



# Welcome

TRENDS IN ONLINE LEARNING

Blackboard<sup>®</sup>

# INTRODUCTIONS



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## AGENDA

Student Expectations

About our Presenters

Review Trends in  
Online Learning Report

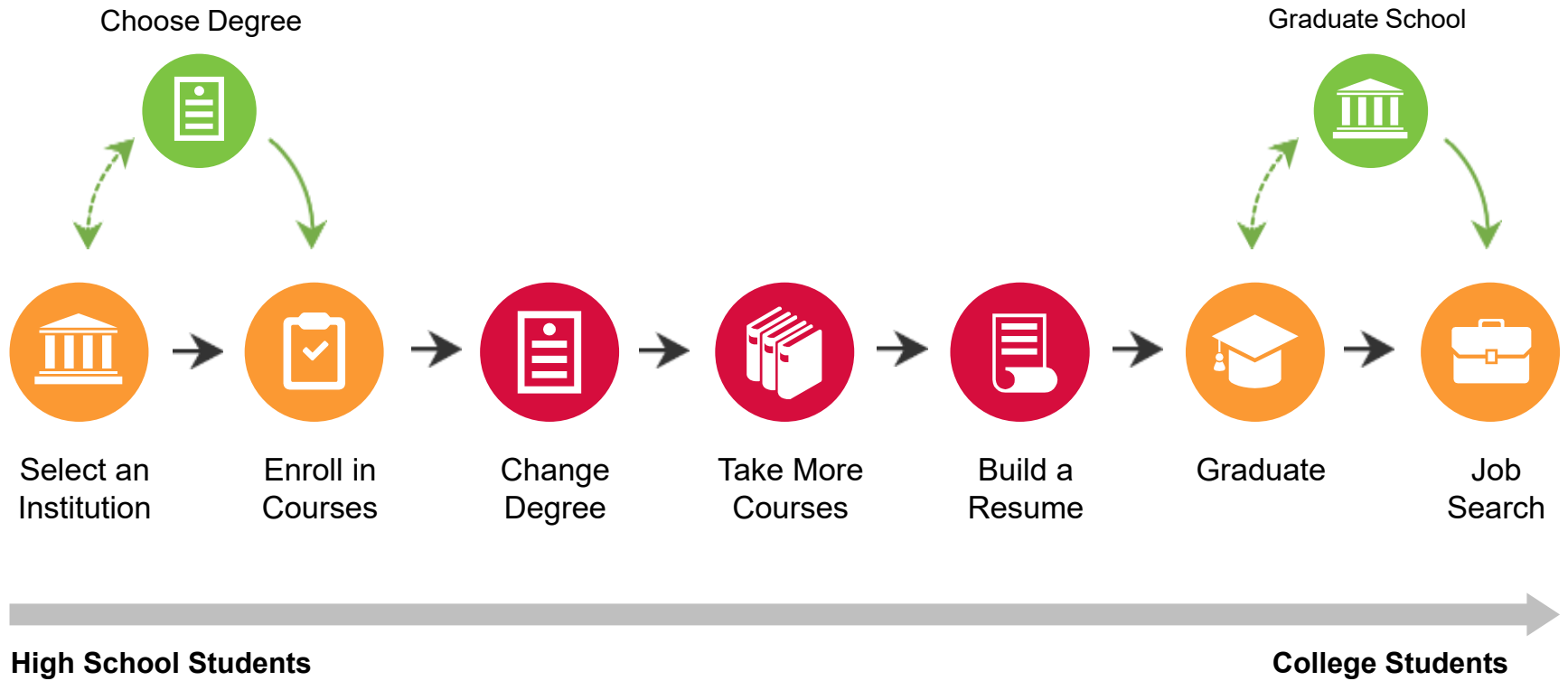
What's Next

More Info?

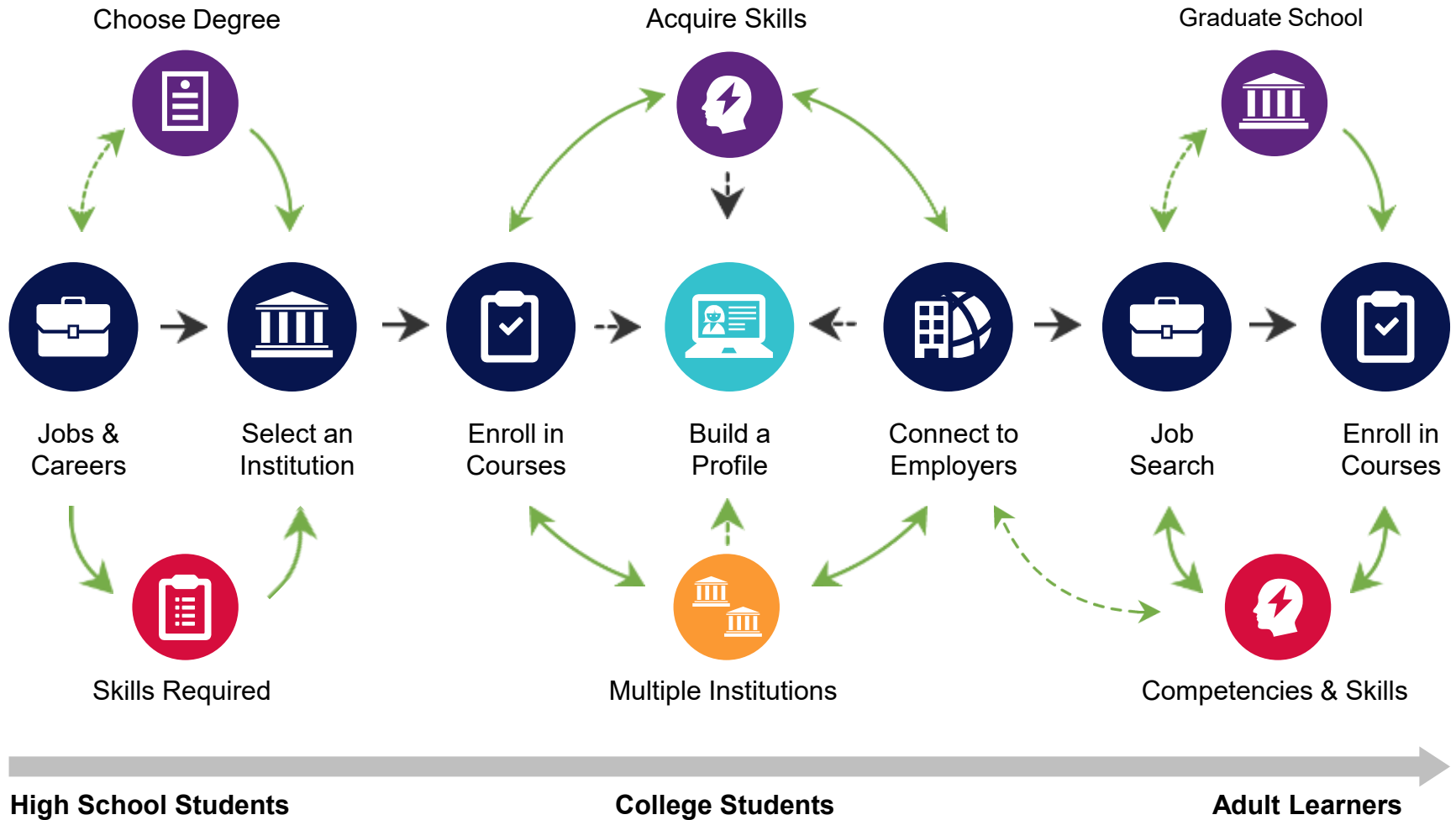
# WE NEED TO RETHINK HOW WE THINK ABOUT STUDENTS



