

Expanding Delivery: e-Learning in Ohio



Annual Report

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Prepared by the Ohio Learning Network
in cooperation with the Ohio Board of Regents, the University of
Akron, Belmont Technical College, Franklin University, and Owens
Community College

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Executive Summary 2006

The verdict is in – Ohioans like e-learning. For the second year in a row, enrollments increased as Ohio’s colleges and universities expanded their delivery of e-learning. In 2005, more than 60,000 students enrolled in courses in Ohio’s public and independent colleges and universities.

That’s more Ohioans enrolled in e-learning courses than are enrolled face-to-face in any single campus. What is compelling is the extent and growth of e-learning throughout both the public and private institutions. To create a mental picture, imagine a campus of e-learners and professors that is almost as large as Ohio’s largest campus (50,504, The Ohio State University) ... all existing in a virtual world!

A total of 42,245 students enrolled in at least one e-learning course at a public institution (autumn 2005 data), up from 37,421 students in 2004. E-learning continues to grow in the independent colleges and universities as well. An additional 21,790 students were enrolled in e-learning courses at 25 independent colleges and universities in Ohio (2005-06 data). This year, with the assistance of the Association of Independent Colleges and Universities of Ohio (AICUO), preliminary data is available for 52 Ohio independent colleges and universities. Twenty-five AICUO institutions reported a combined enrollment of 21,790 students in 1,493 e-learning sections (2005-06 academic year totals). Comparing public and independent institutions’ e-learning enrollments is difficult due to reporting mechanisms.

E-learning encompasses multiple delivery modes – online, blended, technology-enhanced, interactive video, television, CD or DVD, and correspondence. Web-based remains the most popular delivery method in Ohio with more than 80% of courses offered via the Web. This report draws on data submitted to the Ohio Board of Regents Higher Education Information (HEI) system for autumn 2005. The analysis in the report refers to public institutions, unless otherwise stated.

Several consistent patterns emerged when comparing 2005 data with 2004 including:

- Females still comprised two-thirds of the enrollments for 2005 (68%) compared to 2004 (67%).
- Adults (25 years of age or older) represented half of the enrollments for 2005 (50%) and 2004 (51%).
- High school students (PSEO) represented only 2% of enrollment for both years.
- Graduate students represented 9% of the enrollments for both years.
- Most students attend only one institution. Only 3% attended more than one institution both years.

More Ohioans enroll in e-learning courses in the public sector than are enrolled this fall face-to-face in the state’s technical colleges. A total of 42,245 students enrolled in at least one course at a public institution.

- Full-time students (12 hours and above) rose to 54% in 2005, from 50% in 2004.
- Community and technical colleges have the largest number of enrollments (25,431) and university main campuses grew at 9% to reach 15,183.

Faculty is at the heart of e-learning in Ohio. In autumn 2004, the most recent data available, 837 faculty were teaching at a distance in both two- and four-year institutions.

- 60% tenured
- 18.3% tenured track
- 21.7% non-tenured track
- 44% had doctorates; 47% had master's degrees

By autumn 2005, there were 1,691 faculty teaching e-learning courses at public two- and four-year institutions. That reflects a 202.3% increase over those teaching in autumn 2004.

Content has increased as well. In 2002, 67 degrees and certificates were listed in the OhioLearns! catalog. Today, 188 degrees and certificates appear. That represents a 279% increase over this five year period of time (Graph 1). Some of that growth was funded by Ohio Learning Network's (OLN) Emerging Needs grants. Of the 36 colleges and universities reporting enrollments, 25 of them have received OLN grants. The six institutions with the largest number of OLN grant funds comprise 49% of the degrees in the OhioLearns! catalog.

Ohio is rich in number and diversity of colleges and universities. This report contains information from 36 publicly-supported institutions and 25 of the 118 independent institutions in the state. The only four-year public institution not in the report does not offer e-learning courses and the only public community college not participating will do so next year. The 2005 report did not contain data from six public institutions or any independent institutions.

Within the context of its mission, each Ohio institution will continue to choose how, when, where and why to provide e-learning to a clientele increasingly hungry for new and different ways to enhance learning.

This year, four unique institutions – Belmont Technical College, Franklin University, The University of Akron, and Owens Community College illustrate how e-learning fits their mission. These institutions represent a cross section of Ohio colleges and universities. Each institution has adopted different strategies for developing their e-learning efforts as they addressed their particular set of circumstances.

Each Ohio institution will continue to choose how, when, where and why to provide e-learning to a clientele increasingly hungry for new and different ways to enhance learning.

And finally, the report offers a look at the challenges facing higher education as the student body enters traditional higher education with expectations built on mobile devices, sharable content, and collaborative learning. Teens are highly adaptable to technology, communications, and art as evidenced by Internet sites like MySpace, YouTube, and Flixster. Adults are often slower to adapt to changes which can create both boundaries and barriers. For Ohio's colleges and universities attracting a younger audience, this situation provides one set of challenges. For those institutions and state projects targeting working adults spanning a three-decade age range, other challenges arise. Technology, it is believed, provides the permeability to bring learners together across barriers.

OLN assists with these institutional and social challenges by sharing knowledge and promising practices with emerging learning technologies, providing cost effectiveness in tools, building capacity and pushing for innovations in teaching and learning. In the next five years, OLN support of institutional transformations will be more important as the state focuses on increasing enrollments by 30%, strengthening math and science offerings in secondary education, and rebuilding the Ohio workforce and economy. Central to all activity is the focus on individuals' need for education.

OLN will continue to promote e-learning in Ohio. Last year, the majority of students who contacted OLN were prompted by radio ads (91%) and were interested in Web-based degrees (84%). Most work full-time (69%) and are not currently enrolled in any college or university (87%). They have been out of school one-five years (37%), and are under 40 years old (64%). They seek degrees in business, health care, and teacher education.

OLN shares knowledge with emerging learning technologies, provides cost effective tools, builds capacity and pushes for innovations in teaching and learning.

Table 1. Enrollment Summary by Sectors

| | AU 2005 | AU 2004 | % Change |
|----------------------------------|---------|---------|----------|
| All Campuses | 42,245 | 37,421 | 12.8% |
| Community and Technical Colleges | 25,431 | 22,168 | 14.7% |
| University Branch Campuses | 1,631 | 1,499 | 8.8% |
| University Main Campuses | 15,183 | 13,754 | 10.3% |

Table 2. Enrollment for Two-year Public Institutions

| Two-year Public Institutions | DL students AU 2005 | DL students AU 2004 | Graduate students 2005 | Attending more than one institution 2005 | DL who were full-time 2005 |
|--|--------------------------------|--------------------------------|---------------------------------------|---|---------------------------------------|
| Cuyahoga Community College: All Campuses | 4,866 | 4,773 | 0% | 3% | 48% |
| Jefferson Community College | 339 | 266 | 0% | 3% | 63% |
| Lakeland Community College | 1,628 | 1,222 | 0% | 2% | 48% |
| Lorain County Community College | 2,719 | 2,490 | 0% | 5% | 45% |
| Rio Grande Community College | 119 | | 0% | 6% | 65% |
| Sinclair Community College | 2,652 | 2,810 | 0% | 3% | 43% |
| Cincinnati State Technical & Community College | 826 | 544 | 0% | 1% | 55% |
| Clark State Community College | 1,408 | 1,269 | 0% | 1% | 50% |
| Columbus State Community College | 4,879 | 4,273 | 0% | 3% | 45% |
| Edison State Community College | 382 | 278 | 0% | 1% | 46% |
| Owens State Community College: All Campuses | 2,981 | 2,618 | 0% | 2% | 54% |
| Southern State Community College: All Campuses | 277 | NR | 0% | 0% | 64% |
| Terra State Community College | 264 | 240 | 0% | 2% | 55% |
| Washington State Community College | 174 | 123 | 0% | 2% | 70% |
| Belmont Technical College | 195 | 182 | 0% | 2% | 68% |
| Hocking College | 208 | 134 | 0% | 3% | 70% |
| James A. Rhodes State College | 629 | 678 | 0% | 3% | 59% |
| Marion Technical College | 103 | 54 | 0% | 0% | 59% |
| Stark State College | 367 | 214 | 0% | 2% | 53% |
| Zane State College | 415 | NR | 0% | 1% | 73% |
| <i>Community/ Technical Colleges Total:</i> | 25,431 | 22,168 | 0% | 3% | 50% |

Table 3. Enrollment for Four-year Public Institutions (Regional Campuses)

| Four-year Public Institutions | DL students AU 2005 | DL students AU 2004 | Graduate students 2005 | Attending more than one institution 2005 | DL who were full-time 2005 |
|--|--------------------------------|--------------------------------|---------------------------------------|---|---------------------------------------|
| Bowling Green, Firelands Campus | 129 | 157 | 0% | 0% | 73% |
| Kent State University, Ashtabula Campus | 36 | 52 | 0% | 0% | 75% |
| Kent State University, East Liverpool Campus | 101 | 58 | 0% | 0% | 67% |
| Kent State University, Geauga Campus | 173 | 125 | 6% | 6% | 71% |
| Kent State University, Salem Campus | 76 | 68 | 0% | 0% | 54% |
| Kent State University, Stark Campus | 110 | 93 | 20% | 20% | 62% |
| Kent State University, Trumbull Campus | 92 | 64 | 1% | 1% | 65% |
| Kent State University, Tuscarawas Campus | 188 | 200 | 3% | 3% | 68% |
| Miami University, Hamilton Campus | 26 | 17 | 0% | 0% | 12% |
| Miami University, Middletown Campus | 104 | 12 | 0% | 0% | 70% |
| Ohio State University, ATI | 3 | 2 | 0% | 0% | 67% |
| Ohio State University, Lima Campus | 31 | 24 | 23% | 23% | 71% |
| Ohio State University, Mansfield Campus | | 10 | | | |
| Ohio State University, Newark Campus | 64 | 58 | 0% | 0% | 81% |
| Ohio University, Eastern Campus | 38 | 45 | 0% | 0% | 84% |
| Ohio University, Lancaster Campus | 41 | 19 | 0% | 0% | 78% |
| Ohio University, Zanesville Campus | 154 | 11 | 0% | 0% | 82% |
| University of Akron, Wayne Campus | 58 | 134 | 0% | 0% | 52% |
| University of Cincinnati, Clermont Campus | 47 | 99 | 2% | 2% | 60% |
| University of Cincinnati, Raymond Walters Campus | 115 | 197 | 3% | 3% | 38% |
| Wright State University, Lake Campus | 45 | 54 | 24% | 24% | 67% |
| Regional Campuses Total: | 1,631 | 1,499 | 4% | 2% | 66% |

Table 4. Enrollment for Four-year Public Institutions (State Universities)

| Four-year Public Institutions | DL students AU 2005 | DL students AU 2004 | Graduate students 2005 | Attending more than one institution 2005 | DL who were full-time 2005 |
|---------------------------------|------------------------|------------------------|------------------------------|--|-------------------------------|
| Bowling Green State University | 734 | 615 | 21% | 3% | 61% |
| Cleveland State University | 807 | 1,633 | 43% | 4% | 49% |
| Kent State University | 1,731 | 1,476 | 49% | 2% | 47% |
| Ohio State University | 1,950 | 2,011 | 17% | 2% | 80% |
| Ohio University | 165 | 174 | 0% | 1% | 92% |
| Shawnee State University | 50 | NR | 0% | 0% | 22% |
| University of Akron | 774 | 894 | 28% | 4% | 53% |
| University of Cincinnati | 2,843 | 1,977 | 39% | 1% | 22% |
| University of Toledo | 4,101 | 3,481 | 7% | 2% | 76% |
| Wright State University | 1,363 | 1,493 | 29% | 3% | 69% |
| Youngstown State University | 665 | NR | 9% | 3% | 68% |
| <i>State Universities Total</i> | 15,183 | 13,754 | 25% | 2% | 59% |
| GRAND TOTAL: | 42,245 | 37,421 | 9% | 3% | 54% |

Additional tables with enrollment data can be found in **Appendix A**.

