UNIVERSITY OF NEBRASKA AT OMAHA
INFORMATION TECHNOLOGY SERVICES

FIVE-YEAR DIGITAL LEARNING STRATEGIC PLAN

SPRING 2017

UNIVERSITY OF
Nebraska
Omaha

OUR FIVE-YEAR FOCUS

UNO is the best institution in the system, state and region in which to be an online learner.

PURPOSE OF DIGITAL LEARNING AT UNO

The purpose of online learning at UNO is twofold: (1) to supplement coursework, improve time-to-degree, and increase flexibility for current students studying primarily on-campus in Omaha, and (2) to increase the reach of campus-based programs and courses beyond midtown Omaha.

DEFINITION: ONLINE COURSE

Effective Fall 2018, an online course is one in which 75% or more of the instruction is delivered online.

RECOMMENDATIONS

The recommendations put forth in the Spring 2017 Digital Learning Strategic Plan are based on the need to first, enhance and more holistically support our current online efforts and second, grow our online presence. Four main goals for Digital Learning at UNO are laid out in the plan below – (1) student centered, (2) academic excellence, (3) visible and intentional presence, and (4) current programs, appropriate courses and streamlined processes, in addition to specific quantitative growth goals.

THE UNO PLAN FOR DIGITAL LEARNING

STUDENT CENTERED   ACADEMIC EXCELLENCE   VISIBLE AND INTENTIONAL   CURRENT, APPROPRIATE & STREAMLINED
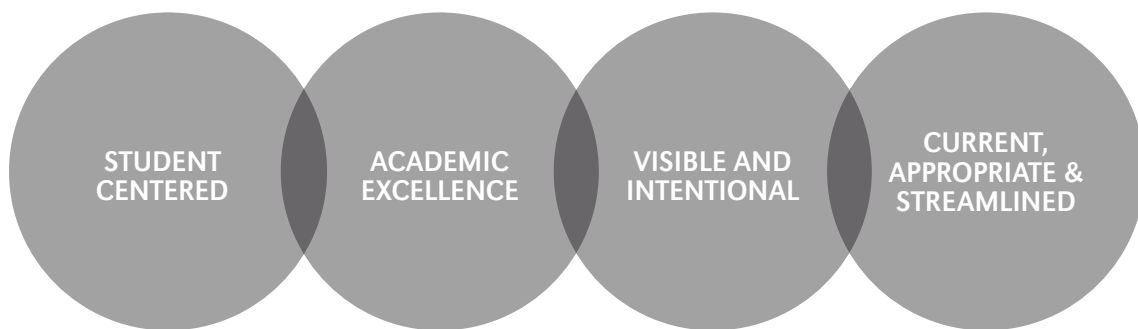
2016-17 UNO DIGITAL LEARNING STRATEGIC PLANNING COMMITTEE

Jaci Lindburg (co-chair)	Bret Blackman	Paul Davis	Jerilyn Kamm
Dave Boocker (co-chair)	Matt Tracy	Becky Lutte	Jooho Lee
Deb Smith-Howell	Hank Robinson	Lynn Harland	Andrew Faltin
Dan Shipp	Jill Russell	Emily Poeschl	Marlina Davidson

The Digital Learning website: **https://www.unomaha.edu/academics/online-learning.php**

DESCRIPTIVE FIVE-YEAR GOALS

1. STUDENT-CENTERED

UNO PARTNERS

Faculty
Enrollment Management
Criss Library
Student Services
Testing Center
ITS Client Services
Registrar's Office
Academic Affairs

NU SYSTEM PARTNERS

Campus DE Directors
ITS
NU Online

ACTION ITEMS

1. Establish holistic student support services for online and partially online students, with representation of these services in each LMS course and on the online learning website.

2. Create peer coaches for new transfer students taking at least one online course and new fully online students.

3. Create a short course to prepare students for engaging in online learning environments.

4. Launch an Open Access Textbook initiative.

5. Establish testing center options that are available outside the 8 A.M. - 4 P.M. window and/or virtually.

6. Establish Help Desk option with 24/7 availability.

7. Capture appropriate details on hybrid courses to ensure they are compliant with NU definitions and communicate on-campus requirements to students in a timely manner aligned with course registration windows.

