

Date: Friday, May 7, 2010

To: Daniel J. Julius, Vice President for Academic Affairs

From: John Monahan, Distance Education Director

RE: DE Legislative Audit Finding #4; Parameters and Descriptions (Draft for Review)

On behalf of the DE Legislative Audit Parameters and Descriptions committee^{*}, co-chairs Cathy LeCompte and myself, are pleased to present a draft recommendation that addresses the DE Legislative Audit #4 Finding; Parameters and Description of Distance Education Courses.

Acceptance and implementation of the following recommendations ensure students have access to lists of all UA distance education courses, including information on technology, time commitments, and other relevant factors for successful course completion.

Background

The Statewide Parameter and Description Committee is comprised of three individuals from each MAU (appointed by Provosts) and three Statewide members. The committee examined existing course system definitions and expanded, from a student-centric perspective, essential course data necessary for a student responsive and user friendly system.

The committee and subcommittees met regularly between January 21 to May 7, 2010 and considered varying perspectives leading to a recommendation that pragmatically balances interests and needs of students, faculty, and campuses.

The Parameter and Description Committee with the Collaboration Incentive Committee (associated with DE Legislative Audit #2) continue to work in alignment to ensure recommendations are cohesive and in the best interests of the UA System.

^{*} Statewide Committee Members:

Cathy LeCompte, co-chair, John Monahan, co-chair
Rich Whitney, UAA, Sarah Hill, UAA, Teresa Derrickson, UAA
Colleen Abrams, UAF, Pam Leist, UAF, Alex Hwu, UAF,
Jill Hanson, UAS, Michael Ciri, UAS, Barbara Hegel, UAS
Mary Gower, SW, Rory O'Neill, SW, Gwendolyn White, SW
Sally Mead, Expanding Access Health

Parameter and Description Recommendations

The committee recommends acceptance of the following sequence of events for an anticipated implementation of the fully re-conceptualized and aligned system in April 2011 for student enrollment in the Fall 2011 semester.

1. Accept a universal UA student-centric definition of Distance Education.

“Distance education is planned learning that predominantly occurs in situations where a student is not required to be in a predetermined location. Distance courses require a different course design and development, different pedagogical techniques, and communication through instructional technologies.”

2. Identify UA courses based on the degree to which they are location-based and searchable by the following characteristics for each instructional course.;

- Location: the degree to which the course is location-based;
- Set Meeting Times: whether there is a requirement to participate in activities at set meeting times or not;
- Course Pacing: whether there is a requirement to complete course work within a schedule or not;
- Course Delivery Methods: identification of the instructional strategy combining technology and pedagogy to achieve specific learning outcomes;
- Equipment Requirements: a description of equipment and software necessary for students to participate in class.

Note: Course details, definitions, and data categories are included in the appendix.

3. Implement student information system modifications that accommodate collection and dissemination of the new course information.
4. Train key personnel (faculty, administrative staff, and student information system coders) to interpret and enter new data to ensure consistency across the UA system.
5. Align student-desired distance education web features with a course finder system and/or a suite of tools that implement the desired interface.

Distance education is planned learning that predominantly occurs in situations where a student is not required to be in a predetermined location. As a result, **distance courses** require a different course design and development, different pedagogical techniques, and communication through instructional technologies.

Degree to which course participation requires travel to physical location

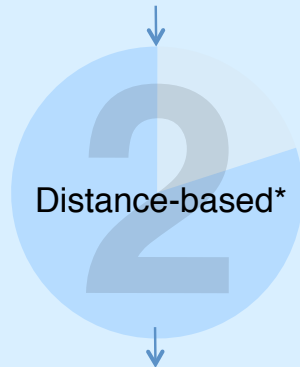
0%
location-based



Course Attributes:**

- degree of set meeting times
- course pacing
- course delivery method

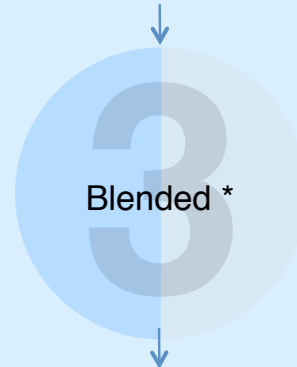
1% - 20%
location-based



Course Attributes:

- degree of location-based
- course pacing
- course delivery method

21% - 50%
location-based



Course Attributes:

