

e-Learning



NORTHERN
ARIZONA
UNIVERSITY

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e-Learning

Northern Arizona University's e-Learning Initiative promotes effective and innovative use of information technology to support student learning, provide educational access, and develop technology skills among students and faculty.

NAU's e-Learning Center supports the TRIF initiative in the following ways:

- ◆ Educates faculty and students in methods and skills required by today's information technology infused economy,
- ◆ Develops, in collaborative support with faculty, engaging and effective web-based and technology enhanced courses,
- ◆ Promotes a learning-centered approach to increase student success,
- ◆ Provides expanded access to pursuing an education regardless of students' locations.

The e-Learning Center works with faculty to evaluate emerging technologies and new teaching practices. Promising technologies, such as live web-based video conferencing, classroom response systems, and social software, including wikis, blogs, and podcasts, are incorporated into courses, while we continue to study, assess, and where appropriate, promoted across the curriculum.

The e-Learning Center's programs actively involve faculty and students in the use of technology. For over a year now all courses at NAU have an online component available in our Learning Management System, Blackboard Vista. The course shells are used to deliver online courses and to allow hybrid delivery and to enhance face to face courses. This approach allows faculty to provide students easy access to syllabi, readings, assignments, and grades, and it also gives students and faculty new and effective ways to communicate.

Other programs developed and supported by the e-Learning Center include: 1. ongoing faculty development events, such as round-table forums and focus groups, 2. showcases highlighting faculty achievements in the use of instructional technologies, 3. the e-Learning Institute, an annual 3-day conference that promotes technology and learning centered "best practices" at NAU and colleges and universities in the southwest, 4) faculty curriculum redesign supported by mini-grants, and 5) faculty research to examine effective practices that support student success.

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Don Carter, e-Learning Director

PERFORMANCE ANALYSIS

METRICS	FY02 Actual	FY03 Actual	FY04 Actual	FY05 Actual	FY06 Actual	FY07 Projected	FY07 Actual	FY08 Projected	FY08 Actual	FY09 Projected	FY09 Actual	FY10 Projected	FY11 Projected
Work force Contributions													
Number of new Web courses developed and offered	125	101/140	121	141	22/471	100	78	95	67	90	63	85	80
Number of new Hybrid courses developed						15	2	25	9 [a]	35	11 [a]	45	55
Number of new IT enhanced courses developed	0	32	42	53	7	20	80	25	>1000 [b]	30	15 [b] > 1,000	35	40
Number of courses redesigned						15	5	20	12	25	22	30	35
Number of faculty participating in Web development	150	117	155	126	241	200	325	225	210	250	397 [c]	300	350
Number of student enrollments in online courses	7,110	9,476	10,133	12,381	14,116	12,500	20,526	12,750	31,568	13,000	35,637 [d]	13,500	14,000
Number of student enrollments in hybrid courses						1,000	36	1,300	1350	1,600	1,537 [a]	2,000	2,500
Number student enrollments in enhanced courses						2,000	2769	3,000	>10,000 [e]	4,000	>13,500 [e]	5,000	6,000
Increase in student success in Web courses		5%	9%	16%	5.3% decrease	5%	5%	5%	0%	5%	6% [f]	5%	5%
Increase in student success in enhanced & redesigned						5%	First Year Baseline	5%	0% [g]	5%	0% [g]	5%	5%
Percentage of students satisfied with Web learning	0	84%	89.2%	87%	87%	91%	86%	92%	96%	93%	90%	94%	95%
Number of graduates with technical literacy skills	1,500	889	1,633	1,919	2,238	2,000	1995	2,050	2,100	2,100	2,608	2,150	2,200
Number of graduates with advanced technical literacy						1,000	282	1,200	625	1,500	1,425	1,600	1,700
Partnerships													
Number of private sector partnerships	0	0	0	2	2	1	2	1	2	1	1	1	1
Number of scholarly publications/conference presentations						3	8	5	15	7	9	10	10

