Distance Education & Learning Technologies
Organizational Structure
ODELT’s Strategic Plan

2. Provide faculty development and support.
3. Support building online degree programs.
4. Support Continuity of Learning
6. Provide a web-based and in-house clearinghouse for information about distance education pedagogy
Support Student Engagement and Success

102 Student Support Activities Attended by 1,928 students

- Orientations to Online Learning
  - New Student Orientation (NSO)
  - Campus Technology Orientation (CTO)
  - New Student/Transfer Orientation
  - Campus Technology Orientation (CTO)
  - New Student Graduate Orientation
  - and Student Service Information Fair
  - ESLI Orientation

- Passport to the Island Fair
- Island Days Fair
- Graduate and Professional Student Appreciation Week
- Blackboard/IT Resources Workshop
- iLearn_Online
- Bb/Learning Tech Overview Sessions By Request
Student Support Service Needs Assessment

**Project Overview**
- Database developed to record a comprehensive list of all student support services
- Meetings held with departments to determine each service's level of availability to distance learners
- Tailored strategies developed to fully support distance learners

**Current Status**
- 474 support services & subservices have been identified
- All 37 providing departments have been contacted
- 68.35% of services are currently at least partially available to distance learners
- Anticipated completion of project to coincide with the 2015 SACS accreditation report
Fall 2013
First-Time Freshman Retention

No relationship between Retention and online/E-line Courses.

First-Time Freshman Retention

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Retained</th>
<th>Not Retained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Took at least one fully online course</td>
<td>44.44%</td>
<td>55.56%</td>
</tr>
<tr>
<td>Took only face to face courses</td>
<td>44.51%</td>
<td>55.49%</td>
</tr>
</tbody>
</table>
There is a positive relationship between Online/E-courses and Passing Grades only when a D is counted as a failing grade.

When D is a passing grade, online and other course-types have the same pass/fail rates.

84.28% passing grades were distributed across all courses.

7.92% grades in Online/E-line courses. 86.38% of those were passing.

92.08% grades were given in other course types. 84.10% of those were passing.

Passing grades were given 2.28% more in Online/E-line courses, when a D is counted as a failing grade, than in other course types.
The odds of returning are slightly higher when the student takes at least one Online/E-line course.

- 37.33% (196 students) took at least one Online/E-line Course and out of those 67.35% (132 students) were retained in Fall 2014.
- 62.67% (329 students) did not take any Online/E-line Courses and out of those 64.44% (212 students) were retained in Fall 2014.
- The retention rate was 2.91% higher when students took at least one Online/E-line Course.
The odds of receiving a passing grade are less in 100% Online/E-line Courses than in Other course types.

31.49% or 3,039 grades were given in Online/E-line courses and out of those 88.61% or 2,693 passing grades were distributed.

68.51% or 6,612 grades were given in other course types and out of those 91.77% or 6,068 passing grades were distributed.

Passing grades were given out 3.16% less in Online/E-line courses, than in other course types.
Graduate Pass/Fail Comparison: Fall 2013-Sum 2014

The odds of receiving a passing grade are less in 100% Online/E-line courses than in other course types.
2014 Undergraduate Course Modes By Term

### 2014 Undergraduate Mode By Term

- **Spring 2014**
  - Face to Face: 3000
  - Web Enhanced: 500
  - Blended: 100
  - Fully Online: 0

- **Summer 2014**
  - Face to Face: 2500
  - Web Enhanced: 1500
  - Blended: 500
  - Fully Online: 100

- **Fall 2014**
  - Face to Face: 2000
  - Web Enhanced: 1000
  - Blended: 200
  - Fully Online: 100

### % of Fully Online Courses

- **Spring 2014**: 7.17%
- **Summer 2014**: 20.15%
- **Fall 2014**: 7.33%
2014 Undergraduate Course Modes By College