2. ACADEMIC EXCELLENCE

UNO PARTNERS

Faculty
CFE
Chairs/Directors
Asst/Assoc Deans
Deans
Academic Affairs
Faculty Senate
Criss Library
ITS Client Services
Accessibility Services
Equity/Access/Diversity

NU SYSTEM PARTNERS

ADA/504 Compliance
NU Inst. Des. Summit
Campus DE Directors
ITS
NU Online

ACTION ITEMS

1. Adopt an online course quality initiative (such as OSCQR or QM).

2. Create online course standardization guidelines/templates that balance the need for consistency with appropriate instructor flexibility.

3. Support all UNO instructors' use of the LMS for syllabus posting and grade breakdown.

4. Create a professional development program for all faculty based on best practices for online teaching.

5. In collaboration with UNO's Center for Faculty Excellence, offer just-in-time, virtual learning modules for faculty as a supplemental resource to on-campus orientation.

6. Enhance instructional design support and create an instructional design presence in the colleges, through (1) Digital Learning Instructional Designers doing one-on-one and small group consultations in the colleges rather than a single location, (2) proactive outreach to all online/hybrid instructors before each semester begins, and (3) faculty liaisons contracted through course buy-out in each college supporting fellow faculty.

7. Provide outstanding resources (software and techniques) for achieving excellence in online teaching.

8. Create a digital learning environment that is accessible and compliant with the Americans with Disabilities Act.

9. Establish an Emerging Academic Technologies faculty group with the mission of trying out new technologies and teaching practices.

3. VISIBLE AND INTENTIONAL *(PRESENCE)*

UNO PARTNERS

Faculty
UCOMM
Registrar's Office
OIE
Enrollment Management
ACDC
Academic Affairs
Deans
Program Coordinators
Chairs/Directors
Dual Enrollment

NU SYSTEM PARTNERS

NU Online

ACTION ITEMS

1. Create a distinctive web presence for our online efforts, one that is easily accessible, intuitive, and simple for students to navigate and enroll in a wide variety of courses and programs.

2. Determine what percent of programs can be completed online and use findings as a marketing tool.

3. Develop relationships with and focus regional marketing and outreach efforts on companies offering tuition assistance to employees. Include companies and employees in visioning to include possibility of hybrid cohorts (classes that meet partially at local business and also online) and new program development.

4. Create cohorts, partnerships, and enhanced 2+2 agreements with Nebraska Community Colleges. Include Community College partners in visioning to include possibility of hybrid cohorts (classes that meet partially at local CC and also online) and new program development.

5. Establish year-round presence. Create summer initiative, especially marketed to current UNO and MCC students.

6. In collaboration with UNO's Office of Dual Enrollment, explore summer credit program and fall/spring dual enrollment online/hybrid options.

7. Form Online Program Coordinator Committee to organize lead conversion process, including identifying both standardized and personalized plans for recruiting and advising online students.

8. Create a clear, definitive process for in-state marketing of online programs that allows UNO to maximize its ideal market separate from NUOW marketing campaigns.

4. CURRENT, APPROPRIATE, AND STREAMLINED *(COURSES, PROGRAMS, PROCESSES)*

UNO PARTNERS

Faculty
Chairs/Directors
Deans
Academic Affairs
OIE
20x20 Committee
Gen Ed Committee

NU SYSTEM PARTNERS

NU Online

ACTION ITEMS

1. Develop and deliver fully online 18-hour graduate certificates in areas such as English, Political Science, Psychology, Communication, Math, Sociology, Biology, and Economics and market to dual enrollment high school teachers across the state.

2. Assess capability to deliver new online programs in high-demand areas such as leadership, business, information technology, and social work.