- degree of location-based
- course pacing
- course delivery method

51% or more
location-based



Course Attributes:

- degree of location-based
- course pacing
- course delivery method

* courses appears on the DE Gateway ** description of attributes on attached pages

Course Attributes Data Desired:

- I. Degree or percentage to which the course is location-based. The total amount of time students are required to be on campus (or to be at another specific location) as a percent of the total contact hours associated with the course.
- II. Set Meeting Times: Choices are “synchronous” or “asynchronous”. A *synchronous* course requires students to participate in activities at set meetings times (e.g., an eLive meeting from 10:00 – noon on Tuesdays); an *asynchronous* course has no meeting time requirements and is typically self-paced. Unless options are provided for the class participants, one instance of a required synchronous meeting defines a course as “synchronous”.
- III. Course Pacing: Choices are “self-paced” or “instructor-paced”. In a *self-paced* course a student can complete course work at his/her own pace. In an *instructor-paced* course a student is required to complete course work on a specific schedule.
- IV. Course Delivery Methods: A delivery method is a broadly-adopted strategy that combines technology and pedagogy to achieve specific learning outcomes. A delivery method is not just a technology. Choices and definitions are listed below. Each delivery method is not mutually exclusive, but ideally a predominate and secondary delivery method can be identified to assist the student in selecting the course that matches them best. For example: a course can be delivered predominately via Audio Conference, with course materials delivered via Multimedia and discussions being hosted Online / Web delivered.
 - A. **Independent Learning / Correspondence:** Students use self-paced course packets to complete class work.
 - B. **Face-to-face:** Students expect to spend at least some of the class in the same room as the other class participants and instructor. e.g., “traditional class instruction”
 - C. **Audio Conferencing:** Students will be required to participate over a telephone audio bridge.
 - D. **Video Conferencing:** Students will be required to participate from a video conferencing site (typically on a UA campus).
 - E. **Web Meeting:** Students will participate over the Internet by running web conferencing software on their computer (such as eLive). *As a student, participation in this course will require you to have the following technologies: a working computer, high speed internet access, and a headset with microphone.*
 - F. **Live Television / UATV:** Students expect the class to be broadcast live over UATV. During class time, students can interact with their class using live telephone call-in, or internet chat. Because of the broadcast nature of the class, by registering, students authorize the recording and distribution of their name, likeness, and voice in any medium without restriction.
 - G. **Online / Web delivered:** Students participate through a course web site (such as Blackboard). Students can expect to participate using a variety of browser-based discussion and assessment tools.

- H. **Multimedia:** Students will be required to participate in the course using a variety of media formats (DVD, CD, VHS, etc.). Students should consult the course syllabus to ensure they have access to the required equipment.
- I. **Special Technology:** Course uses special technologies that are listed in the course notes section (e.g., “course uses Skype,” or “course requires high-speed Internet access for interactive simulations”).
- V. **Equipment Requirements:** Descriptions of standard equipment and software that students will need to participate in the course will be incorporated into Delivery Method definitions (special software and equipment can optionally be included in the course notes section).

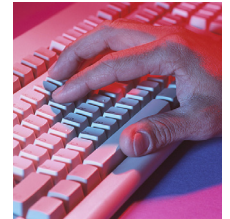
University of Alaska Distance Education Audit Response Plan



UNIVERSITY
of ALASKA

Many Traditions One Alaska

UA President Mark Hamilton has instructed UA Vice President (VP) of Academic Affairs Dan Julius and the UAA, UAF, and UAS Provosts to implement specific action steps to address the recommendations of the Legislative Audit of UA distance education, released in October 2009.



LEGISLATIVE AUDIT RECOMMENDATIONS:

1. The President of UA should ensure distance education recommendations are implemented.
2. The President should develop incentives for MAUs [UAA, UAF and UAS] to collaborate on distance education initiatives.
3. The VP of Academic Affairs should ensure faculty receive distance education technology training and support.
4. The VP of Academic Affairs should develop, implement and enforce use of standard distance education course parameters and uniform course description information.



