NAU Online and Innovative Educational Initiatives

2020 Impact Report

AT THE SPEED OF YOU
“

NAU Online and Innovative Educational Initiatives is charged with developing, implementing, managing, and scaling the online education enterprise and strategic oversight of programmatic and operational matters related to online education initiatives across NAU schools.

”
Greetings!

I hope this message finds all remaining safe and healthy.

Thank you for your outstanding contributions and support over the past year. As our team prepared this report of impact, I found myself reflecting on the division’s responsive actions to the unprecedented challenges of 2020.

During this past year, the e-Learning Center transitioned to NAU Online and Innovative Educational Initiatives to support all faculty with their rapid move to remote delivery of nearly all academic programming. The Office of Continuing Education was launched mid-year to serve all interested individuals through opportunities of lifelong learning, alternative credentials, and professional development. Additionally, the Office of Educational Partnerships transitioned to our division to gain more alignment within academic affairs and community needs. NAU Online also collaborated with the Center for International Education to expand inclusive opportunities for international education. One of the most successful elements of service provided during 2020 was the implementation of workforce and market analyses to support faculty-informed program offerings that meet real-time labor demand in our region, state, and nationwide.

As you will read in the following pages, our overall efforts have remained focused on service and high-quality programming for students, faculty, and our communities. I am thankful to our outstanding faculty and staff for their expert knowledge, abilities, and drive to press forward with excellence and access for all learners during such trying times. Looking forward, we will continue to strive for the development and delivery of innovative and inclusive offerings that meet the educational needs of our students and communities.

With sincere gratitude,

GAYLA STONER, PHD
Vice Provost & Dean for NAU Online and Innovative Educational Initiatives
Who We Served

2020

Undergraduate Degrees
Online: 47
Personalized Learning: 7
Statewide: 37

Graduate Degrees
Online: 63
Personalized Learning: 2
Statewide: 18

Career

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Statewide</th>
<th>Online</th>
<th>Personalized Learning</th>
<th>NAU-Yuma</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>66%</td>
<td>75%</td>
<td>70%</td>
<td>54%</td>
</tr>
<tr>
<td>Men</td>
<td>34%</td>
<td>25%</td>
<td>30%</td>
<td>24%</td>
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</tbody>
</table>

Gender

<table>
<thead>
<tr>
<th>Statewide locations</th>
<th>Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>75%</td>
</tr>
<tr>
<td>Men</td>
<td>25%</td>
</tr>
</tbody>
</table>

Residency

<table>
<thead>
<tr>
<th>Statewide locations</th>
<th>Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>75%</td>
</tr>
<tr>
<td>Men</td>
<td>25%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
</tr>
<tr>
<td>Men</td>
</tr>
</tbody>
</table>
Data represents the 2020 calendar year.

**Ethnicity**

- American Indian/Alaska Native
- Hispanic/Latino
- Asian
- Black/African American
- Native Hawaiian/Other Pacific Island
- White
- Not Specified
- Two or More

**Age**

- Less than 20 yrs old
- 20-29 yrs old
- 30-39 yrs old
- 40-49 yrs old
- 50-59 yrs old
- 60-69 yrs old

**Total Expenditures**

- Instructor Salaries 61%
- Instructional Expenses 23%
- Staff Salaries 15%
- Non-Instructional Expenses 1%

61%
Achieving Excellence in Online Teaching and Learning

The High Quality Online Learning Experiences graphic was developed by the NAU online steering committee during the summer of 2019. The graphic shows the interconnected approach to high quality online learning experiences across the institution by multiple units. It has provided continued guidance for the development of faculty and student teaching and learning resources during 2020. Each of these segments; faculty, student programs and institutional, will be regularly reviewed and updated to meet current recommendations in online teaching and learning in higher education.

Faculty & Student Focused Initiatives
Developed and/or Delivered in 2020

Teaching Online @NAU: Getting Started
The first of the online series is a self-paced tutorial designed to orient faculty to the basic functions and policies related to Bb Learn-supported instruction

Teaching Online @NAU: Best Practices
The second of the online series is a facilitated multi day workshop that introduces key frameworks for faculty to apply in accordance with NAU’s faculty-generated Best Practices for Online Teaching.

