ANNUAL
REPORT 2015-16

UT ONLINE
THE UNIVERSITY OF TOLEDO

UT Online continues to be a driving force for innovation, opportunity, and outstanding online education at The University of Toledo. I am pleased to highlight the successes of the past year in this 2015-2016 annual report. While one year cannot fully tell the story of online education at the University, this annual report offers a glimpse into some of the important accomplishments, milestones, and positive changes that we have helped shape. It has been incredibly rewarding to review what we have accomplished together.

UT Online is the focal point of online learning-related activities at UT. We assist and expand student access to fully and blended/hybrid courses.

We collaborate with colleges and departments to design, develop and support technology-enabled programs and courses. We also provide services to support student learning and enhance their educational experience.

More faculty participated in professional development opportunities offered by UT Online last year than ever before, including three faculty who became Peer Reviewers and three faculty who became Master Reviewers in Quality Matters.

We hosted our second Active Learning and Technology Conference that was attended by approximately 110 high school and university faculty. We also hosted the Ohio Quality Matters Consortium's fourth annual member meeting with nearly 120 people in attendance.

The University of Toledo started offering distance education in 1998 with eight courses. The first fully online program was offered in 2002. Now in our 18th year, we are proud to offer 40 online programs, including graduate and undergraduate degrees, and certificates. We are eager to partner with academic units to help develop new online programs. While this report highlights major accomplishments, I would also like to acknowledge the day-to-day efforts of each member of this community. All of you — faculty and staff — contributed to the successes of the past year, and helped make our achievements possible. I am grateful for all that you do to make UT Online great.

I offer you this year in review and say thank you for your continued support and commitment to UT Online. It is a privilege to work with you.

Barbara Kopp Miller, Ph.D.
Dean, University College

INTRODUCTION

Higher education constantly faces enormous challenges. Enrollment and budgets decrease, while the demand to incorporate innovative educational technology into traditional educations increases. Creating online and blended courses and programs allows universities to meet these challenges.

UT Online is responsible for focusing and advancing the capacity of online and blended courses and programs at the University. UT Online provides leading-edge technologies, innovative pedagogies and faculty and student support to help create inventive, engaging and effective environments where learners can succeed. UT Online professionals – experts in teaching and learning with technology — work collaboratively with faculty and staff to develop course content. UT Online also assists in connecting instructors with their students for the delivery of content through technological media.

UT Online creates assets that provide foundations for building new educational models. To this purpose, UT Online is focused on opportunities and challenges that result from infusing innovative pedagogies and leading-edge technologies into high-quality online courses and programs.

2015-16 Major Achievements

- Offered 1,638 online courses to 33,862 enrollees

- Supported design and development of 108 new online courses

- Provided 370 one-on-one educational technology and instructional design consultations

- Provided 72 sessions of faculty development workshops and courses

- Recognized four Master Online Instructors in the Pathway to Master Online Instructor program

- Received national Quality Matters certification in 10 online courses

- Hosted the Ohio Quality Matters Consortium Fourth Annual Member Meeting

- Hosted the 2nd Annual Active Learning and Technology Conference

- Celebrated as three individuals earned the Ella Fridman Award, the DiAnne M. Masztak Award and the **UT Online Staff** Award.

Figure 1. Fully online programs at The University of Toledo

100% Online Programs					
Associate Degree	**Bachelor's Degree Completion**	**Bachelor's Degree**	**Master's Degree**	**Doctoral Degree**	**Certificates**
Business Administration (Pre-Business)	Applied Organizational Technology	Accounting	Criminal Justice	Doctor of Nursing Practice (Post-Master's to DNP)	Contemporary Gerontological Practice – Grad
Business Management Technology	Early Childhood Education	Criminal Justice	Early Childhood Education (non-licensure)		Diversity Specialist – Grad
Computer Network Administration	Health Information Administration	Liberal Studies	Educational Technology	**Specialist Degree**	Educational Assessment Specialist – Grad
Computer Software Specialist	Individualized Studies – Interdisciplinary Program, B.A.	Management	Energy Engineering	Education Specialist – Early Childhood Education	Foundations of Peace Education – Grad
General Studies	Individualized Studies – Interdisciplinary Program, B.S.	Marketing	Engineering Practice		Health Information Administration (CHIA)
Information Services & Support	Nursing-RN to BSN		Higher Education		Nurse Educator
Interdisciplinary Program in Technical Studies			Liberal Studies		Ohio Reading Endorsement
Programming & Software Development			Nurse Educator		Preschool Special Needs Endorsement
			Recreation Administration		Transition to Work Endorsement
			Special Education – Early Childhood		Virtual Educator – Grad
					Workplace Certificates – COBI (7)

UT Online consists of four departments, one division and 34 employees with a 2015-16 budget of $6 million. The departments and their responsibilities are outlined in the following sections:

- Instructional Design and Development

- Learning and Academic Technology

- Faculty Services and Help Desk

- Compliance and Assessment

In addition to the UT Online staff, a Faculty Advisory Board (FAB) was constituted in 2013. The FAB provides input, feedback and expert advice regarding ideas and opportunities for online education and online faculty development programs. Faculty board members are encouraged to serve as liaisons for their colleges regarding UT Online initiatives.

