ANNUAL REPORT 2016-17

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 2016-17 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 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 The University of Toledo. We collaborate with colleges and departments to design, develop and support technology-enabled programs and courses. More faculty participated in professional development opportunities offered by UT Online last year than ever before. We also support UT student access to fully online and hybrid courses.

We received national Quality Matters (QM) certification in 26 online courses, and recognized three Master Online Instructors in the Pathway to Master Online Instructor Program. Four of our staff members presented at national and international conferences, and Dr. Claire Stuve was recognized with the prestigious international Blackboard Catalyst Award for Inclusive Education.

The University of Toledo began offering distance education in 1998 with eight courses. The first fully online program was offered in 2002. Now, during our 19th year, we are proud to offer 48 online programs, including graduate and undergraduate degrees, and graduate 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. Each and every member of our faculty and staff contributed to the success of the past year and helped make our achievements possible. I am grateful for all you do to make UT Online great.

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

Barbara Kopp Miller, Ph.D.

Barbara Kopp Miller, PhD
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 learning courses and programs allows universities to meet these challenges.

UT Online is responsible for focusing and advancing the capacity of online and blended learning 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 work collaboratively with faculty to develop course content and provide assistance that connects instructors with their students for the delivery of content through technological media.

2016-17
Major Achievements

- Supported design and development of 108 new online courses

- Recognized three Master Online Instructors in the Pathway to Master Online Instructor Program; we now have seven Master Online Instructors.

- Received national Quality Matters certification in 26 online courses; we now have 41.

- Hosted the third annual Active Learning and Technology Conference

- Presented at four international and national conferences

- Received the 2017 Blackboard Catalyst Award for Inclusive Education

- Observed a 20.3 percent increase in logins on Blackboard Learn, the software used to host online courses.

- Currently, UT Online has 10 active Quality Matters Peer Reviewers and nine active Master Reviewers eligible to serve on official QM course review teams.

Online Programs

Associate Degree	Bachelor's – Degree Completion	Bachelor's Degree	Master's Degree	Specialist Degree	Certificates
•Accounting Technology •Business Administration (Pre-Business) •Business Management Technology •Computer Network Admin •Computer Software Specialist •General Studies •Information Services & Support •Interdisciplinary Program in Technical Studies •Programming & Software Development	•Applied Organizational Technology •Early Childhood Education •Health Information Administration •Individualized Studies - Interdisciplinary Program, B.A. •Individualized Studies - Interdisciplinary Program, B.S. •Nursing-RN to BSN	•Accounting •Criminal Justice •Liberal Studies •Management •Marketing	•Criminal Justice •Early Childhood Education (non-licensure) •C & I: Science/Biology[1] •C & I: Science/Chemistry[1] •Educational Technology •Energy Engineering •Engineering Practice •Higher Education •Human Donation Science •Liberal Studies •Nurse Educator •Recreation Administration •Special Education – Early Childhood	•Early Childhood Education •C & I: Science/Biology[1] •C & I: Science/Chemistry[1] **Doctoral Degree** •C & I: Special Education[2] •Doctor of Nursing Practice (DNP)	•Contemporary Gerontological Practice – Grad •Diversity Specialist – Grad •Educational Assessment Specialist – Grad •Foundations of Peace Education – Grad •Nurse Educator •Ohio Reading Endorsement •Preschool Special Needs Endorsement •Transition to Work Endorsement •Virtual Educator – Grad •Workplace Certificates – COBI (7)

[1] C & I: Curriculum and Instruction master's degree with the applicable science subject focus to meet CCP credentialing requirements; two-week residency requirement on The University of Toledo's campus, one week each during two summers.

[2] C & I: Curriculum and Instruction, Special Education Ph.D., with subject focus in early childhood, early intervention.

THE UNIVERSITY OF TOLEDO 1872

47 Degrees & Certificates - Excluding Workplace Certificates – 07202017

UT Online consists of four departments and 28 employees, as well as a Faculty Advisory Board. UT Online operated with a $6 million budget during 2016-17. The departments and their responsibilities are outlined in the following sections:

• Instructional Design and Development

• Learning and Academic Technology

• Faculty Services and Help Desk

• Research Division

I. INSTRUCTIONAL DESIGN AND DEVELOPMENT

The Department of Instructional Design and Development (IDD) provides a wide range of services to faculty who teach online and blended courses. Instructional designers, multimedia designers and an assistive-technology specialist 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 guidance in providing pedagogical support throughout the academic year.