290 faculty completed this course in 2020.
Teaching Online @NAU: Building in Bb Learn
The third of the online series is a facilitated multi day workshop designed to support faculty in developing the LMS skills they need to design high-quality courses.

NAU Course Shell
The NAU Course Shell is a resource to promote standardized organizational features across Bb Learn Shells. The template includes placeholders and prompts aligned with Best Practices for Online Teaching and Learning at NAU and offers a short-cut to course building and design.

Course Development Checklist
This resource is a tool for faculty to use in self and peer reviews of their course design. It synthesizes content from NAU's internal online instruction policies, Quality Matters Rubric, and NAU's Best Practices for Online Teaching and Learning.

Best Practices for Online Teaching – A document for faculty
A bulleted list of high-impact practices, features, and tools that lead to high-quality online teaching and learning experiences. It was developed by a committee of faculty, instructional designers, and campus leaders in online education and was endorsed by the Faculty Senate in April 2020. (See page 18)

Learning Online @NAU
This self-paced course provides an orientation to online learning for students in technical instruction in using Bb Learn, and the essential time and self-management strategies that allow students to thrive in an online learning environment.

10 students completed this pilot course in 2020.

Learning Online @NAU for Graduate Students
In consultation with campus partners, a revised version of the Learning Online @NAU content has been created specifically for graduate students.

Teaching with Technology @NAU Blog (NAU Online Website)
This faculty resource will comprise a variety of useful teaching resources for faculty on topics like Assessment, Effective Use of Multimedia in Online Classes, Inclusive Teaching, Tech Tips, and more.

Best Practices for Online Learning @NAU – A document for students
This document is a resource to support student learning and provides an additional method to communicate expectations in co-creating a high-quality online learning experience.

Course Design Documents
A helpful series of documents developed by NAU Online and Innovative Educational Initiative instructional design teams to assist faculty in developing their courses.

NAU Online Facilitated Course Build (OFCB)
An Online Facilitated Workshop to assist faculty in the process of building or updating an online course. Faculty are provided with mentoring, technical support, and research-supported design recommendations.
2020 FACULTY DEVELOPMENT OPPORTUNITIES

In 2020, the e-Learning Center developed the NAUFlex model of synchronous online instruction with university-wide collaborative support, including but not limited to, the Faculty Professional Development office, Information Technology Services, and Academic Affairs. Numerous workshops and webinars were delivered to support the tools and teaching practices to make NAUFlex effective.

This approach of development included the use of conferencing tools such as Zoom and Collaborate Ultra, and teaching practices built around polling, breakout rooms, facilitated discussion, and collaborative group work on projects and presentations.