ACTION PLAN

- 1 UA President ensures implementation (Recommendation #1)**
Beginning in Fall 2009, UAA, UAF and UAS Chancellors are required to report distance education program progress and productivity to the UA President as part of the twice-yearly performance reviews.
Outcome: *The UA President has regular reports of distance education program status. UA-wide recommendations and/or changes can be addressed proactively and biannually.*
- 2 Collaboration incentives (Recommendation #2)**
Vice President Julius appoints a UA-wide team to identify and analyze successful incentive systems and to design incentives appropriate for UA.
Team appointed: January 8, 2010
Expected evaluation completion date: June 30, 2010
UA incentive model design: Begin July 1, 2010
UA incentive implementation: Dec. 31, 2010
Outcome: *Students will see an increase in distance education offerings available to them regardless of their location or the offering campus.*
- 3 Training and support for faculty (Recommendation #3)**
UAA, UAF, and UAS Provosts are evaluating distance education training and support programs for faculty at each of their universities and reviewing effective faculty training and support models at other universities. Requests for support to enhance and expand the most effective models will be made to VP Julius.
Request for enhancement to VP Julius: May 1, 2010
Expanded services available: Beginning September 1, 2010
Outcome: *Faculty will see significant increases in effective and university mission-appropriate faculty development and support. Students and faculty will experience more effective use of distance education technology.*
- 4 Parameters and description of distance education courses (Recommendation #4)**
VP Julius appoints a UA-wide team of faculty and staff members to design and implement a standard system for describing the distance education courses that are available through UA's Distance Education Gateway. Provosts will ensure consistent training and use at each university.
Team appointed: January 8, 2010
System design completed: May 1, 2010
New system launch: July 1, 2010
Outcome: *Students will have an easily-accessible list of all UA distance education courses, including information on technology needed, time commitment, and other factors needed to successfully complete each course.*

Distance Education Legislative Audit and UA Response Work Flow

Action	Key Dates	Status	Tasks	Who is Responsible
DE Management Letter mailed from Leg Audit	May 5, 2009	Done		
Pres. Hamilton receives letter	May 11, 2009	Done		
copies distributed to DE response committee	May 11, 2009	Done	Dan Julius, Steve Smith, NiKki Pittman, Gwen White, Melissa Hill, Fred Villa, John Monahan, Karen Perdue, Kate Ripley, Saichi Oba	committee
DE response committee initial meeting	May 11, 2009	Done	<ul style="list-style-type: none"> initial review for factual corrections reactions emailed to all committee members compile reactions for next meeting speak to Pat Davidson concerning extension begin summary of DE Management Report 	committee Monahan Pittman
Extension request on DE Management Letter response	May 15, 2009	Done	<ul style="list-style-type: none"> inform concerning extension date 	Pittman
DE response committee	meet and review progress weekly	Done	Discussion Items: <ul style="list-style-type: none"> reactions and draft response shared letter distribution to: Chancellors/Provosts/Wendy/Kelly consider components of a communication plan audit inquires forwarded to Dr. Julius's office 	Monahan Pittman Ripley VPAA
Chancellors and Provosts	May 18, 2009	Done	<ul style="list-style-type: none"> Management Letter FedEx'ed to Chancellors, Provosts and Chief Information Officers (received on 20th) respond on 27th 	Pitman
DE Management Letter factual response	May 29, 2009	Done	<ul style="list-style-type: none"> draft response prepared for VPAA 28th response letter postmarked on 29th to Leg Audit 	Monahan Pittman VPAA
SAC meeting	June 3, 2009	Done	<ul style="list-style-type: none"> SAC review / endorses DE Plan 	VPAA
Board of Regents meeting	June 4, 2009	Done	<ul style="list-style-type: none"> update BOR (Academic and Student Affairs) 	VPAA
Board of Regents Audit committee meets	June 5, 2009	Done	<ul style="list-style-type: none"> update BOR (Audit committee) 	Pittman
Legislative Budget and Audit board meets - releases DE Preliminary Audit Report	June 9, 2009	Done	<ul style="list-style-type: none"> report Fed Ex'ed on June 8th 	
UA formal response to the Preliminary Audit submitted to Legislative Audit	June 29, 2009	Done	<ul style="list-style-type: none"> 20 days after Legislative Audit Preliminary Report mailed, UA responds with a corrective action plan finalize corrective action plan 	President Hamilton
DE Audit communication plan drafted	June 29, 2009	Done	<ul style="list-style-type: none"> distributed and posted on the web 	Ripley
Legislative Budget and Audit board meets - releases DE Final Audit Report	August 11, 2009	Done	<ul style="list-style-type: none"> distributed and posted on the web 	
One page Legislative Response Plan - distributed	January 5, 2010	Done	<ul style="list-style-type: none"> distributed and posted on the web 	
Statewide Committees for Response #2 and #4 established	January 8, 2010	Done	<ul style="list-style-type: none"> individual committee workflows distributed and posted on the web https://sites.google.com/a/alaska.edu/delegaudit/ 	
Legislative Audit progress reported to BOR		ongoing		
MAU Plans for #3 & #4 training and support submitted	May 1, 2010	Done		
MAU Plans for #2 Collaboration Incentive plan submitted	July 1, 2010			
Approved committee recommendations implemented	December through July 2010			
Evaluation of the system to ensure compliance and consistency of the implementation plan				

