INDIANA UNIVERSITY **ONLINE**

2018–19 Annual Summary

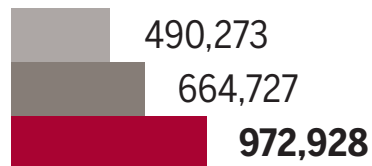Office of Online Education | Office of Collaborative Academic Programs
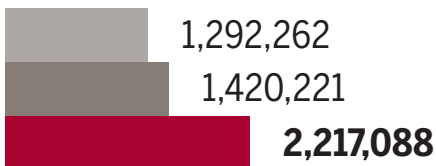
August 2019

MARKETING

During the past year, the Office of Online Education (OOE) implemented its most robust marketing and recruitment efforts to date in support of its primary goal of increasing the numbers of students enrolling in IU Online degrees and certificates.

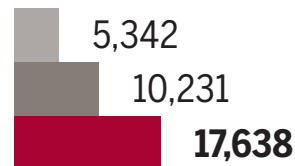### Total Web Sessions

490,273
664,727
972,928

Total Page Views

1,292,262
1,420,221
2,217,088

Total Contacts
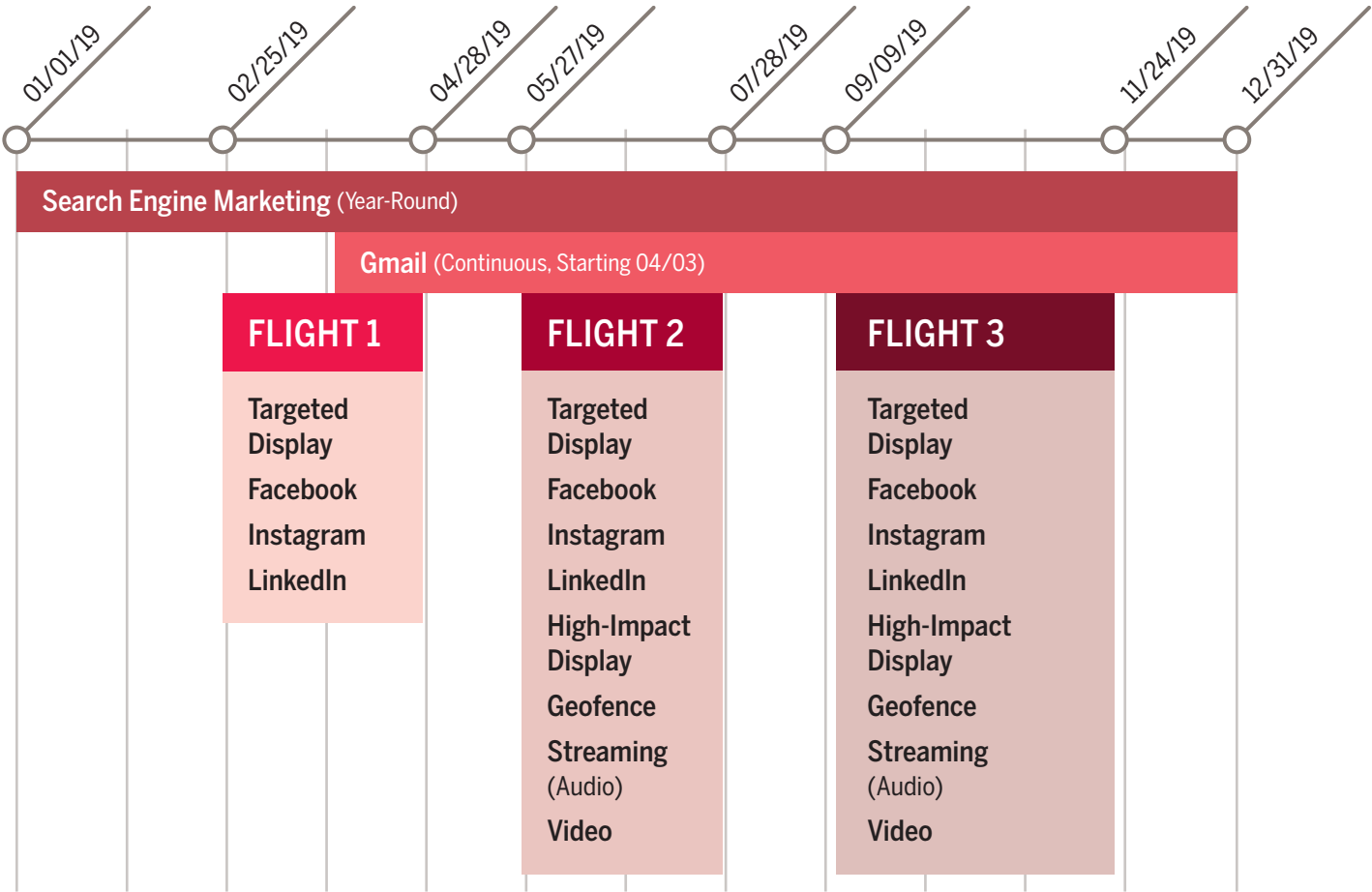
5,342
10,231
17,638

Key | 16–17*   17–18*   18–19*

Data reflect totals for the period between July 1 to June 30.

MARKETING *(Continued)*

OOE launched the first and second flights of its 2019 digital marketing campaign with EchoPoint Media. The third flight will launch in September. The flights and their marketing components are outlined in the chart below.

2019 DIGITAL MARKETING CAMPAIGN

01/01/19   02/25/19   04/28/19   05/27/19   07/28/19   09/09/19   11/24/19   12/31/19

Search Engine Marketing (Year-Round)

Gmail (Continuous, Starting 04/03)

FLIGHT 1	FLIGHT 2	FLIGHT 3
Targeted Display	Targeted Display	Targeted Display
Facebook	Facebook	Facebook
Instagram	Instagram	Instagram
LinkedIn	LinkedIn	LinkedIn
	High-Impact Display	High-Impact Display
	Geofence	Geofence
	Streaming (Audio)	Streaming (Audio)
	Video	Video

In other marketing activities, OOE and its partners:

Fielded requests from 14,117 people for information about IU Online programs as of July 1, 2019.

>>

MARKING *(Continued)*

Launched a two-month exploratory marketing campaign with EchoPoint Media in Louisville at the beginning of June. Components included Pandora audio and display ads, Hulu online video, digital and static billboards, mall and cinema advertising, and social media advertising.

Aired nearly 1,500 radio spots on Indianapolis radio stations in June and July, continued advertising in the Indianapolis international airport, and launched advertising in the Louisville international airport as part of our Indiana Awareness Campaign with IU Studios.
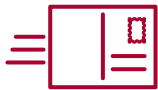