<table>
<thead>
<tr>
<th>Facilitated</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agile Course Design</td>
<td>82</td>
</tr>
<tr>
<td>Online Facilitated Course Build</td>
<td>47</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Synchronous</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bb Learn Basics</td>
<td>74</td>
</tr>
<tr>
<td>Kaltura</td>
<td>112</td>
</tr>
<tr>
<td>Collaborate Ultra</td>
<td>79</td>
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<tr>
<td>Communication Tools To Sustain An Online Presence</td>
<td>10</td>
</tr>
<tr>
<td>Covid-19 Response Drop-In</td>
<td>189</td>
</tr>
<tr>
<td>Faculty Development: A Focus On Online Teaching</td>
<td>36</td>
</tr>
<tr>
<td>Faculty Development: A Focus On Technology</td>
<td>10</td>
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<tr>
<td>Faculty Development: Book Discussion - Small Teaching Online</td>
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<tr>
<td>Faculty Development: Faculty Learning Community - Online Teaching</td>
<td>11</td>
</tr>
<tr>
<td>Faculty Development: Quality Matters - Improving Your Online Course</td>
<td>9</td>
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<tr>
<td>Focus On Students: How To Effectively Engage With Students</td>
<td>6</td>
</tr>
<tr>
<td>When Their Technology Or Internet Is Limited</td>
<td></td>
</tr>
<tr>
<td>Focus On Teaching: Bb Learn Rubrics - Streamline Grading And Promote Student Success</td>
<td>7</td>
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<tr>
<td>Focus On Teaching: Large-Enrollment Online Courses - Best Practices And Practical Strategies</td>
<td>14</td>
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<tr>
<td>Focus On Teaching: Pedagogical Strategies For Alternative Assessments</td>
<td>17</td>
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<tr>
<td>Focus On Technology: Breakout Rooms In Collaborate</td>
<td>100</td>
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<tr>
<td>Focus On Technology: Zoom</td>
<td>155</td>
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<tr>
<td>Getting Started With Remote Teaching: Overview And Best Practices</td>
<td>104</td>
</tr>
<tr>
<td>How To Design “Cheat-Proof” Online Tests</td>
<td>35</td>
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<tr>
<td>IWP Workshop Series: Incorporating Writing In Online Classes</td>
<td>93</td>
</tr>
<tr>
<td>NAUFlex</td>
<td>206</td>
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<tr>
<td>Online Testing Strategies</td>
<td>16</td>
</tr>
<tr>
<td>Re-Imagining Your Discussions In An Online Learning Environment</td>
<td>11</td>
</tr>
</tbody>
</table>

Total 1,460
2020 WEBINARS

Asynchronous
NAU Faculty took advantage of the self-paced, on-demand offerings through Kaltura recordings in 2020.

<table>
<thead>
<tr>
<th>Topic</th>
<th>On-demand views</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bb Learn Basics</td>
<td>83</td>
</tr>
<tr>
<td>Block Scheduling: Best Practices for Teaching on an Accelerated Schedule</td>
<td>63</td>
</tr>
<tr>
<td>Collaborate Ultra for real-time video and audio interactions</td>
<td>347</td>
</tr>
<tr>
<td>Communication Tools to Sustain Online Presence</td>
<td>25</td>
</tr>
<tr>
<td>Engagement and Interaction Online</td>
<td>36</td>
</tr>
<tr>
<td>Focus on Teaching: Large-Enrollment Online Courses - Best Practices and Practical Strategies</td>
<td>25</td>
</tr>
<tr>
<td>Focus on Teaching: Pedagogical Strategies for Alternative Assessments</td>
<td>21</td>
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<tr>
<td>Getting Started With Remote Teaching: Overview And Best Practices</td>
<td>88</td>
</tr>
<tr>
<td>HonorLock Proctoring Tool</td>
<td>208</td>
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<tr>
<td>How To Design “Cheat-Proof” Online Tests</td>
<td>212</td>
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<tr>
<td>HyFlex Pedagogical Strategies: Creating Flexible Options for Students</td>
<td>54</td>
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<tr>
<td>Kaltura Capture</td>
<td>153</td>
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<tr>
<td>NAU Flex</td>
<td>1332</td>
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<tr>
<td>Online Proctoring Options for COVID-19</td>
<td>29</td>
</tr>
<tr>
<td>Re-Imagining Your Discussions In An Online Learning Environment</td>
<td>111</td>
</tr>
<tr>
<td><strong>Total on-demand views</strong></td>
<td><strong>2,787</strong></td>
</tr>
</tbody>
</table>
Strategic Partnerships

BUSINESS AND INDUSTRY ENGAGEMENT

49 Tuition reduction partnerships (TRP’s) were established with businesses, school districts and government agencies. We have an additional thirty-three 33 partnership paths in discussion. These partnerships generate additional marketing and promotion opportunities for NAU by providing landing pages hosted on an organization’s employee resource page that promote the discount and targeted academic programming for that industry.

16 Cohort partnerships were offered on-site at local organizations throughout the state to serve working professionals in school districts and government and police agencies.

4 Degree completion pathways were created that combine industry training, community college transfer credit and NAU coursework to support working adults in business and industry with finishing their bachelor's degree. Industries include – manufacturing; financial services; energy management and government.

