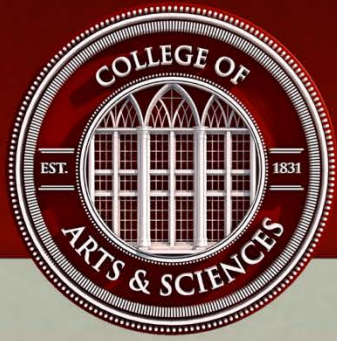


The University of Alabama

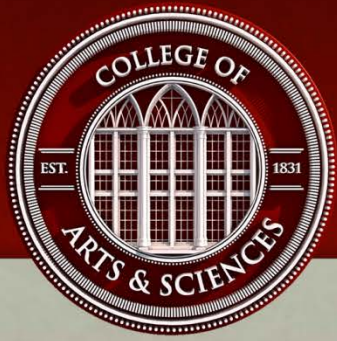
Making The College of Arts & Sciences a Tub on Its Own Bottom for Online Learning

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About The University of Alabama

- Comprehensive Doctoral/Research Public Capstone University
- Fall 2012, UA = 33,602 enrollment
 - CAS 10,425 majors
 - 31% of all majors at UA
- Past 10 years in CAS
 - 93% growth at 100-200 CHP
 - 68% growth overall



Online at UA

Role of The College of Arts and Sciences

I. Off-Campus

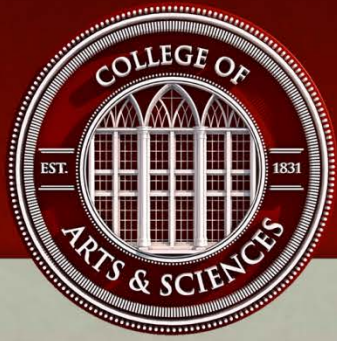
A. Core for Distance Degrees

B. Transfer Credit Needs (GoArmy Edu)

- 35 total degrees; 10 UG; 8 colleges; not including CAS or CCHS
 - 213 UA degrees total (81 Undergrad; 132 GR/Prof.)
- 11,702 Online enrollments campus-wide
 - 5772 Distance Learning; 5930 Main
- 305 UA online courses (444 sections)
 - 56 Arts and Sciences online courses (96 sections)
 - Enrollments: 2508 (1908 – 100 Level; 600 – 200 Level)

C. Early College

- 33 Courses (29 CAS)
- 575 students



Online at UA

Role of The College of Arts and Sciences

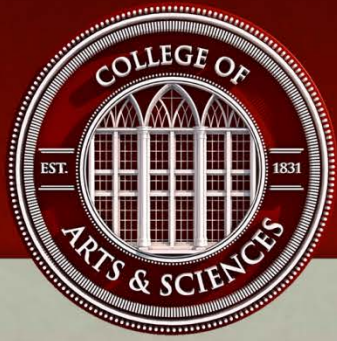
II. On-Campus

A. Space Relief

- CAS Online Enrollment: 1707 of 2508

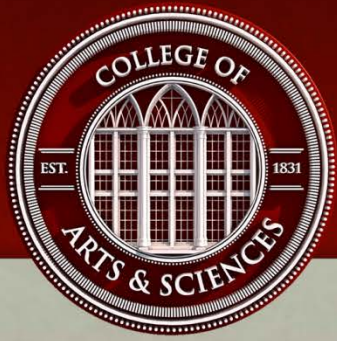
B. Enrollment/Retention Strategy – Fall II/Spring II

- 20 courses (16 A&S) (18 A&S Departments)
- 456 enrolled (439 main)



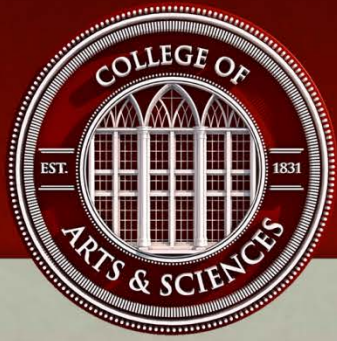
Outline of Presentation

- I. Quality Control
 - A. Development
 - B. Review
 - C. Delivery
 - D. Revision
- II. Compliance with federal & accreditation requirements
- III. Budget and enrollment/capacity considerations
- IV. Role of The College of Continuing Studies (CCS)
- V. Ongoing Challenges