I. INSTRUCTIONAL DESIGN AND DEVELOPMENT

The Department of Instructional Design and Development provides a wide range of services to faculty who teach online and blended courses. Instructional designers, assistive technology specialists and multimedia designers collaborate with faculty on course design, development, and delivery. Designers utilize the Higher Learning Commission's best practices for electronically-offered degree and certificate programs, the Quality Matters Rubric, the Online Learning Consortium scorecard, Section 508 and WCAG 2.0 standards, instructional design theories, learning theories and best practices for online and blended learning as guidelines in providing pedagogical support throughout the academic year.

A. Course design and Quality Matters standards

The Quality Matters (QM) program is a faculty-centered, peer review process and tool designed to help institutions improve the quality of online courses. It is widely adopted by colleges and universities around the world. The Quality Matters Rubric consists of eight broad categories broken into 43 individual standards. These standards can be used in a variety of ways, ranging from providing guidelines for course development and continuous improvement to the evaluation and certification of courses through internal or external review.
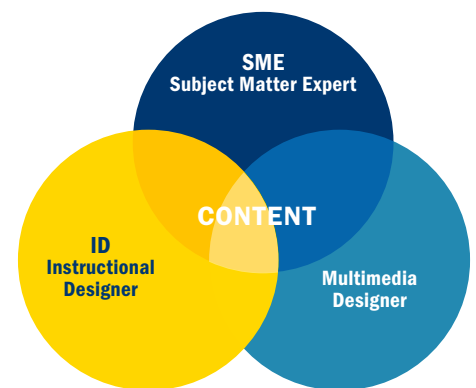
UT Online provides faculty with the rubric at the initial consultation. Instructional designers — certified Quality Matters peer and master reviewers — guide and advise faculty throughout the entire course development process.

Faculty members are content experts and have full control of course content. Instructional designers, assistive technology specialists and multimedia designers collaborate with faculty to create an engaging, interactive and accessible learning environment for students. Faculty members decide which tools to apply to course content in conference with instructional designers, assistive technology specialists and multimedia designers.

In 2015-16, 108 new online courses were developed, 129 new instructors received training and the department supported 1,629 courses.

B. Course review and evaluation

Online courses are assessed in accordance with applicable policies of The University of Toledo. UT Online assists departments and faculty in suggesting modifications to academic course evaluation forms to fit the unique aspects of the online format. UT Online also assists faculty members in assuring that appropriate measures are taken to ensure anonymity and confidentiality of student responses.

SME
Subject Matter Expert

CONTENT

ID
Instructional
Designer

Multimedia
Designer

UT Online developed a course evaluation tool based on Quality Matters essential review standards in order to assess the quality of online course design. This tool is used for new online courses supported by course development funds and is also administered upon request to instructors. Informal QM reviews are conducted on courses that receive development funds. During the 2015-16 academic year, UT Online conducted 29 informal reviews, and 10 online courses were certified by Quality Matters. These courses are:

Course	Title	Developer(s)	Designer(s)
EBUS 3180	Web Design for Business Communication	Peter You	Jonee Lee
HED 8010	History of Higher Education	David Meabon	Jonee Lee
REL 1220	World Religions	Jeanine Diller	Mingli Xiao Robert Nix
YC 1000	FYE/Strategies for College Success	Rachel Barnes Jonee Lee	Rachel Barnes Jonee Lee
HEAL 1360	Alcohol and Contemporary Issues in College	Jessica Sloan Kruger	Rachel Barnes
SLP 6300	Phonological and Articulatory Disorders	Caroline Menezes	Mingli Xiao
HIM 2210	Medical Linguistics in Ancillary Services	Marie Janes	Marie Janes
RCRT 5320	Admin in Rec and Rec Therapy	Ruthie Kucharewski	Rachel Barnes
SLP 3030	Normal Language Acquisition	Stephanie Hughes	Mingli Xiao
HEAL 3300	Drug Awareness	Jessica Sloan Kruger	Rachel Barnes

C. Online faculty development

The Department of Instructional Design and Development provides faculty development in a variety of formats for faculty, both new to, and experienced with, online and blended learning. The sessions focus on online pedagogy, accessibility, Quality Matters standards, best practices, and the effective use of technologies in course design. Sessions include:

- Face-to-face workshops, road shows, round tables

- Pathway to Master Online Instructor Program:

  - Online Teaching Certificate (OTC)*

  - Online Course Design Certificate (OCDC)

  - ADA Compliance and Online Courses (ADACOC)

  - Applying the Quality Matters Rubric (APPQMR)

- Peer Reviewer Certificate (PRC) – offered by Quality Matters

- Master Reviewer Certificate (MRC) – offered by Quality Matters

- Individual and small group consultation

QM Certified Recipient of a 2014 Blackboard Catalyst Award for Exemplary Course Design

Table 1. Attendance at Faculty Development Programs 2015-2016								
Sessions/Semester	**Fall 2015**		**Spring 2016**		**Summer 2016**		**Total**	
	# of sessions	# of participants	# of sessions	# of participants	# of sessions	# of participants	# of sessions	# of participants
F2F Workshops	14	34	7	65	1	22	22	121
OTC	1	18	-	-	1	16	2	34
OCDC	-	-	1	7	-	-	1	7
ADACOC	1	5	-	-	-	-	1	5
APPQMR	1	10	3	25	2	16	6	51
PRC	-	1	-	1	-	-	-	2
Total							32	**220**

During the 2015-16 academic year, total attendance in faculty development programs was 220, and instructional designers and multimedia designers met with faculty in more than 242 individual consultations. Four faculty completed all five certificate courses in the Pathway to Master Online Instructor program, and were recognized as Master Online Instructors.