A. Course design: Quality Matters standards, design templates and guidelines, critical issues of online courses

The Quality Matters program is a faculty-centered, peer-review process designed to assess 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 that contain a total of 43 individual standards. These standards can be used in a variety of ways, ranging from providing guidelines for course development, to evaluation and certification of courses through an internal or external review process. The Quality Matters Rubric plays a significant role in the online course development process at UT Online and serves as the official evaluation tool for Quality Matters certification.

Faculty members developing online courses are the content experts and have full control of course content. The Instructional Design and Development team works with faculty to help them appropriately leverage online tools to create an engaging, interactive and accessible learning environment for students.

During the 2016-17 academic year, 108 sections of new online courses were taught, and the department supported 1,776 online course sections.

B. Course review and evaluation

Online courses are assessed in accordance with applicable University of Toledo policies. UT Online assists departments and faculty by 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.

For new classes receiving UT Online course development funds, an internally developed course evaluation tool based on the essential review standards of Quality

Matters is used to help assess online course design. This tool also is administered to other courses if requested by the instructor. Courses that receive development funds are required to informally meet QM standards.

Once a new online course is fully developed, a faculty member has the opportunity to submit the course for official QM review. With the assistance of UT Online's QM coordinators, The University of Toledo had 26 online courses recognized by Quality Matters during the 2016-17 fiscal year, a significant increase from the 10 courses certified during the 2015-16 fiscal year. Since adopting Quality Matters in late 2014, 41 UT Online courses have earned QM certification through June 2017.

Courses Receiving Official QM Certification During FY17			
Course	Title (Certification Date)	Developer(s)	Designer(s)
MATH 1330	Trigonometry (6/28/17)	Claire Stuve	Claire Stuve
HED 6640	Governance and Administration in Higher Education (6/20/17)	Snejana Slantcheva-Durst	Mingli Xiao
LAWT 6600	Compliance Education (5/17/17)	Sue Hochberg	Phoebe Ballard Lei Song
RCRT 5410	Facility Planning and Design (5/3/17)	Eric Longsdorf	Rachel Barnes
ETPT 6/8510	Teaching and Learning at a Distance (5/1/17)	Judy Lambert	Mingli Xiao
RCRT 6020	Financial Resources in Recreation and Recreation Therapy (4/14/17)	Ruthie Kucharewski	Rachel Barnes
ETPT 5/7000	Introduction to Educational Technology (3/31/17)	Berhane Teclehaimanot	Mingli Xiao
HIM 3240	Health Information Administration Practices (3/21/17)	Marie Janes	Marie Janes Rachel Barnes
COMM 3340	Visual Communication I (3/16/17)	Phoebe Ballard	Rachel Barnes
BMGT 2700	Managing Diversity in the Workplace (3/10/17)	Selina Griswold	Selina Griswold Shujuan Wang
ETPT 5/7550	Using the Internet in the Classroom (2/14/17)	Judy Lambert	Mingli Xiao
BUAD 6400	Results-Based Management (2/10/17)	Jenell Wittmer	Jenell Wittmer Shujuan Wang
CHEM 5100	Principles of Organic and Inorganic Chemistry (1/14/17)	Claire Cohen	Christopher Prevette
RCRT 5420	Leisure Program Research Techniques (1/9/17)	Selina Griswold	Selina Griswold Shujuan Wang
UTOL 2000	Blackboard Collaborate Ultra Training (1/6/17)	Claire Stuve	Claire Stuve
HIM 2230	Healthcare Documentation Requirements (1/2/17)	Nilgun Sezginis	Christopher Prevette

ETPT 5/7210	Intro to Multimedia and Web Design (12/22/16)	Judy Lambert	Mingli Xiao
ETPT 6150/8150	Designing Instruction for Diverse Learners (11/9/16)	Judy Lambert	Mingli Xiao
HIM 3940	Healthcare Content and Record Management (11/1/16)	Marie Janes	Marie Janes
CI 6830	Curriculum Issues and Trends (8/10/16)	Rebecca Schneider	Mingli Xiao
RCRT 5300	Recreation and Adaptation (8/5/16)	Wendy Maran	Rachel Barnes Sylvia Suh
RCRT 5340	Leisure, Recreation and Aging (8/2/16)	Holly Ann Eichner	Rachel Barnes
HIM 2260	Legal Issues in Health Information Management (7/31/16)	Nilgun Sezginis	Nilgun Sezginis Christopher Prevette
HIM 2300	Healthcare Resources, Payers and Consumers (7/24/16)	Marie Janes	Marie Janes Phoebe Ballard
HEAL 1310	Nutrition for Fitness and Health (7/21/16)	Jessica Sloan Kruger	Rachel Barnes
LIBR 1000 (non-credit)	Information Literacy Project (7/7/16)	Elaine Reeves Jonee Lee	Jonee Lee Phoebe Ballard

C. Online faculty development

In addition to the hundreds of individual consultations offered annually by instructional designers, ADA specialists and multimedia designers, IDD provides faculty development in a variety of formats for UT faculty. The sessions focus on pedagogy, accessibility, Quality Matters standards best practices and the effective use of technologies in course design.