3. Assess capability to deliver online undergraduate and graduate options in the form of stackable certificates.

4. Align online program and online course availability to UNO's 20x20 plan.

5. Recommend that a portion of the General Education requirements be met through online coursework.

6. Create and utilize guidelines for scheduling online courses that include recommendations around course capacity, the scheduling of additional online sections for high-demand courses, and academic year course rotation.

7. Identify courses in each college that are a strong pedagogical fit for large course capacity and primarily self-paced instruction.

QUANTITATIVE FIVE-YEAR GOALS

» Ensure every UNO undergraduate has experience learning online during their career (up from 87.6%).

» Increase percent of students on 5-6 year pace to graduate taking at least one online course per academic year from 37% to 50%.

» Eliminate the disparity between online course withdrawal rate and on campus course withdrawal rate (online is currently 9.08%, on-campus is 5.65%).

» Increase fully/partially online student credit-hour production from 23.81% to 25%.

» Increase number of classes with 100+ students to 2% of all online course offerings (up from 1.2%, 13 of 1131 courses).

PRIORITIES

UNO should first focus its online efforts in the following five areas to be most beneficial to the institution. These priorities should be addressed in the next six months:

|				
Develop and deliver fully online 18-hour graduate certificates in appropriate disciplines and market to dual enrollment high school teachers in Nebraska.	Package and expand student support services that will holistically support students studying at a distance for a semester or their entire academic career.	Create online course standardization guidelines/ templates within the LMS that balance the need for consistency with appropriate instructor flexibility.	Create a digital learning environment that is universally designed and compliant with the Americans with Disabilities Act. UNO risks lawsuit if we do not comply with ADA guidelines.	Identify two courses per college that are a strong pedagogical fit for large course capacity and primarily self-paced instruction and implement into regular course rotation.
Primary Impact: **GROWTH**	Primary Impact: **RETENTION**	Primary Impact: **RETENTION**	Primary Impact: **ACADEMIC EXCELLENCE**	Primary Impact: **GROWTH**

OBSTACLES AND BARRIERS

» Tuition distribution model

» Buy-in from tenured and tenure-track faculty and departments.

» Lack of familiarity with teaching online and lack of support for faculty

» Streamlined processes to ease student inquiry, application, and course/degree selection

CURRENT UNO ONLINE FOOTPRINT AND NATIONAL BENCHMARKS

ALL UNO STUDENTS, AY 2016

- **Fully Online** — 1,285
- **Partially Online** — 8,541
- **Traditional** — 8,688
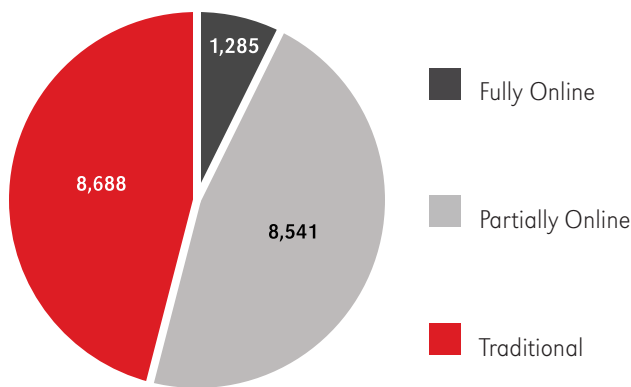
Our students are more digital than distance.