[a] These measures depend on course delivery mode descriptors in the class schedule. The new policy with "hybrid" mode will be in place for Fall 2009.
 [b] 60% of all courses at NAU are "IT enhanced"; see [e]. 15 courses were highly supported, there are over 1,000 other courses using varying levels of support from e-Learning.
 [c] Of the 397 faculty coming to e-Learning for training in FY09, the most popular topics were Bb Vista (171), Podcasting (82), and webpage development (74).
 [d] 23,935 enrollments were Statewide Students and of those, 13,764 were enrollments seeking online degrees.
 [e] Since Fall of 2006 all courses are provided a Blackboard Vista shell. More than 60% of the faculty use the online course shells. Thus an estimate that more than 60% of the 22,500 students, or 13,500 use such a resource is reasonable.
 [f] The DFW rate decreased from 15.2% to 14.3%, a 6% improvement. [the 0.9 decrease is 6% of 15.2]
 [g] The DFW rate remained constant but overall the gradepoint average did increase

PERFORMANCE ANALYSIS

NAU's e-Learning Initiative has a clear focus on development of faculty and student information technology fluency resulting from infusion of technology across curriculum. Through e-Learning activities, NAU prepares graduates for the knowledge and innovation based Arizona economy.

- ◆ Curriculum innovations are critical to developing students' technological skills. These innovations include the development and offering of new online courses, hybrid courses, and course redesign at the undergraduate level.
 - ⇒ Recent focus is the enhancement and redesign of large enrollment introductory traditionally delivered courses including : Anthropology, Art, Biology, Chemistry, Communication, Forestry, Geology, Mathematics, Physics, Psychology, Sociology, and Spanish.
 - ⇒ Redesigns initiated or supported by e-Learning include 1) classroom personal response systems (clickers), 2) collaboration activities using wikis, blogs and discussion boards, and 3) alternative content delivery using podcasts and media to capture lectures or to deliver mini-lectures.
- ◆ Advances in student centered e-Learning occur through research and development (R&D) activities. New technologies, improved teaching practices, and quality standards centered on learning in a technology rich environment, are core to the e-Learning Initiative.
- ◆ The e-Learning Center supports partnerships and collaborations between academic units and distance learning programs at NAU. For example, the e-Learning Center provides support for the creation and continuous improvement in online, hybrid, and on-site courses including those offered through the Arizona Universities Network (AZUN).

- ⇒ DFW (Drop, Failure, Withdrawal) rates are one measure of course effectiveness. In 2009, the DFW rate in web courses was 14.3%.
- ⇒ A 13% percent increase in web course enrollment, providing greater educational access by time and place bound students.
- ⇒ As students and faculty embrace online access to course materials, the demand for hybrid and web-enhanced courses has increased. ELC's response has been to broaden support for all types of technology enhanced courses.
- ⇒ Over 170 faculty new to using web technology to enhance their traditional courses.
- ◆ Impact of the e-Learning Initiative is measured by the number of students with basic and advanced information technology fluency. Multiple indicators are used including direct observation, questionnaires, test score data, and interviews or focus groups.
- ◆ Other programs developed and supported by the e-Learning Center include:
 - ⇒ Ongoing development support for faculty by a team of instructional, media, and technology designers,
 - ⇒ Daily training opportunities for faculty in the use of course management tools and other instructional technologies,
 - ⇒ Just-in-time technical support for faculty including Phone Help, email help, convenient satellite ELC offices, searchable Frequently Asked Questions on the ELC web site, and "Tech Buddies" (trained student workers) to help faculty troubleshoot problems.
 - ⇒ Review of fully-online and hybrid courses for technical quality and accessibility

