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# UNC E-Learning Strategy:

# Strengthen Academic Quality, Increase Access, and Improve Efficiency

Alisa Chapman
University of North Carolina

October 10, 2013

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# UNC E-Learning Strategy

- Access
  - Increase access to current and prospective students
- Quality
  - Means to improve academic quality; student learning / success
- Efficiency
  - Academic and operational
  - Potential source of new revenue
- Research to Drive Improvements
  - Programs, courses, students, and faculty
  - Identification of promising practices, focused discussions with campus leaders, and program improvements

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# E-Learning as a Means to *Increase Access*

- Online Program Inventory
  - 328 online degree / certificate programs
- Growth in Distance Education Programs
  - Increase in headcount enrollments and student credit hours taught
- Market Research to Inform Degree Attainment Strategies
  - Degree Completion / Partway Home
- Serving Currently Enrolled Students
  - Flexible delivery options, improving / tracking academic quality
  - Examples – UNC World Language Consortium Pilot (technical and policy framework), UNC Exchange, UNC Online Proctoring Network, UNC E-Mentoring Academic Services

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# E-Learning as a Means to *Improve Quality*

- Academic Quality and Student Success
  - Function of course design, student / faculty preparedness
- Faculty Development
  - Learning analytics / Candace Thille, faculty development portal
- Strategic Directions E-Learning Workgroup
  - Policy recommendations, identification of best practices, student / faculty preparedness
- Research to Improve Student Success
  - Data driven and evidence-based
  - Initial analysis to evaluate learning outcomes in online education

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# Learning Outcomes in Online Education

- Methodology for Initial Analysis
  - Data from 2011-2012 academic year
  - Only includes courses provided both online and face-to-face
  - Focus on undergraduate student outcomes
    - Grade of D or F, withdrawal and incomplete
  - Focus variables – online / face-to-face, discipline, freshman or non-freshman
  - Control variables – range of academic and demographic characteristics
    - course load, average grade for all other courses, term, all classes online
    - race, class, Pell grant recipient, gender

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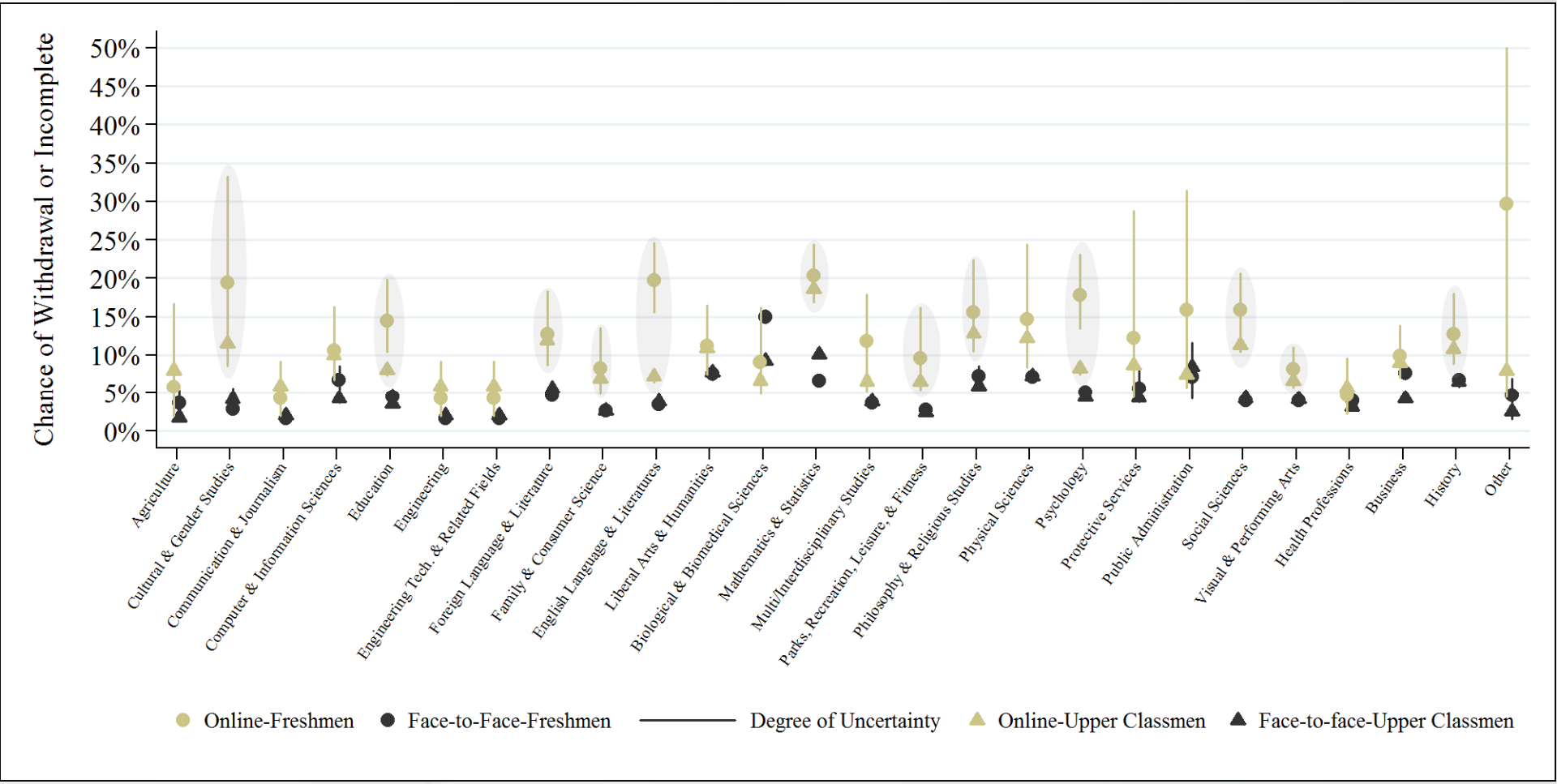
# Learning Outcomes in Online Education

