NSHE E-Learning Report 2012-2013

June 2013

Prepared by the NSHE E-Learning Directors Group
Data provided by NSHE Office of Academic and Student Affairs

Acknowledgements

Numerous individuals contributed information for this report. NSHE E-Learning Directors prepared this report based on data from the NSHE taxonomy file. The E-Learning Directors from each institution are:

Table of Contents

List of Tables and Charts

Executive Summary

This report focuses on e-learning within the Nevada System of Higher Education (NSHE) for the 2012-13 academic year and provides documentation of the substantial growth of e-learning within all colleges and universities. E-learning is a field of continuous improvement and change, and NSHE institutions are constantly working to extend their offerings beyond their physical limits to meet the learning needs of students in Nevada. Without e-learning many students, especially those living in Nevada's extensive rural areas and those with heavy work or family commitments, would not be able to pursue their higher education goals.

What is e-Learning?

E-Learning is the delivery of learning content and activities via any electronic media, including:

- The Internet
- Intranets
- Extranets
- Satellite broadcast
- Interactive TV
- Audio- and video-tapes
- CD-ROM and DVD

E-Learning can be experienced as:

- Asynchronous (alone)
- Synchronous (together in a group)
- A blend of both (blended learning)

NSHE's first Distance Education Report provided data for fall 2001, when the number of NSHE students enrolled in at least one distance education course was 5,798. During fall 2012 that number was 33,799, an increase of 28,001 students or 482 percent.

In September 2012 NSHE Chancellor Dan Klaich contracted with Richard N. Katz and Associates to survey NSHE's e-learning climate and to make recommendations for improving the student experience. A detailed report was produced in March 2013 that included 13 specific recommendations for NSHE as it continues to make its way in the e-learning world. The Katz Report provides useful data to affirm the key national trends that offer both challenges and opportunities for online efforts in Nevada. Likewise the Katz Report and recommendations serves as a wake-up call to take a serious look at where we are – and where we want to be – as concerns the future of e-learning efforts for NSHE.

Students increasingly demand and expect sophisticated, convenient online and e-learning offerings. They also expect to have a similar level of e-learning experience, regardless of which NSHE institution they are attending. In order to meet this rising demand from students, some important

elements are being examined in a voluntary statewide effort that is being coordinated by the campus e-learning directors group. Areas of concern include: infrastructure, faculty development and support, student services, accessibility, and the policies that govern distance education. Below are highlighted some of the collaborative efforts related to e-learning initiatives that are currently underway in Nevada.

NSHE E-Learning Collaborations

Collaborations	Institutions Involved	Details
Smarthinking 24X7 Online Tutoring	CSN, TMCC, and NSC	WNC to join this coming academic year
Canvas Learning Management System	CSN, TMCC, NSC, WNC, GBC, Elko County School District, and Clark County School District	Resulted from a joint RFP between CSN and TMCC. Statewide contract provides better pricing. Also, allows for sharing of technical best practices.
Statewide Quality Matters Consortium	CSN, TMCC, NSC, WNC, GBC, UNLV, and UNR	Allows institutions to share resources for QM review of online courses
Fast Track Online Degree Program	TMCC and NSC	2 + 2 (Alternative Energies AAS degree program/Business AAS degree program/Criminal Justice AAS Degree program - delivered totally online in a 5-week accelerated format - MOU and articulation agreements in place)
NSHE Statewide E-Learning Committee	CSN, TMCC, NSC, WNC, GBC, UNLV, and UNR	Meets regularly during the academic year to discuss ongoing initiatives
Online Course Sharing Collaboration	TMCC and GBC	Students at GBC able to enroll in online courses at TMCC
Mediasite Lecture Capture	GBC, WNC, and NSC	Entered into an agreement together with Mediasite for better pricing
Online Doctorate Degree in Nursing	UNR and UNLV	Doctor of Nursing Practice is a collaborative program accredited by the Commission on Collegiate Nursing Education

3 + 1 Social Work Program	GBC and NSC	Students are able to complete the first three years at GBC and then transfer to NSC to complete the degree
Blackboard Learning Management System and Web Campus	UNLV and NSC	UNLV hosts the application for both schools
Angel Learning Management System	CSN and TMCC	In place until June 30, 2013
CSN Ophthalmic AAS degree program	CSN and TMCC	CSN students supported through IAV at TMCC
GBC Surveying AAS degree program	GBC and TMCC	GBC students supported through IAV at TMCC
Nevada Learning Network helpdesk	NSC and UNLV	The Helpdesk provides tier one support for students and faculty at UNLV and NSC
Training Materials	NSC and UNLV	Share WebCampus online orientation, training materials and templates for both faculty and students; and plan to continue sharing training and orientation materials to build consistency across platforms, seamless transition from 4-year to graduate programs across system
Online Course Proctoring	CSN and NSC	Initial planning meeting for setting up test proctoring services for NSHE students enrolled in online courses in which faculty require proctored exams
Online Teaching Certificate	CSN and CCSD	CSN has offered a Certificate of Completion in Online Teaching for 7 years. CSN and CCSD have started discussions to review and update the certificate.
Professional Development	CSN and CCSD	CSN and CCSD have met and started discussions on collaborating on professional development activities

Introduction and Background

NSHE institutions constantly work to provide and extend quality educational opportunities to all Nevadans. As part of the Complete College America Alliance, Nevada has committed to achieving a significant increase in the number of students who graduate with a degree or credential of value in the coming years. Additionally, the state legislature is currently considering a performance-based funding formula for NSHE, under which institutions are funded for course and degree completers. Add to this the increased demand from Nevada students for more sophisticated and varied course delivery methods, and it is readily apparent that NSHE institutions must continue to build on existing e-learning course offerings.

Likewise, e-learning is one of the performance indicators set by the Board of Regents to measure an institution's effectiveness in delivering quality education to all students.

Data Source

The e-learning data include state-supported e-learning course enrollment only, derived from the NSHE course taxonomy. Non-state supported course enrollment, such as self-supporting courses offered through continuing or adult education, is not included.

Student enrollments in NSHE courses are counted as state-supported Full-Time Equivalency (FTE) in all academic credit courses that can be used to fulfill the requirements of a degree or certificate and where student fee revenue is collected in support of the state operating fund. On the official enrollment reporting date of each term, institutions submit a file composed of individual student records, one record per student per course. Records are created for all students enrolled in at least one credit-bearing course that qualifies as state supported FTE.

Delivery methods for e-learning

The two most prevalent technologies widely used throughout the NSHE are interactive video (IAV) and web-based courses. In an interactive video setting, students attend an IAV classroom and participate with the class via a two-way interactive audio/video television or a one-way video with two-way audio. IAV classrooms can be found in many locations throughout Nevada. In web-based courses, e-learning courses are provided via electronically-delivered materials. Students interact mainly through web-based forum discussions and email.

