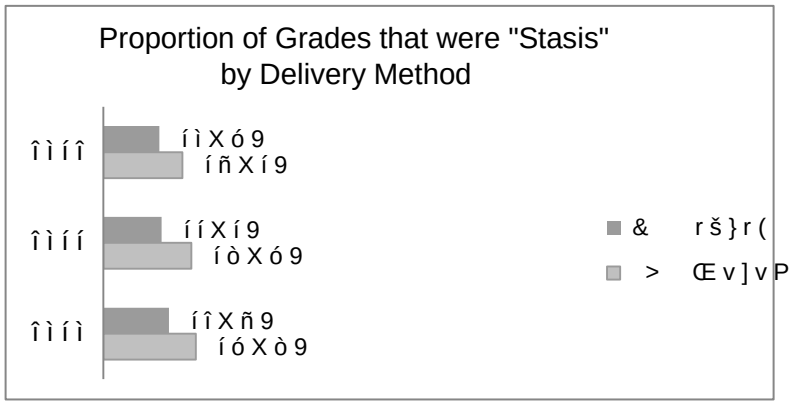
Proportion of Grades that were "Stasis"
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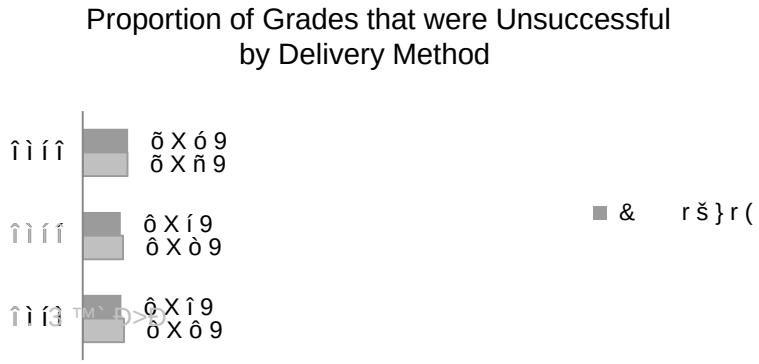
Proportion of Grades that were Unsuccessful
by Delivery Method
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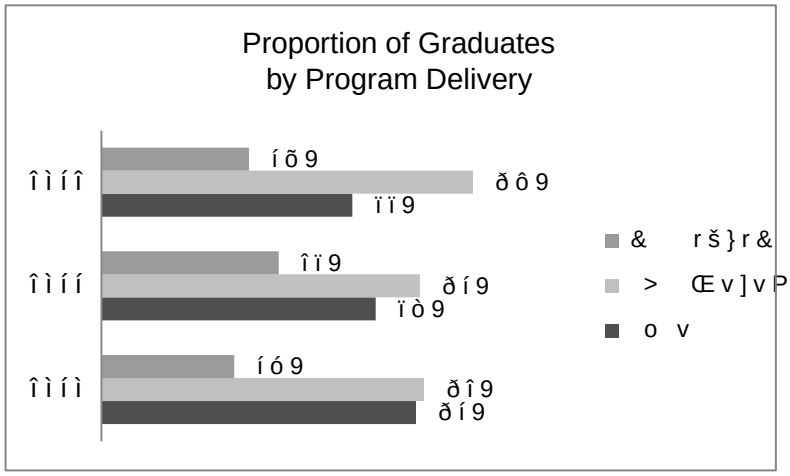
Proportion of Graduates
by Program Delivery
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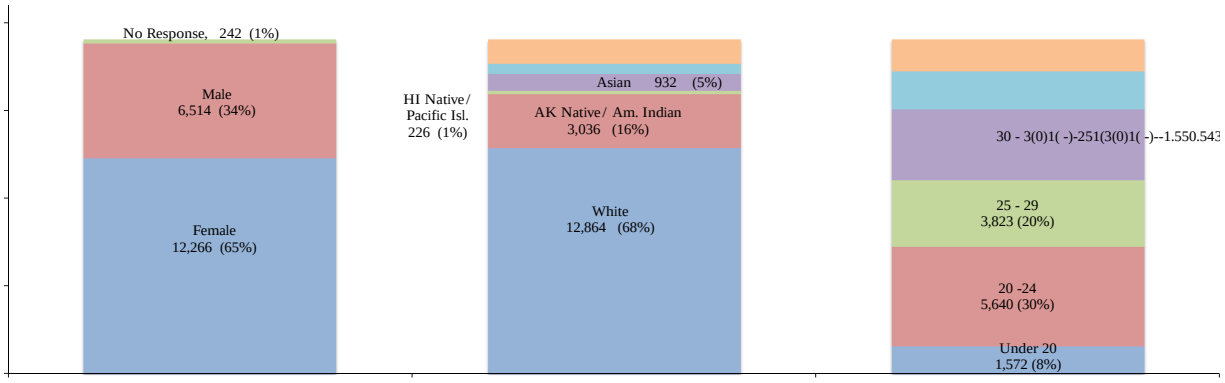
e-Learning