Launched in 2014, the Pathway to Master Online Instructor Program is one of IDD's major faculty development initiatives. The program was designed to help instructors learn the fundamentals of course development and delivery, as well as current trends in the field of online learning. The Pathway program includes five unique courses – four taught by UT Online instructional designers and one taught through Quality Matters – addressing online teaching, ADA compliance, online course design and the Quality Matters Rubric and peer-review process.

Courses Included in the 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

*QM-certified, recipient of a 2014 Blackboard Catalyst award for Exemplary Course Design.

During the 2016-17 academic year, three faculty members completed the Pathway to Master Online Instructor Program and were recognized as Master Online Instructors. As of this publication, seven instructors have now completed the program.

2016-17 New Master Online Instructors	
Name	College/Unit
Jessica Sloan Kruger	College of Health Science and Human Services
Barbara Saltzman	College of Health Science and Human Services
Barbara Kopp Miller	University College/College of Health Science and Human Services

In addition to the Pathway program, IDD also offers other faculty development opportunities, including:

- Face-to-face workshops
- Road shows
- Round tables
- Master Reviewer Certificate (MRC) – offered by Quality Matters
- Improving Your Online Course (IYOC)

Attendance in Various IDD Courses/Workshops (2016-17 Academic Year)	
Course	Participants
Online Teaching Certificate (OTC)	30
Online Course Design Certificate (OCDC)	8**
ADA Compliance and Online Courses (ADACOC)	10
Applying the Quality Matters Rubric (APPQMR)	29*
Peer Reviewer Certificate (PRC) – offered by Quality Matters	3
Master Reviewer Certificate (MRC) – offered by Quality Matters	6
Improving Your Online Course (IYOC)	29

*Additional session scheduled to be given after publication of this annual report.

**Session not completed until after publication of this annual report. Number indicates those still participating at the time of publication.

"I just completed the Pathway to Master of Online Learning this past year, and the series of courses has allowed me to improve my understanding of how to bring a sense of community into the online learning environment, and to be a better teacher both online and in the classroom. The online staff has been an incredible resource for me throughout the pathway program, and continues to be readily available for online teaching issues as they arise for me."

—Barbara Saltzman, PhD, MPH
Assistant Professor
School of Population Health
College of Health and Human Services

Those who complete the QM Peer Reviewer and Master Reviewer courses can apply to serve as peer reviewers on Quality Matters official course-review teams. As of July 2017, UT has 10 active Quality Matters Peer Reviewers and nine active Quality Matters Master Reviewers eligible to serve.

Active Peer Reviewers (10):	
Name	**College**
Dan French	College of Arts and Letters
Melissa Gleckler	University College
Beth Ann Hatkevich	College of Health and Human Services
Marie Janes	College of Health and Human Services
Barbara Kopp Miller	University College
Colleen Quinlan	College of Nursing
Barbara Saltzman	College of Health and Human Services
Rebecca Schneider	Judith Herb College of Education
Sylvia Suh	University College
Peter You	College of Business and Innovation

Active Master Reviewers (9):	
Name	**College**
Phoebe Ballard	University College
Rachel Barnes	University College
Jill Humphries	College of Arts and Letters
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
Claire Stuve	University College
Mingli Xiao	University College

D. Accessibility consultations and services

UT Online's assistive-technology specialist works with faculty and teaching assistants to address accessibility perspectives and ADA compliance in course design and development. This position also collaborates with instructional designers, multimedia designers and educational technologists to ensure that Universal Design principles are incorporated in the integration of technology and multimedia development. In addition, the specialist offers an online course on ADA compliance to faculty as part of the UT Online Pathway Certificate program.

E. Multimedia design consultations and services

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

UT Online's multimedia design team, in partnership with UT's Center for Creative Instruction, 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 or academic use.

During the 2016-17 academic year, multimedia designers recorded and edited nearly 200 video clips for use in online/blended courses or promoting services provided by academic units. They also created more than 36 banners and flyers, and delivered several workshops on using videos for effective online learning.