The shift in delivery methods (from face-to-face to online) also signifies a shift in teaching methods. As the delivery of e-learning moves from face-to-face courses using an objectivist, teacher-centered pedagogy to online and hybrid courses that utilize digital technologies, a new teaching pedagogy emerges. This new pedagogy emphasizes a constructivist, collaborative, and student-centered approach to teaching (Hiltz and Turoff, 2005). As faculty embrace this new pedagogy, the nature of the teaching profession is being transformed, creating a new generation of skilled faculty.
The possession and utilization of digital technologies becomes one of the marketable skills that faculty will be increasingly be expected to demonstrate and master.

Comparison to national trends

Developments in Nevada's e-learning programs are consistent with national trends. Currently, nationally, more than 6.7 million students are enrolled in online education classes and programs, and more than ninety percent of community colleges and more than seventy percent of colleges and universities offer online classes, programs and degrees. Online classes also represent the fastest growing educational segment. National surveys report a 10.% increase for e-learning programs in higher education (Sloan-C) and a 6% increase for e-learning programs at community colleges (Instructional Technology Council). Both surveys confirm two major trends: (1) online enrollments have been the predominant source of enrollment increases in higher education for the last decade, far out-stripping traditional enrollments, and (2) the growth in online enrollments is slowing (from a high of more than 20 percent growth a few years ago, to a more modest eight to 10 percent growth last year).

E-learning programs focus on improving access to higher education. As this method of instructional delivery matures, it is a viable option for working adults, active duty military personnel, public safety (fire, police, EMT), and allied health professionals as well as for those in remote/rural areas, students with young children, traditional students seeking to maximize their class schedules, and those with accessibility needs.

NSHE E-Learning

To better understand e-learning in the NSHE, the focus of this report is on data for fall 2012. Data and analyses are offered on enrollment and student demographics, demonstrating rapidly growing enrollment in e-learning.

Enrollment

The accelerated growth of e-learning is demonstrated through an examination of headcount. The NSHE *Annual Performance Indicators* include an overview of e-learning, using the key indicator of growth in enrollment of students receiving instruction via e-learning. The following chart displays the unduplicated headcount of students having participated in some form of e-learning in the NSHE since fall 2001. Again, headcount is defined as the total number of students (full-time and part-time) that participated in at least one e-learning course.

NSHE Annual Performance Indicators

   Key Indicator: Growth in enrollment of students receiving instruction via e-learning.

Chart 1

Enrollment in Distance Education Courses
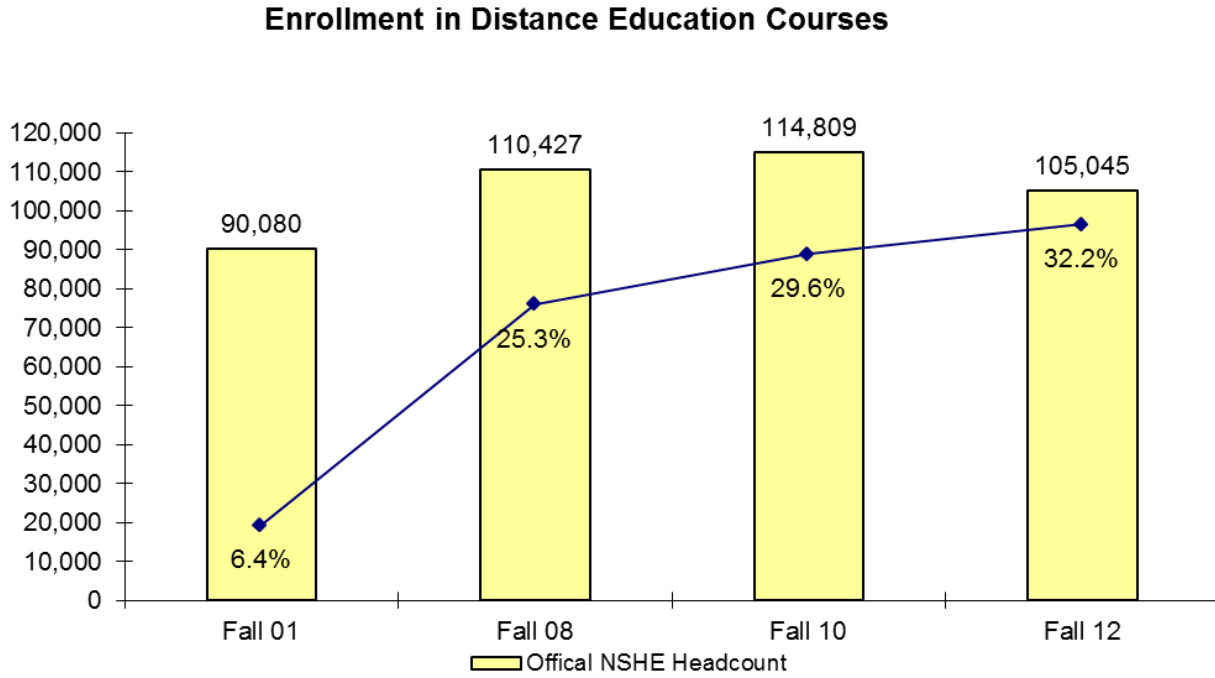
The percentage of NSHE students enrolled in e-learning courses increased from 6.4% in fall 2001 to 32.2% in fall 2012, an increase of 503 percent.

The chart below displays by institution the e-learning unduplicated headcount as a percentage of total headcount.

Chart 2

Undergraduate Sections Delivered by Distance Education as a Percent of Total Undergraduate Sections - Fall 2012
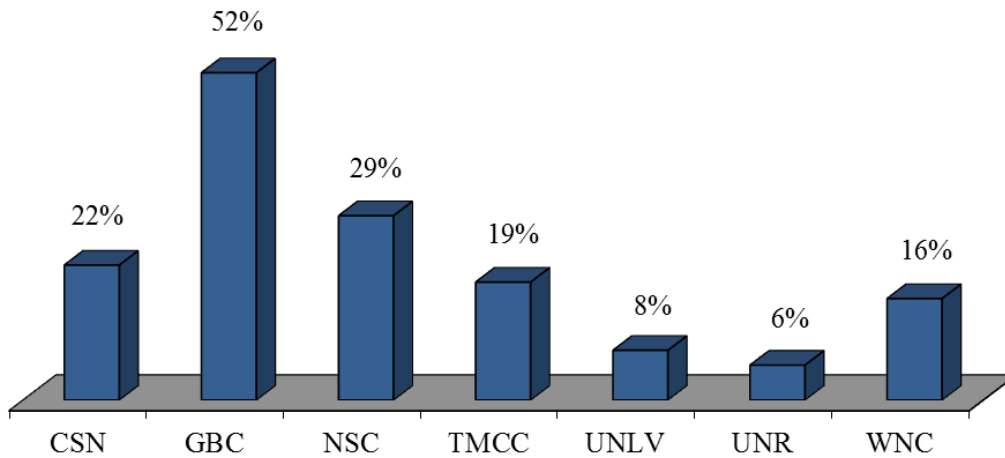
The larger percentage of e-learning students at Nevada State College (NSC) and Great Basin College (GBC) demonstrates the value of e-learning on two points: 1) utilization of current technologies to meet the needs of today's students (NSC) and 2) utilization of e-learning to meet the needs of students across a wide geographic area (GBC).