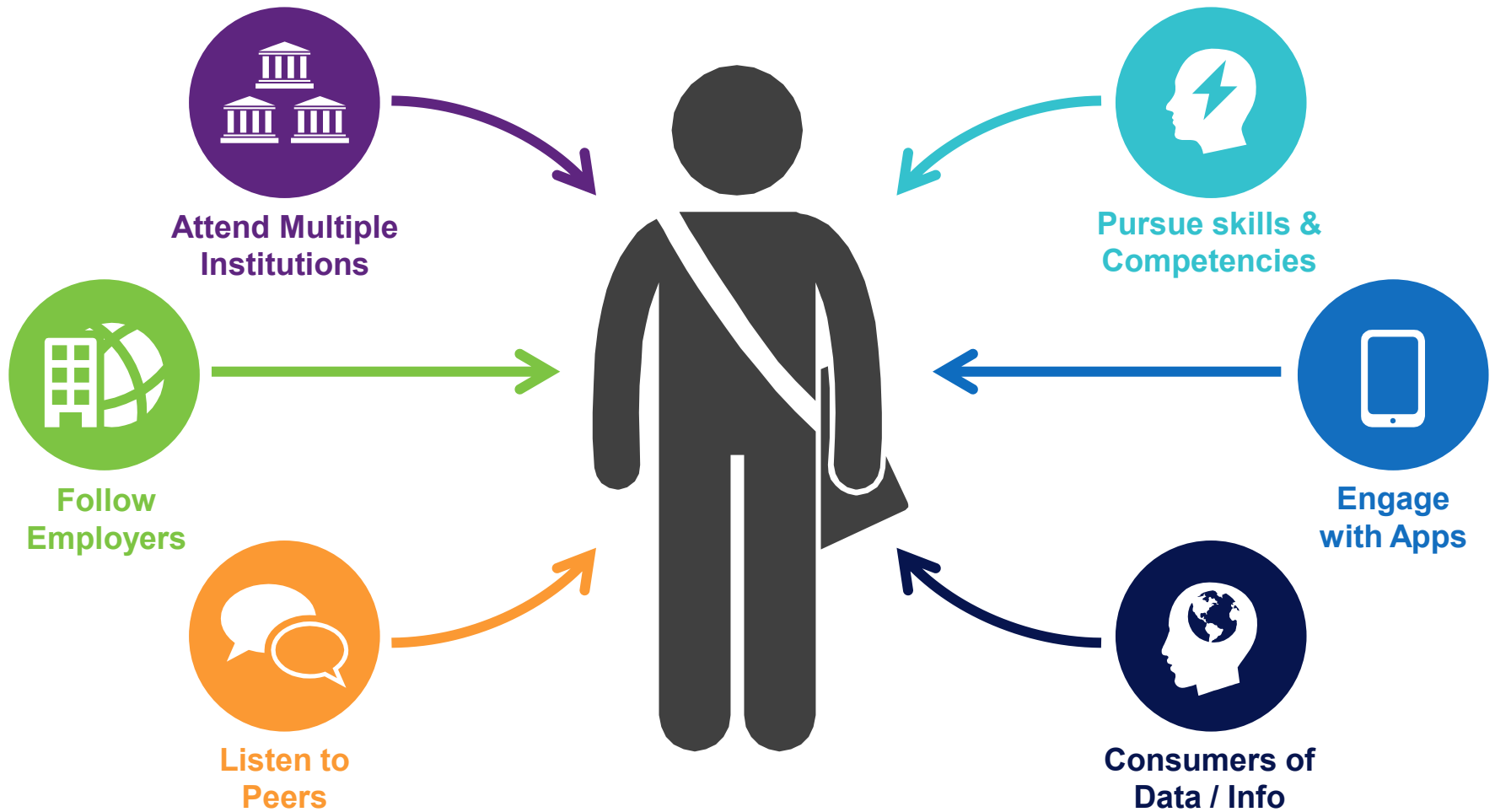
# THE OLD STUDENT JOURNEY



# TODAY'S NEW JOURNEY: "SWIRLING STUDENTS"



# THE POST-TRADITIONAL LEARNER



## ABOUT SHENANDOAH UNIVERSITY



- Methodist affiliated private university in Virginia, 75 miles west of D.C.
- FTE: ~4,100
  - ~58% Undergraduate Students
  - ~42% Graduate Students
- Primarily residential
- One fully online degree program – TESOL
- Finalizing an RN to BSN degree seeking program
- Several Hybrid/Blended Course Offerings
- Has LMS faculty minimum usage requirements for all courses



## ABOUT NORTHERN ILLINOIS UNIVERSITY



**Northern Illinois  
University**

- Main campus in DeKalb, IL located 65 miles West of Chicago
- Total enrollment: 21,234 (Fall '13)
- 1,185 instructional faculty
- Student to faculty ratio: 18:1
- 39 academic departments; 57 undergraduate majors; 80 graduate programs
- 95% of undergrads and 79% of grad students are from Illinois
- 685 international students from 116 countries
- Blackboard Usage at NIU (as of Fall 2013)
  - 95% of students
  - 82% of instructional Faculty/Staff/TAs
  - 67% of course sections
  - 4 course sections per student on Blackboard

## ENTERPRISE CONSULTING

connects **vision** with **execution**.

is focused on **education**.

is technology **neutral**.

is **experienced**.

is **flexible**.

## Blackboard Enterprise Consulting

assists with **client issues**  
that affect **education, learning** and  
**teaching**.