NAU ONLINE AND ORGANIZATIONAL PARTNERSHIPS

NAU Online has continued its collaboration with the Center for International Education, University Marketing and Enrollment Management to nurture and establish new and on-going partnerships focused on the adult market, domestic and abroad, seeking online programming, online student recruitment, engagement, enrollment, retention, and degree attainment.

NAU’s Center for International Education, NAU Online launched a new partnership in November to serve students in China with our Personalized Learning Master of Computer Information Technology (MCIT) program. Thirty-three (33) students were enrolled in the first two months.
- Developed the NAU Pathways Google Website resource for NAU and community college advisors. Created the pathway worksheets used by advisors to provide clear and accurate advising to our Statewide and Online programs. More than 1500 users have visited the site.

- Partnered with Empire CAT and Mesa Community College (MCC) to provide Empire employees an opportunity to enroll in Mesa courses, apply PLA credit, and transfer to NAU. Currently, there are 61 Empire-CAT employees enrolled in the MCC training certification that leads to our Industrial Leadership bachelor-degree program.

- Established Transfer Operation meetings with academic units to bring attention to transfer students by examining data pertaining to each academic unit and major. The purpose of the meetings is to share community college program information, suggest potential partnership opportunities, and grow enrollment.

- Initiated the implementation of one Statewide tuition rate. Students who would otherwise be classified as out-of-state residents will now receive the much lower in-state resident tuition rate for programs located at any of our 24 Statewide locations.

- Utilized the newly installed NAUFlex technology at each Statewide location to bring synchronous online learning opportunities to more than 40 undergraduate and graduate programs across the state.

- Created consistent course rotations for Statewide programs that provides students with a reliable course schedule. The new course sequencing gives students the opportunity to start in fall or spring, which reduces cost and increases enrollment.

- Launched the Biology, BS degree program at Scottsdale Community College fall 2020.

- Formed partnerships and pathways with Career and Technical Education (CTE) institutions across the state to provide dual enrollment credits and stackable credentials for students to smoothly progress from high school to community college to NAU.

- Collaborated with Arizona Advanced Manufacturing Institute (AzAMI) and Mesa Community College (MCC) to promote pathway options leading students to bachelor-degree completion programs for the skilled trades.

- Implemented a successful Dental Hygiene Concurrent Enrollment Program (CEP) in partnership with Mesa Community College and Phoenix College.
NAU Online and Innovative Educational Initiatives produces workforce and market analysis reports for academic units across the university. Workforce analysis involves identifying current and future anticipated supply of labor and skills, identifying what will be needed in the future in terms of labor, skills and competencies (demand analysis), and then identifying the gaps between the current and future supply and current and future demands (a gap analysis). Market analysis shows related programs in the region or nation, and the trends of related programs at NAU, including opportunities to develop and deliver micro-credentials.

### Workforce and Market Analyses

<table>
<thead>
<tr>
<th>College Of Social And Behavioral Sciences</th>
<th>19</th>
</tr>
</thead>
<tbody>
<tr>
<td>The W. A. Franke College Of Business</td>
<td>13</td>
</tr>
<tr>
<td>College Of Engineering, Informatics, And Applied Sciences</td>
<td>8</td>
</tr>
<tr>
<td>College Of Health And Human Services</td>
<td>5</td>
</tr>
<tr>
<td>College Of Education</td>
<td>4</td>
</tr>
<tr>
<td>College Of Arts And Letters</td>
<td>4</td>
</tr>
<tr>
<td>College Of The Environment, Forestry And Natural Science</td>
<td>3</td>
</tr>
<tr>
<td>NAU Online And Innovative Educational Initiatives</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Completed** 59

*Several were collaborative efforts with more than one college participating*
Personalized Learning (PL) is a collection of online and competency-based bachelor and master degree programs. PL incorporates innovative teaching and learning methods, and it is geared toward the non-traditional, adult learner who seeks flexibility and access to one-on-one support from faculty and staff. Tuition is paid through a 6-month renewable subscription, which provides opportunity to access and complete their degree in a timely and accelerated manner.