The following chart demonstrates the average class size of an e-learning course by institution.

Chart 3

Average Undergraduate Class Size Headcount by Institution - Fall 2012

■ Sections Flagged as Distance Ed   ■ All Other Sections

Institution	Sections Flagged as Distance Ed	All Other Sections
NSHE	24	24.5
WNC	20.5	17.5
UNR	25.5	32
UNLV	39.5	27.5
TMCC	26.5	21.5
NSC	26.5	21
GBC	11	12
CSN	24	21
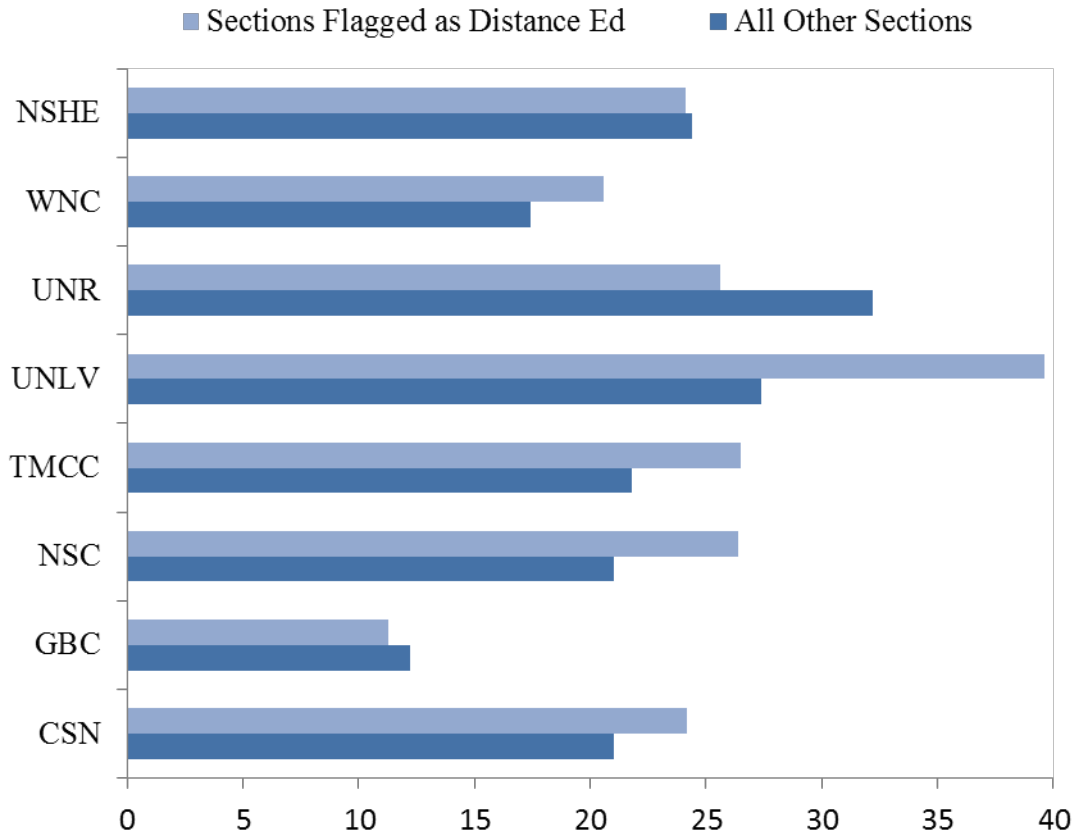
The average number of students enrolled in an e-learning course for the system is 24.1.

The following chart compares the successful completion rate of students in the general population to students in e-learning. Successful completion rate is defined as a student receiving a grade of D or better for the course.

NSHE Distance Education Performance Indicator
  Sub Indicator: Course completion rate of students enrolling in e-learning.

Table 1

Course Completion Rates - Fall 2012

	Sections Flagged as Distance Education	All Other Sections
Percent of sections completed with a grade of "D-" or better	72.3%	83.7%

Comparatively, students in the NSHE general population successfully complete their courses at a higher rate (83.7%) than students enrolled in e-learning (72.3%). NSHE did see an increase in retention rates for e-learning of 1.6% since the last report in 2010. Many of the collaborations that are formed within NSHE institutions were developed with the purpose of starting to work on initiatives to improve retention in online courses. Campuses are focusing on best practices in online education in training initiatives.

The following table demonstrates the current and future online degrees by institution.

Table 2

Current and Future Online Degrees by Institution

Institution	Current Degrees	Certificate Programs	Planned Future Degrees
UNLV	10	5	9
UNR	8	2	1
NSC	1	0	2
CSN	22	6	3
GBC	5	0	4
TMCC	14	4	0
WNC	3	1	0
NSHE Total	63	18	19

Source: NSHE e-learning Directors

The ability to meet the increasing demand for online education is an important element to consider as the NSHE works to accomplish its mission of educating Nevada's citizens. NSHE institutions currently provide 63 online degrees and 18 certificate programs as an alternative means of achieving a college education. The above table identifies the number of existing online degrees, certificate programs, and the number of degrees planned for the near future. The range of subjects for the online offerings include areas of study such as a PhD in nursing education; master's degrees in hospitality administration and justice management; bachelor's degrees in social sciences, criminal justice, and education; and certificates in education administration, computing technology, and hotel, restaurant, and casino management. Beyond the independent offerings, NSHE institutions also collaborate to offer joint online degrees.

Chart 4

NSHE Distance Education by Residency
Fall 2012

Non-Resident 9%

NV Resident 91%
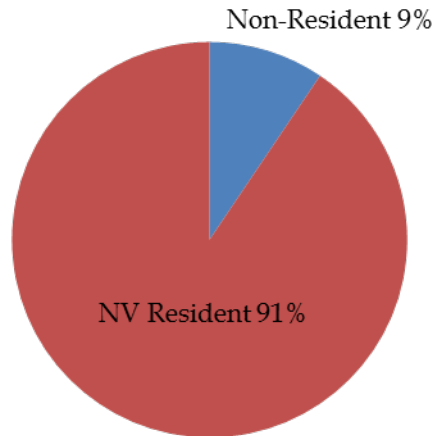
As the chart indicates, 91 percent of e-learning enrollments are Nevada residents. This is consistent with previous reported data. It confirms that to date, e-learning offerings have overwhelmingly targeted those NSHE primarily serves.   The data also suggest both a risk and an opportunity for NSHE institutions. The risk is that online providers from outside of Nevada will seek to tap the strong online student base in the state.   NSHE institutions should work hard to improve access to higher education by offering online instruction, programs, and degrees. Coordinated NSHE marketing should emphasize the advantages of taking online classes, programs, and degrees from NSHE institutions to protect enrollment market share. Advantages include: NSHE experience in offering online curriculum and student support, instruction tailored for the needs of Nevadans, lower in-state fees, and the convenience of having the institutions nearby if needed.