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 2016-17, instructional designers were invited to present at several conferences, as well as at faculty and community events, including:

- 8th Annual Conference on Quality Assurance in Online Learning

- Bryn Mawr College Blended Learning Conference

- Ohio Quality Matters Consortium 5th Annual Member Meeting

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

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

- The Independent Collegian Media Foundation Board of Directors

- International Journal of Education and Development Using Information Communication Technology

- The Journal of Emerging Learning Design (ELDj)

- Journal of Interactive Online Learning

- Ohio Quality Matters Consortium Executive Committee

- Quality Matters Facebook

- Quality Matters Instructional Designer Association Leadership Team

- UT Active Learning and Technology Conference Planning Committee

- UT Online Student Advisory Board Committee

- UT Student Media Association
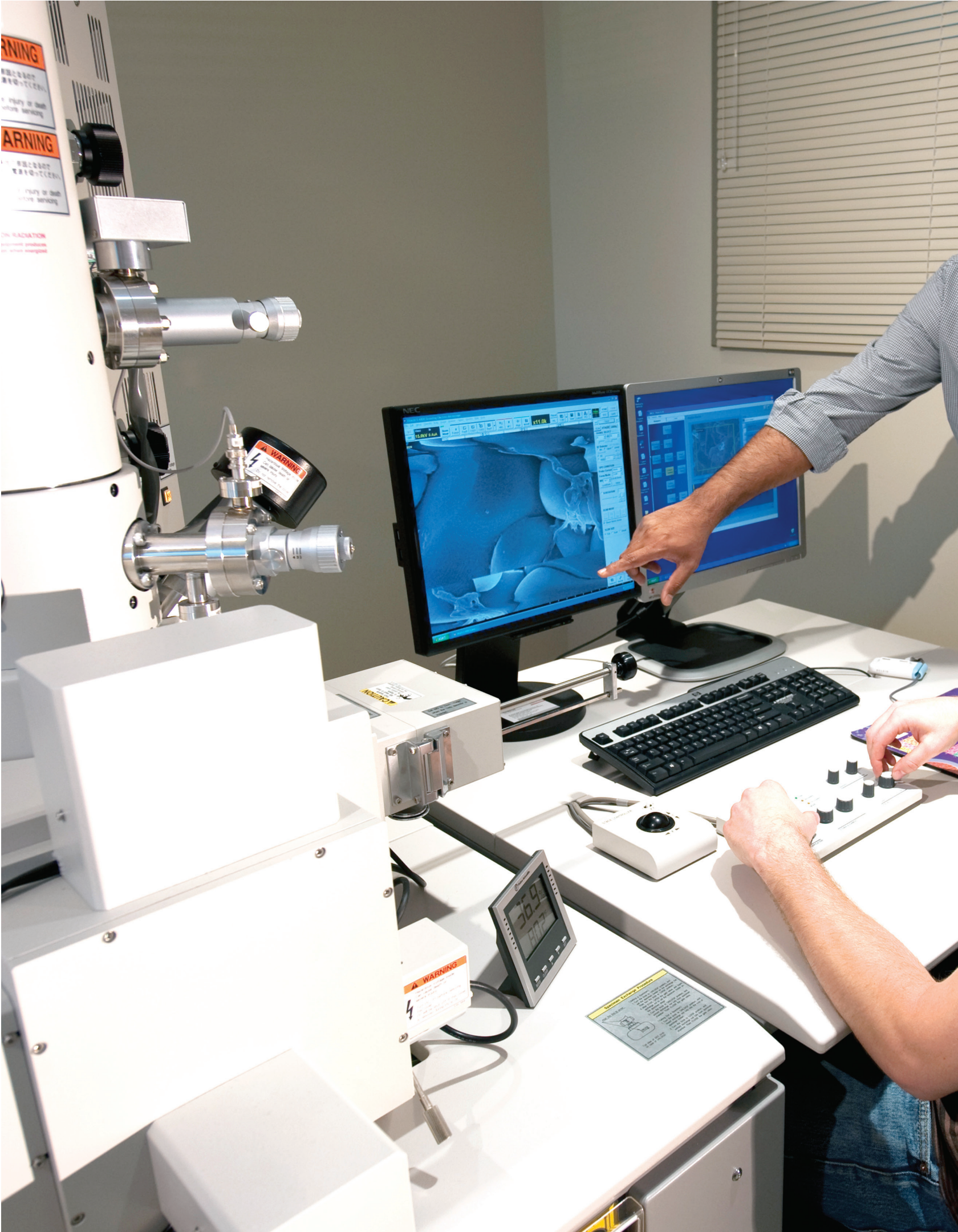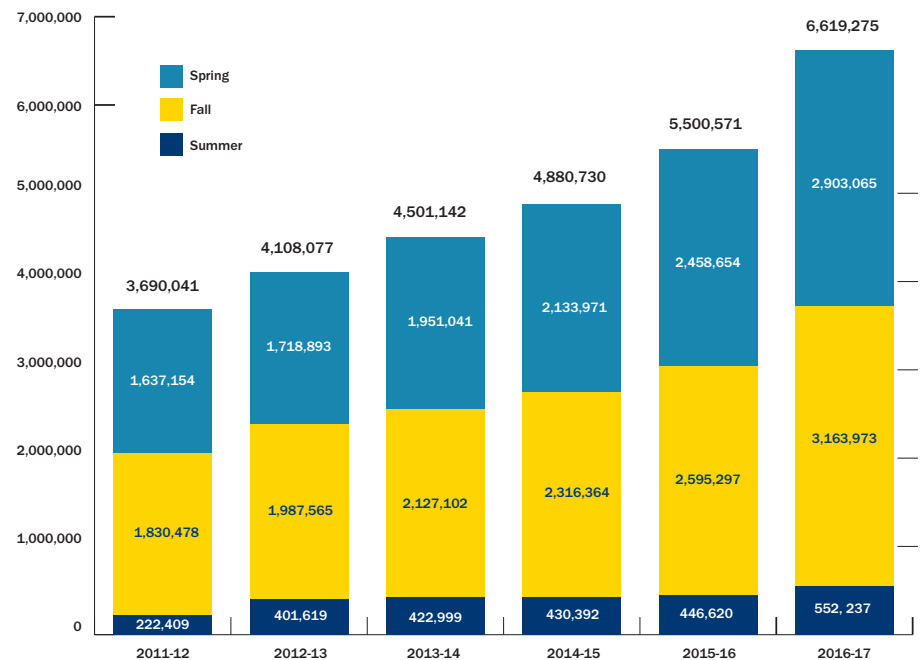
II. LEARNING AND ACADEMIC TECHNOLOGY