INCREASE IN NUMBER OF ONLINE LEARNERS
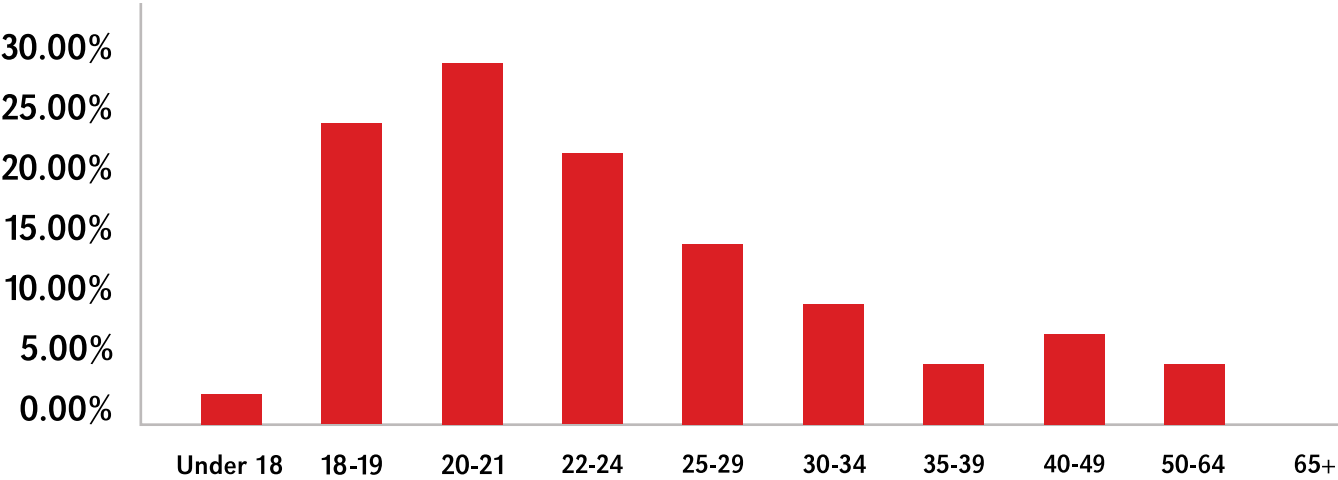
UNO Average (over the past three years)	National Average (per OLC/IPEDS)
16.67%	3.8%

SCOPE: NUMBER OF STUDENTS TAKING AT LEAST ONE ONLINE COURSE DURING CAREER

UNO AY 15 Graduates (UG & GRAD)	National Average (per OLC/IPEDS)
81%	28%

ONLINE ENROLLMENTS BY AGE, AY 2016

Nationally, about 40% of online students are under 30

Age	Under 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+

NUMBER OF UNO ONLINE PROGRAMS

Program	Count
UG Full Degree Programs	6
Graduate Full Degree Programs	7
UG Certificates	6
Graduate Certificates	4
UG Endorsements	1
Graduate Endorsements	1
Graduate Endorsements (64% Online)	4

NON-DUPLICATED HEADCOUNT

AY	ACADEMIC CAREER	FULLY ONLINE	PARTIALLY ONLINE	TRADITIONAL
2016	All	1,285	8,541	8,687
2016	GRAD	404	864	2,710
2016	UGRD	881	7,677	5,977

NUMBER OF SECTIONS OFFERED

AY	Fully Online	F2F	Hybrid
2012	716	7,341	-
2013	741	7,363	46
2014	774	7,353	208
2015	971	7,241	287
2016	1,131	6,890	354

GRADUATE

Fully Online	F2F	Hybrid
203	1,960	-
205	1,946	16
185	1,985	78
237	1,970	131
294	1,956	136

UNDERGRADUATE

Fully Online	F2F	Hybrid
513	5,381	-
536	5,417	30
589	5,368	130
734	5,271	156
837	4,934	218

AY	NON-DUPLICATED HEADCOUNT		
	Fully Online	Some Online	Traditional
2012	640	5,669	11,417
2013	732	6,174	11,039
2014	931	7,030	10,210
2015	1,160	7,810	9,279
2016	1,285	8,541	8,687

GRADUATE

Fully Online	Some Online	Traditional
143	513	2,921
196	621	2,859
296	751	2,822
315	806	2,765
404	864	2,710

UNDERGRADUATE

Fully Online	Some Online	Traditional
497	5,156	8,496
536	5,553	8,180
635	6,279	7,388
845	7,004	6,514
881	7,677	5,977

ONLINE COURSE CLASS SIZE

AY	1-10	11-20	21-30	31-40	41-50	51-100	101-200	200+
2012	150	178	208	61	20	17	4	4
2013	142	196	209	83	13	16	2	6
2014	145	206	223	85	25	19	1	6
2015	220	255	275	95	28	14	5	6
2016	255	307	287	101	29	32	8	6