Conducted an email and postcard campaign to 14,700 students who stopped out of IU between two and four years ago. Out of the students initially contacted, 89 submitted requests for information, 64 applied, 41 were admitted, and 25 enrolled.

Began an exploratory affinity marketing campaign with the Educational Advisory Board (EAB) designed to identify and target audiences most likely to enroll in an IU Online degree program. EAB's market research focused on the demographics of historical IU Online students and applicants, including household composition, interests, and personality types. Subsequent social media marketing is targeting individuals in a national database who share characteristics EAB found among historical IU Online students and applicants.
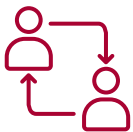
Launched pilot program with Mentor Collective to pair trained mentors with new incoming students. Mentors and mentees include teachers completing the IU Online graduate courses, certificates, and degrees that IU specifically developed to help teachers comply with Higher Learning Commission requirements.

Began a year-long advertising campaign in the IU Alumni Association's electronic newsletter and print magazine to generate broader awareness of IU Online within IU's worldwide alumni community.

IU Online Class Connect

IU Online Class Connect (IUOCC) offerings and enrollments grew in 2018–19. IUOCC is a process that allows a student enrolled at one IU campus to register for an online class offered at another IU campus without going through intercampus transfer. IUOCC provides a mechanism for sharing faculty resources and unique classes among participating campuses, and it increases the availability of online classes to students. IUOCC is an essential process in delivering collaborative degrees.

IUOCC Enrollment Updates			
	Fall 2018 (Official)	Spring 2019 (Official)	Summer 2019 (Official)
# Class Sections in IUOCC[+] (Home[^] Only)	352	368	150
# Class Sections w/Copies in IUOCC (Home & Away[*])	1,547	1,658	743
# Distinct Courses Offered	201	253	118
# Distinct Courses for Collaborative Degrees	58	74	51
# Distinct Grad Courses for Dual-Credit Teachers	25	26	23
Total Credit Hours Taken (Home & Away)	26,557	26,754	8,282
Total Away Credit Hours	9,311	9,470	3,806
% of Credit Hours Taken from an Away Campus	35.1%	35.4%	46%

+ Number of class sections includes only active sections at census.