Master Online Instructor Name	College/Unit
Barbara Mauter	University College
Claire Stuve	UT Online
Ruthie Kucharewski	College of Health and Human Services
Daniel French	College of Arts and Letters

Many faculty participated in Quality Matters professional development programs, with 51 faculty members completing the Applying the Quality Matters Rubric (APPQMR) workshops and two faculty members completing the Peer Reviewer Certification Course. As of July 2016, 24 faculty and staff have completed the Peer Reviewer Certification Course, and 18 faculty members are active QM peer reviewers also eligible to serve on official course review teams.

Reviewer Name	College/Unit
Phoebe Ballard*	UT Online
Rachel Barnes	UT Online
Daniel French	College of Arts and Letters
Melissa Gleckler	University College
Jill Humphries	College of Arts and Letters
Marie Janes	College of Health and Human Services
Barbara Kopp Miller	University College
Ruthie Kucharewski	College of Health and Human Services
Barbara Mauter	University College
Kate Michaelson*	College of Arts and Letters
Holly Monsos*	College of Arts and Letters
Barbara Saltzman	College of Medicine and Life Sciences
Rebecca Schneider	Judith Herb College of Education
Jessica Sloan Kruger	College of Health and Human Services
Claire Stuve*	UT Online
Sylvia Suh	UT Online
Mingli Xiao*	UT Online
Peter You	College of Business and Innovation

*Master Reviewers eligible to serve as team chairs on an official review team.

D. Accessibility consultations and services

UT Online's assistive technology specialist works with faculty and teaching assistants in addressing accessibility perspectives and ADA compliance in course design and development. This position also works with instructional designers, multimedia designers and educational technologists to ensure that Universal Design principles are incorporated in the integration of technology and multimedia development.

E. Multimedia design consultations and services

UT Online provides effective, high-quality multimedia design services to support student learning and to enhance course design, in both online and blended formats. Multimedia designers work collaboratively with instructional designers and faculty to conceptualize and produce engaging instructional content for online and blended courses.

UT Online's multimedia design team, in partnership with UT's Center for Creative Instruction (CCI), uses a professional green-screen facility and sound booth for high-end audio and video production. The team also provides professional graphic design and 3D animation services for teaching and other scholarly and academic purposes.

During the 2015-16 academic year, the multimedia design team digitized 198 videos, recorded and produced over 70 instructional videos, and designed over 80 custom 2D and 3D graphics for instructional use.

F. Research presentations and professional service

UT Online's instructional designers also spend time researching best practices in teaching and learning with technology, and disseminate research findings in the field of online learning. During 2015-16, instructional designers were invited to present at several conferences, as well as at faculty and community events, including:

- 7th Annual Conference on Quality Assurance in Online Learning

- 21st Annual Online Learning Consortium International Conference for Online Learning

- E-Learn 2015 World Conference on E-Learning

- Ohio Quality Matters Consortium 4th Annual Member Meeting

- Toledo Public Schools

- Toledo School for the Arts

UT Online instructional designers also served on a variety of professional committees and review boards, including:

- International Journal of Education and Development Using Information Communication Technology

- Journal of Interactive Online Learning

- Editorial Board for NMC Horizon Project Strategic Brief on Innovating Language Education

- E-Learn World Conference on E-Learning Program Committee

- Quality Matters Instructional Designer Association Leadership Team

- Ohio Quality Matters Consortium Executive Committee

- Ohio Quality Matters Annual Member Meeting Planning Committee

- Quality Matters in Online & Blended Learning Planning Committee

- The Independent Collegian Media Foundation Board of Directors

- UT Student Media Association

"It was a joy and indispensable help to work with Robert and the rest of the ID team on the creation of a series of videos on the world's religions for our introductory course out of the Department of Philosophy and Religious Studies. We literally could not have pulled together this hybrid course without them: they taped hours and hours of expert lectures, helped us edit them down to the best moments, added highly-creative musical and visual effects to drive our messaging home and placed the finished products online in ways it was easy for students to access. All along the way, Robert and the team were a pleasure and an inspiration. UT is lucky to have them to keep our pedagogical methods current and engaging."