Leg Audit Recommendation # 1 DE President Ensures Implementation Work Flow

	Action	Key Dates	Status	Tasks	Who is Responsible
	SAC - regular update reports	SAC meetings	ongoing		
	MAU Constituent groups updated and input gathered	ongoing			
	Evaluation, information gathering and assessment period completed	ongoing			
	Biannual reports submitted and presented	Spring / Fall			
	Modifications to biannual reports identified	Annually, May			
	Objective: (from UA DE Response Plan Summary) <i>The UA President has regular reports of distance education program status. UA-wide recommendations and/or changes can be addressed proactively and biannually.</i>			Reportable Milestones: • Reports submitted to SAC	
	Outcomes: (from Legislative Audit findings and recommendations) • The UA Presidents biannual program and financial review will report on DE goals and strategies. • All academic programs that are recommended to the BOR by each MAU will include analysis of the programs DE plans and potentials				

Legislative Audit Recommendation #2 Collaboration Incentive Committee Work Flow

	Action	Key Dates	Status	Tasks	Who is Responsible
	Establish Statewide committee *	January 8, 2010	Done	<ul style="list-style-type: none"> Provosts appoint MAU members SW members appointed 	Provosts
	Welcome email to committee members	January 15, 2010	Done	<ul style="list-style-type: none"> outline charge of committee establish dates and times of meetings attach background information (Leg Audit, Response, principles, etc...) 	JM
	Letter to committee members outlining charge	January 26, 2010	Done	<ul style="list-style-type: none"> outline charge of committee 	JM
	Establish cross-committee information sharing website	January 22, 2010	in process	<ul style="list-style-type: none"> post backup resources to web site (past reports) post committee notes for information exchange meeting dates posted 	
	First Audio/video Distance committee meetings - ongoing meetings established	January 21, 2010 meetings held twice monthly	Done	<ul style="list-style-type: none"> establish agenda, review background materials, establish/confirm outcome/objective of committee identify and prioritize barriers preventing collaboration address barriers and develop solutions/incentives for collaboration identify additional resources / information to gather 	Committee
	Audio/video Distance committee meetings - ongoing meetings Refine outcomes, Assign teams to develop strategies	February 16 @ 3:30 - 5:00 March 2 @ 3:30 - 5:00 March 16 @ 2:30 - 5:00 April 6 @ 2:30 - 5:00 April 20 @ 2:30 - 5:00 May 4 @ 2:30 - 5:00 May 18 @ 2:30 - 5:00	Done Done		Committee
	Collect MAU documentation and successful examples	March	Done (ongoing)	<ul style="list-style-type: none"> additional resources distributed collect examples of best practice 	JM, Committee
	Face-to-face meeting - Establish Student, Faculty and Administrative outcomes for UA System Collaboration	Feb 25th @ 10:30 - 4:30	Done		Committee
	Face-to-face meeting - Review and recommend strategies	March 24 @ 10:30 - 4:30	Done		Committee
	Communicate with SAC, faculty and governance groups	March 25, 2010			Committee
	SAC - regular update reports	SAC meetings	in process		co-chairs
	MAU Constituent groups updated and input gathered	ongoing		<ul style="list-style-type: none"> presentations to and input gathered from MAU constituent groups 	JM, Committee
	BOR Committee update	ongoing	ongoing		
	UA Incentive model design	July 1, 2010			
	Collaboration Incentive work plan out for comments	September / October			Committee
	BOR Committee update	September, 23-24, 2010			
	BOR Report on Collaboration Incentive	December, 9-10, 2010		<ul style="list-style-type: none"> Policy / Administrative regulations presented 	
	Incentive model designs implemented	December 31, 2010			
	Evaluation report of model design	May, 2011			