^ Campus of enrollment. The figures show the original number of campus-of-instruction classes placed into IUOCC and do not include copies created during replication.

* Away sections or hours are those taken by a student at a campus of instruction other than their home campus.

The East, Kokomo, and Southeast campuses again collaborated to offer IUOCC winter intersession classes during the three-week period between the fall 2018 and spring 2019 semesters.

Standard IUOCC enrollments in the fall 2018 and spring 2019 terms showed increases all around, with more IUOCC sections, more distinct courses, and more courses offered in support of collaborative degrees.

Summer IUOCC offerings continued to grow, with 150 class sections representing 118 distinct courses in summer 2019. Of those, 51 courses supported collaborative degrees, and 29 were graduate classes taken by dual-credit teachers in the ACP programs.

ENROLLMENT UPDATES *(Continued)*

Dual-Credit Instructors

Following a successful pilot in summer 2018, OOE, the Office of Collaborative Academic Programs (OCAP), and the Advance College Project worked with campuses to deliver graduate courses to

Term	# of Sections	Distinct Headcount	Credit Hours
Fall 2018	27	279	923
Spring 2019	26	231	792
Summer 2019	23	269	919
Academic Year 18–19	76	459	2,634

459 high school teachers in the fall 2018, spring 2019, and summer 2019 terms. All seven campuses collaborated to offer 76 graduate class sections in biology, chemistry, communications, education, English, history, math, and political science. Teachers enrolled in a total of 2,634 credit hours over the academic year.

IU Expand

IU Expand courses generated more than $100,000 in revenue for participating programs during the past year, reflecting the growth of both offerings and enrollments. IU Expand is a web portal (expand.iu.edu) that provides campuses a means to offer online noncredit professional development and continuing education classes to the IU community and the public. It is supported by OOE and eLearning Design and Services. Recent courses include: "Beyond Binaries" from the Kinsey Institute, "Cystic Fibrosis Online Education Program" from the IU School of Medicine, and "IU Online Test Drive" from OOE.
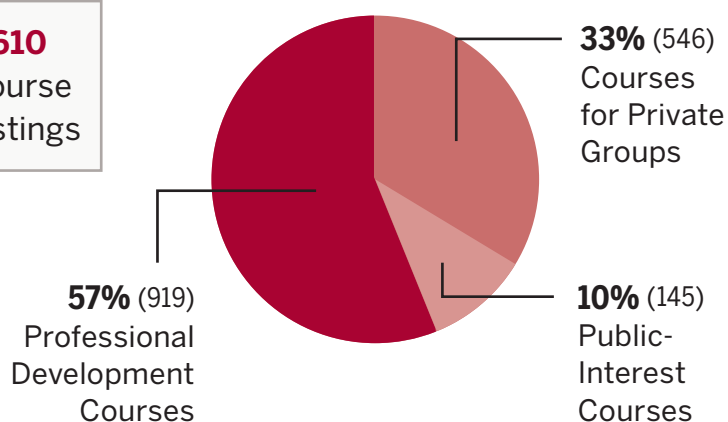
Enrollments

202,025
Total Enrollments

76,500
Total Unique Users

Types of Courses

1,610 Course Listings

33% (546) Courses for Private Groups

10% (145) Public-Interest Courses

57% (919) Professional Development Courses

QUALITY & COMPLIANCE

During the past year, OOE maintained the integrity and quality of its online programs by:

Researching export controls and screening procedures with IU's internal audit department as part of a risk assessment for international online student compliance.

Renewing reciprocity memberships with the National Council for State Authorization Reciprocity Agreements (NC-SARA) for all seven IU campuses, ensuring compliance for nationwide delivery of IU's online programs under state authorization regulations.

Reviewing IU Online's data collection and privacy patterns to comport with the General Data Protection Regulation (GDPR) and the California Consumer Privacy Act (CCPA).