A Brief Introduction to E-Learning

With a campus within 30 miles of nearly every Ohioan, Ohio has a tradition of reaching out to its citizens through its 118 public and private colleges and universities. E-learning continues to show great promise to increase access to higher education, increase educational attainment of Ohioans and thus improve the state's economic condition.

The Ohio Learning Network, established by the Ohio Board of Regents in 1999, guides Ohio's e-learning endeavors with colleges and universities. OLN provides programs and services in educational technologies, professional development, workforce development, and statewide shared resources.

It is important to note that OLN is not simply an organization, but a community. The bulk of creativity, new ideas, and work began in OLN's five constituency committees. Those committees are: Academic Outreach, Annual Conference, Innovative Learning and Teaching, and Emerging Technologies -- all under the oversight of the Governing Board. The OLN staff manages and guides these creative programs and services.

In this report, distance learning and e-learning (extended learning) are used interchangeably. Both terms encompass many different delivery modes and mixed delivery modes – online, blended, technology-enhanced, interactive video, television, CD or DVD, and correspondence. This report is not about the technology, but rather about the people – administrators, faculty, and students – involved in teaching and learning.

OhioLearns! Snapshot of Courses, Certificates and Degrees

The OhioLearns! catalog opened in December of 1999, designed as a 'one-stop shop' for adults to find distance learning programs. The catalog has grown from 17 institutions offering 519 courses to more than 20 community colleges, 20 regional campuses, and 11 university main campuses offering over 3,000 course sections in autumn 2005. Today, 188 degrees and certificates are available at a distance. The OhioLearns! catalog is a dynamic tool. On any given day, the course listing changes as institutions offer enrollments for "anytime" to traditional fixed time courses offered by quarters and semesters.

Courses in the OhioLearns! online catalog are delivered in several modes – from fully online to correspondence – but at least 70% of every course listed

This report is not about the technology, but rather about the people – administrators, faculty, and students – involved in teaching and learning.

has to be delivered at a distance. If campus visits are required, they are noted in the course descriptions in the catalog.

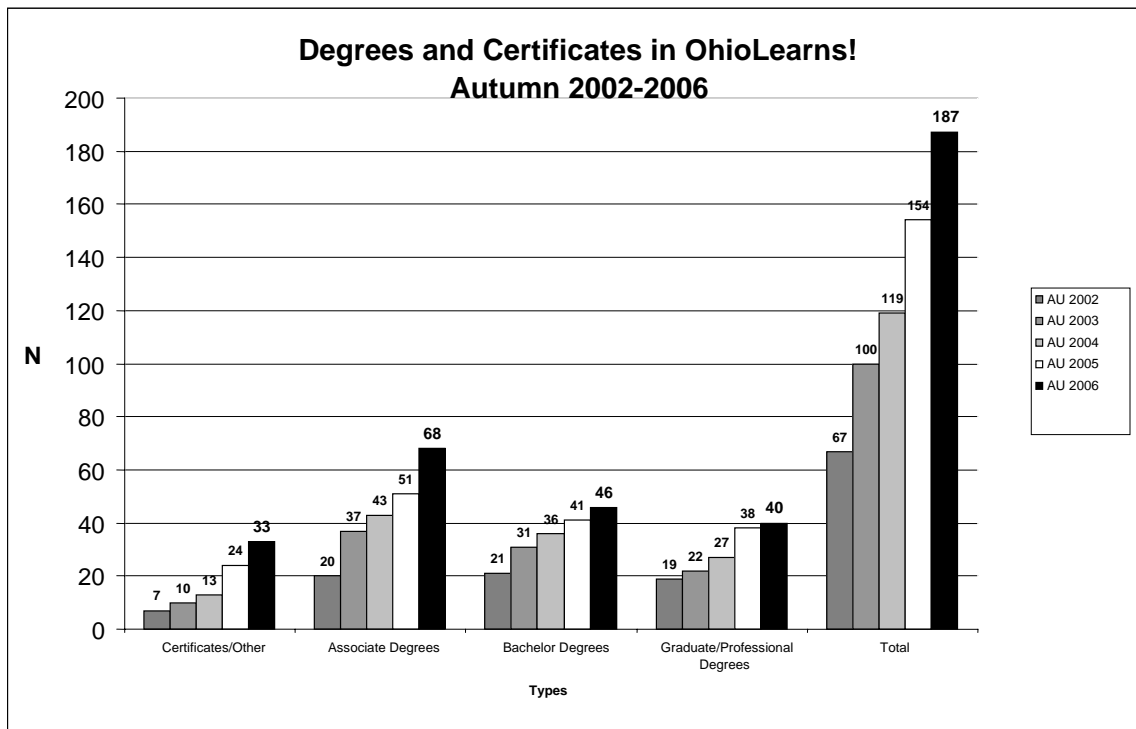
The breadth of content offered by Ohio's institutions of higher education is quite remarkable.

- More than 3,000 course sections were offered in autumn 2005 through OhioLearns!.
- Community colleges offered 2,064 distance learning sections. Regional campuses and university main campuses combined offered 1,329.
- The largest enrollments in community colleges by academic discipline were: Social and Behavioral Sciences, Arts and Humanities, Business, Natural Sciences and Mathematics, and Health.
- The largest enrollments in regional campuses and university main campuses combined by academic discipline were: Social and Behavioral Sciences, Health, Education, Arts and Humanities, and Business.
- Science/health, technology, engineering and mathematics (STEM) content, enrollments, and graduates are a current focus in higher education. The OhioLearns! catalog reflects this focus through its listings. In autumn 2005, 36.9% of the courses taught STEM content, and 18,145 students enrolled in STEM courses, representing 30.7% of total e-learning enrollments.

A profile of course sections and enrollments by academic discipline is found in **Appendix E**.

The catalog has grown from 17 institutions offering 519 courses to more than 51 institutions offering over 3,000 course sections in autumn 2005.

Graph 1, *Degrees and Certificates in OhioLearns! Autumn 2002-2006*, shows the growth of distance learning degrees and certificates offered at a distance from the date this section of the catalog opened. In autumn of 2002, there were 67 degrees and certificates listed in OhioLearns!. In autumn of 2006, there were 187 degrees and certificates listed. This represents over a 270% growth rate for the five-year period of time. The breadth of content represented by courses in OhioLearns! is also manifested in its degrees and certificates. See **Appendix F** for the diversity of degrees and certificates.



Graph 1

OLN Grants Helped Build OhioLearns! Content

The six schools receiving the most grant money from 2001-2005 make up 49% of the degrees in the OhioLearns! catalog.

The content development grants that OLN awarded from 2001-2005 had an impact on the development of distance learning courses and degrees at Ohio's colleges and universities. Of the 36 colleges that reported their distance learning enrollments for autumn 2005, 25 of them had been awarded a grant from OLN. There are a total of 187 degrees in the OhioLearns! catalog and 68% of those degrees are from the 25 colleges and universities that received an OLN grant between 2001 and 2005.

The six schools receiving the most grant money from 2001-2005 (Sinclair Community College, University of Toledo, Columbus State Community College, Lorain County Community College, University of Cincinnati and Bowling Green State University) make up 49% of the degrees in the OhioLearns! catalog.

Correspondingly, 11 institutions did not receive an OLN grant but currently have courses in OhioLearns!. Only one of these institutions has a certificate listed in the catalog. Institutional capacity was a critical factor in determining awards. Capacity includes the institution's technology infrastructure, willingness of the faculty to participate in the creation of e-learning content, support staff prepared to assist in converting content, student support services for students at a distance, and last but not least, an administration willing to help harness and focus a campus' energy toward developing an effective e-learning strategy and program. OLN awarded grants to institutions that appeared to be able to deliver content which has been a successful strategy to increase the courses, degrees and certificates available to Ohioans publicized by OhioLearns!.

Table 5. Grants Awarded (2001-2005) and Degrees in OhioLearns! by Institution

| College or University | Number of grants awarded | Total dollar amount awarded | Number of degrees in OhioLearns! |
|--|--------------------------|-----------------------------|----------------------------------|
| Sinclair Community College | 8 | 1,344,708.10 | 7 |
| University of Toledo | 4 | 835,126.70 | 25 |
| Columbus State Community College | 3 | 354,828.55 | 6 |
| Lorain County Community College | 3 | 65,000.00 | 28 |
| University of Cincinnati | 3 | 1,012,050.00 | 15 |
| Bowling Green State University | 2 | 422,267.00 | 10 |
| Cincinnati State Technical and Community College | 2 | 173,333.00 | 1 |
| Cuyahoga Community College | 2 | 164,645.00 | 0 |
| Medical College of Ohio | 2 | 259,528.25 | 0 |
| Miami University | 2 | 140,000.00 | 1 |
| Ohio State University | 2 | 165,986.85 | 1 |
| Ohio University | 2 | 69,056.00 | 6 |
| Ohio University – Zanesville | 2 | 50,155.00 | 0 |
| Owens Community College | 2 | 151,376.70 | 6 |
| Wright State University | 2 | 351,434.55 | 3 |
| Youngstown State University | 2 | 255,561.70 | 0 |
| Central Ohio Technical College | 1 | 40,000.00 | 0 |
| Clark State Community College | 1 | 25,000.00 | 1 |
| Cleveland State University | 1 | 39,356.00 | 5 |
| Kent State University | 1 | 9,790.75 | 12 |
| Otterbein College | 1 | 286,338.15 | 0 |
| Rio Grande Community College | 1 | 15,000.00 | 0 |
| Shawnee State University | 1 | 67,450.00 | 0 |
| University of Akron | 1 | 8,500.00 | 0 |
| Washington State Community College | 1 | 8,500.00 | 0 |
| Belmont Technical College | 0 | 0.00 | 0 |
| Edison State Community College | 0 | 0.00 | 0 |
| Hocking College | 0 | 0.00 | 1 |
| James A. Rhodes State College | 0 | 0.00 | 0 |
| Jefferson Community College | 0 | 0.00 | 0 |
| Lakeland Community College | 0 | 0.00 | 0 |
| Marion Technical College | 0 | 0.00 | 0 |
| Southern State Community College | 0 | 0.00 | 0 |
| Stark State College | 0 | 0.00 | 0 |
| Terra State Community College | 0 | 0.00 | 0 |
| Zane State College | 0 | 0.00 | 0 |
| Total | 52 | 6,314,992.30 | 128 |

E-Learning on Campus: Then and Now – A One-year Comparison

A key conclusion presented in the Sloan Consortium fourth yearly report about online learning, *Making the Grade: Online Education in the United States, 2006*, demonstrates continued growth. After reviewing national data for autumn 2005, the authors of the Sloan 2006 report stated:

“There is no leveling of the growth rate of online enrollments; institutions of higher education report record online enrollment growth on both numeric and percentage basis.”

As the nation goes, so goes Ohio. Ohio public institutions reported a 4,824 student increase in enrollment -- 11.4% -- from autumn 2004 to autumn 2005.

Undergraduates at community and technical colleges are the bulk of online enrollment in Ohio and nationally. In autumn of 2005, 60% of the online enrollments for e-learning came from community and technical colleges.

Ohio public institutions reported a 4,824 student increase in enrollment -- 11.4% -- from autumn 2004 to autumn 2005.

In autumn 2005, 42,245 students completed e-learning courses at Ohio institutions. Ninety-one percent were undergraduate students and 9% were graduate students. In autumn 2004, 37,421 students completed e-learning courses at Ohio public higher educational institutions. Of these, 89% were undergraduate students and 11% were graduate students.

This increase compares to national enrollments in the Sloan report: *Making the Grade: Online Education in the United States, 2006*. Nearly “3.2 million students were taking at least one online course during the fall 2005 term, a substantial increase over the 2.3 million reported the previous year.” The more than 800,000 additional online students nationally are more than “twice the number added in any previous year.”