GRADUATE ONLINE COURSE CLASS SIZE

AY	1-10	11-20	21-30	31-40	41-50	51-100	101-200	200+
2012	81	37	30	2	-	-	-	-
2013	72	44	31	2	-	-	-	-
2014	62	59	18	5	-	-	-	-
2015	100	62	18	3	-	-	-	-
2016	142	68	21	1	-	-	-	-

UNDERGRADUATE ONLINE COURSE CLASS SIZE

AY	1-10	11-20	21-30	31-40	41-50	51-100	101-200	200+
2012	69	141	178	59	20	17	4	4
2013	70	152	178	81	13	16	2	6
2014	83	147	205	80	25	19	1	6
2015	120	193	257	92	28	14	5	6
2016	113	239	266	100	29	32	8	6

DISTRIBUTION OF ONLINE COURSE SECTIONS

	2012	2013	2014	2015	2016
A&S	44.82%	44.85%	47.60%	48.03%	51.82%
CBA	8.23%	7.99%	7.13%	6.42%	6.39%
CFAM	10.50%	8.54%	8.30%	10.66%	7.72%
COE	8.65%	6.37%	2.72%	3.11%	3.37%
IS&T	7.80%	9.35%	8.69%	6.11%	5.24%
CPACS	20.00%	22.90%	25.55%	25.67%	25.38%
Honors	0.00%	0.00%	0.00%	0.00%	0.09%

DISTRIBUTION OF GRADUATE ONLINE COURSE SECTIONS

	2012	2013	2014	2015	2016
A&S	13.07%	14.15%	19.46%	27.00%	33.79%
CBA	6.03%	4.39%	4.86%	4.64%	4.10%
CFAM	14.57%	15.12	14.59%	14.35%	9.90%
COE	22.11%	16.10%	10.81%	11.39%	9.90%
IS&T	5.53%	7.32%	4.86%	3.38%	3.07%
CPACS	38.69%	42.93%	45.41%	39.24%	39.25%

DISTRIBUTION OF UNDERGRADUATE ONLINE COURSE SECTIONS

	2012	2013	2014	2015	2016
A&S	57.31%	56.66%	56.48%	54.87%	58.15%
CBA	9.09%	9.38%	7.85%	7.00%	7.19%
CFAM	8.89%	6.00%	6.31%	9.47%	6.95%
COE	3.36%	2.63%	0.17%	0.41%	1.08%
IS&T	8.70%	10.13%	9.90%	7.00%	6.00%
CPACS	12.65%	15.20%	19.28%	21.26%	20.50%
Honors	0.00%	0.00%	0.00%	0.00%	0.12%

DISTRIBUTION OF HYBRID* COURSE SECTIONS

	2012	2013	2014	2015	2016
A&S	-	18.18%	28.64%	24.30%	28.77%
CBA	-	18.18%	10.19%	11.62%	8.55%
CFAM	-	13.64%	10.68%	9.86%	8.55%
COE	-	40.91%	35.92%	37.32%	30.77%
IS&T	-	0.00%	4.85%	6.69%	9.97%
CPACS	-	9.09%	9.71%	10.21%	5.41%
ACDC	-	-	-	-	7.98%

DISTRIBUTION OF GRADUATE HYBRID* COURSE SECTIONS

	2012	2013	2014	2015	2016
A&S	-	6.25%	8.97%	9.16%	6.62%
CBA	-	12.50%	6.41%	5.34%	6.62%
CFAM	-	6.25%	6.41%	4.58%	5.88%
COE	-	62.50%	58.97%	62.60%	60.29%
IS&T	-	0.00%	6.41%	9.16%	16.91%
CPACS	-	12.50%	12.82%	9.16%	3.68%

DISTRIBUTION OF UNDERGRADUATE HYBRID* COURSE SECTIONS

|	2012	2013	2014	2015	2016
A&S	-	25.00%	40.63%	37.25%	42.79%
CBA	-	21.43%	12.50%	16.99%	9.77%
CFAM	-	17.86%	13.28%	14.38%	10.23%
COE	-	28.57%	21.88%	15.69%	12.09%
IS&T	-	0.00%	3.91%	4.58%	5.58%
CPACS	-	7.14%	7.81%	11.11%	6.51%
ACDC	-	-	-	-	13.02%

From 2013-2016, UNO defined hybrid courses as those 51-99% online.