Facilitating authorization from the Kentucky Council on Postsecondary Education to renew a site license for instruction, including renewal application, surety bond, and independent CPA letter.

Preparing a commentary on behalf of IU in response to the US Department of Education's Negotiated Rulemaking regarding proposed changes to the Code of Federal Regulations in the areas of state authorization at 34 CFR § 600.2; the determination of student location at time of enrollment at 34 CFR § 600.9(c); and individualized professional licensure notifications to students at 34 CFR § 668.43(c).

PROGRAM & FACULTY SUPPORT & DEVELOPMENT

In 2018–19, OCAP successfully implemented an expedited collaborative degree build process across IU, significantly reducing the amount of time needed to create new online programs. The following collaborative degrees were created using the new process:

- BS in Data Science
- BA in Sustainability Studies
- MA in French Instruction
- EdS in Educational Leadership
- Graduate Certificate in Alcohol and Drug Counseling

PROGRAM & FACULTY SUPPORT & DEVELOPMENT *(Continued)*

OCAP and OOE worked with campus leaders and faculty to develop and implement the following collaborative degrees for a fall 2019 launch:

- Chancellor's BS in Business Administration
- BS in Sociology
- BA in History
- MS in Criminal Justice and Public Safety
- MA in English
- Graduate Certificate in Language & Literature
- Graduate Certificate in Literature
- Graduate Certificate in Composition Studies
- Graduate Certificate in Communication Studies
- Graduate Certificate in Mathematics

Quality Matters™

Over the past year, faculty commitment to ensuring quality in online courses increased significantly, as faculty from across IU submitted 16 courses for Quality Matters (QM) review and all earned QM certification. In addition, 29 faculty members became QM Peer Reviewers, bringing the total number of IU QM Peer Reviewers to 91.

Quality Matters serves as the foundation of quality online and hybrid course design at Indiana University. It provides an internationally recognized rubric of quality standards and process of quality assurance for online and blended courses. Based on research, QM uses a peer-based approach to continuous improvement in online course design and student learning. IU has a total of 30 QM Certified courses.

Official QM Certifications **16 Courses**	Internal QM Reviews **15 Courses**	QM @ IU Workshop **72 Faculty Participants**
APPQMR through QM **6 Faculty Participants**	New IU QM Peer Reviewers **29**	New IU QM Master Reviewer **1**

STUDENT SUPPORT

OOE maintains collaborative partnerships with on-campus student service providers to help students enroll and succeed.

During 2018–19, campus partners:

Routed **3,985** undergraduate applications to the campuses.

Answered **376** financial services inquiries (an increase of 313% over 2017–18).

Offered IU Online Onboarding to **926** new students.

Responded to **273** student requests for math help and **948** requests for writing help.

Saw **657** student log-ins to IU Online's career guides and **33** students enroll in the IU Online Career Services Communication Skills module.

IU Online renewed the following student service partnerships:

• Recruitment and Admissions, IU Kokomo, $136,869

• Student Financial Services, IUPUI, $102,279

• Orientation and Onboarding, IUPUI, $94,525

• Success Coaching, IUE, $180,702; IUPUI, $200,199

• Math, Writing, and Supplemental Instruction (SI) Support, IUE, $297,262

• Career Services, IUE, $65,085
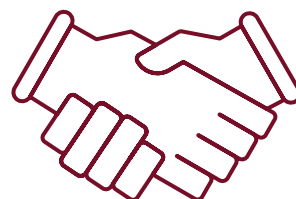
OOE is partnering with IUE to offer expanded graduate student services for students enrolled in collaborative graduate degrees at the regional campuses. An initiative to enhance Counseling and Psychological services for distance education students is also in progress.

OOE administered the Noel Levitz Priorities Survey for Online Learners (PSOL) during the spring 2019 semester. The survey measures students' satisfaction with their IU experience, as well as their expectations for those services.
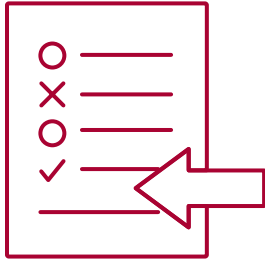
198 Enrolled, Undergraduate Respondents

75% Women | **64%** Employed full time

45% In the 4th year of their program

Of the items that students indicated were most important to them, students ranked processes for applying to, and enrolling at, the university with the highest satisfaction levels, including:

Timely handling of their application

Ease of transfering credits

A clear and user-friendly admissions process

Convenient registration for online courses

Access to services and program advisors without having to visit campus

Two additional important items received high satisfaction marks from students: being able to achieve their educational goals, and the overall reputation of the university, with **82%** and **79%** of students indicating that they were "satisfied" or "very satisfied," respectively.