Program Description

e-Learning is planned learning that predominantly occurs in situations where a student is not required to be in a predetermined location. e-Learning courses require a different course design and development, different peda-

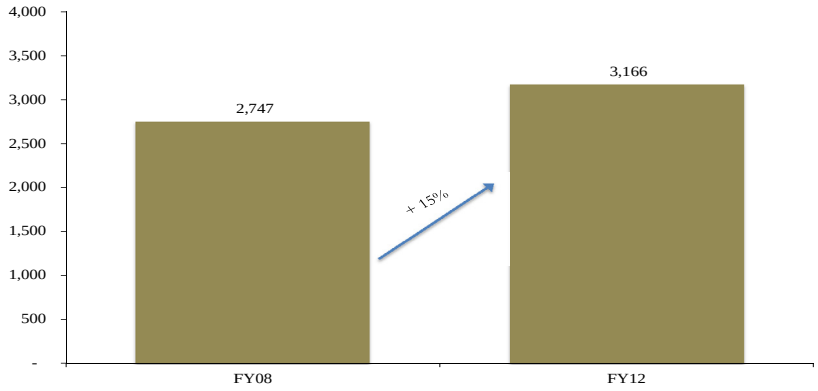
e-Learning Annual Student Headcount by Gender, Race, and Age FY12*



**òHawaii Native/Paciþc Islanderó was recorded as òAsianó prior to Fall 2010.*

e-Learning Annual Student Distribution by Class Standing FY08 and FY12

Number of Course Sections Offered FY08 and FY12**



***Only includes sections with enrollment.*

Highlights

- The number of e-Learning course sections rose by 15 percent in the past 5 years, from 2,747 in FY08 to 3,166 in FY12.
- In FY12, 19,022 University of Alaska students participated in one or more e-Learning courses, 28 percent more than in FY08 (14,868).
- Among frst-time, full-time degree seeking freshmen, those who enroll in e-Learning courses graduated at a slightly higher rate (32.9%) than those who did not (28.9%) in FY11.
- Over the past 5 years, the e-Learning annual student body distribution by race has remained steady. Alaska Native/ American Indian students made up 16 percent of students in FY12, reaching an annual student headcount of 3,036.
- Traditional age students (18-24) composed 30% of the e-Learning annual student body in FY12. Students aged 30 to 39 made up 21%.
- In FY12, the top 5 e-Learning course subjects, by annual student headcount, were English (9%), Business Administration (7%), Psychology (5%), Mathematics (5%) and Computer Info and Office Systems (5%).
- The UAF Rural College accounted for more than 20% of all e-Learning course sections offered at UA in FY12. Kenai Peninsula College offered 11% of e-Learning course sections. UAF offered the most (44%) e-Learning course sections of any MAU.
- In the past 10 years, the course completion rate for students who took at least one e-Learning course increased by 8 percentage points. Over the same period, the rate for students who took no e-Learning courses increased by 3 percentage points.
- The annual number of graduate students taking e-Learning courses has more than doubled since FY08.

Note: Annual student headcount is unduplicated and includes students taking for-credit, non-credit and year-long classes. A þscal year consists of consecutive summer, fall and spring semesters, as well as year-long courses.

Source: Data Supplied by MAUs via UA Information Systems: UA Decision Support Database (DSD) compiled from Banner SI Closing Extracts FY08-FY12.