Learning Technology Adoption + Online & Blended Programs

+ E-Learning + Learner Lifecycle + Competency-Based

Learning + Accreditation & Assessment + Leveraging Data

for Improvement + Student Experience + Learner Success

+ Educational Technology Ecosystem + Mobile Strategy +

Faculty & Learner Support + Learner-Centric Service Design

+ Learning Technology Master Planning + Retention +

Educational Content & Learning Objects

+ many other areas...

# TRENDS IN ONLINE LEARNING



## PROGRAM OVERVIEW

In February 2014 Gatepoint Research invited selected leaders from universities to participate in two surveys themed Usage Trends in Learning Management Systems and Online Learning and Engagement Strategies.

**200 candidates** involved in online learning, e-learning, distance learning, academic technology, remote learning strategy, and web conferencing were invited via email to participate in the study.

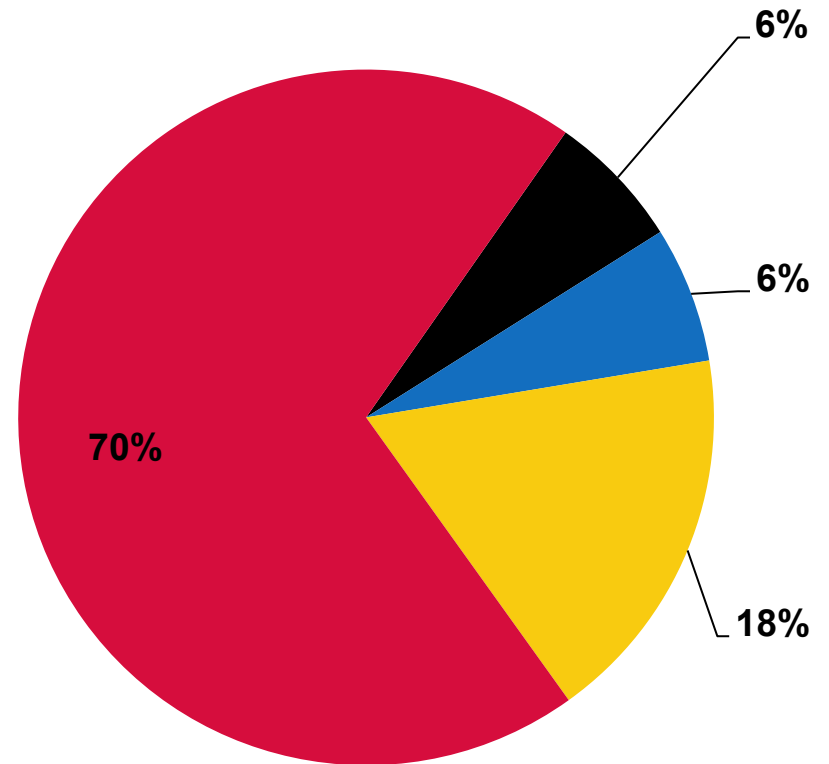
Survey participants were senior education professionals who are advocates for the use of technology in the classroom.

**100% of responders participated voluntarily; no one was engaged using telemarketing.**

SUMMARY RESULTS APRIL 2014

## WHERE ARE YOU TODAY WITH OFFERING YOUR COURSES ONLINE?

88% of surveyed responders have courses online. Of those who do not already, half intend have courses online in 2014.

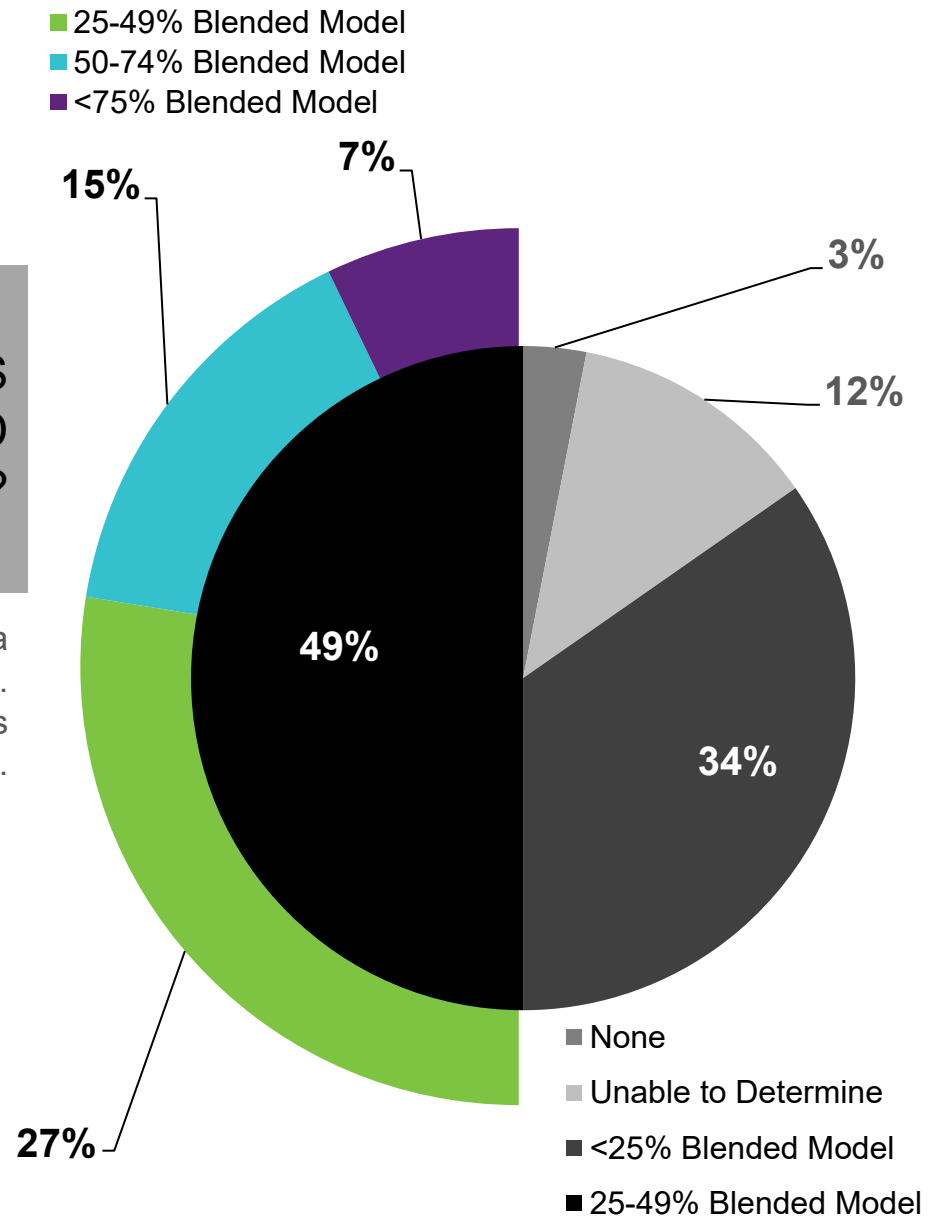


- No plans to put our courses online
- Plan to begin putting courses online in 2014
- New to having our courses online
- Long had our courses online