— Jeanine Diller, Ph.D.
Director, Center for Religious Understanding
Assistant Professor, Department of Philosophy and
Program on Religious Studies

II. LEARNING AND ACADEMIC TECHNOLOGY

The Department of Learning and Academic Technology supports educational technologies provided through UT Online, from technical infrastructure to faculty training and support. The department is composed of two teams: educational technology and technology support.
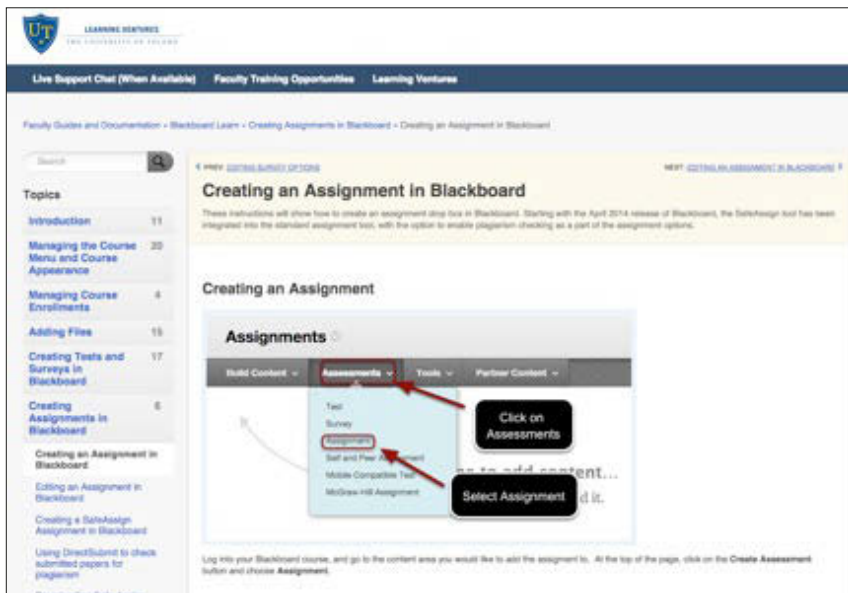
A. Educational technology

Educational technologists offer consultations and provide in-depth training opportunities to faculty regarding effective use of technologies that promote learner-centered educational experiences in online and blended environments. During the 2015-16 academic year, total attendance at training workshops was 80 participants, and educational technologists met with faculty in more than 130 one-on-one consultations.

Workshop Title	Attendees
Blackboard Collaborate (web conferencing)	28
Blackboard Learn: Basics I	19
Blackboard Learn: Basics II	8
Blackboard Learn: Creating Tests, Assignments, and Surveys	4
Blackboard Learn: Importing Tests and Surveys Using Respondus	3
Blackboard Learn: Managing Student Grades Using the Grade Center	5
Echo360 (Lecture Capture)	13
Total	**80**

Educational technologists expanded and updated the faculty and student self-help sites for products supported by UT Online. The sites, available through the Faculty Support and Student Support tabs in Blackboard, include detailed, step-by-step walk throughs for the many functions of Blackboard Learn, Blackboard Collaborate, Respondus, Echo360 and other technologies supported by UT Online. In addition to being a resource for faculty and students, the site also is used heavily by the UT Online Help Desk to assist with providing support.

Figure 2. UT Online self-help site page

During the first half of 2016, educational technologists worked with vendors to upgrade two technologies heavily used by faculty and staff: Blackboard Collaborate and Echo360. Blackboard Collaborate was upgraded to Blackboard Collaborate Ultra, a browser-based version of the web conferencing tool. Echo360 was upgraded to a cloud version, combining lecture capture with student engagement tools. Both upgrades involved new support documentation and training for both UT Online staff and faculty.

B. Technology support

The technology support team designs, maintains, upgrades and monitors the technology and infrastructure that supports the University's online learning programs and various academic technologies. The team focuses on providing reliable service through high-availability infrastructure design, as well as proactive monitoring. Servers, network components, power distribution units and other related services are actively monitored 24/7, and alerts are immediately delivered to the team via email and/or text message. Full backups are created on a nightly basis for disaster recovery purposes. Individual archives of online courses are also created on a nightly basis for quick restoration if a course-specific incident occurs. In addition to supporting the architecture, the team is also responsible for managing access to courses and organizations in the learning management system and related applications.