Compiled by UA Institutional Research and Analysis. iData 2234

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MAU	Degree	Degree Code	Major	Major Code	Program Status	Distance Level	Start Fiscal Year (Pre-Banner shown as 1998)
UAA	Associate of Applied Science	AAS	Accounting	ACCT	Open for Admission and Enrollment	50-99%	2005
UAA	Associate of Applied Science	AAS	Computer Info Office Systems	CIOS	Open for Admission and Enrollment	50-99%	2004
UAA	Associate of Applied Science	AAS	Digital Art	DART	Open for Admission and Enrollment	100%	2006
UAA	Associate of Applied Science	AAS	Disability Services	DISS	Open for Admission and Enrollment	100%	2000
UAA	Associate of Applied Science	AAS	General Business	GBUS	Open for Admission and Enrollment	50-99%	1998
UAA	Associate of Applied Science	AAS	General Business	GBUS	Open for Admission and Enrollment	50-99%	2006
UAA	Associate of Applied Science	AAS	Human Services	HMSV	Open for Admission and Enrollment	100%	1998
UAA	Associate of Applied Science	AAS	Industrial Technology	ITEC	Open for Admission and Enrollment	50-99%	1998
UAA	Associate of Applied Science	AAS	Outdoor Leadership	ODLD	Open for Admission and Enrollment	50-99%	2012
UAA	Associate of Applied Science	AAS	Occupational Safety & Health	OSHL	Open for Admission and Enrollment	100%	2006
UAA	Associate of Applied Science	AAS	Process Technology	PTEC	Open for Admission and Enrollment	50-99%	2002
UAF	Associate of Applied Science	AAS	Applied Accounting	AACT	Open for Admission and Enrollment	100%	1998
UAF	Associate of Applied Science	AAS	Applied Accounting	AACT	Open for Admission and Enrollment	100%	2003
UAF	Associate of Applied Science	AAS	Applied Accounting	AACT	Open for Admission and Enrollment	100%	2011
UAF	Associate of Applied Science	AAS	Applied Business	ABUS	Open for Admission and Enrollment	100%	1998
UAF	Associate of Applied Science	AAS	Applied Business	ABUS	Open for Admission and Enrollment	100%	2011
UAF	Associate of Applied Science	AAS	Community Health	COMH	Open for Admission and Enrollment	100%	1998
UAF	Associate of Applied Science	AAS	Early Childhood Education	ECED	Open for Admission and Enrollment	100%	1998
UAF	Associate of Applied Science	AAS	Early Childhood Education	ECED	Open for Admission and Enrollment	100%	2011
UAF	Associate of Applied Science	AAS	Educator: Para-Professional	EDPA	Open for Admission and Enrollment	100%	2004
UAF	Associate of Applied Science	AAS	Educator: Para-Professional	EDPA	Open for Admission and Enrollment	100%	2006
UAF	Associate of Applied Science	AAS	Human Services	HMSR	Open for Admission and Enrollment	50-99%	1998
UAF	Associate of Applied Science	AAS	Human Services	HMSR	Open for Admission and Enrollment	50-99%	2011
UAF	Associate of Applied Science	AAS	Information Technology Special	INTS	Open for Admission and Enrollment	100%	1999
UAF	Associate of Applied Science	AAS	Information Technology Special	INTS	Open for Admission and Enrollment	100%	2011
UAF	Associate of Applied Science	AAS	Medical Assistant	MASS	Open for Admission and Enrollment	50-99%	2011
UAF	Associate of Applied Science	AAS	Renewable Resources	RNRS	Open for Admission and Enrollment	50-99%	1998
UAF	Associate of Applied Science	AAS	Tribal Management	TRIB	Open for Admission and Enrollment	100%	2002
UAS	Associate of Applied Science	AAS	Business Administration	BADM	Open for Admission and Enrollment	100%	1998
UAS	Associate of Applied Science	AAS	Information Systems	BISY	Open for Admission and Enrollment	100%	1998
UAS	Associate of Applied Science	AAS	Computer Info Office Systems	CIOS	Open for Admission and Enrollment	100%	1998
UAS	Associate of Applied Science	AAS	Computer Info Office Systems	CIOS	Open for Admission and Enrollment	50-99%	1999
UAS	Associate of Applied Science	AAS					

MAU	Degree	Degree Code	Major	Major Code	Program Status	Distance Level	Start Fiscal Year (Pre-Banner shown as 1998)
UAF	Occupational Endorsement Cert	OEC	Nurse Aide	NURA	Open for Admission and Enrollment	100%	2011
UAS	Occupational Endorsement Cert	OEC	Accountant Endorsement	ACCO	Open for Admission and Enrollment	100%	2010
UAS	BT/CS0 cs 0 0 0 scn/TT0 1 Tf0.0002 Tc 6.48 0 0 6.48 51.7284 699.2046 Tm(UAS)TjETQQq50.4 495.36 m50.4 713.704 l556.942 713.704 l556.942 495.36 lhW nq50.4 495.36 506.542						

Reference H. Legislative Audit Status

The university received four audit findings at the conclusion of a 2009 Legislative Audit of UA's distance education function. The nature of distance education, and e-Learning, continues to change over time at both the national and State level, as well as within UA, making it important to examine the intent of audit findings relative to current operating conditions. The four findings and status information for each follow below.