SUMMARY RESULTS APRIL 2014

## HOW MANY COURSES CURRENTLY USE A BLENDED LEARNING MODEL?

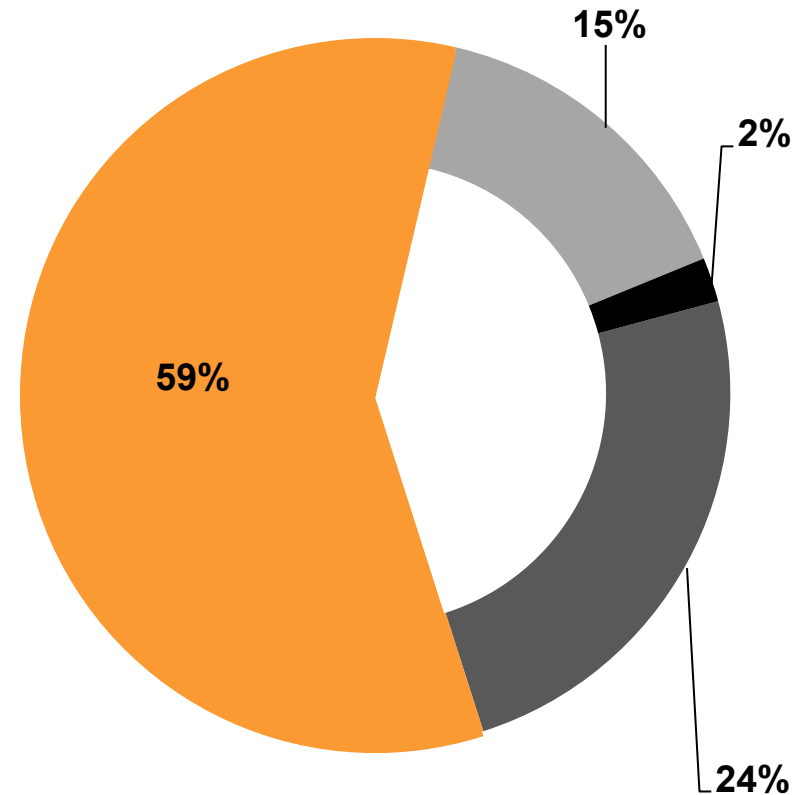
Half the institutions surveyed are using a blended model for at least 25% of their courses. 22% offer more than half their courses in-class and online.



SUMMARY RESULTS APRIL 2014

## WHAT ANNUAL GROWTH IN ONLINE PROGRAMS DO YOU FORECAST?

Most responders expect growth in their online learning programs.



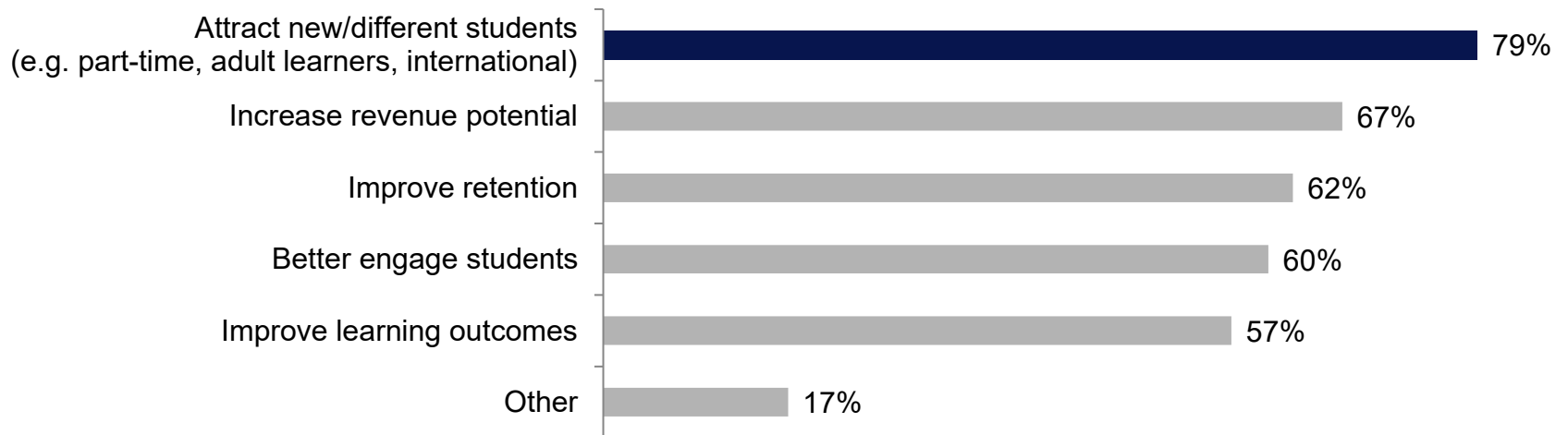
- < 10% growth
- 10 - 25% growth
- 26 - 50% growth
- > 50% growth

SUMMARY RESULTS APRIL 2014



## WHAT GOALS DRIVE INVESTMENT IN ONLINE PROGRAMS?

Increasing and diversifying the student body is the main driver behind investment in online programs. Revenue potential (67%) and retention (62%) are also major drivers.