In autumn 2005, Ohio’s e-learning completion rates represented an increase of over 5,000 students for undergraduate enrollment from 33,304 to 38,444 students and a decrease in graduate enrollment of over 300 students from 4,117 to 3,801 students.

The profile of these students also remained consistent. For both autumn terms:

- 2/3 of e-learning students were undergraduates and female;
- half were more than 24 years old;
- half attended full-time;
- nearly 70% worked;
- more than 33% worked full-time.

The vast majority of e-learners attend one institution. Only 3% of e-learners are attending multiple institutions concurrently. The percent of undergraduates taking e-learning courses has shown a modest increase from 9% to 10% of the total undergraduate population.

The next section of the report provides a campus perspective on e-learning in Ohio. Four institutions were selected to provide a more in-depth picture of e-learning at the institutional level. Last year's report focused on four institutions with some of the largest e-learning enrollments: Columbus State Community College, University of Cincinnati, The University of Toledo, and Lorain County Community College. This year's report focuses on how institutions have adjusted their planning for e-learning programs based on mission and perceived opportunities.

- Franklin University developed its distance learning program along two paths: one in conjunction with community colleges through the Alliance program and the other through Web-based delivery.
- The University of Akron has developed a unique approach of using distance delivery to reach a special population of students: PSEO students.
- Owens Community College's e-learning programs focus on working adults with innovative modular content delivery at less than a full credit hour, building small pieces of content into full courses.
- Belmont Technical College developed collaborative practices with other institutions to provide their students with greater learning opportunities.

Individuals at each institution responded to the same set of survey questions (**Appendix B**). Profiles were created from survey data, historical documents, and OLN documents and data.

Students enrolled in distance learning at each of the selected four institutions are similar and representative of all students enrolled in distance learning for autumn 2005. A synopsis of student characteristics is listed below:

- The typical distance learning student is female.
- The typical distance learner is not a first-time student to higher education.
- The typical distance learner is in her 20s.
- The typical distance learner is white/non-Hispanic.

Integrating People, Processes and Policies: How E-Learning Grows at Four Successful Institutions

In the past year, the push for new technologies to improve learning has increased in importance in Ohio. In the next few pages, four institutions –

The vast majority of e-learners attend one institution. Only 3% of e-learners are attending multiple institutions concurrently.

No longer is technology an add-on; technology is now an investment in the institution's future.

The University of Akron, Belmont Technical College, Franklin University, and Owens Community College – illustrate how important technology is in today's learning environment. No longer is technology an add-on; technology is now an investment in the institution's future. References to technology are in strategic plans, academic plans, collective bargaining agreements, curriculum reviews, departmental goals, and in promotion and tenure practices. On each campus, *talk* and *walk* are closely aligned for three reasons: (1) senior administration has pushed funding to support faculty technology needs, (2) faculty are demanding the necessary technologies to enhance teaching, and (3) students are pushing faculty and administrators to provide the access to technology-based content and services that they have embraced since childhood.

Common threads run through the four institutions profiled even though the institutions themselves are so vastly different. None of the four institutions require students to own a laptop and all provide access to technology via computer labs, wireless laptops in the library, and station access for completion of assignments. The University of Akron set up several "Quick Zip Kiosks," which are wireless computer stations throughout the campus where students can check email, enroll in classes, and browse the Internet. Some institutions include technology in tuition, some add a per credit hour technology fee and others charge differential tuition for more computer-intensive program areas.

Owens Community College in northwest Ohio enrolls nearly 3,000 e-learning students on two campuses and conducts an online training program for instructors. To the east, the University of Akron uses 'clickers' or hand-held audience response measures to provide immediate feedback to faculty who can change an in-class lecture on the fly to meet learning needs. In the Appalachian region, Belmont Technical College finds that a smaller college can offer interesting approaches to collaboration. And in Central Ohio, Franklin University relies on a unique set of partnerships and delivery mechanisms to serve adult learners across Ohio and the world. Staff members at each institution supplied the following case study information.



| DL Undergraduate Students | Total Undergraduate Students | DL Graduate Students | Total Graduate Students | Total DL Students | Total % Female | Total % Age 25 or Older | Total % in Home County | Total % First-Time Students | Total % Caucasian |
|---------------------------|------------------------------|----------------------|-------------------------|-------------------|----------------|-------------------------|------------------------|-----------------------------|-------------------|
| 2,981 | 21,407 | 0 | 0 | 2,981 | 71% | 52% | 57% | 10% | 83% |

"We believe in serving our students and our communities. Your success is our mission." (from Owens Community College Mission Statement)

"Owens faculty and staff are committed to strengthening the community by providing a superior educational experience through excellence, innovation and collaboration." (from Owens Community College Vision Statement)

The secret to success at Owens Community College is faculty and staff who created a broad selection of high-quality e-learning curriculum that is both flexible and affordable. Student demand for distance learning and online student services like financial aid, registration, advising and technical support, drives Owens to continue to provide more flexibility in offering degree programs and curriculum.

In 1997, two Owens' instructors taught online while today, more than 162 faculty teach more than 180 different Web courses. This demonstrates the faculty interest, acceptance and growth in adapting to technology-based teaching and learning.

The popularity and growth of the eOwens Program provides evidence of the student demand and desire for alternative forms of education. During registration periods, the Web-based eOwens courses are the first to fill and since 2003, eOwens enrollments have increased an average of 32% each year. Students' satisfaction is measured annually. Here's what they say:

"I liked being able to work on my assignments when I wanted to. I could start something, put it down and pick it back up later. I didn't have to worry about

In 1997, two Owens' instructors taught online while today, more than 162 faculty teach more than 180 different Web courses.

Owens' success is driven by student demand, and created by community.

the travel to class. I also didn't have to worry about fitting in with a group of kids. (I am not exactly a kid or even a young adult.)"

"I felt that I retained a lot of information from this course, probably more than I retained in other courses because I worked harder and had to teach myself."

"I liked it so much more than having to go to the class. I'm good at teaching myself and I'm a really motivated person. I can't stand going to all my other classes, I barely go, but online classes I check about everyday."

Owens' success is driven by student demand, and created by community. Institutional and strategic planning of e-learning involved diverse members of the campus community while college administrators and staff from various departments played active roles in developing resources for e-learning students. More than 150 faculty members invested their own time to participate in an internal training course in preparation of utilizing online technology to teach and enhance their onsite courses.

Additionally, a large number of Owens' faculty and staff members participated in various committees, including the Alternative Learning Committee, Owens Planning and Technology Committee, Curriculum Committee and the Academic Standards Committee to contribute to the direction of the eOwens Program. Numerous technology references are also found within the documents produced by several of the College's Academic Quality Improvement Program (AQIP) Process Management teams.

Preparing Faculty and Students Drives eOwens' Success

"We will continuously monitor, evaluate, and align available resources to ensure that the College has a highly trained ... workforce..." (from Owens Community College Strategic Plan)

- Preparation and support are key to eOwens' success as noted by the Strategic Plan, but more importantly by meeting challenges, including Academic Departments' need to hire enough qualified instructors to teach in this technology-driven medium.
- The technology infrastructure needs to be expanded to match the requirements of alternative delivery strategies.
- Virtualized support services need to be expanded to meet the needs of this burgeoning student population.
- It is important to maintain high quality standards when creating alternative delivery programs and curriculum.

Owens Tells What Works and What Doesn't

The eOwens "Teaching Online" faculty development initiative has proven to be very successful in preparing Owens' faculty members to teach Web-based courses. While the demand for more online sections can sometimes exceed the availability of prepared online instructors, Owens meets that challenge by providing continued faculty development and support. The Owens Faculty Development Committee supports initiatives like the Teaching Online course to prepare more instructors to teach in the Web-based environment.

More than 160 instructors participated in a four-week, Web-based course that focused on learning to teach online. Experienced Owens' Web instructors were recruited and compensated to facilitate the course for their peers. The successful participation and completion rates of the Web-based Teaching Online course contrast sharply with the low faculty attendance experienced at onsite training sessions.

Preparedness for online learning is important for students as well. Each semester, all Owens' Web course students are automatically enrolled into an online Web course orientation. In fall 2006, more than 1,200 online students accessed the orientation content areas at least three times. Of those students using the resource last spring, 47% of the 330 online students surveyed found the online orientation helpful. Another 44% of the surveyed students were aware of, but did not utilize, the orientation, while 3% did not find it helpful. Only 6% of online students were unaware of the orientation.

Even with the success of the online student orientation, eOwens instructors still express that many of their students are not prepared to learn in a self-directed, online environment. The online orientation may be adequate for a percentage of eOwens students, but it is not the solution to adequately prepare all students for learning in an online environment. The college has begun to promote additional resources to assist students, including OLN's E 4 ME course, a virtual support portal, and 24/7 technical support.

Owens linked its Blackboard Learning Management System to the Owens Academic Student Information System database, which provides an online presence for all courses. Increasing numbers of faculty members have chosen to utilize this available resource to enhance traditional instruction. During the fall 2006 semester, there were more than 3,500 active course sites in the college's Learning Management System.

As use of campus technology grows for traditional courses, the need to develop all students' skills and prepare them to learn in a technology-driven environment also increases. Owens Community College is focused and committed to providing the necessary means to achieve student success.

Each semester, all Owens' Web course students are automatically enrolled into an online Web course orientation.



| DL Undergraduate Students | Total Undergraduate Students | DL Graduate Students | Total Graduate Students | Total DL Students | Total % Female | Total % Age 25 or Older | Total % in Home County | Total % First-Time Students | Total % Caucasian |
|---------------------------|------------------------------|----------------------|-------------------------|-------------------|----------------|-------------------------|------------------------|-----------------------------|-------------------|
| 559 | 17,698 | 215 | 4,103 | 774 | 63% | 44% | 41% | 8% | 76% |

Mission Statement

The University of Akron, a publicly assisted metropolitan institution, strives to develop enlightened members of society. It offers comprehensive programs of instruction from associate through doctoral levels; pursues a vigorous agenda of research in the arts, sciences, and professions; and provides service to the community. The University pursues excellence in undergraduate and graduate education, and distinction in selected areas of graduate instruction, inquiry, and creative activity.

(Reaffirmed September 1997)

Technology History Drives University of Akron

Technology-enhanced learning is in the fabric of innovation within the University of Akron’s Academic Plan and evidenced by technology-supported teaching, learning, research, service and excellence in operations.

The University of Akron has a rich history in information technology, but most important to its success is a culture where technology tools are enablers of academic pursuits and the university mission. Technology-enhanced learning is in the fabric of innovation within the University’s Academic Plan and evidenced by technology-supported teaching, learning, research, service and excellence in operations.

At Akron—noted the 3rd most “wired for wireless” campus in the U.S. by Intel—students and instructors can collaborate spontaneously anywhere on or off campus through distance learning classrooms and Web-based and Web-supported instruction. Distributed learning has allowed UA to expand beyond physical borders to virtually anywhere in the world for purposes of

increased enrollment, dual enrollment, educational and career access pathways, and degree advancement for working and place-bound professionals. Web portal (ZipLine) has evolved to become a central place where students can register for classes, check email, get grades and interact with the campus community. The same portal is used by faculty to check class rosters, enter grades and keep in contact with the University.

Technology evolves, so users need training and refreshers. The University of Akron provides this in a partnership between the technology staff (the ITS Learning Technology and Scholar/Learner Services) and the faculty (Institute for Teaching and Learning). During the 2005-2006 academic year, a total of 1,723 faculty and staff attended hands-on sessions in 61 unique trainings. There were 82 different Web tutorials available for faculty, staff, and students which were accessed a total of 17,891 times.

Twenty-two distance learning classrooms located on and off UA's main campus make up the Distance Learning Network at UA. An investment of nearly \$9 million in synchronous distance learning facilities and infrastructure has created one of the most advanced, robust, reliable, and sophisticated synchronous distance learning networks in the state. UA main campus students take distance learning courses because of the enriched educational experience they receive due to the latest multimedia and videoconferencing equipment available. For instance, students taking Political Science courses often will connect with Columbus or other sites of government and policy development. Web-enhancing courses help extend and solidify the learning community, whether students are at a distance or not.