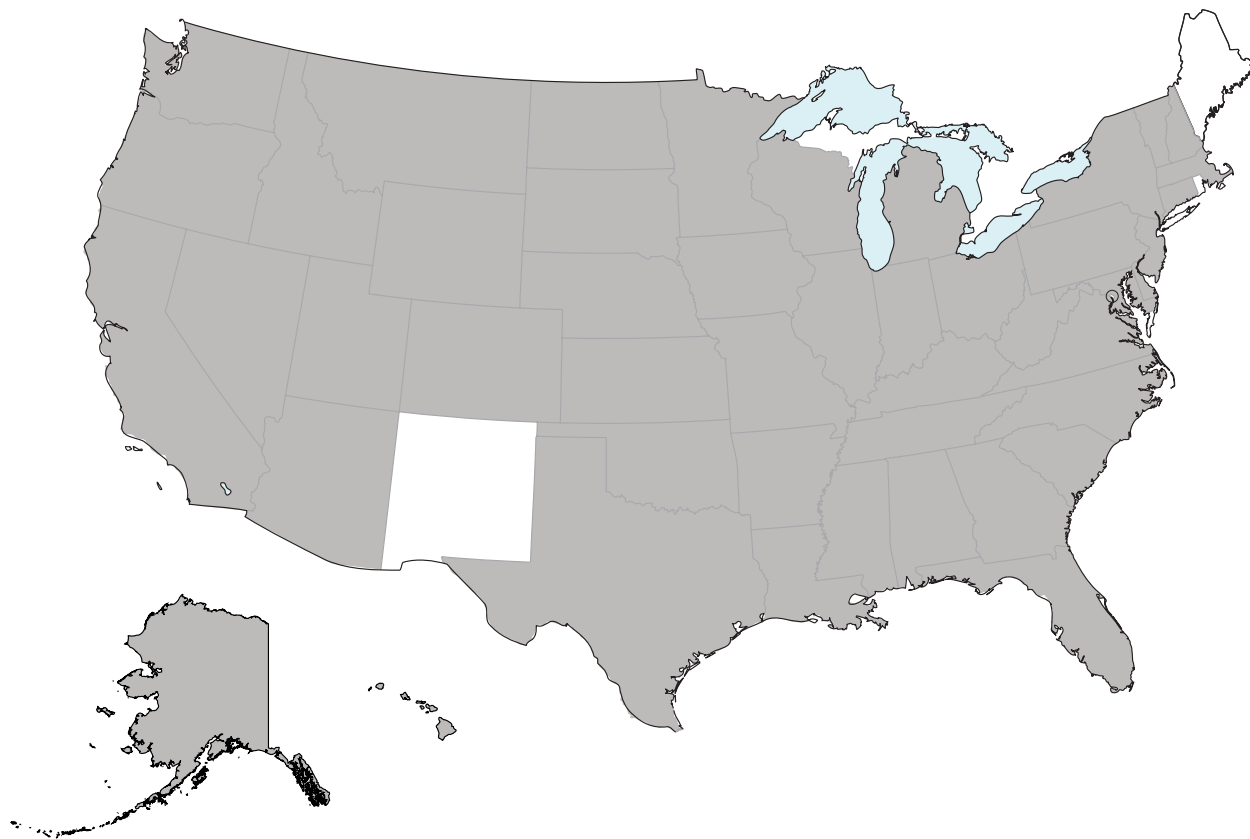### 2016 DISTANCE EDUCATION TUITION REVENUE
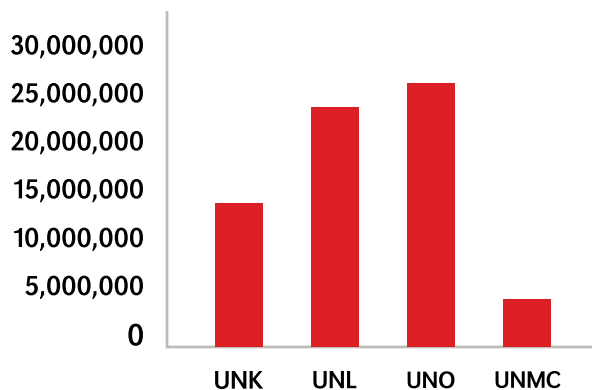
UNO produces the most Distance Education Gross Tuition Revenue across the NU System