At the very top of the importance scale, **95%** of respondents considered items related to curriculum requirements and instructional quality as "important" or "very important," including instructional materials that are appropriate to the program, clear and reasonable program requirements, and clearly defined student assignments. Satisfaction with these items was slightly lower, with **69%** to **74%** of respondents indicating that they were "satisfied" or "very satisfied," suggesting opportunities for improvement.

TECHNICAL INNOVATION

A new marketing yield dashboard that leverages Alteryx to visualize the prospect-to-applicant funnel.

Updates to the online trends dashboard that provide insights on class section offerings over time by instruction mode and campus.

Updates to the plan coding dashboard that allow for easy identification of top-enrolled programs and for the ability to toggle between headcounts in programs and credit hours contributed by students in those programs.

Revisions to the automated email journey process in Salesforce to create custom responses based on user engagement with previous messaging; new automated email journeys to support student facing services such as admissions, student success coaching, and math and writing support.

Updates to the course completion rate dashboard that allow for a historical view of DFW rates over time.

A partnership with University Student Services and Systems and IUPUI's Division of Enrollment Management that expands their current support of Salesforce to include graduate programs. Graduate programs wanting to use Salesforce to recruit students to their IU Online programs can now reach out to these offices for advice on best practices, implementation, and recruitment communication support for graduate prospects and applicants.

A review of all OOE websites for compliance with ADA requirements.

PROFESSIONAL LEADERSHIP

Samantha Earley, Member, QM Connect Program Committee, Sub-Committee Chair for "Theory to Practice." Earley reviewed approximately 75 proposals for International QM Connect Conference.

Chris Foley, NC-SARA Steering Committee, 2019

Sharon Wavle, Vice President, Indiana Association for Institutional Research (INAIR), 2019–2020.

PUBLICATIONS & PRESENTATIONS

"This Is Not a Conference," The Ohio State University, February 2019, Michael Dauro.

"A Strategic and Collaborative Approach to Online Education Compliance," ELI Annual Meeting, February 2019, Richard LaFosse, Ilana Linder, and Ilona Marie Hajdu.

"Excel We Love You, But We've Found Someone New," Indiana Association for Institutional Research (INAIR) Annual Conference, March 2019, Chelsie Deatrick and Sharon Wavle.

"Disruptive to Integral: The Evolution of Online Higher Education," The Indiana University IST Conference, March 2019, Chris Foley.

"From Boutique to Mission Critical: The Evolution and Adoption of Online Education in US Higher Education," CACUBO Accounting and Business Operations Workshop, March 2019, Chris Foley.

"Quality Matters @ IU," Adjunct Faculty Scholars Conference, April 2019, David Becker.

"Domesticating QM: Developing a Quality Assurance Plan at Your Institution," QM Regional Conference East, April 2019, Samantha Earley, Hitesh Kathuria and David Becker.

"Interaction and Accessibility: Using Internal QM Reviews to Meet Federal Guidelines," QM Regional Conference East, April 2019, David Becker, Hitesh Kathuria, and Samantha Earley.

"Quality Assurance, QM, and Collaboration at Indiana University: Developing Consortial Online Programs with Quality in Mind," QM Regional Conference East, April 2019, Hitesh Kathuria, Samantha Earley, and David Becker.

"Using Compliance to Support Innovation," OLC Innovate, April 2019, Richard LaFosse, Ilana Linder, and Glenda Garcia.

"What Happens When Compliance Officers and Online Educational Design and Support Mingle?" American Educational Research Association Annual Meeting, April 2019, Richard LaFosse, Ilona Marie Hajdu.

"Investigating the Impact of Online Classes on Degree Completion," Association for Institutional Research AIR Forum, May 2019, Sharon Wavle.

"IU Online + Alteryx: Prospect to Applicant Analytics Made Possible," Alteryx Inspire Conference 2019, June 2019, Sharon Wavle and Chelsie Deatrick.