In 2004, The University of Akron established an Information Technology Strategic Planning Committee with 17 members including faculty, administrators, students, part-time faculty, human resource professionals, and information technology representatives. The report developed by this committee was used in the search for a new Vice President for Information Technology and in the development of the University of Akron Academic Plan. Technology use is documented in multiple policies including the Collective Bargaining Agreement and the Curriculum Review Process.

Those who take advantage of the technological offerings are satisfied at The University of Akron—92% of those surveyed, had a positive experience with distributed learning and 82% of faculty agreed that “the use of IT enhances my work and academic pursuits.” Currently, more than 600 faculty members have instructor/designer level accounts in WebCT CE. To keep moving forward in technology use, the Institute for Teaching and Learning established research teams to further understand how and to what degree instructors use technology in their teaching and to enhance how technology is used for educational purposes.

An investment of nearly \$9 million in synchronous distance learning facilities and infrastructure has created one of the most advanced, robust, reliable, and sophisticated synchronous distance learning networks in the state.

Students at The University of Akron have embraced technology. Students were especially enthusiastic about UA’s laptop initiative, the wireless campus, WebCT supported courses, kiosks, tech-enhanced and distance learning classrooms, online registration, and the Information Center. All residence halls have Internet connectivity and the local broadband provider (Road Runner) gives students Internet access from home at reduced rates through a program known as OBEN.

Akron Offers High School Students a Taste of College

Postsecondary Enrollment Options (PSEO) are opportunities for secondary school students to take courses for college credit while they are still in high school. Through PSEO, students will have accumulated college credit before they enter college, saving them both money and time. It is becoming more popular for PSEO courses to be offered through distance learning. Out of a total of 9,880 PSEO students in Ohio in autumn 2005, 706 students (7.1%) took some of those courses at a distance. This percentage increased from 6.6% in autumn 2004. The University of Akron has the second largest PSEO program in the state with 340 students enrolled at its main campus during autumn 2005. Of these students, 23.82% took only distance learning PSEO courses. Currently, 364 students are enrolled which represents a 7% increase from autumn 2005 to autumn 2006.

Table 6. Postsecondary Enrollment Options

| Sector/ Campus | Total PSEO Students | Total PSEO Students Taking DL | PSEO DL Only Students | % Total PSEO Taking DL Only |
|-------------------------------|---------------------|-------------------------------|-----------------------|-----------------------------|
| Community/ Technical Colleges | 6,288 | 542 | 209 | 3.32% |
| Regional Campuses | 1,886 | 11 | 1 | 0.05% |
| Main Campuses | 1,706 | 153 | 119 | 6.98% |
| State Totals | 9,880 | 706 | 329 | 3.33% |
| Profiled Campus | | | | |
| Belmont Technical College | 0 | 0 | 0 | 0.00% |
| Owens State Community College | 352 | 45 | 20 | 5.68% |
| Franklin University | | | | |
| University of Akron | 340 | 92 | 81 | 23.82% |

The University of Akron's PSEO program provides expanded opportunities for qualified high school students to experience college level coursework. PSEO courses are offered at The University of Akron simultaneously to university students and high school students within their own high school in distance learning (DL) classrooms. UA began delivering courses to PSEO students in 1997 through a point-to-point fiber optic connection. The initial fiber network and two distance learning classrooms has now grown to include 11 high schools.

PSEO distance learning classes give high school students access to University of Akron faculty members. Interactive real-time technology is used to communicate with up to eight distance sites allowing faculty to view all connected sites simultaneously. Use of state-of-the-art multimedia technology in UA's DL classrooms allows UA faculty to present key concepts in a variety of ways, effectively reaching students with varied learning styles.

Akron supports PSEO DL students in several ways to ensure success. There is a dedicated orientation for the DL population with an Introduction to Communication Tools for DL. Parents are included to increase their comfort with the technology and to better understand their student's experience. A WebCT site dedicated to DL PSEO students allows students to report problems and successes. Onsite facilitators (many are former DL PSEO students) start connections and monitor an entire class, allowing faculty to focus on content. UA classes selected for PSEO delivery are identified in consultation with high school guidance counselors and curriculum directors and range from general education to science and lab courses. UA academic and ITS representatives meet regularly with high school guidance counselors and administrators to discuss curriculum, logistics and policy issues. Initial and ongoing orientation and support is provided for all DL faculty.

Research demonstrates that the greater the opportunity for interaction, the better the learning outcomes and the higher the satisfaction. See and Share software allows a PC-to-PC connection among all computers in the networked classrooms, so students in different locations can annotate the same SMART Board screen. Small group work among sites can proceed with "interim" connections. Helping faculty facilitate enriched learning communities for the high school students' distance sites is done through the use of WebCT. This tool enhances communication, allows course materials and lectures to be accessed online and students can post pictures and utilize threaded discussion. DL classes are often taped and posted to WebCT for playback by students who may have missed a class or for review. During DL orientation, which includes pedagogy, faculty are encouraged to visit and broadcast from high school sites at least once a semester. All of the above strengthens the feeling of a single learning community.

UA's distance learning program allows school districts to enhance their own academic offerings with UA curriculum while providing the high schools with a tech-enhanced classroom for meetings and classes.

Beyond the ease of availability of PSEO and other dual credit options, UA’s distance learning program allows school districts to enhance their own academic offerings with UA curriculum while providing the high schools with a tech-enhanced classroom for meetings and classes. This has enabled delivery of Advanced Placement courses taught by a teacher at one high school to students at other high schools, provided professional development to teachers, provided for virtual field trips for K-12 students and served as a resource for communities for national and international conferences and educational exchange.



| DL Undergraduate Students | Total Undergraduate Students | DL Graduate Students | Total Graduate Students | Total DL Students | Total % Female | Total % Age 25 or Older | Total % in Home County | Total % First-Time Students | Total % Caucasian |
|---------------------------|------------------------------|----------------------|-------------------------|-------------------|----------------|-------------------------|------------------------|-----------------------------|-------------------|
| 4,370 | NA | 339 | NA | 4,709 | 55% | NA | NA | NA | NA |

“The University promotes excellence in teaching and the use of appropriate technology to deliver accessible, innovative, measurably-effective learning, which integrates theory and application in community responsive programs.” (From Franklin University’s Mission Statement)

Franklin University pioneered online learning through its institution-wide commitment to the purposeful curriculum development model which brought together designers, developers, and content experts to create courses offered in a Balanced Learning Format (BLF). This format provides the knowledge students seek as well as a consistent quality and delivery of the classes they choose. This innovative course design, process and delivery format provided the foundation for designing courses in an online environment.

Franklin's student-focused model allows working adults to balance family, work and education. Franklin's combination of on campus and online delivery formats meets student needs for both traditional and virtual classroom experiences. Franklin offers quality courses and then markets those courses through its relationships with students in Central Ohio, the Community College Alliance (CCA) and GoArmyEd. In addition to individual courses, the Vantage MBA[®] and 15 of Franklin's 18 undergraduate majors can be completed through the Virtu@l Campus[®]. This convenience has resulted in over 65% of Franklin's students taking at least one course online.

The university is guided by six strategic directions. Two of the six strategic directions - building on the concept, reach, offerings and capabilities of the Virtu@l Campus[®] and evaluating, determining options and implementing instructional and administrative technologies - have resulted in an optimum system of course delivery. Webcast information sessions allow students to log on, obtain information about Franklin and even "chat live" with representatives from various departments, including Financial Aid and Transfer Credit. Videoconferencing allows students to interact face-to-face and gives Franklin a convenient means of providing training and advising sessions to community college partners.

Students are provided resources in classrooms, laboratories and via the Internet. A wide variety of applications are available, including online courseware, scientific simulations, business applications, desktop publishing software and a variety of programming environments. The Information Technology and Media Services Departments ensure that educational requirements are met in all delivery options and that Franklin directs a portion of its annual budget to support technology services. This organizational and fiscal dedication to the continuity of all aspects of Franklin's technologies guarantees that student needs are met with consistency and quality.

Faculty and students alike at Franklin are well-trained in the art of online learning. All faculty learn to effectively teach online by taking Franklin's "Instructional Strategies to Facilitate Learning" course and are provided numerous faculty development workshops to help them provide relevant, innovative instruction to all online students. To ensure that students can take full advantage of Franklin's Virtu@l Campus[®], students new to online learning are provided tutorials and are required to take PF 321, the University's Learning Strategies course. This course prepares students to be successful, lifelong learners both academically and in their chosen careers. Student Services Associates are assigned to each Virtu@l Campus[®], CCA and GoArmyEd student to assist them with their specialized needs.

All faculty learn to effectively teach online by taking Franklin's "Instructional Strategies to Facilitate Learning" course.

All technologies provided by the university are included in the flat, per credit hour tuition rate. However, per credit hour tuition is higher for students enrolled in the undergraduate Computer Science, Digital Communication, Information Technology and MIS courses, and the Master of Science in Computer Science courses.

Franklin's Focus on Adults Works Well in Virtual World

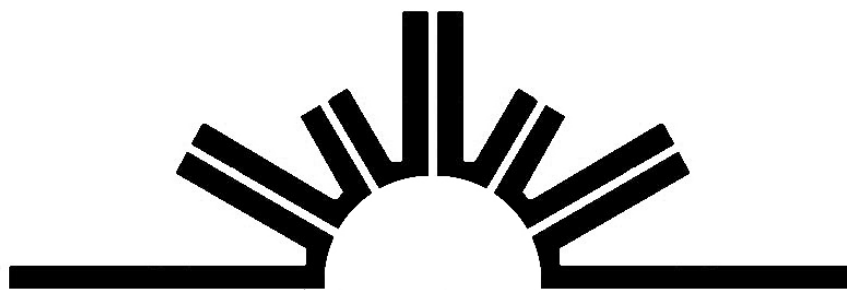
Franklin University's Community College Alliance (CCA) program provides community college students an opportunity to earn their Bachelor's degree, while staying in their own community. The program works in three phases to build a true alliance between the community college and Franklin University. First, the program accepts the student's entire Associate's degree from the community college. This provides the student with the maximum transfer of credits earned from the Associate's degree. Next, the student takes additional courses at the community college as part of his/her Bachelor's degree program. Finally, the student takes completion courses through Franklin's online program, allowing the student to remain committed to his/her personal and professional responsibilities without the travel commitments to a classroom.

The true value of the program is the relationship fostered between the faculty and staff at Franklin University and the community colleges that work cooperatively to inform students of the CCA program; review the transfer guide to provide seamless transfer; and provide one-on-one student services.

The CCA program grows because it offers the student a pathway forward from the Associate's degree and to the convenience of a Bachelor's degree online. The CCA program respects the education provided by the community colleges and offers financial advantages for the student by accepting approximately 84 semester hours at the community college's lower tuition rate as part of the Bachelor's degree credits.

The CCA program has 236 community colleges in 32 states across the country. The true value of the program lies within the relationship fostered between the faculty and staff at Franklin University and the community colleges that work cooperatively to inform students of the CCA program; continuously review the transfer guide to provide the most seamless transfer possible; and provide one-on-one student services from the time the student initially inquires until graduation.

Some students hesitate to try online learning, so Franklin encourages students to complete an online course during their Associate's degree to find out if they enjoy online classes. As community colleges offer more online courses, students will become more familiar and comfortable with online courses, making earning the Bachelor's degree online a natural transition.