The opportunity for NSHE institutions can also be found in a potential to market online classes, programs, and degrees beyond Nevada's borders.   NSHE institutions have been offering online curriculum for more than 10 years; cumulatively, NSHE has an edge in both experience and curriculum development. Adoption of an entrepreneurial model could allow for a potential new revenue stream for Nevada's institutions.

Chart 5

Enrollment Load of UG
Students Enrolled in at Least
One DE Course
Fall 2012
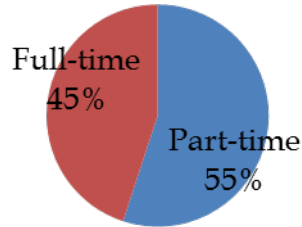
Data confirm a notable change from the last state DE report; in 2010, fifty-five percent of e-learning enrollments were full-time students and forty-five percent were part-time students.   This year, fifty-five percent of the enrollments were part-time and forty-five percent were full-time. Many of Nevada's students build their class schedules around work schedules, family commitments and class availability to create the most practical and efficient schedule each term. In fact, the data would seem to confirm that e-learning classes do indeed provide increased access to higher education while allowing individuals to continue to work and support their family.

Chart 6

NSHE Distance Education Enrollment by Class Standing
Fall 2012
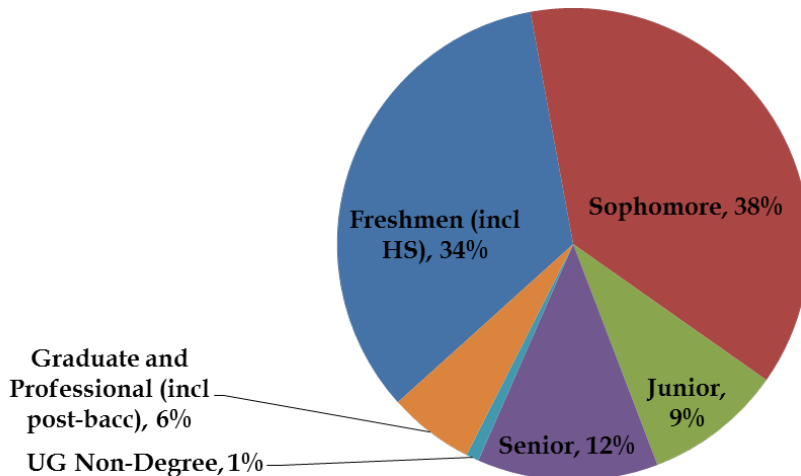
Patterns of student enrollment in e-learning by class standing are consistent with the previous report. The data also show that community colleges continue to be the most aggressive in offering e-learning classes. There are a variety reasons for this, including: very large service areas for GBC and WNC, early entry into course offerings by high school students, especially online classes, and personal circumstances of community college students (significant work and family schedule conflicts). Currently, CSN and TMCC comprise more than 80% of the community college student e-learning enrollments in Nevada.

Summary

The data presented in this report provide a composite of the typical distance education student in Nevada. The typical student is:

- 18-24 years of age (although increasingly, older students [25-62 years of age] are also enrolling in distance education classes)
- Female (60% of overall enrollments)
- Enrolled part-time
- Enrolled at a community college

Institutional Updates

University of Nevada, Las Vegas

This past year, UNLV's Distance Education has made significant progress assisting the institution in providing Nevadans quality education. Some highlights include:

- Professional memberships : New Media Consortium, Quality Matters, The Sloan Consortium, WICHE Cooperative for Educational Technologies, United States Distance Learning Association, and Educause Learning Initiative

- With the development team in Online Education, Dr. Ed Nagelhout and Dr. Denise Tillery are creating an online textbook prototype for future use in ENG 411B - Principles of Modern Grammar. This comprehensive, multimodal textbook will provide an adaptive learning environment to improve student outcomes and help maintain coherence and consistency across sections and from semester to semester. Using available (and future) technologies, this online textbook will provide interactive applications, personalize learning for students, facilitate personal connections, and integrate assessment. More importantly, as an online textbook, the content will be customizable for individual instructors, as well as revisable each semester.

- Online Education is working with UNLV Professional Writing Faculty in developing digital materials for the new Professional Writing Minor. As a multi-course, multi-section program, the Professional Writing Minor takes a collaborative approach to construct knowledge-building communities of practice for teachers and students using multimedia and open education resources. The program developers will create comprehensive assessment practices and (big data) learning analytics that can be applied within and across courses. All courses in the new Minor will be designed for both hybrid and online delivery to ensure anytime, anywhere, and any size learning. And the primary goal for all course design will be to increase learner control, learner choice, and learner independence through self-directed and non-formal online learning activities.

- Research indicates that online students, regardless of their physical location, want to be a part of their college's community, but are often marginalized from any affinity with the college. Online Education is creating the RebZone, an affinity program designed to ensure all students have an opportunity to be a UNLV Rebel and part of the campus community. The RebZone is dedicated to creating connections between UNLV and our students regardless of where they may physically reside. The design strategy is student-centered to provide content and interactivity that reflects the needs and interests of students, to include athletics, academics, special events/lecturers, and student life. Additional production phases will include prospective student and Alumni virtual events.

- Online Education maintains an internal unit database, enabling access to data within the SIS system (MyUNLV). The system combines project management and course tracking, and provides user dashboards to efficiently track OE production. Additionally, OE also works

with UNLV's Institutional Analysis and Planning, Student Enrollment Services Technology Team, and Human Resources to obtain data needed for our business processes (i.e., state authorization requirements, enrollment trending, etc.). OE also contacts academic units for specific data needs when required. Aggregation of data across UNLV drives the OE decision-making process to find the most effective solutions.

- Online Education partnered with the Department of Geoscience to create a Geology and Geography virtual lab: Exploring Planet Earth (GEOL101), and Physical Geography (GEOG 104). The labs contain complex interactives that engage learners at various levels of Bloom's Taxonomy. Future development plans include developing a Natural Disasters Lab. A sample of a lab interactive can be found at: http://online.unlv.edu/visualization/earth-sun-relationships. Additional visualization examples can be found at: http://online.unlv.edu/content/resources/visualizations.

- Online Education's operational model enables sustained high performance to meet continuing growth. Each course is assigned a team within the unit. Each team consists of an instructional designer, an instructional artist, an instructional programmer, and a videographer. High quality learning outcomes are the central focus of work provided, using criteria from Quality Matters, UNLV General Education objectives, and UNLV's University Undergraduate Learning Outcomes (UULOs).

- Online Education provides a six-week intensive, fully online course for faculty professional development. Faculty participants invest some 24 instructional hours learning course development strategies, essential online learning pedagogies, and learning management system basics. The course is moderated by an OE instructional design professional and participants collaboratively engage in concepts with their peers. In addition to fiscal incentives delivered to the respective college/school, each faculty member receives the text Conquering the Content (ISBN-10: 0787994421).