Legislative Audit Recommendation #2 Collaboration Incentive Committee Work Flow

	Action	Key Dates	Status	Tasks	Who is Responsible
	<p>Objective: (from UA DE Response Plan Summary) Students will see an increase in distance education offerings available to them regardless of their location or the offering campus.</p> <p>Recommendations and Findings: (from Legislative Audit)</p> <ul style="list-style-type: none"> • Incentives in place that promote MAU student-centric collaboration • Removal of barriers that currently prevent MAU student-centric collaboration • Agreement on performance measures that provide incentives for student-centric approaches <p>Committee Objectives:</p> <ul style="list-style-type: none"> • Ensure that each MAU has internal policies and procedures in place that allow students admitted to any MAU in the UA system to easily select and enroll in coursework that is distance delivered by any other MAU. • Ensure that the UA System has support processes in place that enable and promote the above. • Propose measures to incent staff and faculty members within and across units to collaborate in developing innovative strategies to enhance distance education in the UA system. • Implement systems that guarantee the quality of the learning experiences encountered by all students, regardless of the source and delivery methods of courses. • Ensure that credit hours, revenue and expenses of shared courses are distributed appropriately and reflected properly in metrics used to evaluate unit performance. • Organize System-wide planning of course development and delivery to meet general education and program course demand, supporting adequate availability and efficient delivery of courses and programs. • Develop, where practical, formal partnerships between teaching and enrolling campuses. • Establish methods of course, program, policy and procedure evaluation that ensure that students' educational goals are being met, and that the practices in place are effective and sustainable. 			<p>Reportable outcomes and milestones:</p> <ul style="list-style-type: none"> • Draft policies for campuses, MAUs and the UA System, to be considered by appropriate governance and administrative levels. • Preliminary design of evaluation and review processes to assess and record student performance that can be shared among campuses. • Draft procedures for distribution of credit hours, revenue and expense of shared courses. • Identification of likely student populations, disciplines or academic units that could benefit from, or more easily transition to delivery partnerships. • Draft procedures for course and schedule development that includes considerations of coursework available from all units within the UA System. • Propose additional incentives for increasing access, effectiveness and efficiency through collaboration. • Devise evaluation matrix for analysis of Collaboration growth • Evaluate Collaboration (transparent and ongoing) <ul style="list-style-type: none"> • Statewide Committee Members: Tom Miller, UAA, co-chair John Monahan, SW, co-chair Paula Martin, UAA Sally Mead, UAA Pete Pinney, UAF Eric Madsen, UAF Kevin Berry, UAF Cathy LeCompte, UAS Larry Harris, UAS Michelle Casey, UAS Saichi Oba, SW Joe Trubacz, SW Karl Kowalski, SW 	

Leg Audit Recommendation #3 DE Faculty training and support programs Work Flow

Action	Key Dates	Status	Tasks	Who is Responsible
SAC - regular update reports	SAC meetings	Done		Provosts
MAU Constituent groups updated and input gathered	ongoing		• updates and input from SAC, BOR and constituent groups	Provosts, Committee chairs
Evaluation, information gathering and assessment period completed	February 29, 2010			
Provosts share training inventories	April 15, 2010	Done		
System design recommendations out for comments	ongoing			
BOR Committee update	ongoing			
Request for enhancement to VP Julius	May 1, 2010	Done		Provosts
Expanded services available	September 1, 2010			
Evaluation of expanded services offerings at MAU level	May 28, 2010			Provosts
Objective: (from UA DE Response Plan Summary) UAA, UAF, and UAS Provosts are evaluating distance education training and support programs for faculty at each of their universities and reviewing effective faculty training and support models at other universities. Requests for support to enhance and expand the most effective models will be made to VP Julius. Outcomes: (from Legislative Audit findings and recommendations) • Support distance education through additional technology and faculty development • Provide all faculties the support necessary to develop and deliver high quality curricula with appropriate technologies, based on research into the effectiveness of various distance education pedagogies.			Reportable Milestones: • Collect MAU plans for developing faculty training and support plans • Identify training and support is currently available at the individual MAU • Identify key features of training and support that should be perpetuated • Share across the MAUs what is happening • Develop model for individual MAU • Submit request for enhancement to VPAA • Implement expanded services • Devise evaluation matrix for analysis of Expanded Services • Evaluate Expanded Services offerings (transparent and ongoing)	