Belmont Technical College

| DL Undergraduate Students | Total Undergraduate Students | DL Graduate Students | Total Graduate Students | Total DL Students | Total % Female | Total % Age 25 or Older | Total % in Home County | Total % First-Time Students | Total % Caucasian |
|---------------------------|------------------------------|----------------------|-------------------------|-------------------|----------------|-------------------------|------------------------|-----------------------------|-------------------|
| 195 | 1,643 | 0 | 0 | 195 | 57% | 46% | 47% | 17% | 95% |

Belmont Technical College is a learner-centered institution committed to meeting the academic, technical, career development and workforce needs of individuals, businesses, industries, and organizations. To serve its diverse student population and provide access to necessary skills in a rapidly changing workplace, the College employs a range of delivery systems including distance and community-based education, and strives to maintain low tuition rates and an abundance of financial aid sources. To provide an environment where quality lifelong learning can take place, the College depends on a constant and continually evolving interface with all community stakeholders... (From Belmont Technical College's Mission Statement)

BTC serves a rural, Appalachian population where getting to campus may involve an hour drive over narrow, hilltop roads. Adult students are often employed full-time and work rotating shifts, making it virtually impossible to attend traditionally scheduled classes. Active, hands-on and media-rich courses engage students, which mean it is more likely they will persist to degree completion. With a low college degree attainment level in the service area (5.9% of the residents possess Associate's degrees and only 6% have earned a Bachelor's degree), it is important to encourage students to complete an Associate's degree but also to facilitate transfer of credits to a Bachelor's program.

The Learning Commons/Library is the instructional technology and distance education support center for Belmont's faculty. The college's online degree

BTC serves a rural, Appalachian population where getting to campus may involve an hour drive over narrow, hilltop roads.

The college's purchase of a comprehensive, information system with learning management software, coupled with individual portal access for all students to key college information, is an example of the implementation of the goals and strategies of Belmont Technical College.

program was developed, taught and administered by the Learning Commons staff. The majority of the online courses over the last few years, including general education and other related courses, were developed as a requirement for this degree.

Three main policy documents – e-Learning Commons plan, Information Technology Plan, and Instructional Technology Plan – are supported by central funds designated for technology. The college's purchase and implementation of a comprehensive, integrated, information system with learning management software for all courses offered, coupled with individual portal access for all students to key college information, is an example of the implementation of the goals and strategies of the above mentioned plans.

Active technology use has historically been a key component of most programs in the college. The majority of the faculty incorporate some level of computer usage and other technology into their classroom activities. The college and the e-Learning Commons support these efforts and introduce new and innovative learning technologies through college-sponsored workshops, professional development activities and special presentations.

Many of the younger students expect to see computer technology employed. A segment of the adult population is intimidated at first but seems to take a lot of pride in watching computer skills develop over the course of a college career. Support services are in place to assist these individuals.

BTC learned that it takes a community of dedicated, committed, hard-working internal and external partners who care about employee and student learning to develop a complete online degree.

BTC entered the distance education arena as a result of three events. The first was a request by area library directors for a degree targeted to entry library employees. The varied operational schedules and the time constraints of the students (middle-aged women with families) made the option of an online program attractive. Second, an OLN grant led to some faculty developing online courses. The third event was receipt of an LSTA grant which funded a consultant to write the Ohio Board of Regents new program proposal. This proposal became the Associate in Applied Science in Information Technology degree with a major in Information Services. Prior to the inception of this online degree, much of the core faculty training for the use of technology in the classroom was the result of an OLN infrastructure grant in which faculty were required to launch technology projects.

As was the case with many early adopters, BTC learned what worked and what didn't work as the program evolved. It was decided the program would be developed over a five-year period and the institution would seek partnerships with other two-year institutions in order to meet student learning styles and needs. Students needing a course not scheduled at BTC that quarter could take the course at the partner school. In order for this to work, degree-specific courses had to be the first ones developed. This development plan allowed BTC to accommodate full-time students even though all online courses were not yet available.

Another astute early decision was developing an articulation for an online Bachelor's degree program. Many in the program plan to earn a Master's degree in library science. Bowling Green State University's online Advanced Technological Education (ATE) degree was a perfect partnership match.

Being one of the smallest Ohio public institutions makes it financially difficult to support any new initiative. Existing staff absorbed additional online support service tasks for the approximately 60 online courses Belmont has developed to date. The e-Learning Commons/Library staff assumed a lead role in technical support, course development and student and faculty training. When staff changes occurred, there was a re-design of position descriptions to include oversight and instruction in the online program. Creative solutions often had to be developed for evolving needs such as a Learning Management System (LMS) and online registration. A positive factor of being a small institution is that students are often known personally and one-on-one student feedback drives process changes. Other challenges over the last six years include rural eastern Ohio's antiquated communication infrastructure which requires many students to use dial-up. This means that use of multimedia resources must be offered in alternative formats. Student perceptions of online course requirements and mismatched computer skills are also challenges.

Distance education courses give the institution and its faculty an environment to try new and innovative teaching strategies including team and project-based learning; team teaching; training new faculty using "shadowing" of online courses; and podcasting.

BTC now has a portal-based learning management system integrated with the academic information system and currently is planning course migration into the new system. A distance education team is developing a distance education strategic plan.

Future endeavors include the submission of a U.S. Department of Labor Grant that, if successful, will fund the conversion of 10 courses in the college's Historic Building Preservation program into an online format. Online and distance education have given citizens in the BTC

BTC now has a portal-based learning management system integrated with the academic information system and currently is planning course migration into the new system.

service district greater access to higher education and they also significantly enhance learning.

Faculty Drive Learning Wherever it Happens

Who teaches e-learning courses? Who teaches face-to-face courses? The faculty.

Using available HEI faculty data (autumn 2004) provides characteristics for two groups of faculty (four and two-year public institutions) and three topics (faculty rank, tenure status, and degree level). Tables containing the data used are found in **Appendix D**.

Characteristics of Four-year E-Learning Faculty in Autumn 2004:

- 341 reported faculty members from four-year public institutions,
- professors (21%),
- associate professors (32%),
- assistant professors (23%),
- instructors (12%), other (8%), and lecturers (4%),
- tenured (56%),
- tenured track (29%),
- non-tenured track (26%),
- degree attainment: Doctorate's (65%), Master's (31%), Bachelor's (1%), professional degrees (1%), and other (1%).

Characteristics of Two-year Faculty in Autumn 2004:

- 496 reported faculty members from two-year public institutions,
- professors (29%),
- associate professors (25%),
- assistant professors (25%),
- instructors (14%), other (4%), and lecturers (2%),
- tenured (63%),
- tenured track (19%),
- non-tenured track (18%),
- degree attainment: Doctorate's (25%), Master's (61%), Bachelor's (9%), Associate's (2%), professional degrees (1%), and other (1%).

Currently, there are 1,691 faculty members teaching distance learning courses from all public institutions for autumn 2005. Demographic information about this group is unknown. If these numbers hold, that means from autumn 2004 to autumn 2005 there was a 202% increase in the number of faculty engaged in e-learning.

How does Ohio's faculty who teach online compare to national trends? In the Sloan 2006 report, participating institutions responded to a survey that asked them to identify the appropriate classification of their use of core or adjunct faculty who teach online and face-to-face courses. The use of the Sloan 2005 data is relevant for comparison since Sloan's national sample was drawn from those who taught in autumn 2004, as was the use of Ohio public faculty data used in this report.

The use of the term "core" in the Sloan survey would be equivalent to the use of the term "tenure status." More colleges in the Sloan survey reported that primary core faculty teach their online course than teach their face-to-face courses (65% online versus 62% face-to-face) (p. 9). Comparable numbers for faculty who teach online in Ohio for autumn 2005 are: 62.5% tenured, 18.9% tenured track, and 18.5% non-tenured track (**Appendix D**). In short, the snapshot of Ohio faculty who teach online in autumn 2004, when compared to the results of a similar snapshot of faculty who teach online from a national survey of institutions shows a strong parallel. In both cases, tenured and the core faculty are leading the charge to create online courses and programs.

The tenured and core faculty are leading the charge to create online courses and programs.

There are many more questions about who teaches online, their attitudes towards this endeavor, and the challenges they face. OLN will produce a more in-depth study of Ohio's e-learning faculty in spring 2007, which will attempt to shed some greater light on these issues.

Future Challenges for Ohio's Colleges and Universities

Embracing and adapting to technological change is important to Ohio's higher education community. The creation of organizations such as the Ohio Supercomputer Center, OARnet, OhioLINK and the Ohio Learning Network, are examples of the state's desire to build strong technology collaborative efforts. Two emerging collaboratives, the Ralph Regula School of Computational Science and the Regents Associate of Applied Business degree, illustrate a slight shift from infrastructure to shared content.

The Regula School is a statewide, virtual school providing computational science curriculum. Computational science is the use of computer modeling and simulation to solve complex business, technical and academic research problems. Starting with the development of a multi-institutional undergraduate minor in computational science, the Ralph Regula School will help to ensure Ohio has the skilled labor force needed to support the use of this new approach to innovation.

The Regents Associate of Applied Business degree holds promise for increasing the number of adults with degrees. The collaborative degree under development will be offered initially by Columbus State Community College, Lakeland Community College, Lorain County Community College and Owens Community College. Three universities – The University of Akron, Ohio University and The University of Toledo – are creating paths to fully articulated bachelor’s degrees from the Regents Degree.

While much has been accomplished in integrating technology to improve teaching and learning, it is clear the task continues. The 2006 Horizon Report (**Appendix C**) presents a research-oriented effort that seeks to “describe emerging technologies likely to have a large impact on teaching, learning, and creative expression within higher education.” The report addresses key trends, critical challenges and technologies that Ohio’s educational community should be attuned to.

Key trends:

- Dynamic knowledge creation and social computing tools and processes are becoming more widespread and accepted.
- Mobile and personal technology is increasingly being viewed as a delivery platform for all services.
- Consumers are increasingly expecting individualized services, tools, and experiences, and open access to media, knowledge, information and learning.

Critical challenges:

- Peer review and other academic processes, such as promotion and tenure review, increasingly do not reflect the ways scholarship actually is conducted.
- Information literacy is not a given, even among “net-gen” students.
- Intellectual property concerns and the management of digital rights and assets continue to loom as largely unaddressed issues.
- The typical approach of experimentally deploying new technologies on campuses does not include processes to quickly scale them up to broad usage when they work, and often creates its own obstacles to full development.
- The phenomenon of technological “churn,” the constant changing and updating of technology, brings new support challenges.

Technologies to watch:

- **Social computing** - application of computer technology to facilitate interaction and collaboration including blogs, wikis, or group writing tools.
- **Personal broadcasting** - i.e., podcasting and video blogging (vlogging) stemming from the root of personal Websites and blogs.
- **Phones in their pockets** - improved network speeds, Flash Lite, and video.
- **Educational gaming** – increased interest due to research into gaming and engagement theory, the effect of using games in practice.
- **Augmented reality and enhanced visualization** – a different way to view the world created by three-dimensional representations of abstract data.
- **Context aware environments and devices** - devices and rooms that respond to voice, motion, or other subtle signals.

The challenges facing higher education are compounded by an entering student body holding expectations built on mobile devices, sharable content, and collaborative learning. Teens are highly adaptable to technology, communications, and art as evidenced by MySpace (www.myspace.com), YouTube (www.youtube.com), and Flixster (www.flixster.com). Adults are often slower to adapt to changes which can create both boundaries and barriers. For Ohio’s colleges and universities attracting a younger audience, this provides one set of challenges. For those institutions and state projects targeting working adults spanning a three-decade age range, yet other challenges arise. Technology, it is hoped, provides the permeability to bring learners together.

OLN assists with these institutional and social challenges by sharing knowledge and promising practices with emerging learning technologies, providing cost effectiveness in tools, building capacity, and pushing for innovations in teaching and learning. Central to all activity is the focus on individuals’ needs for education.

Some examples of current OLN projects that assist Ohio institutions are:

- **Second Life:** to better understand how synthetic worlds and games can be used to support learning.
- **Open Source Projects:** pilot and production to offer flexible options for collaborative learning environments.
- **Learning Communities:** established to help faculty professional development via discussion, sharing e-learning topics identified by the community, and course revisions.

OLN assists by sharing knowledge and promising practices with emerging learning technologies, providing cost effectiveness in tools, building capacity, and pushing for innovations in teaching and learning.