C. Support of Help Desk and course evaluations

While Faculty Services and Help Desk provide front-line support for faculty and students, Learning and Academic Technology provides support for advanced issues that are escalated from the Help Desk. During the 2015-2016 academic year, members of Learning and Academic Technology logged 503 hours assisting with 1,255 support tickets.
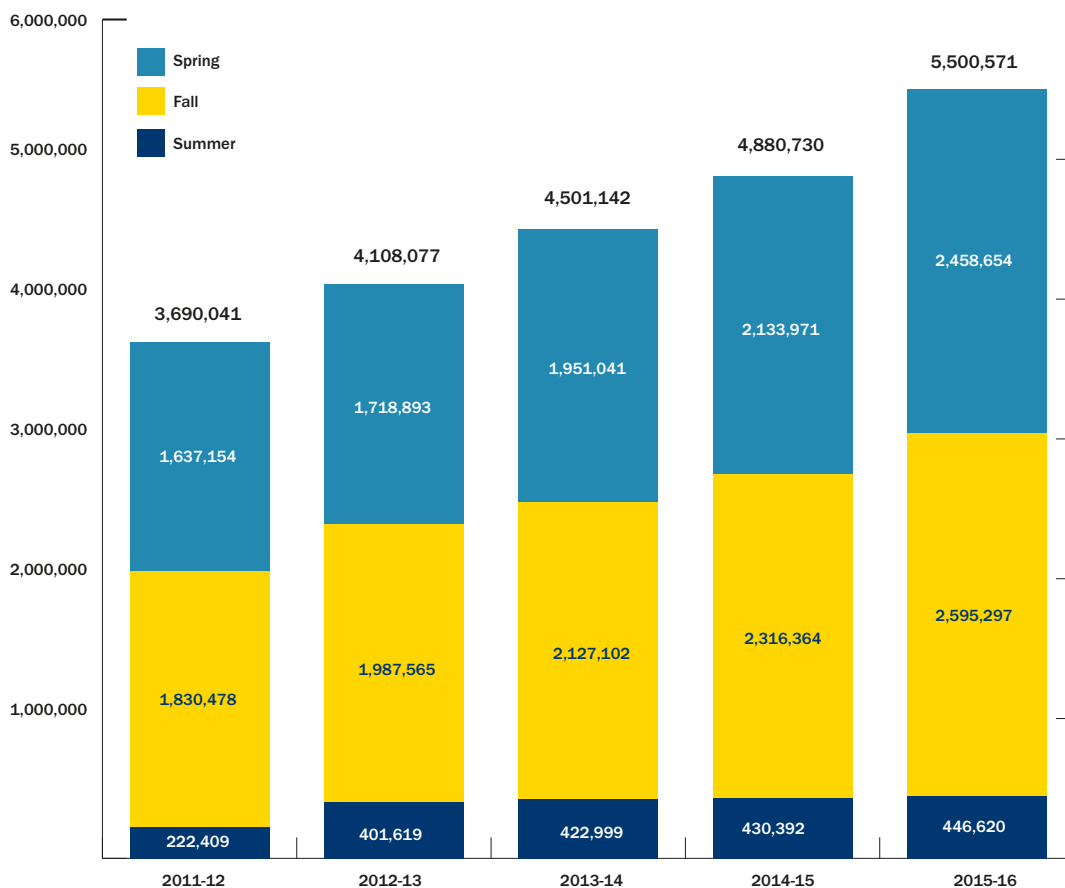
UT Online also assists colleges and departments by offering two methods for deploying course evaluations within Blackboard Learn: the in-course survey tool and the Enterprise Survey tool. Members from Learning and Academic Technology and Faculty Services and Help Desk work together to deploy evaluations and retrieve results. For Fall 2015, surveys were available in a total of 684 courses. In Spring 2016, surveys were made available in 700 courses.

D. Supported technologies

Learning and Academic Technology personnel administer infrastructure and provide training for various UT Online-supported technologies including Blackboard Learn, Blackboard Collaborate, Blackboard Community Engagement, Blackboard Outcomes Assessment, Echo 360 and Respondus.

Blackboard Learn

Blackboard Learn is the University's primary learning management system. It provides a virtual learning environment where faculty can deliver instruction through various tools and modules. For example, students work together with peers to complete online assignments and assessments. During the 2015-16 academic year, Blackboard recorded 5,500,571 user logins.

Blackboard Collaborate Web Conferencing

During the 2015-16 academic year, Learning and Academic Technology began rollout of Collaborate Ultra (Collaborate), an entirely new Blackboard Collaborate experience. Collaborate allows people with internet connections anywhere in the world to communicate using two-way audio-video and chat. Collaborate incorporates other features, including interactive whiteboard, screen sharing, polling, file sharing, breakout rooms, activity reporting and more. Collaborate is used at UT to provide synchronous online instruction, virtual office hours, tutoring, virtual meetings, information sessions for potential students and help desk support to current students with Blackboard and proctored testing for off-campus students.

Blackboard Community Engagement

Blackboard Community Engagement (Community) is an add-on to Blackboard Learn that allows the University to create targeted content for specific user roles. Using Community, UT Online has added additional resources to Blackboard via "tabs" that include Help Desk information and links to many useful resources for faculty and students. UT Online also leverages Community to provide information about upcoming development opportunities, updates to or new technology resources, important calendar dates and more.

In addition, UT Online offers faculty and staff the option to create "organizations" in Blackboard. At the end of the spring semester, nearly 100 organizations had been created in Blackboard, which is almost double the number of organizations in the previous year. These organizations were created in Blackboard for several purposes. These reasons include housing departmental resources, providing program resources for students and orientation sites for specific student populations, and developing internal training and leadership programs, and providing training for supplemental instruction facilitators.

Blackboard Outcomes Assessment

Blackboard Outcomes Assessment (Outcomes) is an add-on to Blackboard Learn that assists in the program assessment process by allowing the collection of student-submitted artifacts. Collected artifacts can be aligned to goals at various levels, including program, college, department, institution or even national accreditation standards. Collected artifacts may be presented to assigned groups or committees who can assess them based on rubrics associated with those goals. While the Office of Assessment, Accreditation, and Program Review works with University departments and programs on program-level assessment, UT Online supports the technical infrastructure of the Outcomes system, and also offers faculty training.