- Online Education recently adopted the Quality Matters program for UNLV courses. In addition to developing courses that follow the guidelines established for quality online learning, the OE team provides professional development opportunities for faculty and staff including face-to-face consultations and online webinars. Although new to UNLV, all OE instructional designers have completed the initial stages of Quality Matters training, and OE continues to collaborate with NSHE institutions in the adoption process.

- Online Education continues to enhance student support services, primarily through collaboration with other UNLV units. Our outreach and support efforts include developing an online Academic Success Center, online advising, and creating course templates that provide access to student academic and technical resources from other UNLV units. The new course template developed for the migration to Blackboard Learn includes access to Academic Advising, the Academic Success Center, the UNLV Bookstore, the Disability Resource Center, the IT Help Desk, UNLV Libraries, WebCampus Support, the Writing Center, UNLV Institutional Policies, netiquette policies, recommended computer software and hardware, and accessibility statements.

- Since May 2012, the Office of Online Learning has produced eleven professional development webinars providing live Web conference collaborative sessions on a variety of topics relevant to online and hybrid faculty. These sessions are recorded, archived, and later available to faculty via the Online Education Website: http://online.unlv.edu/content/resources/webinars

- In order to improve the quality of the online learning experience, Online Education is in the process of conducting usability testing research. This research entails providing students and other E-Learning stakeholders the opportunity to give feedback regarding the curricular organization and navigation of online courses.

- Since January 2012, the Office of Online Education has been involved in the development of 82 entirely new Web-based or hybrid courses. New courses require close communication with all members of a development team, including subject matter experts, instructors, instructional designers, instructional artists, video and motion graphic designers, and interactive applications programmers.

- The Office of Online Education has been instrumental in the research and development of hybrid learning best practices at the University. This research has resulted in informed definition of blended learning models of teaching and learning online as well as increased awareness of the strengths and challenges of this instructional mode.

- In order to consolidate online learning instructional content and avoid inefficient duplication of effort, Online Education collaborates with academic units in the development of "master courses," educational content that is developed iteratively by a departmental team of tenured or tenure-track faculty that can be reused and improved, rather than continuously redeveloped.

- UNR and UNLV offers a collaborative online Doctorate of Nursing Practice degree - students take half of their courses through UNR and half through UNLV.

- UNR and UNLV use of Blackboard

- Limelight collaboration with GBC and UNLV

- During the 2012-2013 academic year the Internship Program administered by the Dept. of Political Science has benefitted enormously from assistance provided by UNLV's OE operation. In August of 2013 we were able to use the studio to record a discussion between two alums of our State Legislative Internship Program. For each Biennial Session of the Nevada State Legislature we send six interns to Carson City with generous stipends provided by the UNLV Foundation and/or President Smatresk's Office. Competition for these coveted positions is very fierce and for this session was the fiercest of all partially because potential applicants were able to view the video in question. For nearly a half-hour the two alums chatted about what they did and learned, and the video was then viewed by any other students thinking about applying. While in Carson City, students remain enrolled in UNLV courses through Online Education. Using the same logic and procedure we will be using OE's

services once again in March to recruit for the Summer and Fall by recording conversations with students who have completed one of our other types of internships (Legal, Campaign, Administrative, Legislative, and Broadcast). The type of cooperation that we get from Dr. Fink and the OE program contributes directly to the robustness of our whole program. What does "robust mean" in this context? In the past calendar year we placed more than 50 interns, all or whom registered for PSC 490 and received academic credit for their efforts. Contributed by: Dr. Steve Parker, Internship Director

University of Nevada, Reno

At the University of Nevada, Reno, two administrative units, Online and Independent Learning and the Instructional Design Team, provide comprehensive support for the campus's online teaching and learning environment. Online and Independent Learning (O&IL) has a design team of course editors and instructional designers who work one-on-one with faculty to develop courses for online delivery. In addition to this collaboration, O&IL provides customer service to students and faculty throughout the duration of their classes. The Instructional Design Team (IDT) offers face-to-face and online consultations and workshops for instructors throughout the year.

Online and Independent Learning offers more than 120 course sections each semester in 37 subject areas. Both undergraduate- and graduate-level courses are offered, as well as fully online graduate-degree and certificate programs. O&IL has a dedicated team of editors and instructional designers who work one-on-one with faculty to develop, deliver, and maintain these courses; the design team provides guidance on best practices for online learning, copyediting and copywriting services, and technical support and training. Additionally, after course development is completed, O&IL continues to support faculty administratively and technically during the academic term. O&IL also acts as a service center for students, providing electronic welcome packets; individualized support 7:00 a.m. to 7:00 p.m., Monday through Friday; and arrangements for required supervised examinations across the globe for all courses. O&IL is an active member of the following national organizations (and attended conferences this year for each): the National Universities Degree Consortium, the Association for Distance Education and Independent Learning, WICHE Cooperative for Educational Technologies, and the Education Advisory Board.

The Instructional Design Team provides faculty support for WebCampus, UNR's branding of the Blackboard learning management system (LMS). IDT's instructional support includes training sessions, instructional materials (print and multimedia), instructional design consultation, and course redesign. IDT's support covers not only WebCampus but a number of other instructional technologies as well, such as Camtasia, Turning Point, Respondus, and Collaborate/Wimba. In addition to pure academic pursuits, IDT provides support for the Community module in WebCampus. The Community module provides an integrated, familiar interface for students to access their campus organizations and clubs. Since the Community module is an add-on for our LMS, the result is one location where the student can access both their coursework and their organizational materials. Other university groups have also started to use Community as well, such as the University Technology Committee (UTC) and its subcommittees.

Highlights for O&IL and IDT include:

- In Fall 2012, 2,543 courses were offered in WebCampus; 2,687 were offered in Spring 2013.
- O&IL enrollments in Fall 2012 increased by 13 percent from Fall 2011.
- O&IL's completely online degrees—Executive Master of Business Administration (MBA), Master of Science in Equity and Diversity Education, and Master of Education in Literacy Studies—were named "Best Buys" from GetEducated.com.
- The Executive MBA ranked 55th in the "Best Online Graduate Business Programs," and two College of Education online master's degrees were ranked 52nd in the "Best Online Graduate Education Programs." The rankings were released by *U.S. News & World Report* as part of its "2013 Best Online Education Programs" report.
- O&IL awarded its first online Graduate Certificate in Renewable Energy.
- O&IL partnered with ProctorU, an online proctoring service, to administer the majority of supervised exams.
- O&IL Executive MBA students connect through online communities on Facebook and Linkin.
- O&IL is developing an online class for faculty on "Using Best Practices to Develop a Great Online Class."
- O&IL is working on the "State Authorization" requirement and UNR is now approved to operate in states.
- UNR's Online Policies and Procedures Committee is working on a set of campus-wide recommendations for the delivery of all online classes and degrees.