2014 Undergraduate Mode By College

- Business
  - Face to Face
  - Web Enhanced
  - Blended
  - Fully Online
- Education
  - Face to Face
  - Web Enhanced
  - Blended
  - Fully Online
- Liberal Arts
  - Face to Face
  - Web Enhanced
  - Blended
  - Fully Online
- Nursing and Health Sciences
  - Face to Face
  - Web Enhanced
  - Blended
  - Fully Online
- Science and Engineering
  - Face to Face
  - Web Enhanced
  - Blended
  - Fully Online
- Other
  - Face to Face
  - Web Enhanced
  - Blended
  - Fully Online
2014 Graduate Course Modes By Term

- **Face to Face**: 12.50%
- **Web Enhanced**: 21.42%
- **Blended**: 15.85%
- **Fully Online**: 0%

**2014 Graduate Mode by Term**

- Spring 2014: Face to Face, Web Enhanced, Blended, Fully Online
- Summer 2014: Face to Face, Web Enhanced, Blended, Fully Online
- Fall 2014: Face to Face, Web Enhanced, Fully Online

**% of Fully Online Courses**

- Spring 2014: 12.50%
- Summer 2014: 21.42%
- Fall 2014: 15.85%
2014 Graduate Course Modes By College

2014 Graduate Mode by College

- **Business**
  - Face to Face: 50
  - Web Enhanced: 20
  - Fully Online: 10

- **Education**
  - Face to Face: 200
  - Web Enhanced: 100
  - Fully Online: 50

- **Liberal Arts**
  - Face to Face: 150
  - Web Enhanced: 50
  - Fully Online: 50

- **Nursing and Health Sciences**
  - Face to Face: 100
  - Fully Online: 10

- **Science and Engineering**
  - Face to Face: 1000
  - Web Enhanced: 50
  - Fully Online: 10

Legend:
- Face to Face
- Web Enhanced
- Blended
- Fully Online
Current Projects

- Developing a robust ODELT service database through a directed class project within the College of Business
- Integrating ODELT’s website into the Islander Mobile application to improve access to services and resources for students, faculty, and staff
- Using Facebook, YouTube, & Twitter to inform and connect with students
- Establishing a widespread campaign to educate students about Blackboard Learn – orientations, dedicated workshops, web-tutorials, and in-class presentations
Provide Faculty Development and Support

- Designed and developed certificate programs.
- Designed and developed course review processes.
- Five of our office staff respond continuously to instructors.
- Workshops on demand.
Certificate Program: Online Course Development, Teaching, and Review

1. 40 hours of workshops
2. Course review for best practice
3. Reciprocal peer-review while teaching
4. Flexible delivery offered year round
Certificate Program

Certificate Workshop Program Participants

- FY 2012: 33
- FY 2013: 86
- FY 2014: 108
- FY 2015 (YTD): 26

Certificates Awarded

- FY 2013:
  - Certificate 1: 85
  - Certificate 2: 15
  - Total: 100
- FY 2014:
  - Certificate 1: 302
  - Total: 302
- FY 2015 (YTD):
  - Certificate 1: 47
  - Total: 47

Legend:
- Certificate 1
- Certificate 2
- Certificate 3
On Demand - Customized

- Personalized service – call or email us!
- We individualize the certificate program.
- Form a group for professional development and request workshops or materials.
- Let us know what you need.
Learning Technologies
Workshops and Webinars

Support Building Online Degree Programs

College of Science & Engineering
- Bachelor of Science in Geographic Information Science
- Master of Science in Geospatial Surveying Engineering

College of Business
- Master of Business Administration

College of Education
- Master of Science in Educational Technology
- **Elementary and Secondary Teacher Cert

College of Nursing & Health Sciences
- Bachelor of Science in Nursing
- eLine
- eMilitary Program
- Master of Science in Nursing
- Family Nursing
- Leadership
- Nurse Educator
- RN - Bachelor of Science in Nursing
- RN - Master of Science in Nursing
- **DNP – Doctor Nurse Practitioner

** Programs developed and awaiting approval by THECB
Support Continuity of Learning

- Manage Bb; shells for all courses; provide instructors with dev shells
- Prepare instructors for online teaching
- Island Online: iol.tamucc.edu
- iTeach_Online; iLearn_Online
- Continuity of Learning guides for students and faculty
- Promote replacing desktops with laptops and docking stations
Help Build a University-wide Distance Education and Learning Technologies Infrastructure