Leg Audit Recommendation #4 DE Parameters and Description Committee Work Flow

Action	Key Dates	Status	Tasks	Who is Responsible
Establish Statewide Committee *	January 8, 2010	Done	<ul style="list-style-type: none"> Provosts appoint MAU members SW members appointed 	Provosts
Welcome email to committee members	January 15, 2010	Done	<ul style="list-style-type: none"> outline charge of committee establish dates and times of meetings attach background information (Leg Audit, Response, principles, etc...) 	JM
Letter to committee members outlining charge	January 28, 2010	Done	<ul style="list-style-type: none"> outline charge of committee 	JM
Establish cross-committee information sharing website	January 22, 2010	Done	<ul style="list-style-type: none"> post backup resources to web site (past reports) post committee notes for information exchange meeting dates posted 	JH, JM
First Audio/video Distance committee meetings	Thursday, January 21, 2010 meetings held twice monthly	Done	<ul style="list-style-type: none"> establish agenda, review background materials, establish/confirm outcome/objective of committee identify and prioritize barriers preventing collaboration address barriers and develop solutions/incentives for collaboration identify additional resources / information to gather 	Committee
Collect MAU documentation and best practice examples	February	Done	<ul style="list-style-type: none"> additional resources distributed 	JM, Committee
Face-to-face meeting - Establish Session and Instructional Method Parameters	March 4 @ 10:30 - 4:30	Done		Committee
On-going audio/video committee meetings	February 18 @ 3:30 - 5:00 April 8 @ 2:30 - 5:00 April 22 @ 2:30 - 5:00 May 6 @ 2:30 - 5:00 May 20 @ 2:30 - 5:00	Done Done Done Done		Committee
Subcommittees est. DE Gateway, Banner Modifications, Training and Sustainability		Done	<ul style="list-style-type: none"> subcommittees met and designed plans presented to the whole committee 	Subcommittee
Face-to-face meeting	March 23 @ 9:00 - 4:30	Done		Committee
SAC - regular update reports	SAC meetings	in process		JM, co-chairs
MAU Constituent groups updated and input gathered	ongoing	Done	<ul style="list-style-type: none"> input from a broad range of constituent groups is on-going to help fine tuning the recommendation and assist in a smooth implementation 	Committee
Evaluation, information gathering and assessment period completed	March 31, 2010	Done		
BOR Committee update	Feb / April	in process		
System Design completed	May 1, 2010	Done		
System Design implemented	July 1, 2010			

Leg Audit Recommendation #4 DE Parameters and Description Committee Work Flow

	Action	Key Dates	Status	Tasks	Who is Responsible
	<p>Objective: (from UA DE Response Plan Summary) Students will have an easily-accessible list of all UA distance education courses, including information on technology needed, time commitment, and other factors needed to successfully complete each course.</p> <p>Recommendations and Findings: (from Legislative Audit)</p> <ul style="list-style-type: none"> • establish consistently used standard DE course parameters for identification on Banner • establish descriptive course information that is available to students <p>Committee Objective:</p> <ul style="list-style-type: none"> • Ensuring that UA System internal policies and procedures include consistent and reliable course parameters of DE courses, technology needs, and other pertinent information relevant to UA students. • Ensure that the UA System, MAUs and campuses have support processes in place that enable and promote the consistent use of standard DE course parameters for identification on Banner. • Ensure that reliable and relevant data that is necessary for the UA system and MAU Office of Institutional Research are in place to track DE data 	<p>* Statewide Committee Members:</p> <p>Cathy LeCompte, co-chair John Monahan, co-chair Rich Whitney, UAA Sarah Hill, UAA Teresa Derrickson, UAA Colleen Abrams, UAF Pam Leist, UAF Alex Hwu, UAF Jill Hansen, UAS Michael Ciri, UAS Barbara Hegel, UAS Mary Gower, SW Rory O'Neill, SW Gwendolyn White, SW Sally Mead, Expanding Access Health</p>		<p>Reportable outcomes and milestones:</p> <ul style="list-style-type: none"> • Draft procedures and policies, to be considered by appropriate governance and administrative levels, for consistent and reliable course parameters and descriptions to be implemented at the campuses and MAUs within the UA System. • Implementation of the procedures and policies for consistent and reliable course parameters on the campuses and MAU level that includes identifying who and how key individuals will be trained to use the new system. • Process and timeline for evaluation of the system to ensure compliance and consistency of the implementation plan. (transparent and ongoing) 	