Nevada State College

Online Instruction at NSC

Strengths & Accomplishments

Strength/Accomplishment	Description
NSC joins Nevada QM Consortium (March 2013)	Nevada State College joins the Nevada System Quality Matters Consortium. NSC plans to start training reviewers as early as May/June of this year.
Lecture capture initiative (2013 -)	Sophisticated, college-wide lecture capture system (Mediasite by Sonic Foundry) records teaching demonstrations and enables live interactive presentations to remote student populations. Captured lectures from in-person courses are used to infuse online courses with engaging, multimedia rich content.

NEW Campus Portal & SSO (2013)	For the new WebCampus, NSC supports single sign-on through its campus portal, facilitating account activation and reducing support calls. As a result, students enter their online course site earlier and faster. In addition, students and faculty now have 24/7 WebCampus (Canvas by Instructure) support.
Turnitin fully integrated with WebCampus (2013)	With adoption of new WebCampus platform (Canvas by Instructure), NSC fully integrates its anti-plagiarism online technology (Turnitin) with all WebCampus learning sites.
SuperCourse Project (2012 -)	College-wide initiative to enhance critical gateway courses (i.e., high enrollment, entry-level courses that predict future student outcomes). Expert faculty and staff carefully construct each course to include engaging instructional videos (using Camtasia software), outcome-based assessments of student learning, interactive activities, and supplementary readings.
NEW WebCampus transition (2011 -)	NSC faculty and students choose a 21st century open source based learning system (Canvas by Instructure) and begin transition in Fall 2012, with first pilot of courses in Spring 2013. Integrated learning tools (Smarthinking, StudyMate, Respondus, LockDown Browser, Wimba, and later Turnitin, Evolve, CoursEval, WeBWork, and Mediasite) remain linked to WebCampus.
WebCampus Training & Support Goes Online (2010 -)	Faculty Resource Center & Student WebCampus Orientation are developed in WebCampus. New faculty and students have access anytime-anywhere to user guides, resources, and training materials including video tutorials. Surveys of faculty and students indicated a preference for online support in addition to face-to-face consults. Update versions of the online training now include WebCampus ASAP, WebCampus DIY, and WebCampus BYOD.
Southwest Technology Showcase (2010)	Regional e-learning conference hosted by Nevada State College. Attendees: 200+ from 30 colleges/universities in Arizona, California, Colorado, Idaho, Nevada, and Utah. Presenters: 22.
LockDown Browser secure testing adopted (2010)	NSC establishes secure remote online testing procedures (Cheatability initiative) and integrates an online testing environment into WebCampus for all courses.

Technology Fellows Institute (2009 -)	Annual, 6-week professional development seminar in online and emerging technologies. Won national award in 2010.
Anti-plagiarism initiative (2009)	NSC adopts SafeAssign and later Turnitin to identify plagiarism issues and enhance anti-plagiarism instruction.
Standards for Online Instruction (2009)	NSC faculty, student services staff, and OIT join together to establish quality standards for online instruction.
Faculty Handbook for Online Instruction (updated annually)	Annually updated handbook that provides guidance to full-time faculty and part-time instructors about data-driven best practices in online instruction.
School Course Templates (2008)	NSC establishes consistent branding, content, navigation, and resource links for online courses in each school and program.
Smarthinking deployed to all courses (2007)	NSC provides 24/7/365 online tutoring services for ALL academic topics for ALL courses, on campus and online.
WebCampus Student Portal (2007)	NSC uses learning management system to provide an online learning space (WebCampus) as the primary communication and learning hub for all courses, student groups, and student government for all students. Developed in response to student request to have a consistent, fixed online resource for all classes.

Nevada State College, like the College of Southern Nevada, has transformed student services by moving in the following directions:

1. All courses (400-450 per term) – whether on campus or online – now have course sites in WebCampus (formerly Bb Vista, now Canvas by Instructure).
2. All student groups, organizations, including student government and clubs have group sites in WebCampus.
3. Student professional groups, such as the Pre-Nursing and Nursing Student Association, meet online through WebCampus.
4. All faculty and staff training in technologies are managed online through resource centers and/or semi-monthly workshops.

Nevada State College is particularly proud to be a member of the Canvas Consortium, the Quality Matters Consortium, the Statewide Smarthinking contract, and wishes to pursue other collaborative initiatives regarding proctored testing and remote online proctoring services.

College of Southern Nevada

The e-learning Office at the College of Southern Nevada supports all uses of the Learning Management System (LMS) including on campus and online courses. CSN is in the process of migrating from Angel to Canvas as its LMS. In the spring and summer of 2013, CSN is conducting a pilot in Canvas with both Communication and Education Departments taking part in the pilot. CSN currently has 1,014 full online sections for 368 courses in the spring 2013 semester. The college has a total of 2,368 active course shells in Angel and Canvas for the spring 2013 semester. CSN had additional 1,354 on campus courses using the LMS to support their courses electronically.

1. **Angel Online Tutorials for Faculty and Students** – CSN has created tutorials that are located on the CSN Online Campus website and within the Angel resources that will provide step-by-step guides to functions in the Angel LMS. These tutorials were developed based around the top 5 issues for faculty and the top 5 issues for students so that CSN can better serve the needs of both faculty and students.

2. **Canvas Online Tutorials for Faculty and Students** – Canvas has developed their own online tutorials for both students and faculty. These tutorials can be found on the CSN Online Campus website and instead of Canvas. Additionally, all students are enrolled in a Course in Canvas titled CSN Student Training which includes helpful guides and tutorials for using Canvas.

3. **LMS Training** – With the transition from Angel to Canvas, the Office of E-Learning is focusing its formal trainings on Canvas and the moving of content from Angel to Canvas. The Office of E-Learning has provided 51 training sessions and open Canvas Lab sessions in March and April of 2013. Canvas sessions will include: Canvas and Moving Content from Angel – Canvas Navigation, Content Creation and Sub Accounts (same functionally as Learning Object Repositories in Angel), Communication (beyond Discussions), Discussion Forums, Assessment, Grading and Gradebook, ePortfolio, and Open Labs for Canvas Q & A. Faculty needing assistance with Angel will meet one-on-one with Instructional Designers in the Office of E-Learning.

4. Students can earn their Associate of Applied Science Degree in Nursing completely online except for NURS 296 – Nursing Management and Preceptorship. This course must be completed in person.

5. **Smarthinking 24/7 Tutoring -** CSN is continuing our partnership with Smarthinking to offer free academic support to all CSN students. SMARTHINKING has the online tutoring, online writing

services, and homework help services that help students succeed. Tutors are available up to 24 hours a day, 7 days a week in a variety of subjects.

6. **LMS FAQ** – CSN has online support FAQ for instructors and students in the use of Angel and Canvas.