- 24 Instructional Learning Technologies Working Group meetings among IT, CFE, & ODELT, averaging 50% of the weeks.
- Member of the TAMU-S Course Exchange Program.
- Worked with IT, Student Activities, CASA, the Registrar's Office, Starfish administration, and Enrollment Management to coordinate events and services.
- Piloted, promoted, and implemented SoftChalk, Examity, and WebEx.
- 7 Instructional Technology and Distance Ed Committee meetings
Island Online [iol] website

- Web-based clearing house for information about DE and LT
- Flexible, up-to-date information
- New technologies information
- Online degrees and courses
- Student resources
- Instructor resources, certificates
- ODELT services
- Blackboard help & resources
- Change-casts
## Island Online Analytics

**06/2014 – 02/2015**

### Session and User Statistics
- Sessions: 96,335
- Users: 33,756

### Visitor Types
- **NEW**: 34.8%
- **RETURNING**: 65.2%

### Top Cities by Sessions
<table>
<thead>
<tr>
<th>City</th>
<th>Sessions</th>
<th>% Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corpus Christi</td>
<td>59,292</td>
<td>61.55%</td>
</tr>
<tr>
<td>Houston</td>
<td>4,528</td>
<td>4.70%</td>
</tr>
<tr>
<td>San Antonio</td>
<td>3,315</td>
<td>3.44%</td>
</tr>
<tr>
<td>Austin</td>
<td>2,740</td>
<td>2.84%</td>
</tr>
<tr>
<td>Rockport</td>
<td>1,510</td>
<td>1.57%</td>
</tr>
<tr>
<td>Dallas</td>
<td>1,484</td>
<td>1.54%</td>
</tr>
<tr>
<td>Victoria</td>
<td>745</td>
<td>0.77%</td>
</tr>
<tr>
<td>Irving</td>
<td>675</td>
<td>0.70%</td>
</tr>
<tr>
<td>Brownsville</td>
<td>655</td>
<td>0.68%</td>
</tr>
<tr>
<td>Portland</td>
<td>568</td>
<td>0.59%</td>
</tr>
</tbody>
</table>

### Top Browsers by Sessions
<table>
<thead>
<tr>
<th>Browser</th>
<th>Sessions</th>
<th>% Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chrome</td>
<td>29,681</td>
<td>30.81%</td>
</tr>
<tr>
<td>Internet Explorer</td>
<td>25,331</td>
<td>26.29%</td>
</tr>
<tr>
<td>Safari</td>
<td>20,699</td>
<td>21.49%</td>
</tr>
<tr>
<td>Firefox</td>
<td>18,862</td>
<td>19.58%</td>
</tr>
</tbody>
</table>

### Top Operating Systems by Sessions
<table>
<thead>
<tr>
<th>Operating System</th>
<th>Sessions</th>
<th>% Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Windows</td>
<td>64,364</td>
<td>66.81%</td>
</tr>
<tr>
<td>Macintosh</td>
<td>19,082</td>
<td>19.81%</td>
</tr>
<tr>
<td>iOS</td>
<td>8,445</td>
<td>8.77%</td>
</tr>
<tr>
<td>Android</td>
<td>3,667</td>
<td>3.81%</td>
</tr>
</tbody>
</table>
Provide a Web-based and In-house Clearinghouse for Information about Distance Education Pedagogy

**iTeach_Online**
- Ideas Exchange
- Certificates Program
- Shared Resources
- Tutorials
- Rubrics
- Webinars
- Cool Tools

**iLearn_Online**
- Collaborative Activities
- Practice Assessments
- Technical Readiness
- Instructional Modules
- Campus Technology
- Videos
- Resources
In Conclusion: We support Momentum 20/20

1. Enrollment and Student Success
2. Learning
3. Research Scholarship and Creative Activity
4. Community Engagement
5. Campus Climate
6. Learning and Information Services
7. University Resources and Accountability