- Info days, lists, etc.: ways for Ohio higher education faculty, staff, administrators, and policy makers to meet and stay in contact with each other to discuss and learn about issues related to e-learning.
- Annual conference: hosted by Ohio Learning Network, OhioLINK, OARnet and Ohio Supercomputer Center.

Appendix A: Enrollment Tables

Table 7. Public Institutions Enrollment Summary by Sectors and Student Level

| | Undergrad | Grad | % of FTE taking DL fall 2004 | % of FTE taking DL fall 2005 |
|----------------------------------|-----------|-------|------------------------------|------------------------------|
| All Campuses | 38,444 | 3,801 | 4% | 4% |
| Community and Technical Colleges | 25,431 | 0 | 7% | 8% |
| University Branch Campuses | 1,570 | 61 | 1% | 1% |
| University Main Campuses | 11,443 | 3,740 | 3% | 3% |

Table 8. Public Institutions Special Populations for Sectors-numbers

| | PSEO Students | Working Students | Working Full-time Adult | Male | Students over 24 years old | AU 2005 Totals |
|----------------------------------|---------------|------------------|-------------------------|--------|----------------------------|----------------|
| All Campuses | 706 | 29,427 | 14,164 | 13,524 | 21,144 | 42,245 |
| Community and Technical Colleges | 542 | 18,836 | 9,433 | 7,351 | 13,632 | 25,431 |
| University Branch Campuses | 11 | 1,143 | 483 | 629 | 763 | 1,631 |
| University Main Campuses | 153 | 9,448 | 4,248 | 5,544 | 6,749 | 15,183 |

Table 9. Public Institutions Special Populations for Sectors-percents

| | PSEO Students | Working Students | Working Full-time Adult | Percent Male | Students over 24 years old | AU 2005 Totals |
|----------------------------------|---------------|------------------|-------------------------|--------------|----------------------------|----------------|
| All Campuses | 1.67% | 69.6% | 33.5% | 32.0% | 50.0% | 42,245 |
| Community and Technical Colleges | 2.13% | 74.0% | 37.0% | 28.9% | 53.6% | 25,431 |
| University Branch Campuses | .67% | 70.0% | 29.6% | 38.5% | 46.7% | 1,631 |
| University Main Campuses | 1.01% | 62.2% | 27.9% | 36.5% | 44.4% | 15,183 |

Table 10. Largest Number of Completions from 2004 and 2005

| | AU 2004 | AU 2005 | % Change |
|----------------------------------|---------|---------|----------|
| Columbus State Community College | 4,273 | 4,879 | 12.4% |
| Cuyahoga Community College | 4,773 | 4,866 | 1.8% |
| University of Toledo | 3,481 | 4,101 | 15.1% |
| University of Cincinnati | 2,174 | 3,005 | 27.6% |
| Lorain County Community College | 2,490 | 2,719 | 8.4% |

Appendix B: Institutional Profile Questions

1. Why is online, distance and technology-enhanced learning important to your institutional mission?
 - a. To what do you credit the successes at your institution with these new modes of delivery?
 - b. Where does the use of technology appear in your campus policy documents - strategic or academic plans, budgets, promotion and tenure policies?
 - c. In general, how does your campus community (faculty and staff) regard using technology in teaching and learning?
 - d. In general, how does your student community regard using technology in teaching and learning?
2. Do you have laptop or other technology requirements of students?
3. Does your institution use any special student fees for technology?

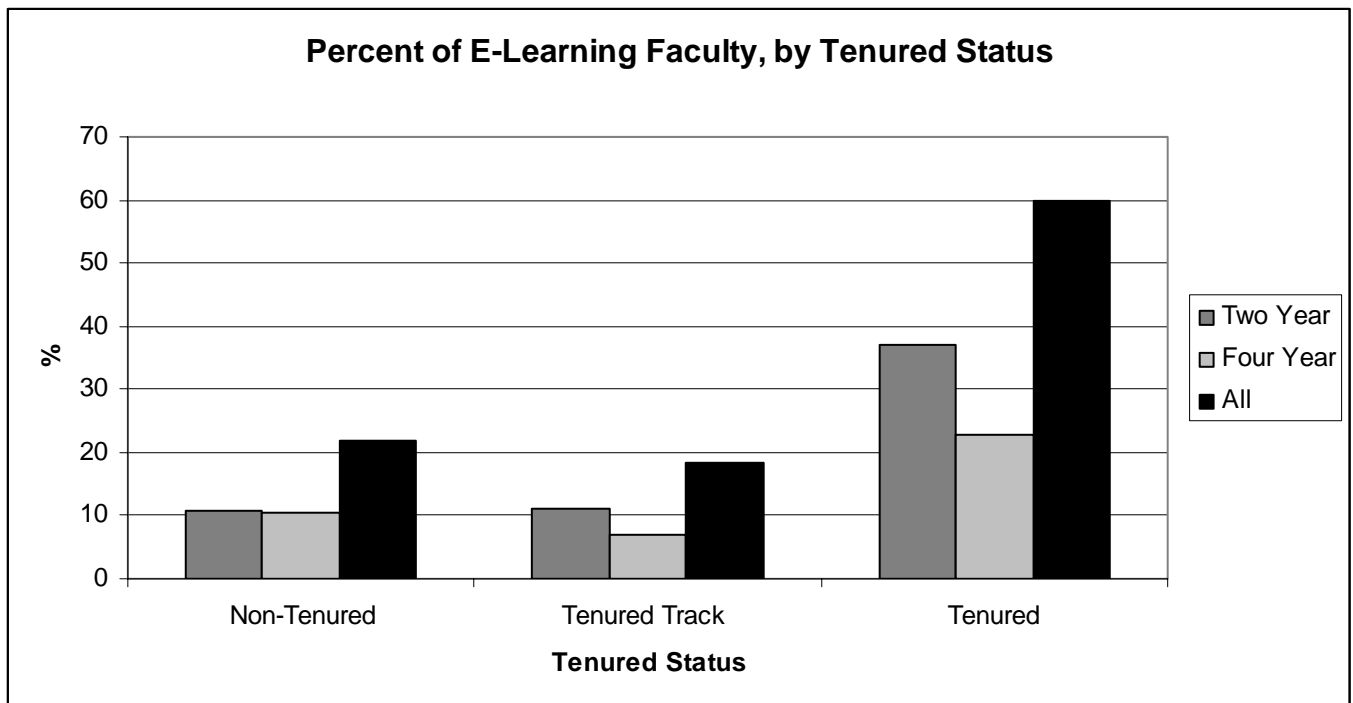
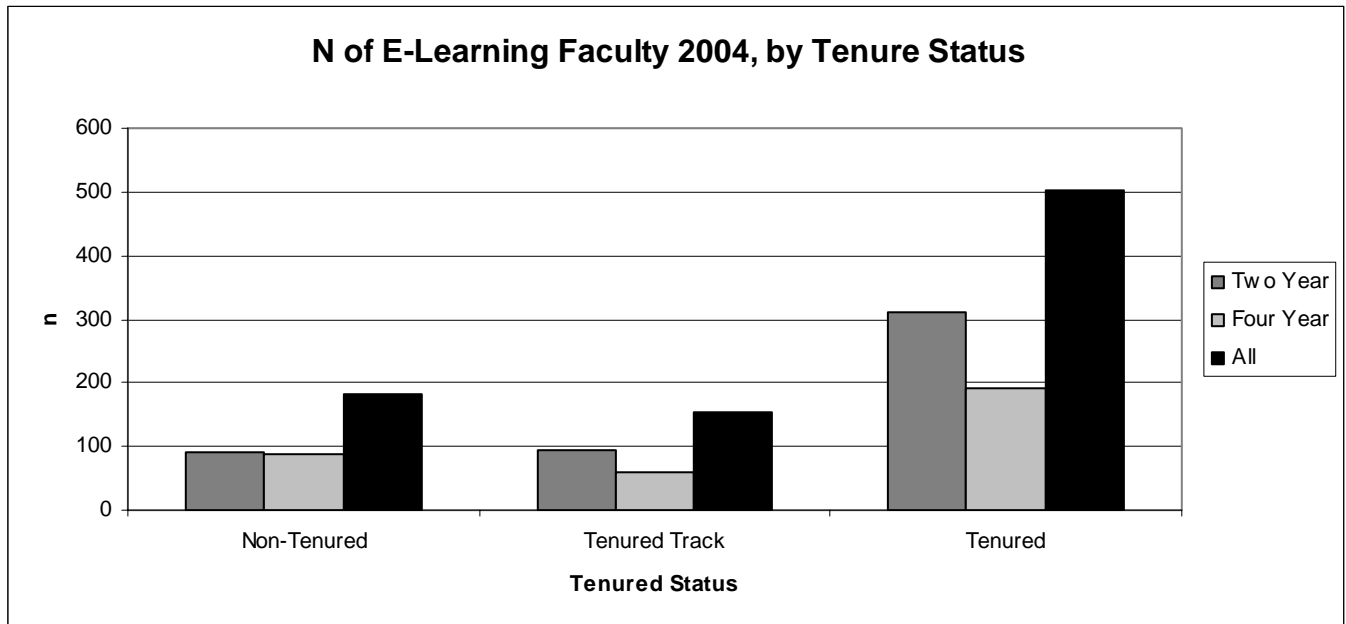
Appendix C: Bibliography

Growing by Degrees, (2005) Sloan Consortium, (downloaded on November 22, 2006) http://www.sloan-c.org/publications/survey/pdf/growing_by_degrees.pdf.

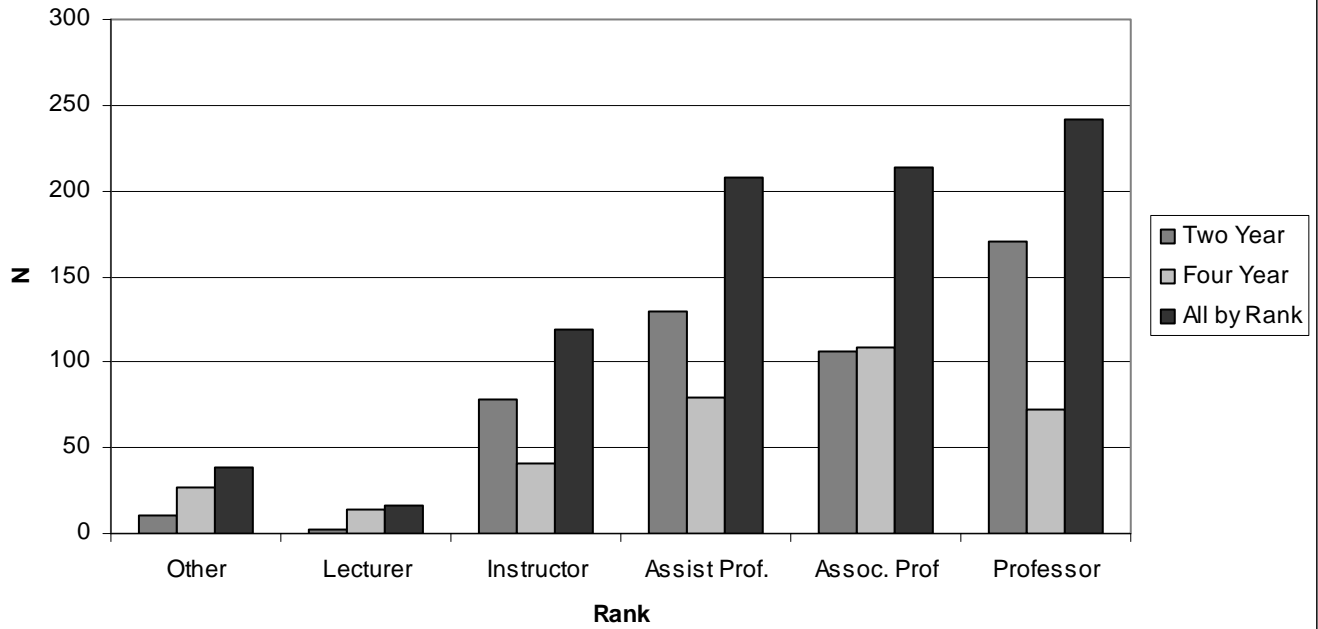
Horizon Report (2006). The New Media Consortium and the EDUCAUSE Learning Initiative, The New Media Consortium, (downloaded on November 22, 2006) http://www.nmc.org/pdf/2006_Horizon_Report.pdf.

