**Innovative Offerings**

The Leadership Agenda for 2012-2013 includes a focus on making more programs and courses available in innovative ways to increase retention of current students and grow enrollment in new student markets. Recognizing the need to provide flexible completion opportunities especially to adult students and veterans, deans have committed this academic year to specific numbers of new programs, certificates and courses in disciplines with enrollment demand. These offerings will be in a variety of forms including online, distance learning, evening/weekend, or a combination of these, called hybrid. As the adult population in Ohio is predicted to grow through 2016, it is important that student support services also be flexible to meet student needs, from web portals to evening hours for financial aid and academic advising. Highlights from this academic year include:

- 20 current “day” programs offered during evenings/weekends including seven bachelor’s degrees and thirteen master’s degrees (completion spring 2013)

- 40 new online courses including 26 completed in fall 2012 and 14 scheduled to be completed spring 2013

- 6 new online programs including an RN/BSN (complete), BS Finance for non-business majors, and master’s degrees in Global Education, Sport Management, Taxation and Pathology

- 3 hybrid degrees including a master’s degree in Social Work, bachelor’s degree in Organizational Supervision, and a doctorate of Nursing Practice

Specific information on innovative offerings follows. Attachment 1 includes a list of online, distance and hybrid offerings and Attachment 2, completed November 2012, includes a comparison of online program offerings of select Ohio institutions and the University of Pittsburgh.

**Evening/Weekend Programs**

The deans of the colleges have focused on programs during this academic year with enrollment demand that need just a few more courses scheduled at these convenient times to reach full “flexible” status.

**Evening/Weekend Opportunities**

<table>
<thead>
<tr>
<th>Completion Opportunity</th>
<th>Currently Available</th>
<th>Additional - end of Spring 2013</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s Degrees</td>
<td>15</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td>Master’s Degrees</td>
<td>29</td>
<td>13</td>
<td>42</td>
</tr>
<tr>
<td>Certificates</td>
<td>13</td>
<td>4</td>
<td>17</td>
</tr>
</tbody>
</table>
Part of providing complete programs in this flexible delivery model is ensuring that the number of class sections available meet the demand for courses. Comparing fall 2011 to fall 2012, student credit hours in the evening and weekend range from 72,000 to 76,000. For fall 2012, the total evening/weekend credit hours include 6.3% delivery on weekends and 93.7% delivery during evenings.

**Online Courses and Programs**

Online programs are a critical component of reaching a new market of students and ensuring the ability of our current students to complete degree requirements in a timely fashion. Along with expanding student markets, online offerings can support retention efforts to provide increased flexibility for students. Similar to evening/weekend offerings, the deans of the colleges have focused on growing courses and programs during this academic year that can be made available fully online.

**New Online Opportunities**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses</td>
<td>26</td>
<td>14</td>
<td>40</td>
</tr>
<tr>
<td>Programs</td>
<td>1</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

**College and Faculty Engagement**

The Leadership Agenda for this academic year directed colleges to identify and broaden engagement with innovative models of course delivery. After conversations with faculty, deans reported to the Provost the progress within their colleges on this agenda. The colleges are developing an additional four master's degrees, two bachelor's degrees, three associate degrees and one certificate. In addition, the two colleges that offer general education courses have targeted key courses that need to move to an online format in order to offer fully online bachelors and associate degrees, as opposed to just degree completion opportunities.

Models for faculty engagement in expanding online offerings for current students, as well as future new markets, include the Buchtel College of Arts and Sciences establishment of a $200,000 fund, where faculty can access through a competitive RFP to implement innovative course delivery models.

Faculty Senate has appointed an Online Curriculum Review Committee to "provide academic oversight of the UA Online process... this committee is intended to assist faculty and departments aspiring to expand their online presence to do so efficiently and effectively."

**Instructional Design**

The Office of Design and Development (D & D) has reviewed the college goals for online offerings and are working with faculty to move their courses into an online format. Vendors who specialize in instructional design have been identified to expand the capacity of D & D instructional designers so courses can move rapidly into an online format, expanding the learning opportunities for current students and future new markets. A scope of work and timeline has been developed for new online courses. Faculty sessions in the colleges are
being conducted to help faculty understand the services and available tools for converting their courses to an online format.

**Web Portal for Online Student Services**
Web based online student support design specifications were developed by a team of faculty, students and administrators, which will provide for optimal online student services to support current students and future students who may never have a physical presence on our campus.

These design specifications which include recruitment, admissions, orientation, advising, library, transfer student and financial aid services, were included in an RFP to identify a vendor that will work with our information technology team, as well as the broader community in building the necessary support services. Completion of these online support services is targeted for June 2013.

**Online Support Desk for Students and Faculty**
The services of the technology support desk are being reviewed to ensure consistent quality support for the expanding online offerings and student engagement. Benchmarking of IT support desk services are being compared to universities with mature online programs, while focus groups of faculty and students are being organized to discuss existing services and recommendations for future services. Budget modeling is taking place to assess the cost differentiation and services between internal expansion of services compared to contracting with a vendor to expand our support desk services for students and faculty.

**Market Research and Marketing**
A review of all of current online degrees, certificates and courses has been conducted and a “to market” plan has been developed which outlines new offerings and projections on when new offerings will be ready to market internally or externally. The Office of Institutional Marketing is developing an electronic survey with assistance from the IT team to verify and explore adult market opportunities. A scan of national articles and publications regarding degree interests of the adult student has also been conducted.