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 technologists and technology support.

A. Supported technologies

Personnel from Learning and Academic Technology administer infrastructure and provide training and support for various UT Online-supported technologies described below.

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. Students participate in discussion boards and blogs, and complete online assignments and assessments. Learning and Academic Technology supports the technical infrastructure on which the Blackboard Learn environment is built and provides faculty training and high-level support. During the 2016-17 academic year, Blackboard Learn recorded 6,619,275 user logins, a 20.3 percent increase from the previous academic year.

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Total	3,690,041	4,108,077	4,501,142	4,880,730	5,500,571	6,619,275
Spring	1,637,154	1,718,893	1,951,041	2,133,971	2,458,654	2,903,065
Fall	1,830,478	1,987,565	2,127,102	2,316,364	2,595,297	3,163,973
Summer	222,409	401,619	422,999	430,392	446,620	552,237

Blackboard Collaborate Web Conferencing

Collaborate allows people with internet connections anywhere in the world to communicate using two-way audio-video and chat. With a focus on education, Collaborate offers 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 more. During the 2016-17 academic year, faculty, students and staff created 4,856 sessions with 23,548 attendees.

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 new technology resources, important calendar dates, and more.

In addition, UT Online offers faculty and staff the option to create "organizations" in Blackboard. As of July 2017, more than 150 organizations have been created in Blackboard for several purposes, including housing departmental resources, providing program resources for students and orientation sites for specific student populations, developing internal training and leadership programs, providing training for supplemental instruction facilitators, and more.

Blackboard Outcomes Assessment

Blackboard Outcomes Assessment (Outcomes) is an add-on to Blackboard Learn that assists in the program assessment process by allowing for 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 that 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

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 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 is completed. In addition to classroom capture, faculty can create and publish mini-lectures on their own computer systems using the personal 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 and more.

As of July 2017, Echo360 has been used in more than 300 courses by 8,700+ students, faculty and staff. During the 2016-17 academic year alone, 4,933 captures

"I believe students have received a better educational experience because of what I have learned from the UT Online staff during the process of developing and designing my course."

— Anthony Edgington, PhD
Associate Professor of English and Director of the Composition Program
College of Arts and Letters

were created using Echo 360, including lectures recorded by classroom capture devices and videos created by faculty and staff.

Respondus

Respondus Quiz Authoring provides the ability to create new assessments, or to convert text-based assessments for import into the Blackboard Learn environment. Educational technologists provide Respondus training, as well as ongoing support for its 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 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
- iSpring
- MacMillan LaunchPad
- McGraw-Hill ALEKS/Connect and Create/LearnSmart

- Pearson MyLab and Mastering/ MyLabsPlus
- ProctorU
- Sapling Learning
- Starfish
- Turning Technologies Audience Response Systems
- WileyPlus

B. 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, blended and classroom environments. The team supports and provides training on all of the technologies listed above. In addition, the team completed development of an online training course for Blackboard Collaborate, which was then taught as a pilot course and instructed two more times. The course received official Quality Matters certification in early 2017.