Making the Grade: Online Education in the United States, (2006) Babson Survey Research Group and the Sloan Consortium, (downloaded on November 22, 2006) http://www.sloan-c.org/publications/survey/pdf/making_the_grade.pdf.

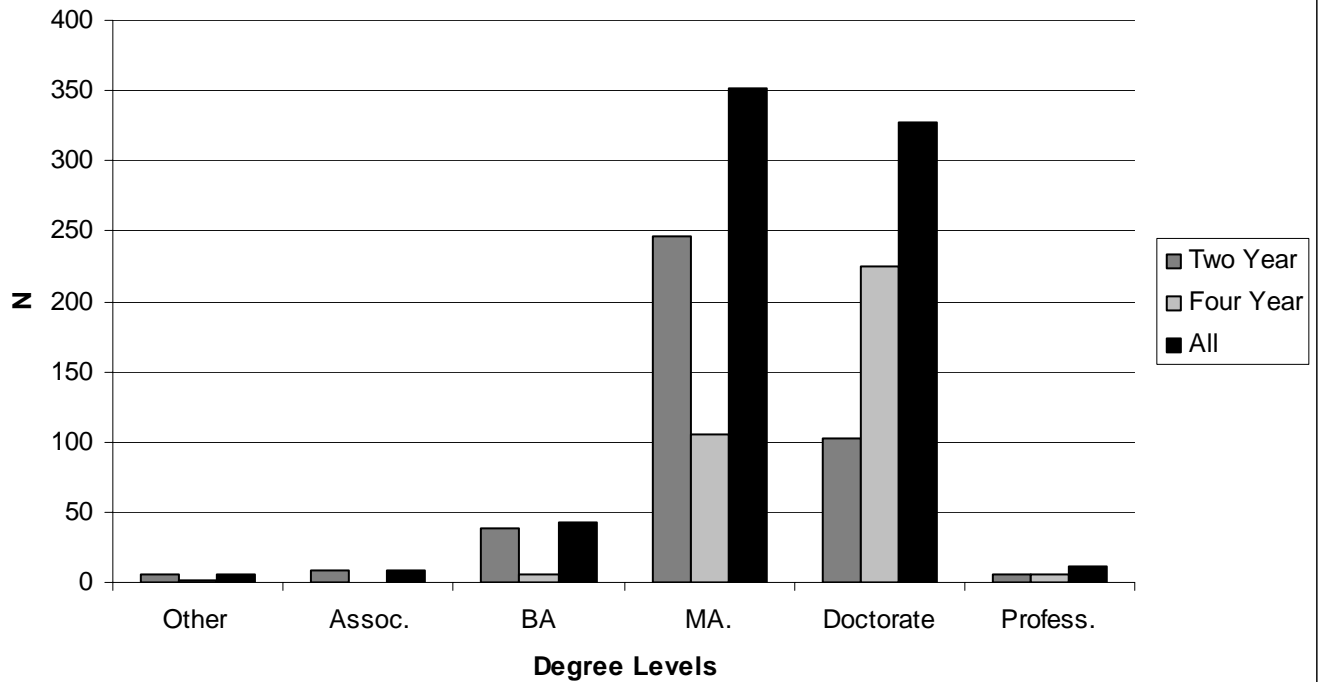
Appendix D: E-Learning Faculty Characteristics Autumn, 2004



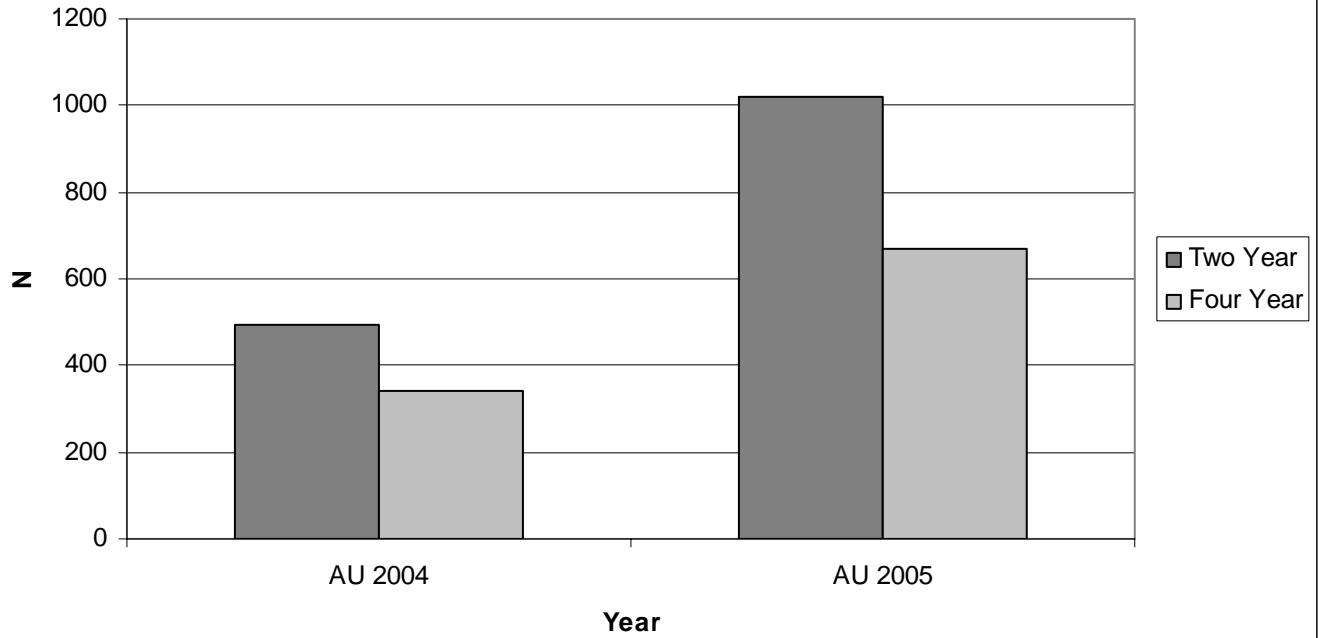
E-Learning 2004 Faculty by Rank



E-Learning 2004 Faculty by Degree Levels



Comparing AU 2004 to AU 2005 E-Learning Faculty by Institutional Type



Appendix E

Distance Learning Sections by Academic Discipline

| Sector | Subject | total DL sect's. | Remedial sections | General Studies sections | Technical sections | Bacc. sect's. | Master's sections | Doctoral sect's. |
|-----------------------|-------------------------------|------------------|-------------------|--------------------------|--------------------|---------------|-------------------|------------------|
| CC SC TC | Arts & Humanities | 363 | 7 | 286 | 21 | 49 | 0 | 0 |
| CC SC TC | Business | 473 | 0 | 81 | 391 | 1 | 0 | 0 |
| CC SC TC | Education | 35 | 0 | 14 | 19 | 2 | 0 | 0 |
| CC SC TC | Engineering | 93 | 0 | 6 | 87 | 0 | 0 | 0 |
| CC SC TC | General Education | 34 | 2 | 31 | 1 | 0 | 0 | 0 |
| CC SC TC | Health | 267 | 0 | 33 | 233 | 1 | 0 | 0 |
| CC SC TC | Interdisciplinary | 14 | 0 | 14 | 0 | 0 | 0 | 0 |
| CC SC TC | Law and Legal Studies | 17 | 0 | 6 | 11 | 0 | 0 | 0 |
| CC SC TC | Library Science | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| CC SC TC | Natural Science & Mathematics | 396 | 29 | 186 | 166 | 15 | 0 | 0 |
| CC SC TC | Not Specified | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| CC SC TC | Protective Services | 21 | 0 | 2 | 19 | 0 | 0 | 0 |
| CC SC TC | Social & Behavioral Sciences | 349 | 0 | 277 | 19 | 53 | 0 | 0 |
| CC SC TC Total | | 2,064 | 38 | 936 | 969 | 121 | 0 | 0 |
| UB | Arts & Humanities | 21 | 0 | 4 | 0 | 17 | 0 | 0 |
| UB | Business | 34 | 0 | 1 | 22 | 9 | 2 | 0 |
| UB | Education | 2 | 0 | 0 | 0 | 0 | 0 | 2 |
| UB | Engineering | 16 | 0 | 0 | 1 | 11 | 4 | 0 |
| UB | Health | 29 | 0 | 0 | 9 | 20 | 0 | 0 |
| UB | Law and Legal Studies | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| UB | Library Science | 2 | 0 | 2 | 0 | 0 | 0 | 0 |
| UB | Natural Science & Mathematics | 29 | 0 | 8 | 11 | 9 | 1 | 0 |
| UB | Protective Services | 9 | 0 | 1 | 0 | 8 | 0 | 0 |
| UB | Social & Behavioral Sciences | 12 | 0 | 6 | 0 | 5 | 1 | 0 |
| UB Total | | 155 | 0 | 22 | 44 | 79 | 8 | 2 |
| UM | Arts & Humanities | 144 | 1 | 58 | 0 | 55 | 25 | 5 |
| UM | Business | 82 | 0 | 5 | 46 | 23 | 7 | 1 |
| UM | Education | 255 | 0 | 4 | 32 | 69 | 100 | 50 |
| UM | Engineering | 73 | 0 | 0 | 6 | 27 | 27 | 13 |
| UM | General Education | 15 | 0 | 15 | 0 | 0 | 0 | 0 |
| UM | Health | 299 | 0 | 1 | 1 | 238 | 43 | 16 |
| UM | Law and Legal Studies | 2 | 0 | 0 | 2 | 0 | 0 | 0 |
| UM | Library Science | 28 | 0 | 0 | 0 | 0 | 28 | 0 |
| UM | Natural Science & Mathematics | 51 | 2 | 22 | 8 | 13 | 4 | 2 |
| UM | Protective Services | 39 | 0 | 0 | 1 | 31 | 5 | 2 |
| UM | Social & Behavioral Sciences | 186 | 0 | 60 | 4 | 53 | 68 | 1 |
| UM Total | | 1,174 | 3 | 165 | 100 | 509 | 307 | 90 |
| Grand Total | | 3,393 | 41 | 1,123 | 1,113 | 709 | 315 | 92 |