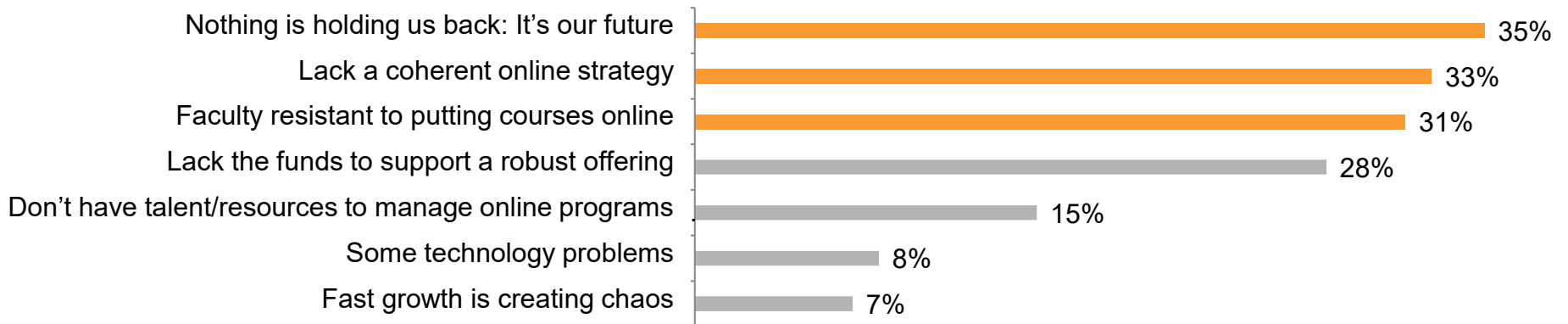
SUMMARY RESULTS APRIL 2014





## WHAT IS HOLDING YOU BACK FROM GROWING YOUR ONLINE PROGRAMS?

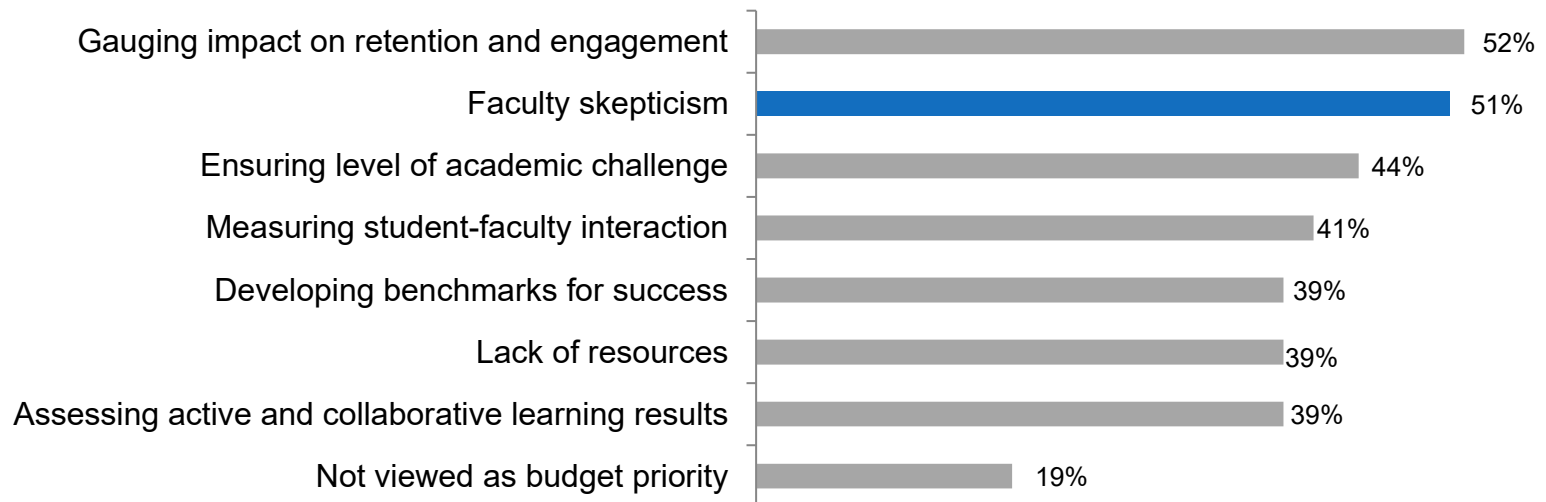
Growth of online programs will depend on improved online strategies and faculty support of putting courses online.





## WHAT CHALLENGES ARE YOU FACING REGARDING ONLINE LEARNING?

Faculty skepticism is a top challenge in online learning.