Educational technologists continue to expand and update 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 walkthroughs for the many functions of Blackboard Learn, Blackboard Collaborate, Respondus, Echo360 and more. In addition to being a resource for faculty and students, the site also is used heavily by the UT Online Help Desk.
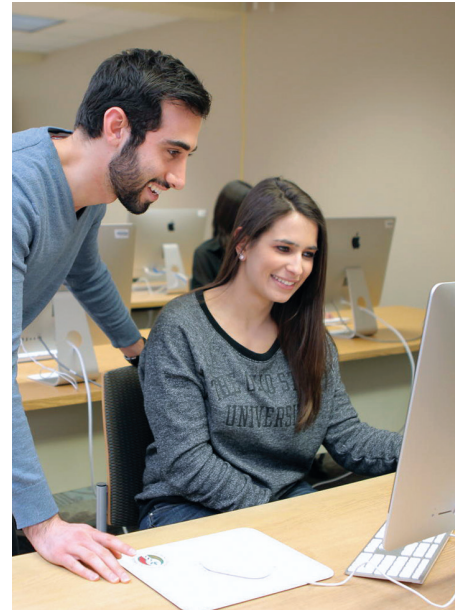
Educational Technology Workshops

Blackboard Collaborate (web conferencing)

Blackboard Learn: Basics I

Blackboard Learn: Basics II

Blackboard Learn: Creating Tests, Assignments and Surveys

Blackboard Learn: Importing Tests and Surveys Using Respondus

Blackboard Learn: Managing Student Grades Using the Grade Center
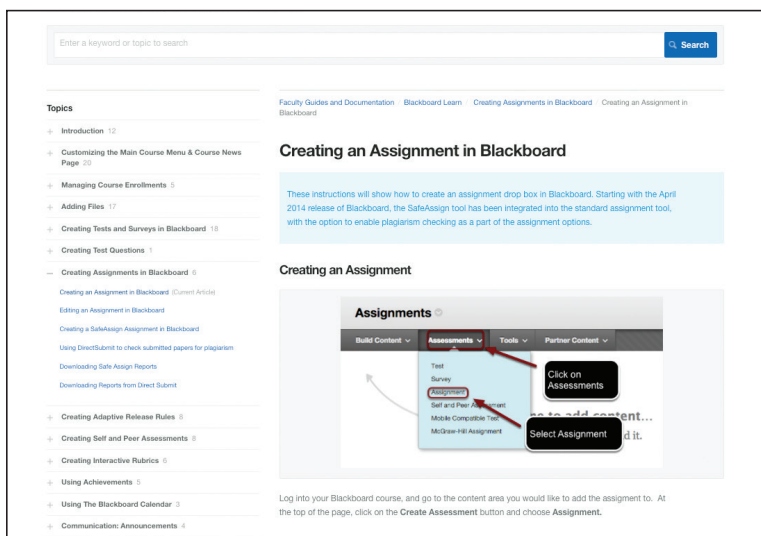
Echo360 (lecture capture)

Figure 1. UT Online self-help site page

C. 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. Technology systems are protected by several layers of redundancy, spanning network components, servers, storage systems and electrical systems via geographical server separation. Servers, network components, power distribution units and other related services are actively monitored 24/7; 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 also are created on a nightly basis for quick restoration if a course-specific incident occurs. In addition to supporting the architecture, the team also is responsible for managing access to courses and organizations in the learning management system and related applications.

D. Support of help desk and course evaluations

While Faculty Services and Help Desk provide frontline support for faculty and students, Learning and Academic Technology provides support for advanced issues that escalate from the Help Desk. During the 2016-17 academic year, members of Learning and Academic Technology logged 510 hours resolving 1,093 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.

UT ONLINE AWARDS

Each year, University College honors members of the UT community for their excellence in teaching and service. Nominations and voting are open to all members of University College faculty and staff. The following individuals are the 2016-17 awardees.

- Mona Dokurno, student services coordinator in University College, received the DiAnne M. Masztak Award, which is bestowed annually to an individual in the greater University community who has supported online learning and educational technology in a distinguished fashion. The recipient also must have gone beyond his/her own responsibilities to provide exemplary service to students, faculty and The University of Toledo community.

- Dr. Rebecca Schneider, professor of science and teacher education, as well as chair of the Department of Curriculum and Instruction in the Judith Herb College of Education, received the Ella Fridman Award, which is presented annually to a UT faculty member for exhibiting pedagogically sound and student-centered instruction in an online course. Fridman was a faculty member in the Department of Engineering Technology, a pioneer in online learning, and one of the first UT faculty members to create online versions of traditional courses.