Development Process

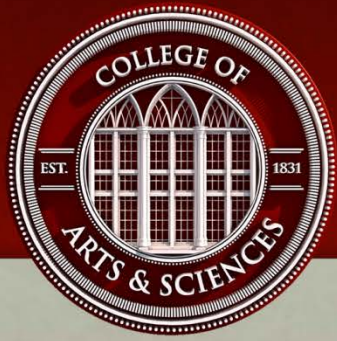
1. Initiated by Chair, faculty member, or CCS
2. Request process: <http://www.as.ua.edu/home/for-facultystaff/olcourses>
3. Meeting with:
 - Assessment Coordinator
 - Director of Instructional Technology
 - Department ChairTopics:
 - Process
 - Timeline
 - Review Expectations



Development Process

4. Compatibility with on-campus offerings
5. Content expert meeting with Assessment Coordinator and Director of Instructional Technology
 - Outcome learning matrices
6. Formal Developer Request

<http://www.as.ua.edu/home/for-facultystaff/olcourses>



Development Process

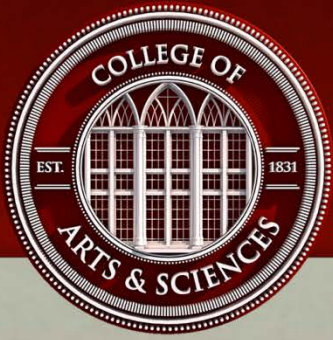
7. Meeting with

- Instructional designer
- Content expert
- Director of Instructional Technology
 - MOU and Intellectual Property
 - Compensation
 - A&S Timeline
 - Expected best practices

A&S Course Pedagogy Checklist -

<http://www.as.ua.edu/home/for-facultystaff/olcourses>

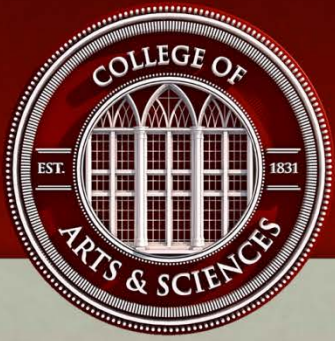
Instructional designer criteria - www.qmprogram.org



Review Process

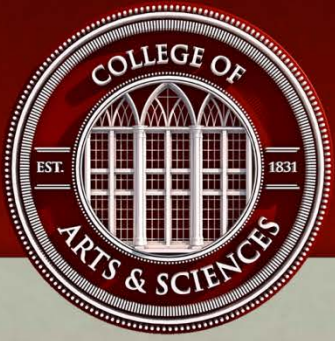
1. CCS internal review process – released
2. Director of Instructional Technology review:
 - A. Institutional best practices
 - B. Usability by students
 - C. Critique
3. Department Chair Review and Approval Form
4. Outcomes assessment evaluation
5. Approval timeline
6. Delivery decisions – approval

<http://www.as.ua.edu/home/for-facultystaff/olcourses>



Delivery

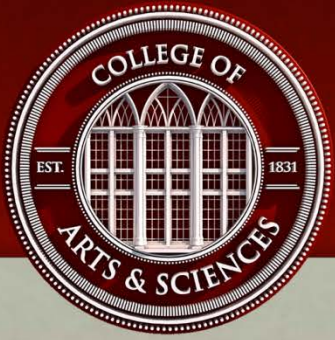
1. 1st Semester Beta
2. Feedback loop
3. Incremental modifications
4. Chair as observer



Revision Process

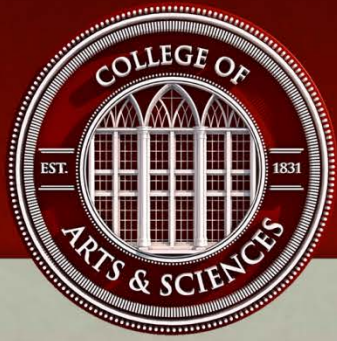
Data Includes:

1. DWF/Pass Rates
2. Instructor feedback
3. Student evaluations
4. Outcomes assessment data
5. Review of course section for instructional proficiency



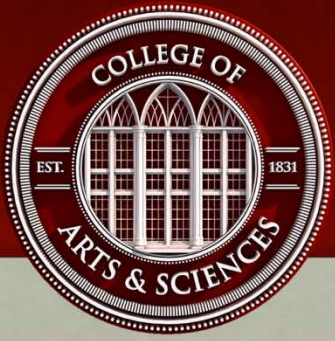
Compliance

- Federal Regulations – FERPA; ADA
 - Best Practices for privacy
 - Wcag 2.0
- Accreditation Requirements – SACSCACS
 - Chair approval course compatibility



Revenue and Capacity

- Compensation for development
- Compensation for course delivery
- Revenue distribution after delivery
- Enrollment/capacity enrollments



Ongoing Challenges

1. Use of outside instructional developers
2. eSOI (student opinion of instruction/Language consistency)
3. Video use and accessibility
4. Online Course Continuity Committee (OCCC)