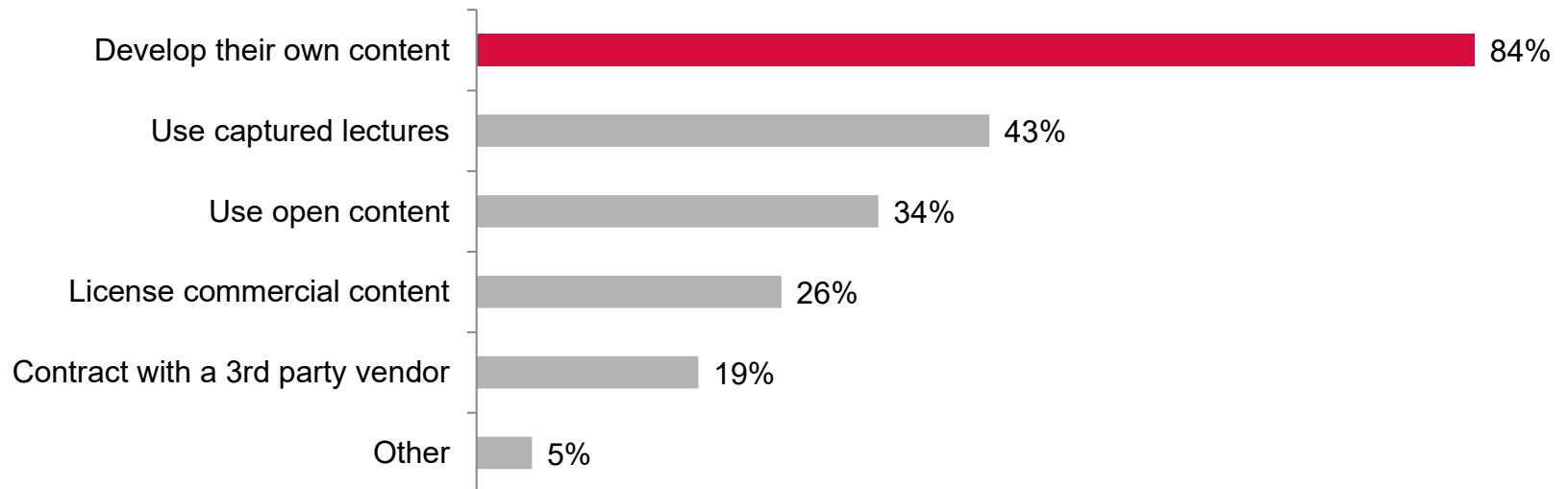


SUMMARY RESULTS APRIL 2014



## WHAT TRENDS DO YOU SEE IN HOW YOUR FACULTY IS PUTTING THEIR COURSE CONTENT ONLINE?

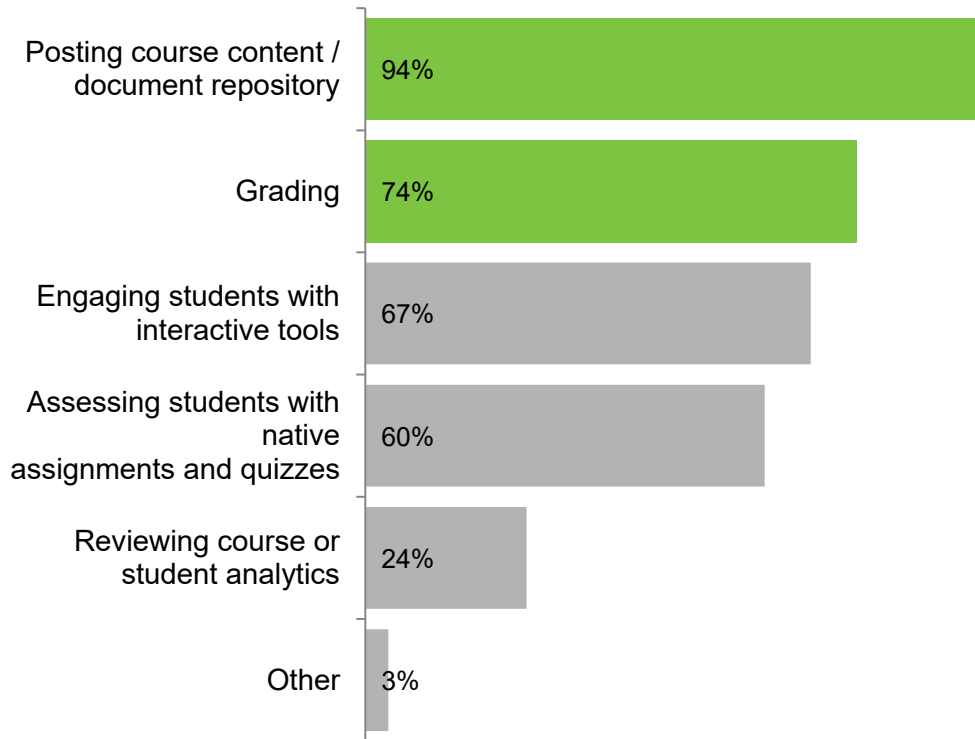
Increased faculty content development is driving growth.



SUMMARY RESULTS APRIL 2014

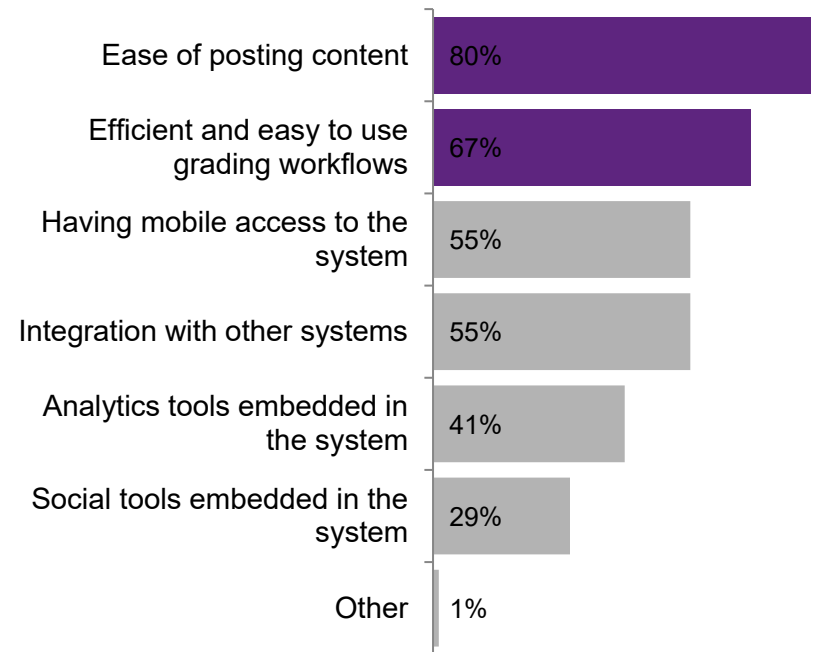
## HOW DO YOU THINK MOST OF YOUR FACULTY ARE USING YOUR ORGANIZATION'S LMS?

94% of responding organizations use their LMS to post course content and as a document repository.  
74% use it for grading.



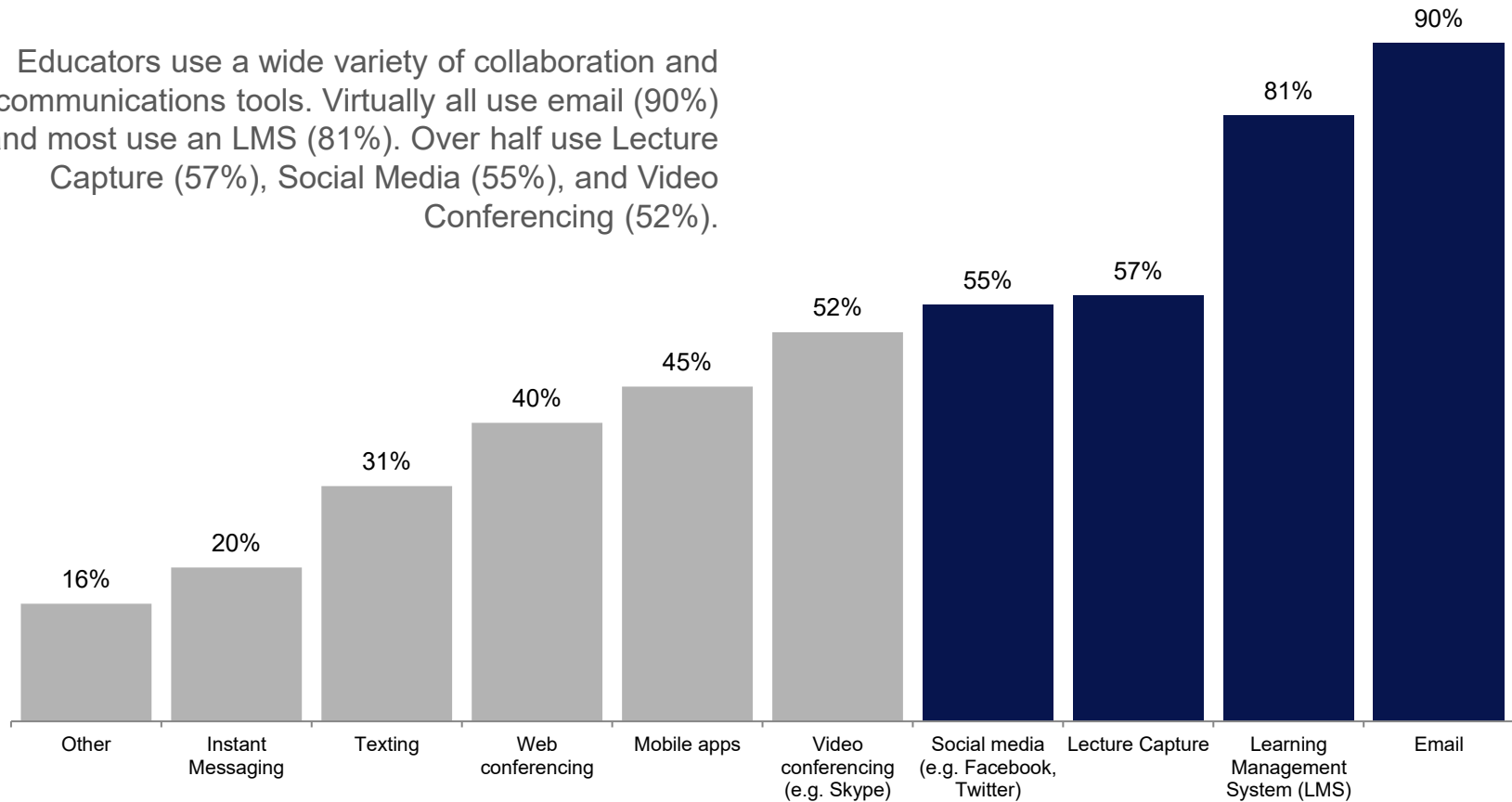
## WHAT FEATURES IN AN LMS SYSTEM ARE MOST SOUGHT OR VALUED BY USERS?