7. **LMS Support of Academics and Campus** – The CSN community heavily uses the LMS to support Academic and Campus initiatives. The following are examples of Academic and Campus initiatives using the LMS for support.
   a) Curriculum Committee
   b) Faculty Evaluation Committee
   c) Communication Department Student Club
   d) Department Textbooks Reviews
   e) Department Part Time Faculty Mentoring
   f) Department Full Time Faculty Forum
   g) Department Professional Development
   h) English Placement Exam
   i) Math Placement Exam
   j) International Student Orientation
   k) Nursing Pinning Ceremony
   l) Student Nursing Majors
   m) Tutoring Services
   n) Faculty Senate Elections
   o) Department Chair Elections
   p) Instructional Technology Committee
   q) Writing Center
   r) Student Government
   s) Academic Integrity Seminar
   t) Environmental Strategies Committee

8. **Member of Statewide Quality Matters Consortium** – CSN is a member of the Nevada Statewide Quality Matters Consortium. The Office of e-learning has two Certified Master Course Reviewers who are also Instructional Designers.

Great Basin College

Initiatives to Improve Online Student Retention at Great Basin College

- Quality Matters WebCampus/Canvas Template:
  A WebCampus course template was designed and implemented embedding two-thirds

of the Quality Matters standards. Quality Matters is a faculty-centered, peer review process based on national standards that are designed to certify the quality of online and blended courses. Faculty can choose to use this timesaving template as a starting point to develop new courses or add the elements to existing ones.

- Five New Flipped Lecture & Lecture Capture Classrooms:
  Growing research supports the use of Flipped Lecture pedagogy. In this model, faculty record high quality lecture video which students watch before the class meeting and the actual class-time (through Interactive Video or synchronous online connections) where the focus is now on specific problem areas, exercises, projects or discussion. The lecture is archived in WebCampus to enable students to review material they may not have understood the first time.

- Weekly WebCampus Tip of the Week videos:
  "Just in time" WebCampus instructional video are developed and sent out weekly to faculty encouraging research proven pedagogical and technological techniques to help improve students' learning and success in the new WebCampus platform.

- Continuous assessment data collection:
  535 students completed the *Tell Us Your Distance Education Story* survey. Data was analyzed for response trends and shared with the e-Learning consultants. Ideas for future faculty training and restricting of content were derived from this data.

- Online Orientation:
  All students new to WebCampus are placed in an online orientation course 10 days before the semester begins. The initial Spring/Summer 2012 project was successful with over 65% of students entering and completing much, if not all, of the orientation. Fall/Spring 2013 students were also placed into orientation courses. Data on retention and grades of this group versus student not participating in an online orientation will be forth coming.

Initiatives to support Academics in WebCampus:

- Library Synchronous Online Workshops & Tutoring sessions:
  GBC's library regularly offers library database workshops and tutoring sessions through our online synchronous interaction tools. Students from the computer at their home or workplace can learn how to use online database resources by interacting real-time with librarians.

- WebCampus Supports Online Voting for Student Government Association:
  To better involve online students in GBC's student government, Spring 2013 Student Government Elections will be held in WebCampus.

- Academic Success Center & Tutor Training:
  WebCampus supports the Academic Success Center by providing WebCampus course for tutor training and exchange of support materials. GBC provides online tutoring both asynchronously and synchronously for math, English, science and foreign languages.

- Student Placement Preparation Courses:
  ACCUPLACER- Students who take the ACCUPLACER English and mathematics courses can first enroll in a preparation course to refresh their skills and knowledge before taking ACCUPLACER exams. This results in more accurate course placement.
  MINE TECHNICAL TRAINING- Students going into mine technical training are given a skills and knowledge test in a wide variety of areas through WebCampus. The test scores are then used to place students appropriately in coursework and also used as a measure of assessment.

- Adjunct Faculty Orientation:
  All adjunct instructors are placed in an online interactive Adjunct Faculty Orientation course in WebCampus. This course provides adjuncts with the most up-to-date policies and procedures, course planning tools and safety and security information.

- Student Nursing Organization:
  GBC's Student Nursing Organization communicates and shares information in WebCampus about the organizations events. The Organization provides peer support, a nursing community, and has done a variety of fund raising events, and organized health related fairs and speakers.

Initiatives to Support Community Development

- Nursing Preceptor Course:
  The nursing preceptor course places practicing mentors of GBC nursing students in a WebCampus area to create dialog, share best mentoring practices, and the newest information on nursing skills and knowledge.

- Nevada Police Officer Certification testing:

  Great Basin College provides Nevada Police Officer Certification testing for POST graduates in rural Nevada through WebCampus testing.

- Community Service Courses:

  Many community service courses utilize WebCampus to enhance instruction and student access.

Truckee Meadows Community College

The TMCC WebCollege has been engaged in several projects designed to improve the overall quality, consistency, retention, and assessment of online classes. Specific projects include

- Community College Consortium for Open Education Resources (CCCOER) – TMCC is a member of this national collaboration which exists to coordinate the development and implementation of open materials for use in the classroom in support of providing low – or no-cost materials for students.

- Quality Matters National Rubric (QM) – TMCC has subscribed as a member of Quality Matters; the QM Rubric is recognized nationally as the standard for online course design. TMCC has also supported efforts to create a statewide QM consortium of NSHE institutions and has also identified QM benchmarks as part of the TMCC strategic plan.

- Instructure Canvas Learning Management System (Canvas LMS) – TMCC recently conducted a review of LMS options and made the decision to move to a new platform. That migration was successfully completed effective with the 2013 Spring term. The new LMS was adopted based on its support of various social media and emerging technologies as well as its sophistication ease of use.   TMCC has been working with other NSHE institutions and selected school districts to create an Instructure Canvas consortium to promote greater K-16 interaction and collaboration

- Improved Retention/Completion projects – TMCC has been exploring various strategies for improving new student and continuing student retention and completion in online classes. A variety of solutions have been reviewed and overall retention has improved for online classes. Solutions are now in place to more effectively identify and prepare new online students, and various methods of improved communication have also been adopted.

- FastTrack Online Degree program – TMCC has just completed a two-year grant to develop and launch a fasttrack online degree program. Major accomplishments include: improved course design and quality, creation of degree programs in business and criminal justice (AAS) with an articulation agreement and partnership with NSC for a seamless 2+2 to complete a BAS in management. Student retention has to date been greater than ninety percent.

<u>Western Nevada College</u>

Quality Matters – We have Quality Matters reviewed 13 of our core online courses and 11 have met the standard. We currently have 15 courses in the process of being Quality Matters reviewed and plan to have or core courses meet the QM standard by the end of the 2013 / 2014 academic year.

Quality Matters Training – We have 32 full and part time faculty who have completed the Applying The Quality Matters Rubric Training Course. We also have 7 certified Quality Matters reviewers and 2 master reviewers.

Canvas Migration – WNC has joined the statewide Canvas consortium and will be complete our migration to Canvas by beginning of the Fall 2013 semester.

Canvas Training – Our Distance Education Policy requires that online faculty complete our mandatory Canvas Online Training Course. We have had 70 full time and part time faculty complete this training.

Canvas Student Orientation - All online students will have access to our Canvas Student Orientation.