Distance Education/Information Technology

Program Description

Distance education is planned learning that predominantly occurs in situations where a student is not required to be in a predetermined location. Distance courses require a different course design and development, different pedagogical techniques, and communication through instructional technologies.

Distance and Technology Delivered (D&T) courses are delivered in many forms, including audio conference, correspondence, telecourses, satellite telecasts, courses available via the Internet, CD-ROM, and/or video/audio tape, etc. A course may be delivered entirely at a distance, or by a hybrid of distance and on-campus methods.

Legislative Program Appropriations

During the period of FY05 – FY09, a total of \$265,000 in base general funds was appropriated to support state-wide distance delivery of Health program coursework.

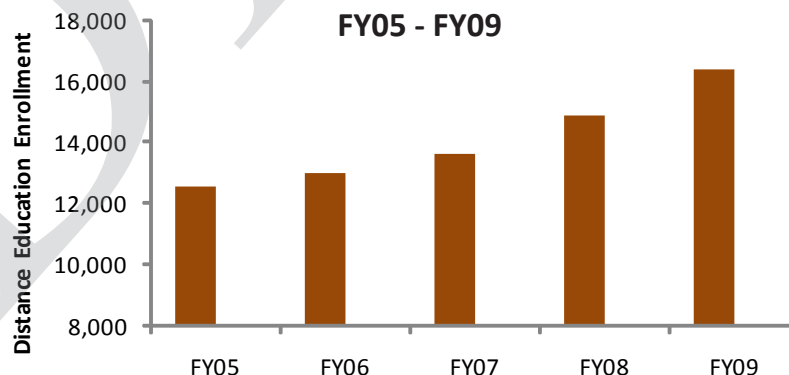
Outcomes

Over the past decade, the University of Alaska has steadily expanded its capacity to serve students at a distance. Students using Distance and Technology Delivered courses are increasingly focused on pursuing degrees, and an increasing proportion of those students are enrolled full-time. In FY09, about one in three University of Alaska students took a Distance and Technology Delivered course, compared with one of four in FY05.

University of Alaska Credit and Non-Credit Course Student Headcount UA Total and Distance and Technology Delivered Courses FY05 and FY09

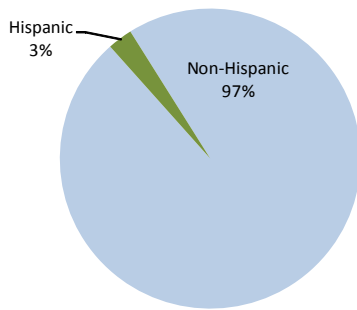
	FY05	FY09	05-09 Change
UA FY Student Headcount	53,129	51,496	- 3 %
D&T FY Student Headcount	12,576	16,402	+ 30 %
Percent of Total FY Headcount	24%	32%	+ 8 %
D&T Student Enrollment at Non-Program MAU	1,378	1,345	- 2 %
% Students Enrolled at Non-Program MAU	11%	8.2%	- 3 %

Student Headcount in D&T courses FY05 - FY09

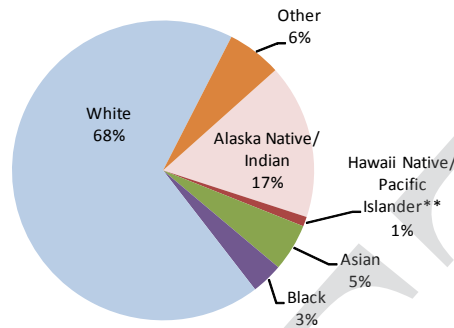


*Note: Student headcount includes students taking for-credit, non-credit and year-long classes. A fiscal year consists of consecutive summer, fall and spring semesters, as well as year-long courses.
Source: Data Supplied by MAUs via UA Information Systems: UA Decision Support Database (DSD) compiled from Banner SI Closing Extracts FY05-FY09.
Compiled by Statewide Planning & Institutional Research.*