- Dr. Claire Stuve, assistant director for educational technology in UT Online (now curriculum developer and technology researcher in University College), received the UT Online Staff Award. This honor is presented to a UT Online employee for exhibiting exemplary dedication to his or her work, and for serving members of the UT community.

- Lt. Haraz Ghanbari, USNR, director of military and veteran affairs, received the newly created Dennis S. Lettman Award, which is bestowed annually to an individual in the greater University community who has demonstrated consummate dedication to University College students. This person has conveyed a student-centered approach to his or her profession by aiding in student retention efforts, helping students gain access to necessary resources and by showing innovation in his or her work.

E. UT Online Student Advisory Board

UT Online established the first Online Student Advisory Board during the 2016-17 academic year. The inaugural board included a mix of seven graduate and undergraduate students who participated in either fully or partially online programs. UT Online gained significant insights into a variety of topics, including test proctoring, third-party tool use, instructor engagement in online courses and Quality Matters. Based on feedback from the group, UT Online has re-established a per-semester communication to all students enrolled in online courses, welcoming them to online learning and explaining the first steps in accessing their course(s) in Blackboard. Working with a group of engaged students interested in improving UT's online learning experience has been an exciting opportunity that UT Online plans to continue.
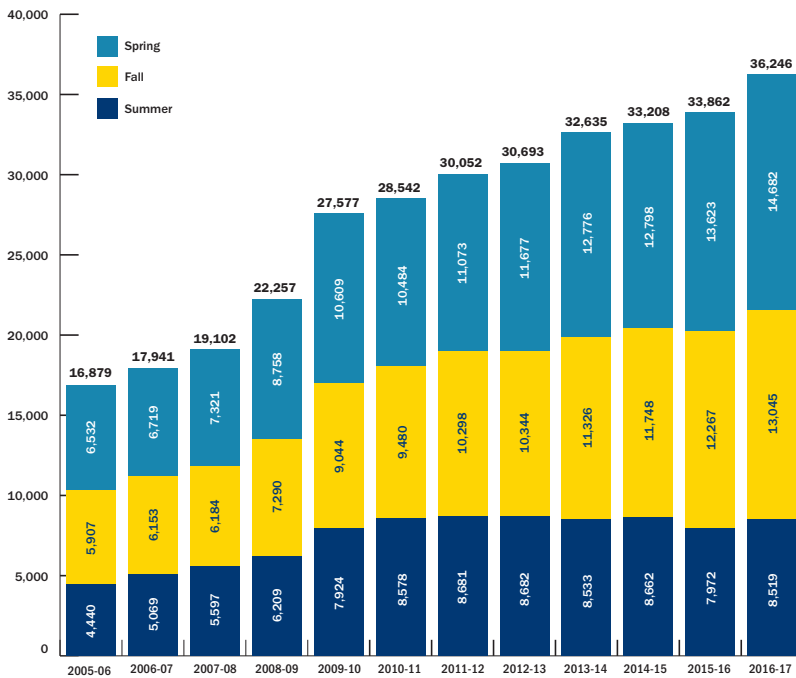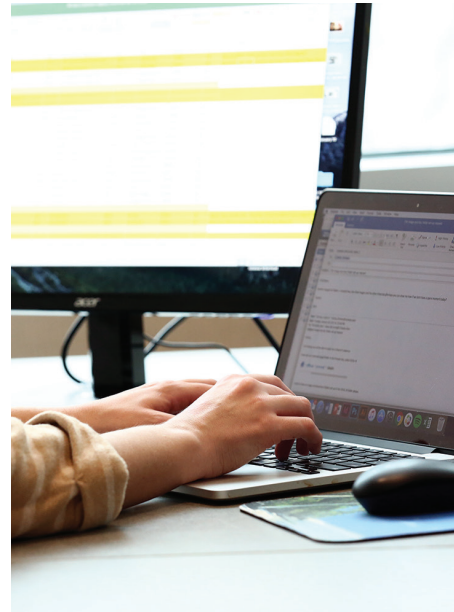
III. FACULTY SERVICES AND HELP DESK