**DEGREES**

Undergraduate degree programs (120 credits):
- BA/BS, Computer Information Technology
- BA/BS, Liberal Arts
- BA/BS, Management
- BA/BS, Small Business Administration
- BS, Nursing (RN to BSN)

Graduate degree programs (30 credits):
- Masters of Science in Nursing – Generalist
- Masters of Computer Information Technology

**STUDENT DEMOGRAPHICS**

<table>
<thead>
<tr>
<th>AVERAGE # OF SUBSCRIPTIONS TO GRADUATE</th>
<th>FIRST GENERATION STUDENTS</th>
<th>TOTAL NUMBER OF PL GRADUATES (AS OF 1/12/2021)</th>
<th>AVERAGE CREDITS TRANSFERRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>43%</td>
<td>643</td>
<td>32</td>
</tr>
</tbody>
</table>

**2020 PROGRAM CHANGES**

*New*

**Management, Bachelor of Arts/Science**

**Entrepreneurship and Business Development Emphasis**

Students may select from one of 3 different emphasis options:
- Entrepreneurship and Business Development
- Healthcare
- Human Resource
Personalized Learning

In December 2020, NAU was (virtually) visited by a team of reviewers from the Department of Education. The team’s primary focus was the review of NAU’s Office of Scholarship and Financial Aid’s facilitation of Title IV funding for distance education programs, but during the visit, the team also reviewed a sample of courses from NAU’s Personalized Learning Program for the 2019-20 award year, as well as its distance education procedures, and its Learning Management System (LMS). The team found that the courses reviewed in the LMS demonstrated regular and substantive interaction, and they indicated that NAU’s Personalized Learning program was a solid example of competency-based education. The team had no formal findings, but did share a few recommendations for enhancements to Personalized Learning’s processes, which are being scoped and implemented in the coming year.

Virtual Summer Camps

In the Summer of 2020, in response to COVID-19, most NAU’s summer camps were canceled. NAU Online, in collaboration with interested faculty, developed virtual summer camps and classes for students ranging from elementary school to college and community members. These offerings gave us the opportunity to build and test an infrastructure for future Continuing Education, non-credit courses at NAU. This included the curriculum design and development process, a registration and payment system, badging and micro-credential certificate granting procedures, and automated scripts to communicate enrollment data to the LMS.

Intro to Brewing Science
Enrollment: 40
Target audience: 21 years and older; open to both NAU and non-NAU students

The World of Olympians
Enrollment: 20
Target audience: students in grades 4th-6th

Meaning Making in a Pandemic
Enrollment: 17
Target audience: college-aged and older; open to both NAU and non-NAU students

NAU 199 - Explore the NAU Experience
Enrollment: 81
Target audience: incoming NAU students
NAU Online offered 43* workshops in 2020 attended by 1460 faculty. The graph below indicates the percentage of attendees by college.

*See page 8 and 9 for a complete list of faculty development opportunities offered.

**MAJOR PROJECTS**

**COLLEGE OF ENGINEERING INFORMATICS & APPLIED SCIENCES**

**Cybersecurity**
Undergraduate, Minor, Graduate degree and Graduate certificate. Program launched in Fall 2020. Expected to be complete by the end of Spring 2022.

**Program Highlights**
48% complete: 10 of 21 courses

**Wind Energy**
Graduate certificate. Development in Summer/Fall 2021 for Spring 2022/Fall 2023 delivery.

**Program Highlights**
38% complete: 1.5 of 4 courses
COLLEGE OF EDUCATION

MAST - Teaching Science / MATS - Science Teaching
Graduate degrees, Graduate certificate. Program launched in Fall 2020. Expected to be complete by the end of Spring 2022.

Program Highlights
48% complete: 10 of 21 courses

COLLEGE OF HEALTH & HUMAN SERVICES

Public Health - MPH
Program is scheduled for launch in Fall 2021. Expected to be completed by the end of Spring 2022.