Echo360

During the 2015-16 academic year, Learning and Academic Technology led the transition to a new version of Echo360 that combines lecture engagement features from LectureTools, a solution that was acquired by Echo360 in 2012, with the lecture capture features of the original Echo360 lecture capture system. Learning and Academic Technology administers and provides faculty training and high-level support for the Echo360 active learning platform. Echo360 allows instructors to record, or even live-broadcast classroom activity via synchronized video and screen capture. Archived lectures can then be made available to students for review, often less than an hour after the class session is completed. In addition to classroom capture, faculty can also create and publish mini-lectures on their own computer systems using capture software. Faculty have access to analytics for each presentation, and with the new engagement features, students are able to participate in live lectures through polling, Q&A, quizzes, taking notes and more.

Respondus

Respondus Quiz Authoring provides the ability to create new, or convert, text-based assessments for import into the Blackboard Learn environment. Educational technologists provide Respondus training, as well as ongoing support for Respondus users.

Respondus LockDown Browser with Monitor creates a more secure testing environment by requiring students to complete assessments while shutting down access to other computer applications and websites. In classes where instructors have chosen to require the Monitor add-on, students also must use their webcams to monitor the test-taking environment.

Third-party integrations

In addition to the fully-supported technologies described above, Learning and Academic Technology helps faculty connect the learning management system with several third-party products and publish systems, such as:

- Cengage Learning MindLinks/MindTap
- EBSCO UTMost: Curriculum Builder
- ExamSoft
- iDecision Games
- MacMillan LaunchPad
- McGraw-Hill ALEKS/Connect and Create/LearnSmart
- Pearson MyLab and Mastering/MyLabsPlus
- ProctorU
- Sapling Learning
- Seelio
- Starfish
- Turning Technologies Audience Response Systems
- WileyPlus

"As a relatively new member of the faculty (I started in fall 2014), I have leaned on the expertise of UT Online to implement Blackboard, manage classes and utilize new technologies and approaches to engage my students. The UT Online staff are skilled, responsive and always helpful. I have four online classes and can't imagine trying to teach them without the support of the UT Online staff."

— David Dewey, MBA
Lecturer, Healthcare Administration
School of Population Health

RESEARCH DIVISION

The 2015-16 academic year was the Research Division's first full year of operation. The goal of the Research Division is to assist faculty in improving online teaching and learning. This is accomplished by working with faculty to evaluate online and blended courses to study best practices and assess learning outcomes. The following is a summary of current projects supported by the Research Division.

The Effect of an Adaptive Learning System in College Algebra on Performance and Retention Rates

As a follow-up to last year's study on the use of an adaptive learning system in introductory math courses, this study is exploring student interest in adaptive learning systems and whether students find the technology beneficial. In addition, the drop/fail/withdrawal rates in the subsequent math course are being compared to students who used the adaptive learning system in the prerequisite course and to those who did not.

Satisfaction and Priorities of Students Enrolled in Fully-Online Degree Programs

Each spring, UT Online surveys students in online programs using the Noel-Levitz Priority Survey for Online Learners (PSOL) instrument to analyze how satisfied our students are with our fully-online degree programs and what issues are important to them. For the second consecutive year, UT Online is researching online student expectations and perceptions in the areas of academic services, enrollment services, institutional perceptions, instructional services and student services.

Satisfaction and Priorities of Nontraditional Students

UT Online surveyed adult students using the Noel-Levitz Adult Student Priorities and Satisfaction (ASPS) instrument to analyze how satisfied our adult students are with their degree programs and what issues are important to them. The adult students surveyed consisted of nontraditional undergraduate students currently enrolled at UT.

Student Usage and Satisfaction of Instructor-Generated Video Content in Flipped and Online Classes

This study is exploring student satisfaction of instructor-generated videos and student engagement in a first-year math course. The results are being compared to the length of the videos, their content and the days/times of the week that students accessed the videos. Follow-up studies for other disciplines are expected.

Survey on Student Perceptions and Use of Closed Captions

In collaboration with Oregon State University, 3Play Media and The University of Toledo's Student Disability Services, a national study is being conducted regarding students' uses of closed captioning. The goal is to learn more about college students' experiences and perceptions of closed captioning.

Using a Math Emporium to Prepare Freshmen for Calculus

To help students succeed in math, a math emporium was created in fall 2015 for students to refresh their math skills. These students met in a computer lab five days per week and used an adaptive learning system to complete content at their own paces. This study is exploring student interest in the emporium-style math course. Additionally, calculus grades from the following semester of students who completed the emporium-style course are being compared with calculus grades of students who did not complete the emporium-style course.

UT ONLINE AWARDS

In March 2016, UT Online presented its three annual awards. Nominations and selections come directly from UT Online staff.

- Dr. Ruthie Kucharewski, professor and director of the Recreation Therapy Program in the College of Health and Human Services, received the DiAnne M. Masztak Award. This award is presented to an individual in the greater University community who has supported online learning and educational technology in a distinguished fashion.