Mediasite Lecture Capture – WNC and constructed 4 Mediasite Lecture Capture Rooms, with 2 rooms on Carson City campus and 1 room on each the Fallon and Douglas Campuses. We have five HyFlex courses scheduled for fall 2013. Students will be able to attend completely online, face-to-face or can flex between the modes.

Mediasite Lecture Capture Training – All faculty will be required to complete our Online Lecture Capture training before they will be allowed to teach using lecture capture.

Smarthinking 24/7 Tutoring – We have joined the statewide Smarthinking consortium and starting Fall 2013 will have online tutoring for our online students.

Canvas Support – We have contracted with Canvas for 24/7 support for our students and faculty.

References

Calvert, Jocelyn. (2005). Distance education at the crossroads. *Distance Education*. 26(2), pp. 227-238.

Hiltz, S. and Turoff, M. (2005). The evolution of online learning and the revolution in higher education. *Communication of the ACM.* 48(10) 59-64.

Saba, Farhad. (August, 2005). Critical issues in distance education: a report from the United States. *Distance Education*.26(2), 255-272.

Appendix

Board of Regents' *Handbook* Title 4, Chapter 14 Section 11.

Section 11. <u>Distance Education</u>

The term "distance education" means a formal educational process in which the majority of the instruction occurs when the student and instructor are separated by geographic distance or time. Instruction may be synchronous or asynchronous. Distance education may employ correspondence study, audio, video, or other electronically mediated technologies.

 NSHE credit and noncredit courses may be offered through the use of distance education technologies. The following guidelines shall be used to assure academic quality for distance education courses offered for academic credit applicable toward a certificate or degree:

1. In accordance with the appropriate standards for institutional accreditation, the quality of distance education courses must be equal to or exceed that of on-campus courses. Distance education courses are subject to all applicable institutional policies and procedures to ensure quality.

2. Faculty members assigned to distance education courses may be provided with incentives, as deemed appropriate by the institution.

3. Each NSHE institution will be expected to provide appropriate instructional support to ensure quality of its distance education course offerings.

4. Each distance education course shall promote and exhibit current best practices and procedures for distance learning. This involves pedagogy, design, and delivery, including but not limited to adequate provisions for instructor training, instructor-student communication, assessment, and equivalent access to all appropriate student services that are available to on-campus students, including such services as academic advising, counseling, library and other learning resources, tutoring services, and financial aid.

5. Each distance education course must provide the opportunity for timely interaction between the student and the instructor**,** or a member of the instructional team responsible for the course**,** regarding the student's progress. This may include (1) an orientation session or sessions at the beginning of the course; (2) periodically scheduled guidance or tutoring sessions during the semester either on an individual basis or in a group setting; and (3) provision for access by the student for advice or consultation with the faculty member. These interactions may occur either as traditional face-to-face sessions or may be assisted through technology.

6. Distance education materials produced outside or within the institution must be evaluated and selected in accordance with standard instructional procedures for course development and instruction.

7. Campus Service Areas:

Geographic service areas are appropriate for interactive video when designating the institution with responsibility for 1.) Establishing and maintaining interactive video sites in an area and 2.) Coordinating the receipt of programs using interactive video with offering institutions. Geographic service areas do not apply to web-based instruction. If an agreement is entered into by two or more NSHE institutions for delivery into the host institution's campus service area, these restrictions do not apply.

College of Southern Nevada: Clark, Lincoln, and Esmeralda counties. CSN and GBC serve Nye County.

Great Basin College: Elko, Eureka, Humboldt, Lander and White Pine counties. CSN and GBC serve Nye County.

Truckee Meadows Community College: The greater urban area of Reno-Sparks, and Incline Village.

Western Nevada College: Storey, Carson City, Douglas, Lyon, Churchill, Pershing and Mineral counties and the rural areas of Washoe County, with the exception of Incline Village.

Nevada State College, Henderson: The southern portion of the state including Clark and Lincoln counties. UNLV, NSCH and UNR serve Esmeralda, Nye and White Pine counties. Within Nye and White Pine counties, UNLV, NSCH, and UNR serve Tonopah and Ely, with NSCH and UNLV serving all parts south of a line joining the two cities.

University of Nevada, Las Vegas: The southern portion of the state including Clark and Lincoln counties. UNLV, NSCH and UNR serve Esmeralda, Nye and White Pine counties. Within Nye and White Pine counties, UNLV, NSCH, and UNR serve Tonopah and Ely, with UNLV and NSCH serving all parts south of a line joining the two cities.

University of Nevada, Reno: The northern portion of the state including Washoe, Douglas, Carson City, Storey, Lyon, Humboldt, Pershing, Churchill, Mineral, Elko, Lander, Eureka. UNLV, NSCH and UNR serve Esmeralda, Nye and White Pine counties. Within Nye and White Pine counties, UNLV, NSCH, and UNR serve Tonopah and Ely, with UNR serving all parts north of a line joining the two cities.

8. The institution offering a distance education course will receive the student FTE's enrolled in the course. If the course incurs costs to partner institutions *(e.g., marketing, registration, technology support)*, a "sharing protocol" should be completed prior to the course being offered to identify costs that must be reimbursed among parties.

9. Each campus will establish a protocol for determining costs or services to be paid by each partner when courses or programs are shared among institutions. The protocol will include, but not be limited to, sharing of special student fees, payment of facilitators and other services, responsibilities for marketing the course and recruiting students, advising, and

other support. The protocol will be updated regularly.

10. Distance education courses will be developed in accordance with the following principles:

    a. Address state needs;
    b. Operate programs collaboratively and share resources, if appropriate;
    c. Base program decisions on documented student or citizen need;
    d. Work with constituent groups *(e.g., K-12 school districts, employers, industry representatives)* to identify and prioritize the most pressing educational needs;
    e. Use a combination of technologies, as appropriate to support curricular needs and student learning styles;
    f. Ensure that academic plans influence the expansion of the technical infrastructure;
    g. Provide essential support services to students;
    h. Build institutional and system capacity to address more needs through distance learning;
    i. Be accountable to the Legislature and the public for their use of state resources and the quality and appropriateness of their services; and
    j. Partner with or broker programs from out-of-state institutions, where appropriate.

11. Each campus may develop policies and procedures for the approval of distance education courses and programs.

12. When institutional funds are used to purchase distance education equipment, that equipment is owned by the institution. Institutions accepting ownership of distance education equipment also accept responsibility for maintenance and service of that equipment.

    When distance education equipment owned by an institution is located at a non-NSHE site or such equipment is shared with non-NSHE institutions, a Memorandum of Understanding *(MOU)* shall be completed. The MOU will clearly specify the responsibilities of each party and what level of funding each party provides to support the equipment and related charges.

13. When distance education equipment is purchased by System Computing Services (SCS) for the support of NSHE institutions, the ownership of that equipment shall be retained by SCS, in addition to the responsibility for the maintenance, servicing, and operation of that equipment.

14. Oversight of scheduling and switching of interactive video is the responsibility of SCS. SCS will work with institutional representatives, particularly in regards to installation, connectivity, and transmission.

(B/R 11/07)