Faculty Services coordinates the delivery of online and blended courses, and 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, as well as faculty members and instructors. Help Desk supports Blackboard users by providing technical assistance via phone, chat, email and face-to-face meetings. Staff members assist educational technologists by serving as the first line of support for routine tasks, such as Respondus quiz/survey uploads and deployments, course copies and troubleshooting and triage of faculty and student Blackboard issues.
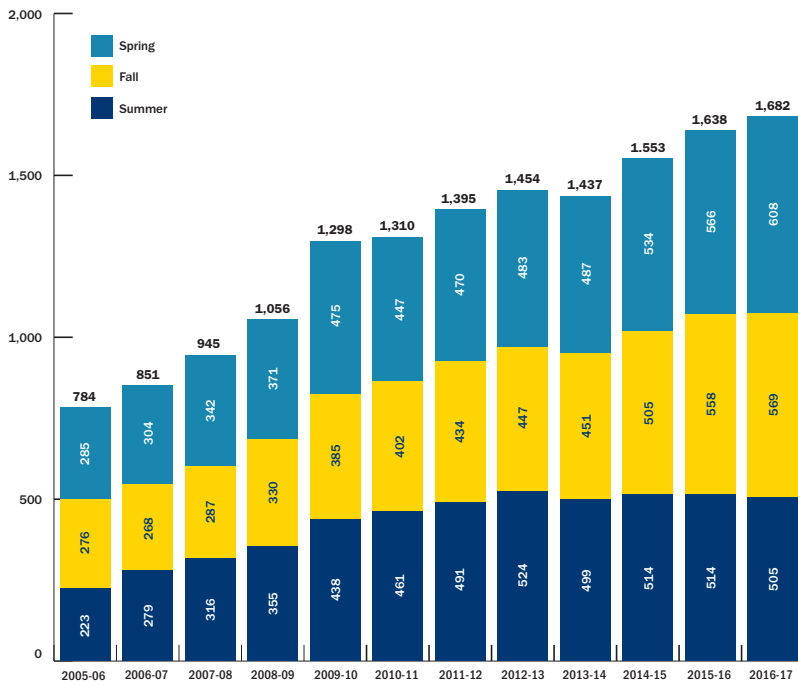
A. Faculty services

Faculty Services reviews Banner daily for online and blended course data verifying sections, enrollments, maximum enrollments, instructor assignments and more, responding as appropriate, as well as tracking enrollment trends and providing ad hoc reports.

During the past 10 years, the number of courses has increased nearly 80 percent. During the same time period, student enrollment has increased nearly 90 percent. Currently, students may choose from more than 1,650 courses throughout the academic year. The charts on pages 18 and 19 provide a snapshot of this growth.

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	11,677	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
2016-17	8,519	13,045	14,682	36,246

Enrollment in Online Courses

Faculty Services coordinates off-site, proctored testing for distant, online students. Staff members contact proctors by phone (often with multiple contacts) and send follow-up emails to confirm test date, time, location and setting while coordinating disclosure forms and other documentation to ensure student privacy and test integrity. Staff members utilize the online service, ProctorU, for students testing outside the U.S.,

Number of Online Courses

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Total	784	851	945	1,056	1,298	1,310	1,395	1,454	1,437	1,553	1,638	1,682
Spring	285	304	342	371	475	447	470	483	487	534	566	608
Fall	276	268	287	330	385	402	434	447	451	505	558	569
Summer	223	279	316	355	438	461	491	524	499	514	514	505

and the staff schedules, inputs and reviews test recordings as needed, also to ensure test integrity. Faculty Services works 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 related to proctoring and confers with faculty and students regarding test circumstances.

Faculty Services also uploads, deploys and retrieves course evaluation results for online and a number of face-to-face courses. During 2016-17, 260 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. Staff members strive to educate users while assisting them, discussing where to locate guides and resources and sending follow-up emails. Help Desk staff members gather as much information as possible and provide concise troubleshooting details before transferring a user issue to an educational technologist or systems administrator. The department also keeps Blackboard users up-to-date regarding technical issues via web and email.

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

July 2016 – June 2017 Help Desk Figures

Help Desk tracked 7,156 requests, including 1,167 online chats (253 accounted hours) and 1,389 entries related to proctored exams.

IV. RESEARCH DIVISION

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.

A Comparison of Dual-Credit High School and University Students in Multi-Modal-Delivered Courses

To compare College Credit Plus (CCP) students to university students, all students in an identified CCP course will be surveyed. This will allow the researchers to analyze students' reported satisfaction with the program. Furthermore, grades and drop/fail/withdrawal rates of CCP students will be compared to those of UT students. This will be done by course, section and modality (blended, online and face-to-face). Matriculation rates of CCP students to UT also will be studied to determine factors affecting their decisions.

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 third 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.

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 was conducted regarding students' uses of closed captioning. The goal was to learn more about college students' experiences and perceptions of closed captions.

Using a Math Emporium to Prepare Freshmen for Calculus

To help students succeed in math, a math emporium was created in 2015 for students to refresh their math skills. These students met in a computer lab five days each week and used an adaptive learning system to complete content at their own paces. This study explored student interest in the emporium-style math course from fall 2015 through spring 2017. Additionally, calculus grades from the following semester of students who completed the emporium-style course were compared with calculus grades of students who did not complete the emporium-style course.