1. The President of the UA should ensure distance education recommendations are implemented. *This recommendation has been accomplished.*

- The President receives annual reports on e-Learning metrics and issues across the system through the UA and MAU Performance Evaluation system used to support UA's annual budget development and distribution processes.
- President has empowered the Vice President for Academic Affairs to address matters of e-Learning.
- President has introduced Board of Regents policy and Regulation to guide e-Learning program development and support standards.
- The Vice President for Academic Affairs distributes funding annually to the MAUs for faculty development in e-Learning.
- e-Learning is now a reported category within the national accreditation process through NWCCU and must receive ongoing review throughout the accreditation process.

2. The President should develop incentives for MAUs to collaborate on distance education initiatives. *Substantial progress has been made in this area but additional progress is needed.*

- UA will continue to identify and remove e-Learning barriers through implementation of the Strategic Direction Initiative process. Broad areas where incentives could help UA meet its goals are being identified through this process. Specific incentives need to be identified and tied to actionable goals. One example area is the desire for further focus, collaboration, and process alignment to provide student-centric instruction and student services across campuses and MAUs, leading to greater student attainment.
- UA and MAU Performance Evaluation metrics now include a number of e-Learning related process and outcome measures. These are used to evaluate and inform resource investments and budget development toward meeting UA's mission.

- The Vice President for Academic Affairs distributes funding annually to the MAUs for faculty development in e-Learning.
- The majority of e-Learning course offering growth in the past two years has been from non-regular faculty, i.e., term instructors and adjunct faculty. Therefore, further incentives or recognition to engage regular faculty is needed.
- Students are benefitting from increased e-Learning options from UA campuses, regardless of the student's location or program.
- A student can now use his or her single student identification at any campus in the UA system. This change helps ensure that students will receive consistent service at any campus help desk.
- Collaboration among MAUs has been facilitated via a single sign on blackboard system across all institutions. A student can now use single-sign-on (SSO) to login in to access all of their online course materials within Blackboard course management system.
- While more work remains to be done in the areas of registration and student support, such as ease of discoverability, online advising and technical support, the campus IT organizations are fully committed to removing technical barriers and improving access for distance education students.
- Another important area needing attention is establishment of a uniform e-Learning tuition and fee structure and adoption a revenue sharing model to address cross MAU e-Learning collaboration between delivering and hosting institutions.

3. The Vice President of Academic Affairs should ensure faculty receive suf!cient distance education technology training and technical support. *Substantial progress has been made in this area but additional progress is needed.*

- The VPAA distributes funding annually to the MAUs for faculty development in e-Learning.
- Lack of acceptance by some faculty that the same or better student learning outcomes can be achieved via e-Learning will have to be overcome by demonstrating student learning and through further faculty development. Ensuring that e-Learning and synchronous in-person courses/programs are implementing the same high-quality student learning outcomes assessment processes will demonstrate the effectiveness of e-Learning

and provide opportunities to continue its improvement.

- Faculty support for developing and offering e-Learning courses and programs varies among the MAUs. Ensuring adequate faculty support in instructional design and technical resources will be important to growing e-Learning at UA. Some sharing of resources among the MAUs, e.g., iTeach programs involving faculty from two or more MAUs, has already occurred but further work in this area is needed.

4. The Vice President of Academic Affairs should develop, implement, and enforce use of standard distance education course parameters and uniform course description information recorded on the management information system. *This recommendation has been accomplished.*

- All UA courses at uaonline.alaska.edu, with registration information and other student services; and individual MAU online schedules. Students can easily access a list of all UA e-Learning courses, including information on technology needed, time commitment and other factors needed to successfully complete each course.
- The current definition for categorizing courses by e-Learning delivery type was adopted and implemented in UA's Banner Information system in FY11, to completely replace the old criteria and definition for identifying distance-delivered courses.