- Barbara Mauter, adjunct instructor in the former College of Adult and Lifelong Learning (renamed University College in July 2016), received the Ella Fridman Award for exhibiting pedagogically-sound, student-centered instruction in an online course. Fridman was a faculty member in the Engineering Technology Department and a pioneer in online learning. She was one of the first UT faculty members to create online versions of traditional courses.

- Phoebe Ballard, director of instructional design and development, received the **UT Online Staff** Award. This honor is presented to an employee of UT Online for exhibiting exemplary dedication to his or her work and for serving members of the UT community.
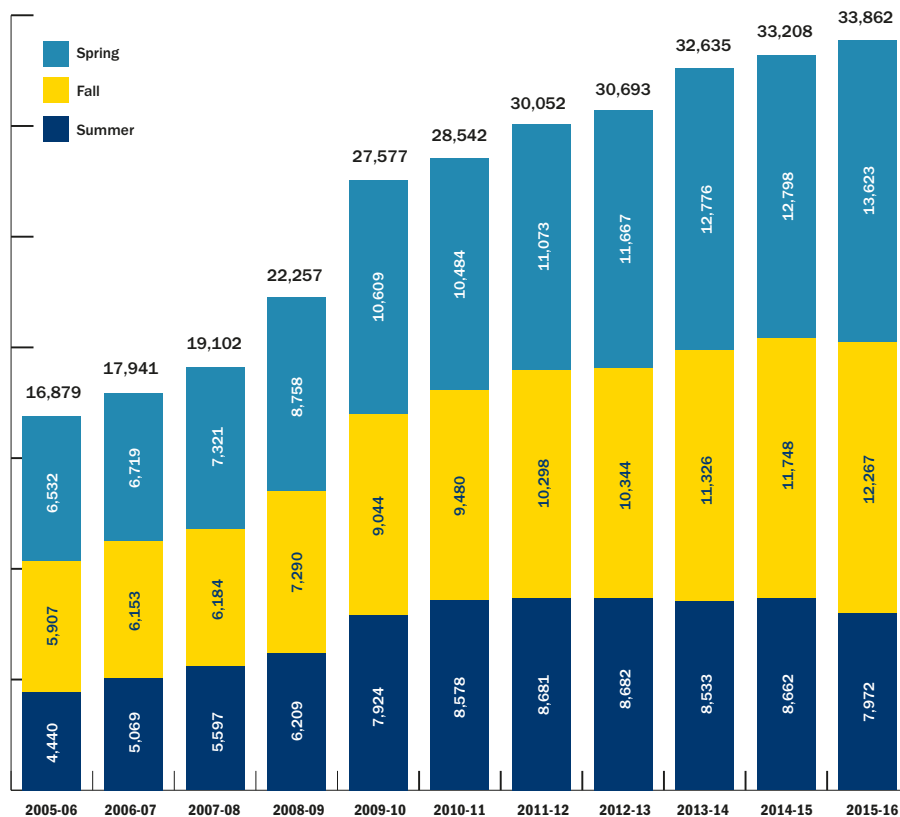
III. FACULTY SERVICE AND HELP DESK

Faculty Services coordinates the delivery of online and blended courses, while the Help Desk provides Blackboard technical support for all users. Faculty Services works with academic departments, University offices, including Payroll and Human Resources and Talent Development, and individual faculty and instructors. Help Desk supports Blackboard users by providing technical assistance via phone, chat, email and face-to-face meetings. Staff assist educational technologists by serving as the first line of support to assist in Respondus quiz/survey uploads and deployments, course copies and troubleshooting. The Faculty Services and Help Desk staff also aid in resolving faculty and student Blackboard issues.

A. Faculty Services

Faculty Services creates and manages contracts and compensation workflow for part-time faculty teaching online courses, and for full-time faculty teaching online courses out-of-load. During 2015-16, 630 faculty agreements were processed. Faculty Services manages the data by tracking online and blended courses and enrollments, while also providing ad hoc reports.

During the past 10 years, the number of UT Courses offered online has nearly doubled, while student enrollment has increased every year. Currently, students may choose from more than 1,600 courses offered online throughout the academic year. A snapshot of this growth is seen below.

Legend:
- Spring
- Fall
- Summer

Year	Summer	Fall	Spring	Total
2005-06	4,440	5,907	6,532	16,879
2006-07	5,069	6,153	6,719	17,941
2007-08	5,597	6,184	7,321	19,102
2008-09	6,209	7,290	8,758	22,257
2009-10	7,924	9,044	10,609	27,577
2010-11	8,578	9,480	10,484	28,542
2011-12	8,681	10,298	11,073	30,052
2012-13	8,682	10,344	11,667	30,693
2013-14	8,533	11,326	12,776	32,635
2014-15	8,662	11,748	12,798	33,208
2015-16	7,972	12,267	13,623	33,862

Faculty Services coordinates off-site, proctored testing for distant online students, which includes confirming stateside and international proctors to ensure test integrity. Faculty Services work with faculty, students and proctors to confirm instructions, and send and receive tests in a timely manner. Maintaining test integrity is crucial to the mission. To that end, Faculty Services keeps extensive records pertaining to proctoring-related activities and confers with faculty and students regarding test circumstances.