Program Highlights
50% complete: 5 of 10 courses

THE W. A. FRANKE COLLEGE OF BUSINESS

Risk Management and Insurance UCERT
Undergraduate certificate. Program launched in Summer 2020. Expected to be complete by the end of Summer 2021.

Program Highlights
71% complete: 5 of 7 courses

Financial Planning UCERT
Undergraduate certificate. Program launched in Fall 2020. Expected to be complete by the beginning of Spring 2022.

Program Highlights
66% complete: 4 of 6 courses

NAU ONLINE

Entrepreneurship
Non-credit professional development program launched in 2020.

COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

Sociology Overview
Undergraduate degree. Program launched in Fall 2020.

Program Highlights
50% complete: 8 of 16 courses
I have loved working with the e-Learning Center over the years. They’ve helped me develop an entirely new online portion of a blended course, complete with artwork, adaptive content, and detailed instructions for faculty and students. They have also helped me think through how to present information on my Bb Learn shell in a way that will best help the students learn. I am very thankful for their thoughtful, considerate, and valuable work.

Gretchen Gee, PhD – Politics and International Affairs
Best Practices and Expectations for Online Teaching

Endorsed by the Faculty Senate in April 2020

**BEST PRACTICES FOR ONLINE PEDAGOGY**

1. Share your enthusiasm about your discipline and why the course content matters.
2. Build your online course using the [NAU Course Shell](#).
3. Use the [Course Development Checklist](#).
4. Structure active learning tasks for your students throughout the course.
5. Set deadlines according to your availability as well as when students are likely to have time for classwork.¹
6. Consider a late-work policy.¹
7. Help your students get off to a strong start by welcoming them to the course.
8. Create a discussion forum for introductions and an ice-breaker to foster community-building.¹
9. Clearly state assignment criteria expectations and your turnaround time on grading student work.
10. Provide timely and meaningful feedback on student work.
11. Post an announcement at least once a week.
12. Include multiple forms of assessment, early and often.
13. If you assign online discussion, engage in them with your students.
14. If you assign online discussions, use a [discussion rubric](#) that clearly communicates expectations for discussion comments.
15. Provide content and guidance using a variety of formats and forms of instruction.
16. If you assign team projects, provide guidance on how to work as a team.
17. Consider strategic availability of course content and the deliberate, timed release of interactions and assessments.¹
18. Encourage students to complete course evaluations.

¹ Does not pertain to competency-based lessons.
ONLINE CLASS MANAGEMENT

1. Complete Teaching Online @ NAU.
2. Follow university established course start and end dates.
3. Abide by the instruction mode for your online class as indicated in the Schedule of Classes.
4. Use NAU’s syllabus template and follow the NAU syllabus policy, using the established syllabus of record for your course.
5. Help students easily see the course schedule at a glance.
6. Include a faculty bio in your course, with a photo (or a representative image) and relevant information about you.
7. Carefully review your course to ensure necessary content is available and visible before the first day of class.
8. Establish a regular schedule for when you will engage in class each week.
9. Use current technology that allows students to easily access course content and engaging in learning activities.
10. Use the online gradebook to track student progress in the course.
11. Respond in a timely way to student communications.
12. Monitor assignment submissions and remind students of missed and/or upcoming deadlines.
13. Contact inactive and struggling students using email, F2S, or Bb Learn.
14. Maintain the privacy of student grades and feedback according to FERPA regulations.
15. Notify your students and your department chair or lead faculty if you are unexpectedly unavailable for class for more than three consecutive days.
16. Delete or hide disrespectful or inappropriate student discussion posts.
17. Follow NAU policy regarding intellectual property (IP).
18. Abide by copyright legislation.
19. Submit final grades by the deadline established by the NAU Registrar’s Office.

A collaboration of
Faculty Advisory Committee for Online Teaching and Learning
Vice Provost of Curriculum, Assessment and Accreditation
(formerly Vice Provost for Teaching, Learning Design, and Assessment)
Vice Provost and Dean for NAU Online and Innovative Educational Initiatives
NAU Online