NU SYSTEM "DISTANCE ONLY" STUDENT GROWTH
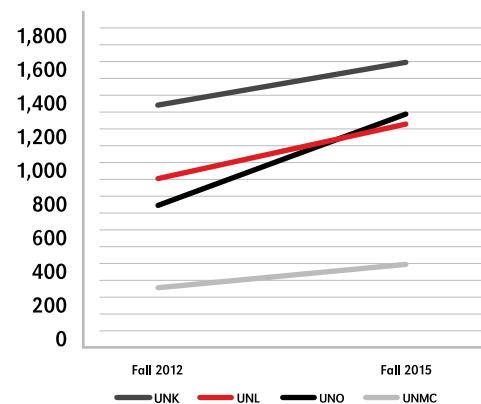
Based on IPEDS Data

IN AY 16-17, UNO HAS AN ONLINE STUDENT PRESENCE IN 48/51 STATES (INCLUDING DC)

ONLINE COLLEGE STUDENTS: COMPREHENSIVE DATA ON DEMANDS AND PREFERENCES

(Aslanian & Clinefelter, 2012); (Haynie, 2015)

» Online students are drawn to local programs offered by schools they know (65% live within 100 miles).

» When choosing an online program, prospective students prioritize cost, reputation, quality of institution, number of hours required for study each week, and asynchronous learning options.

» The most popular discipline for graduate and undergraduate online learners is Business Administration.

» Certificates are attracting 20% of the market.

» Online students want compressed, shorter terms of study at an affordable cost from institutions that have a strong reputation.

» About two-thirds of online students attend nonprofit institutions.

» Online students rank tuition and fees as the most important information they seek when researching schools.

REFERENCES

Aslanian, C.B. & Clinefelter, D.L. (2012). Online college students 2012: Comprehensive data on demands and preferences. Louisville, KY: The Learning House, Inc.

Haynie, D. (2015, July 17). Younger students increasingly drawn to online learning, study finds. U.S. News & World Report.

Online Learning Consortium (OLC). (2015). Online report card – Tracking online education in the United States. Retrieved from: https://onlinelearningconsortium.org/read/online-report-card-tracking-online-education-united-states-2015/

WHAT IS YOUR FAVORITE PART ABOUT THE ONLINE LEARNING ENVIRONMENT?

" Online learning affords me the privilege of sharing my passion for librarianship with students across the country and even the world. The online classroom celebrates the varied and unique perspectives of a wide variety of students. In many ways, online learning models the very work we are training students for: connecting people to the resources and information they need using the tools that fit into lives. "

Erica Rose, MA
Instructor, Library Science

" The opportunity to reach out to students from diverse locations, with a variety of backgrounds and provide a forum for those students to connect with others and share their experiences and knowledge, and the opportunity to learn from one another. "

Rebecca Lutte, PhD, CFII, MEI
Assistant Professor, Aviation Institute

" Exploring innovative methods and technologies for delivering engaging educational experiences, interacting with a broad variety of students, and contributing to the online learning knowledge base at UNO and in the broader academic community. "

Paul Van Vliet, PhD
Associate Professor, Information Systems & Quantitative Analysis