Distance Learning Enrollments by Academic Discipline

| Sector | Subject | total Distance enrolls | Remedial enrolls | General Studies enrolls | Technical enrolls | Bacc. enrolls | Master's enrolls | Doctoral enrolls |
|-----------------------|-------------------------------|------------------------|------------------|-------------------------|-------------------|---------------|------------------|------------------|
| CC SC TC | Arts & Humanities | 7,504 | 149 | 5,997 | 355 | 1,003 | 0 | 0 |
| CC SC TC | Business | 7,410 | 0 | 1,481 | 5,926 | 3 | 0 | 0 |
| CC SC TC | Education | 697 | 0 | 338 | 335 | 24 | 0 | 0 |
| CC SC TC | Engineering | 746 | 0 | 33 | 713 | 0 | 0 | 0 |
| CC SC TC | General Education | 638 | 40 | 582 | 16 | 0 | 0 | 0 |
| CC SC TC | Health | 4,582 | 0 | 726 | 3,842 | 14 | 0 | 0 |
| CC SC TC | Interdisciplinary | 190 | 0 | 190 | 0 | 0 | 0 | 0 |
| CC SC TC | Law and Legal Studies | 320 | 0 | 128 | 192 | 0 | 0 | 0 |
| CC SC TC | Library Science | 6 | 0 | 0 | 6 | 0 | 0 | 0 |
| CC SC TC | Natural Science & Mathematics | 6,464 | 666 | 3,456 | 2,130 | 212 | 0 | 0 |
| CC SC TC | Not Specified | 18 | 0 | 0 | 18 | 0 | 0 | 0 |
| CC SC TC | Protective Services | 330 | 0 | 36 | 294 | 0 | 0 | 0 |
| CC SC TC | Social & Behavioral Sciences | 7,522 | 0 | 5,933 | 338 | 1,251 | 0 | 0 |
| CC SC TC Total | | 36,427 | 855 | 18,900 | 14,165 | 2,507 | 0 | 0 |
| UB | Arts & Humanities | 218 | 0 | 52 | 0 | 166 | 0 | 0 |
| UB | Business | 370 | 0 | 19 | 268 | 63 | 20 | 0 |
| UB | Education | 19 | 0 | 0 | 0 | 0 | 0 | 19 |
| UB | Engineering | 164 | 0 | 0 | 19 | 129 | 16 | 0 |
| UB | Health | 290 | 0 | 0 | 109 | 181 | 0 | 0 |
| UB | Law and Legal Studies | 2 | 0 | 0 | 2 | 0 | 0 | 0 |
| UB | Library Science | 34 | 0 | 34 | 0 | 0 | 0 | 0 |
| UB | Natural Science & Mathematics | 425 | 0 | 170 | 156 | 98 | 1 | 0 |
| UB | Protective Services | 98 | 0 | 6 | 0 | 92 | 0 | 0 |
| UB | Social & Behavioral Sciences | 196 | 0 | 112 | 0 | 76 | 8 | 0 |
| UB Total | | 1,816 | 0 | 393 | 554 | 805 | 45 | 19 |
| UM | Arts & Humanities | 2,748 | 12 | 1,459 | 0 | 1,061 | 136 | 80 |
| UM | Business | 2,239 | 0 | 220 | 1,131 | 737 | 149 | 2 |
| UM | Education | 3,817 | 0 | 163 | 474 | 1,299 | 937 | 944 |
| UM | Engineering | 658 | 0 | 0 | 77 | 364 | 126 | 91 |
| UM | General Education | 568 | 0 | 568 | 0 | 0 | 0 | 0 |
| UM | Health | 3,548 | 0 | 20 | 60 | 2,711 | 511 | 246 |
| UM | Law and Legal Studies | 62 | 0 | 0 | 62 | 0 | 0 | 0 |
| UM | Library Science | 521 | 0 | 0 | 0 | 0 | 521 | 0 |
| UM | Natural Science & Mathematics | 1,268 | 53 | 682 | 142 | 215 | 88 | 88 |
| UM | Protective Services | 1,441 | 0 | 0 | 16 | 294 | 577 | 554 |
| UM | Social & Behavioral Sciences | 4,034 | 0 | 1,485 | 70 | 1,543 | 851 | 85 |
| UM Total | | 20,904 | 65 | 4,597 | 2,032 | 8,224 | 3,896 | 2,090 |
| Grand Total | | 59,147 | 920 | 23,890 | 16,751 | 11,536 | 3,941 | 2,109 |

Appendix F

| Associate Degrees in OhioLearns! as of November, 2006 | |
|---|---|
| Degree Titles | N |
| Applied Business, eBusiness | 1 |
| Applied Business, Information Systems Technology | 1 |
| Applied Science in Marketing | 3 |
| Applied Science in Nursing | 1 |
| Applied Science in Registered Nursing | 1 |
| Associate Degree in, Accounting | 3 |
| Associate Degree in, Administrative Assistant | 1 |
| Associate Degree in, Administrative Office Information System | 1 |
| Associate Degree in, Agribusiness Marketing/Management Technology | 1 |
| Associate Degree in, Applied Business, Business Management | 1 |
| Associate of Arts | 4 |
| Associate of Arts, Liberal Arts General Concentration | 1 |
| Associate of Science | 2 |
| Associate of Science in Corporate Management | 1 |
| Associate of Science in Criminal Justice Administration | 2 |
| Associate of Science: Business Administration | 1 |
| Automotive Management/Automotive Aftermarket Management | 1 |
| Automotive Management/Automotive Aftermarket Management | 1 |
| Banking and Finance | 1 |
| Business Administration - Entrepreneurship Major | 1 |
| Business Administration - Human Resource Management Major | 1 |
| Business Computer Programming Technology | 1 |
| Business Management | 3 |
| Business Management Technology | 1 |
| Business Management Technology - Fast Track | 1 |
| Computer Information Systems - Web Development Major | 1 |
| Computer Information Systems-E-Business Technology Major | 1 |
| Computer Information Systems-Network Communications Technologies | 1 |
| Computer Information Systems-Software Development | 1 |
| Computer Software Specialist Technology | 1 |
| Early Childhood Education | 1 |
| Fire Service Technology | 1 |
| Information Services and Support | 1 |
| Information Technology/Digital Multimedia Design | 1 |
| Information Technology/Electronic Commerce | 1 |
| Information Technology/Microsoft Networking Technology | 1 |
| Information Technology/Network Security | 1 |
| Interdisciplinary Program in Technical Studies | 1 |
| Justice Systems - Police Science | 1 |
| Justice Systems Corrections | 1 |
| Legal Administrative Assistant/Notehand Option | 1 |
| Legal Administrative Assistant/Word Processing | 1 |
| Legal Assisting | 1 |
| Marketing and Sales Technology | 1 |

Associate Degrees in OhioLearns! as of November, 2006

| Degree Titles | N |
|---|----|
| Medical Administrative Assistant/Notehand Option | 1 |
| Medical Administrative Assistant/Word Processing Option | 1 |
| Medical Assisting - Clinical Focus | 1 |
| Medical Laboratory | 1 |
| Office Assistant | 1 |
| Pharmacy Assistant Technology | 1 |
| Programming and Software Development | 1 |
| Public Administration | 1 |
| Tourism - Hospitality Major | 2 |
| Tourism - Travel Industry Major | 1 |
| Word Processing/Administrative Support | 1 |
| Word/Information Processing | 1 |
| Total | 68 |

Bachelor Degrees in OhioLearns! as of November, 2006

| Degree Titles | N |
|---|---|
| Accounting | 1 |
| Addiction Studies | 1 |
| Agribusiness | 1 |
| Applied Management (completion program) | 1 |
| Automotive Management/Automotive Aftermarket Management | 1 |
| Bachelor of Science | 1 |
| Bachelor of Specialized Studies | 2 |
| Business Administration | 4 |
| Business Administration (Accelerated) | 1 |
| Clinical Laboratory Science | 1 |
| Computer Science | 1 |
| Computer Science and Engineering Technology Degree Completion Program | 1 |
| Criminal Justice | 2 |
| Criminal Justice Degree Completion Program | 1 |
| Digital Communication (completion program) | 1 |
| Early Childhood Education | 1 |
| Electro-Mechanical Concentration | 1 |
| Environmental, Safety, and Health Management (BSEM) | 1 |
| Fire and Safety Engineering Technology | 1 |
| Health Care Administration | 1 |
| Health Care Administration (Accelerated) | 1 |
| Health Information Management | 2 |
| Healthcare Management (completion program) | 1 |
| Human Resources Management | 1 |
| Information Technology | 1 |
| Liberal Studies | 2 |

| Bachelor Degrees in OhioLearns! as of November, 2006 | |
|--|----|
| Degree Titles | N |
| Liberal Studies, Degree Completion | 1 |
| Management | 1 |
| Management Information Sciences | 1 |
| Marketing | 2 |
| Nursing | 2 |
| Public Safety Management (completion program) | 1 |
| RN-to-BSN Completion (for students who already hold an RN license) | 1 |
| Technical and Applied Studies | 1 |
| Technology, Degree Completion (ATE) Major | 1 |
| Total | 44 |

| Graduate Degrees in OhioLearns! as of November, 2006 | |
|--|---|
| Degree Titles | N |
| Career Based Intervention Program | 1 |
| Computing/Technology Endorsement | 1 |
| Criminal Justice | 1 |
| Doctor of Pharmacy (PharmD) | 2 |
| Doctor of Philosophy | 1 |
| Doctor of Philosophy, Interdisciplinary Studies in Clinical Psychology | 1 |
| Doctor of Philosophy, Technology Management | 1 |
| Educational Leadership | 1 |
| Initial Licensure Program for School Library/Media | 1 |
| Master in Education (for Health Care Professionals) | 1 |
| Master of Arts in Conflict Resolution | 1 |
| Master of Business Administration | 5 |
| Master of Criminal Justice | 1 |
| Master of Education in Curriculum and Instruction with a Focus on Technology | 1 |
| Master of Education: Specialization in Assistive Technology | 1 |
| Master of Liberal Studies Program | 1 |
| Master of Public Administration | 2 |
| Master of Science in Engineering Program | 1 |
| Master of Science in Environmental Management (ENVM) | 1 |
| Master of Science in Health Sciences | 1 |
| Master of Science in Nursing, Nurse Educator | 1 |
| Master of Science in Nursing, Psychiatric-Mental Health | 1 |
| Master of Science in Recreation and Sports Science | 1 |
| Master of Science, Computer Science | 1 |
| Master of Science, Human Factors Engineering | 1 |
| Master of Social Work | 1 |
| Masters of Science in Library/Media Licensure | 1 |
| Masters of Science in Nursing | 1 |
| Masters with School Library/Media Licensure | 1 |
| Med in Instructional Technology (ITEC) | 1 |

| Graduate Degrees in OhioLearns! as of November, 2006 | |
|--|----|
| Degree Titles | N |
| Nursing - Women's Health Nurse Practitioner (MSN) | 1 |
| Nursing- Nurse Midwifery (MSN) | 1 |
| Rehabilitation Counseling for Severe Disabilities (M.R.C.) | 1 |
| Transition Specialist Endorsement | 1 |
| Total | 40 |

| Certificates in OhioLearns! as of November, 2006 | |
|---|----|
| Degree Titles | N |
| Accounting Technologies | 2 |
| Advanced Study in Bioethics | 1 |
| Bioethics | 1 |
| Business Management Technology | 1 |
| Computer Software Specialist | 1 |
| Diversity Management | 1 |
| e-Commerce Certificate | 1 |
| Endorsement in Gifted Education | 1 |
| Entrepreneurship | 1 |
| Fast Track Programmer Analyst | 1 |
| Food & Nutrition Graduate Certificate | 1 |
| Geographic Information Systems (GIS) | 1 |
| Homeland Security | 1 |
| Information Services and Support | 1 |
| International Scientific and Technical Communication | 1 |
| Java Enterprise Development Certificate | 1 |
| Manufacturing Technology - Quality Control | 1 |
| Marketing and Sales Technology | 1 |
| Medical Assisting | 1 |
| Nursing Education Certificate | 1 |
| Ohio Reading Endorsement | 1 |
| Outpatient Coding/Billing Specialist | 1 |
| Police Science | 1 |
| Post Masters Nursing Education Certificate | 1 |
| Programming and Software Development | 1 |
| Psychiatric-Mental Health Clinical Nurse Specialist Certificate | 1 |
| Public Administration | 1 |
| Quality Systems Graduate Certificate | 1 |
| Software Applications for the Professional | 1 |
| Surgical Technology | 1 |
| Web Programming | 1 |
| Total | 32 |

Other in OhioLearns! as of November, 2006

Degree Titles

| | N |
|---|---|
| Other, Gifted, Creative and Talented Endorsement | 1 |
| Other, Radiologic Technology Continuing Education Modules | 1 |
| Other, Teaching English as a Second Language Endorsement | 1 |
| Total | 3 |

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How the Report and Case Studies Were Conducted:

Case studies were created from campus responses to a set of questions (Appendix B). Data was selected from the HEI repository primarily using the AU 2005 DO (Distance Courses), DS (Distance Sections), CI (Course Inventory), and CN (Course Enrollments); AU 2004 ST (Course Sections Taught), and FD (Faculty and Instructional Non-faculty Demographics). OLN staff provided the content and grants information. In subsequent reports, attempts will be made to provide institutional data for all OLN member institutions.

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