Faculty Services also retrieves course evaluation results for online courses. Online course evaluations for face-to-face courses are processed when requested. During 2015-16, 460 student course evaluations were processed. Faculty Services also is responsible for UT Online's and Online Admission's web presences, the presentation of online course lists, course and program information pages, and web application pages and forms.

B. Help Desk

Help Desk supports Blackboard users across the University community by providing technical assistance by phone, chat, email and face-to-face. The staff keeps Blackboard users up-to-date regarding technical issues via web, email and social media.

Technical support calls are tracked to identify Blackboard issues and trends that may require intervention. Tutorials and other resources also are created on the basis of this data. This proactive approach enables UT Online to continuously improve customer service and support.

IV. COMPLIANCE AND ASSESSMENT

The Department of Compliance and Assessment is responsible for researching, analyzing and performing ongoing review of applicable federal and state laws and regulations affecting online education. The department also is responsible for identifying and facilitating data-driven improvements through assessment support, reporting and evaluation.

A. Compliance

Legal compliance with federal and state laws and regulations affecting online education includes working with state, interstate and federal systems. Research and analysis is ongoing as regulations, interpretations and procedures constantly evolve.
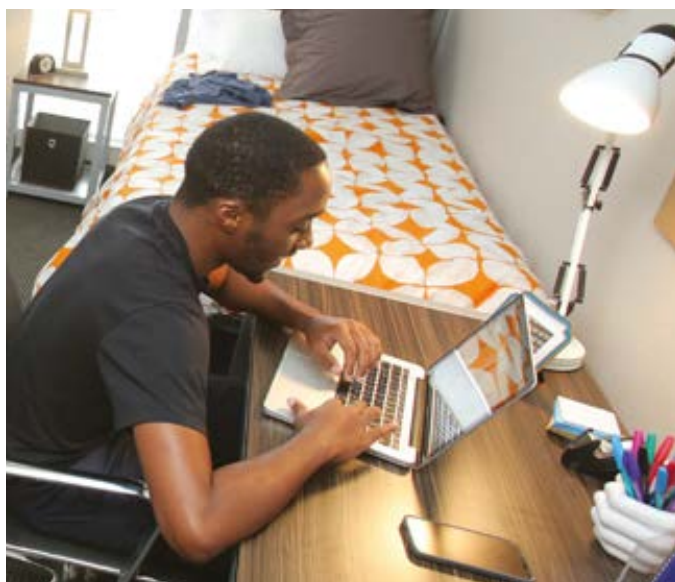
Each state determines which educational activities require authorization, the process for application and the costs to comply. In most states, the need to seek authorization depends on the specific combination of that state's laws and the activities the institution is conducting in that state.

The State Authorization Reciprocity Agreement (SARA) established national standards for interstate offerings of postsecondary online education. It allows member states to recognize each other's work in assuring quality and consumer protection among institutions. Each member state approves its own state institutions for SARA participation. Institutional membership is voluntary and open to accredited, degree-granting institutions. Once approved, SARA member institutions may offer distance education programs in other SARA-member states without additional authorization. Ohio became a member of SARA in March 2015. The University of Toledo became a SARA institution in August 2015.

During the 2015-16 academic year, significant changes occurred in the state authorization landscape. UT Online compliance highlights and activities included:

- Submitted application and was accepted for institutional membership in SARA

- Designed and developed a comprehensive website devoted to state authorization: utoledo.edu/dl/state-authorization

- Submitted an annual report to the Office of the Provost that resulted in the creation of a University-wide Provost's Task Force on State Authorization

- Co-chaired the task force with the Vice Provost for Health Science Affairs, Accreditation and Program Review

- Conducted informational and educational meetings with deans and designated leadership in all colleges across both campuses

- Began development of a University-wide system for state authorization analysis/compliance covering new course proposals, admissions criteria and student notification

- Developing a student location tracking system for state authorization compliance and reporting

- Submitted required documents and reports, maintained required records, and established and maintained relationships with regulators

- Represented The University of Toledo on the national State Authorization Network (SAN)

B. Assessment

The department works to enhance online teaching and learning environments and facilitates data-driven improvements through assessment and evaluation activities. Assessment activities lead to planning and implementing appropriate actions that continuously improve UT's mission and vision. Researching best practices and performing assessment of the services in support of online teaching and learning, is an ongoing priority.

During the 2015-16 academic year, UT Online assessment highlights and activities included:

- Conducted a bi-annual self-assessment and compiled a report using the Online Learning Consortium's Quality Scorecard, an assessment tool containing 75 quality indicators to measure and quantify elements of quality within online education

- Completed an assessment report utilizing the Interregional Guidelines for the Evaluation of Distance Education (Council of Regional Accrediting Commissions), an assessment tool containing 65 indicators required as evidence of quality of online education required by the National Council for SARA

- Represented UT Online on the University Assessment Committee (UAC)

- Prepared and submitted assessment plans and annual reports to the UAC

From increasing the number of students enrolled in at least one online course to the number of courses becoming QM certified, the 2015-16 academic year proved to be an extremely successful year for UT Online. These successes will only continue to grow in the coming year and we look forward to sharing this academic year's highlights with you in the future.