

Memo

To: School of Liberal Arts Faculty Assembly
From: SLA *Ad Hoc* Online Education Committee
Subject: Committee Report
Date: February 24, 2020

This report responds to questions posed to the committee as part of our 2019-2020 charge from the School of Liberal Arts Faculty Assembly. We remind readers that there is a distinction between online courses, which include any available online course that is not part of an IU Online Collaborative program, and IU Online courses, which are tied to explicit IU Online collaborative degree programs.

1. Gather information on online courses taught in the School of Liberal Arts in recent years.

The number of online courses taught, students enrolled, the fill rate and average enrollment per course, are provided in the accompanying tables (Tables 1a & 1b), for each department or program for the last five years, and for only Fall 2019.

| | Total Credit Hours | Total Enrollment | Total Waitlist | Total Courses Offered | Total Sections Offered |
|----------------------------------|---------------------------|-------------------------|-----------------------|------------------------------|-------------------------------|
| Jan 2015–Dec 2019 (UG & Grad) | 131,694 | 43,094 | 826 | 236 | 1,660 |
| Fall 2019: Undergraduate | 12,323 | 4,091 | 32 | 98 | 164 |

Profile of students taking online courses:

The webinar for SLA Faculty run by the Office of Online Education (OOE) provided information on the students taking online courses at IUPUI. A recording of the webinar can be found here, https://iu.mediaspace.kaltura.com/media/IU+School+of+Liberal+Arts+Webinars/0_mj1j48wc

- As of Spring 2020, **students taking both online and in person classes are taking a larger number of credit hours** on average than those taking no online courses (14.3 & 12.8, respectively). This is may be tied to banded tuition making the costs of additional credit hours affordable, and the flexibility of the online format making more credit hours feasible.
- Among Spring 2020 IUPUI students, **47% are taking at least one online course** up from 35% in Spring 2015.
- At IUPUI (including IUFW & IUPUC), **of the 1,338 students enrolled in an online program, only 100 are enrolled in an IU Online collaborative degree program.**
- Comparing IUPUI students in online programs with those in campus/hybrid programs, online program students are on average about nine years older, more likely to be female (79% vs 58%), more likely to be first-generation (31% vs 25%), and less likely to be an underrepresented minority (18% vs 22%).

2. Examine the operation and scope of IU Online.

IU Online programs are multi-campus collaborative degrees intended to prevent competition among campuses. Questions concerning IU Online were addressed in our October 2019 report, and were part of the Webinar presented by OOE (linked above), and thus are not reported here.

Examine current procedures and best practices within SLA for working with IU Online.

There are no current procedures and best practices within SLA for working with IU Online. This work has been conducted at the individual program level. In our proposal to create a new Standing Committee on Online Education (also circulated), the *Ad Hoc* Committee has recommended that “disseminating resources related to online education for faculty” be included in the charge.

Report on the legal agreements that SLA departments already have with IU Online.

The Committee has collected MOUs for each SLA program involved in IU Online collaborative programs and made these available by request in the committee box file. The proposed standing committee on online education recommends all new MOUs be added to the repository by the Dean's Office. Each degree and certificate program has its own set of MOUs (*Documentation of Interests & Responsibilities; Curriculum & Administrative Requirements; Collaborative Academic Program Administration*) signed by collaborating campuses and IU Online. While all use the same template, there are significant variations within them to meet the needs of each collaborative program. The MOUs outline services provided to programs and students, commitment to faculty receiving Quality Matters training, and revenue sharing agreement which is particularly important when a student's campus of enrollment differs from the campus teaching the course. The list of IU Online programs and their stage of development can be found here: https://teachingonline.iu.edu/doc/Program%20Approval%20Tracking%20for%20PDF%202020_02_17.pdf

3. Identify other questions and areas for further research to inform discussions about online education among faculty.

Areas for future research include identifying, or creating, a set of tools to help adapt long established approaches to assessing teaching quality to the very different environment of teaching online. These would include teaching evaluation, course and program development, and lessons learned in involvement with IU Online Collaborative programs.

Teaching Evaluation:

- The mechanism by which students evaluate online teaching;
- A framework for peer review of online teaching;
- Accounting for online teaching in promotion and tenure;
- Accounting for online course development in annual reviews;
- Incorporating faculty involvement in IU Online collaborative degree programs into annual reviews;

Course & Program Development:

- Examining the importance of class size in an online environment;
- Identifying alternatives to Quality Matters (QM) that could be used in SLA online courses;
- Work with the Curriculum Committees on issues related to using QM or an alternative in online courses;
- Adapting syllabus guidelines for online courses;
- Work with the curriculum committees to adapt the syllabus template and checklist for new course approvals;
- Promote the use of common terminology surrounding online courses (e.g., hybrid; distance learning; correspondence course), so that students know what to expect.

IU Online Lessons Learned:

- Identifying recommendations related to online course compliance, and online program compliance, with ICHE and HLC, and working with the existing Curriculum Committees to incorporate these in the course and program approval process.
- Identify specific programs in the School that may require approval as a *hybrid program* (50-79%) or as an *online program* (80%+), and link those programs to the Office of Collaborative Academic Programs to get those courses approved.
- Survey programs that have, or have tried to, develop a collaborative online program through IUOnline.

Finally, the *Ad Hoc* Committee, recommends that a Standing Committee on Online Education be formed to continue to work on new challenges and opportunities in online teaching, as they emerge.