LMS functionalities with the highest value: ease of posting (80%) and grading workflow ease of use (67%).



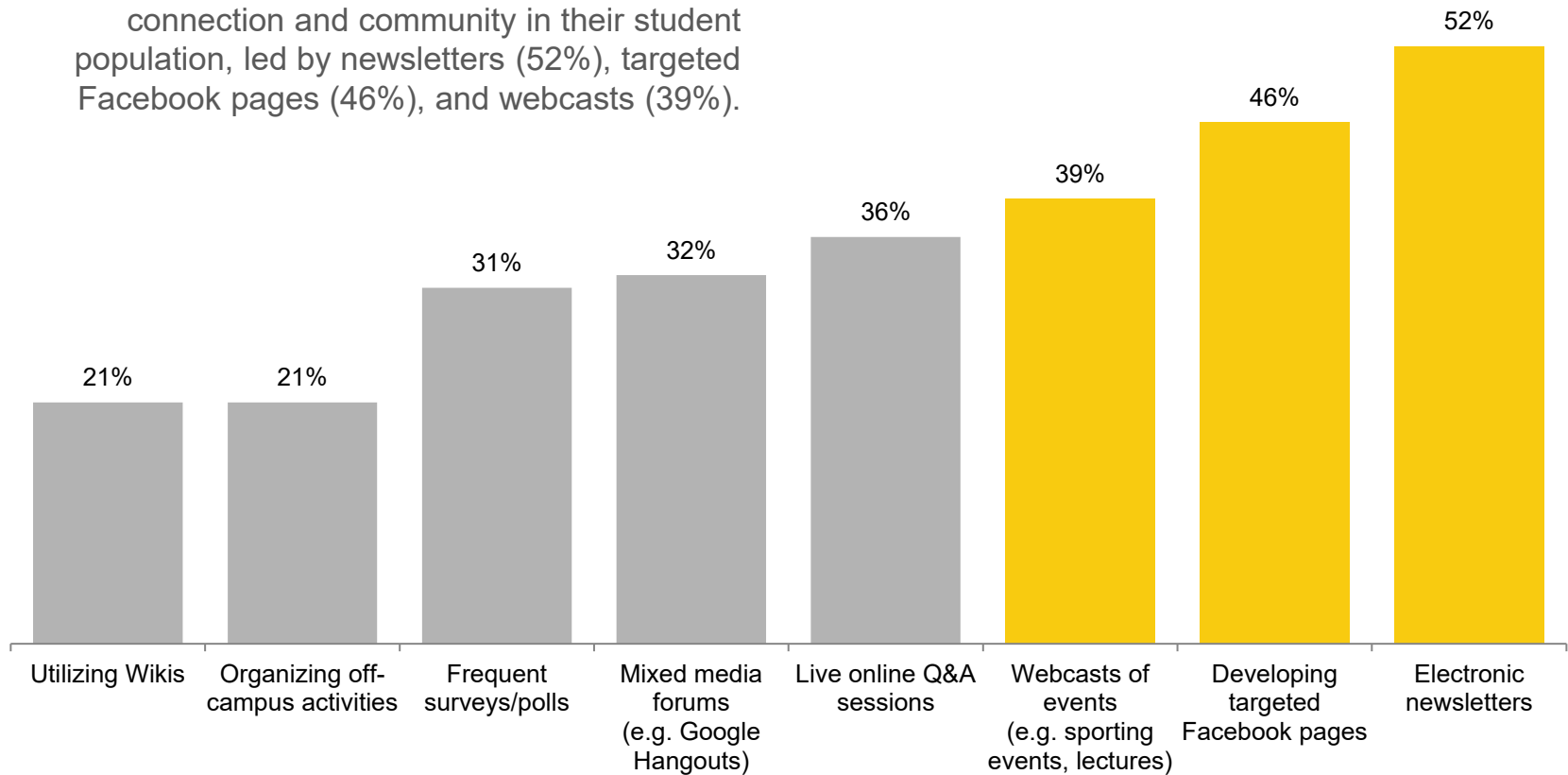
# WHAT COLLABORATION AND/OR COMMUNICATION TOOLS ARE YOU CURRENTLY UTILIZING IN THE CLASSROOM?

Educators use a wide variety of collaboration and communications tools. Virtually all use email (90%) and most use an LMS (81%). Over half use Lecture Capture (57%), Social Media (55%), and Video Conferencing (52%).



# HOW DO YOU FOSTER A SENSE OF CONNECTION AND COMMUNITY ACROSS THE STUDENT POPULATION?

Responders use a wide variety of tools to foster connection and community in their student population, led by newsletters (52%), targeted Facebook pages (46%), and webcasts (39%).