- Major Findings
  - Many instances there is no significant differences between outcomes in online versus face-to-face.
  - In about half of the academic fields we find a significant difference in online and face-to-face modes of delivery.
  - Where there are significant differences, in all but one area (physical sciences) face-to-face delivery produces better outcomes. We are investigating the results for physical sciences to better understand the outcome.
  - Some freshmen do not do as well in online.
  - Results are consistent with the Strategic Directions E-Learning Workgroup – need for strong student orientation to online classes and an emphasis on faculty development.

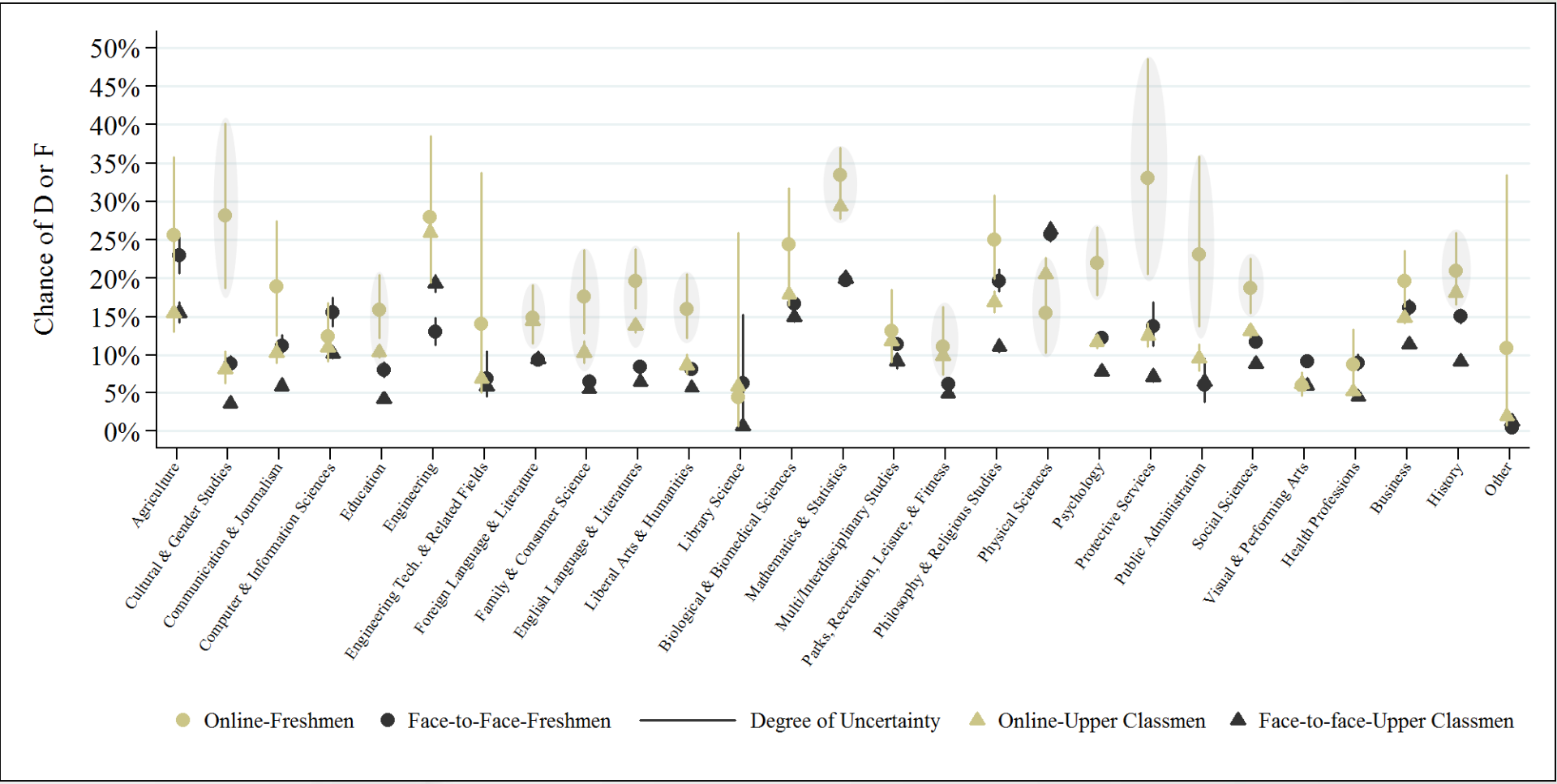
# APPENDIX M

# Results: Withdrawal or Incomplete




- 12 of 26 fields have a statistically significant <u>Online Penalty</u>

# Results: D or F




- 13 of 27 fields have a statistically significant <u>Online Penalty</u>
  - 6 of these are Online Freshmen only