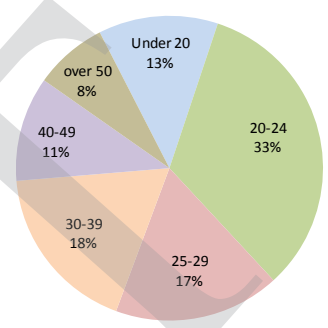
Student Headcount by Ethnicity*
FY09



Student Headcount by Race
FY09



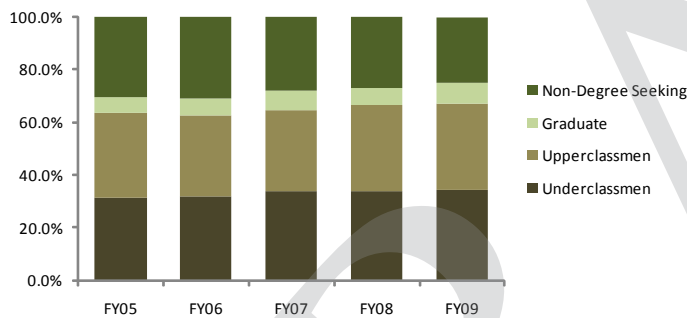
Student Headcount by Age
FY09



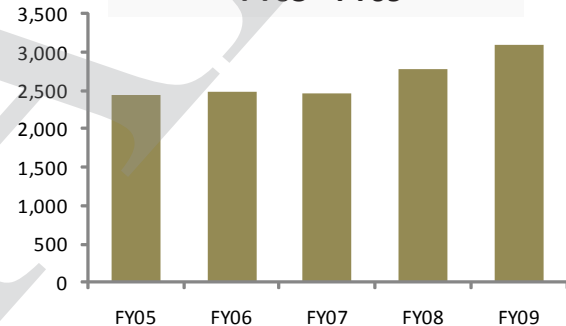
* UA students are asked to declare their Hispanic ethnicity status as a category separate from race. Prior to 2009, Hispanic/Not Hispanic was included with the race categories under a single heading of ethnicity. As of 2009, a student can self-identify as "Hispanic" or "Not Hispanic" and any of the race categories.

**"Hawaii Native/Pacific Islander" was recorded as "Asian" prior to Fall 2009.

Student Distribution by Class Standing
FY05 - FY09



Number of Course/Sections Offered*
FY05 - FY09



* Includes sections with no student enrollment.

Highlights

- In FY09, 16,402 University of Alaska students participated in or more Distance and Technology Delivered (D&T) courses, 30 percent more than in FY05 (12,576).
- Ninety-two percent, or more than 15,000 of D&T course students received distance instruction through their program MAU, and 8 percent enrolled in at least one class outside their program MAU.
- Anchorage was the program AO for more than half of UA students who took D&T courses (8,833), with 809, or approximately 10 percent, of those students enrolled in at least one D&T course outside of the Anchorage AO.
- Over the past 5 years, the D&T student body distribution by race has remained steady. Alaska Native/Indian students made up 17 percent of students in FY09, reaching the highest ever headcount of 2,738. The number of Asian students rose by 50 percent from 561 in FY05 to 839 in FY09, while the proportion of black students has stayed at the same level of

- approximately 3 percent, reaching more than 550 in FY09.
- The number of D&T students who are degree-seeking has continued to increase, rising from 3,947 in FY05 (70%) to 5,606 in FY09 (75%).
- Traditional age students (18-24) composed almost half (46%) of the D&T student body in FY09. Students aged 25 to 39 made up more than a third (35%). Nearly 65 percent of D&T students were female.
- The number of D&T courses rose more than 25 percent in the past 5 years, from 2,438 in FY05 to 3,106 in FY09.
- In FY09, the top 5 D&T course subjects, by headcount, were English (14.5%), Business Admin. (6.7%), Psychology (6%), Education (4.7%) and History (4.2%).
- The UAF Center for Distance Education and Independent Learning (15%) and UAA CAS English Department (10%) accounted for nearly a quarter of all D&T courses offered at UA in FY09.

Note: Student headcount includes students taking for-credit, non-credit and year-long classes. A fiscal 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 FY05-FY09.

Compiled by Statewide Planning & Institutional Research.