FINANCIAL INFORMATION

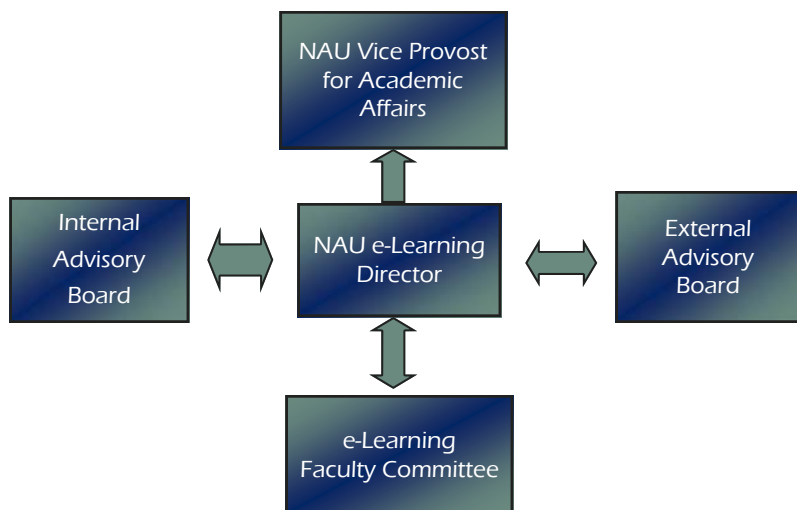
	FY 2002 Actual	FY 2003 Actual	FY 2004 Actual	FY 2005 Actual	FY 2006 Actual	FY 2007 Actual	FY2008 Actual	FY 2009 Budget	FY 2009 Actual	FY 2010 Rev Budget	FY 2011 Rev Budget
REVENUE											
Carry Forward	\$0	\$674,138	\$637,033	\$658,826	\$1,197,355	\$456,204	\$312,232	\$95,436	\$95,436	\$15,423	\$0
New TRIF Revenue	\$1,354,355	\$1,161,953	\$1,704,522	\$2,160,000	\$2,272,361	\$1,897,534	\$1,722,466	\$1,403,738	\$1,417,843	\$1,327,947	\$1,325,544
TOTAL REVENUE	\$1,354,355	\$1,836,091	\$2,341,555	\$2,818,826	\$3,469,716	\$2,353,738	\$2,034,698	\$1,499,174	\$1,513,279	\$1,343,370	\$1,325,544
OPERATING BUDGET											
Personal Services	\$567,521	\$1,103,269	\$1,310,577	\$1,525,599	\$1,697,066	\$1,729,924	\$1,538,100	\$1,144,023	\$1,369,059	\$1,228,132	\$1,190,000
Operating	\$112,696	\$95,789	\$199,959	\$298,244	\$1,316,446	\$311,582	\$401,162	\$355,151	\$128,797	\$115,238	\$135,544
TOTAL EXPENDITURES	\$680,217	\$1,199,058	\$1,510,536	\$1,823,843	\$3,013,512	\$2,041,506	\$1,939,262	\$1,499,174	\$1,497,856	\$1,343,370	\$1,325,544

Funding of the Arizona Board of Regents' Technology and Research Initiative Fund (TRIF) is provided by a 0.6 percent increase in the Arizona sales tax rate approved by the voters through Proposition 301 on the November 2000 general election ballot.

GOALS

The "e" in e-Learning means more than electronic or online courses. The "e" represents our ability to create engaging, effective, and efficient teaching and learning environments. NAU's goals include:

- ◆ Increase NAU's capacity to serve local and distance students by bringing affordable and convenient courses to those who cannot attend classes on campus or need more schedule flexibility.
- ◆ Use learner centered principles and information technology to accommodate varied teaching and learning styles, providing motivation and support for continued student success.
- ◆ A guarantee that ALL students who graduate from NAU, regardless of their entering preparation, are technically literate and prepared for a lifetime of learning.
- ◆ Establish NAU as a leader in applying e-Learning practices to enhance educational quality and access.



LEARN MORE

Contact Don Carter, Director of the NAU e-Learning Initiative, at don.carter@nau.edu, or 928-523-1605. Or visit the e-Learning Center website at <http://www.nau.edu/elearning>

MANAGEMENT

The e-Learning Center is managed by the Director of e-Learning, Don Carter, who reports to Dr. Karen Pugliesi, Vice Provost for Academic Affairs.

ADVISORY BOARDS

The e-Learning Center is guided by two advisory boards, one internal and one external.

The Internal Advisory Board consists of administrative and faculty leaders on campus who have vested interest in the success and implementation of the Initiative.

Membership includes the e-Learning Center Director, the Director of Faculty Development, six faculty (one from each college), two students (one on the Mountain Campus and one Distance Learning), and representatives from each of the following: Academic Chairs Council, Cline Library, Council of Deans, Distance Learning, Information Technology Services, and the Provost's Academic Computing Advisory Committee.

The External Advisory Board is composed of three members who are leaders in the field of e-Learning and who provide guidance and national perspective on teaching and learning using technology.

The e-Learning Faculty Committee, composed of the faculty who serve on the internal advisory board, is responsible for recommending baseline learning outcomes, addressing standards for redesign, and reviewing internal grant projects.

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