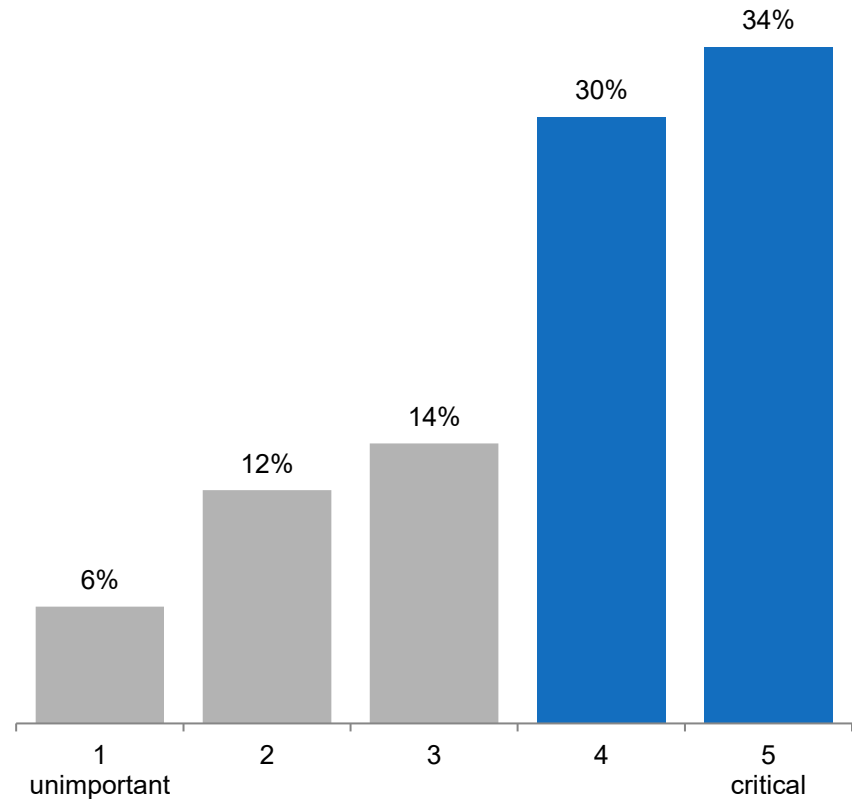


SUMMARY RESULTS APRIL 2014

# HOW IMPORTANT ARE STRONG ONLINE PROGRAMS TO ATTRACTING/RETAINING STUDENTS?

(Rate on a scale of 1-5, 1 = not very important, 5 = critically important)

Survey responders see strong online programs as absolutely central to attracting and retaining students.

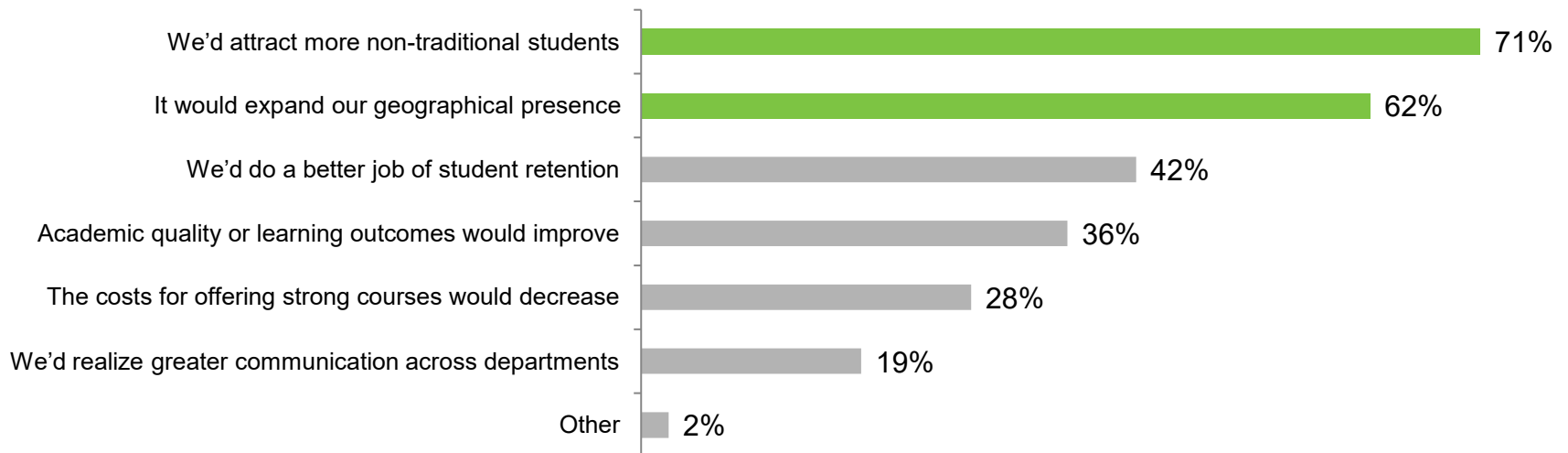


SUMMARY RESULTS APRIL 2014



## WHAT WOULD BE THE PRIMARY ADVANTAGE TO YOUR COLLEGE HAVING MORE ROBUST ONLINE OFFERINGS?

(Both courses and programs for students, like financial aid linkage)  
“Attracting non-traditional students” and “expanding geographical presence” are the top cited advantages of increasing robustness of online programs.



SUMMARY RESULTS APRIL 2014



## ONLINE LEARNING FORECAST AT SHENANDOAH UNIVERSITY



- Add more hybrid courses to meet student needs, increase revenue and improve retention.
- Continuation of articulation agreements
- Develop & deliver online courses in specific fields to meet National recommendations
- Focus on online & hybrid course quality
- Faculty training & support
- Investment in infrastructure
- Community Buy In

## ONLINE LEARNING FORECAST AT NORTHERN ILLINOIS UNIVERSITY



Growth in online learning plateau

- New niche programs to meet student demand, targeted at students in region
- Online programs to attract new students, increase revenue, and improve retention
- Coherent online strategy and financial model is critical for buy-in from institutional leaders
- Investment in central support infrastructure needed to scale current offerings

## ONLINE LEARNING FORECAST AT NORTHERN ILLINOIS UNIVERSITY



**Northern Illinois  
University**

- Focus on student career success
- Articulation agreements with other institutions
- Mix of online and blended/hybrid programs
- Accelerated courses (8-week terms)
- Faculty continue to develop own content for individual courses, instructional designers to assist with online course development in programs
- Ongoing faculty training and support is essential for success

# BLACKBOARD OFFERS...

## A COMPREHENSIVE SUITE OF PRODUCTS AND SERVICES...

Live Collaboration

Mobile Access

Social Learning

Analytics

Blended Learning

Digital Content

Expertise/ Consulting

Services

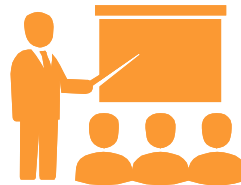
## TO MEET YOUR CHALLENGES:



STUDENT  
RETENTION



GROWING  
ONLINE  
PROGRAMS



FACULTY  
PROFESSIONAL  
DEVELOPMENT



STUDENT  
ENGAGEMENT  
& OUTCOMES



MEASURING  
OUTCOMES

**Blackboard**

# FINAL SLIDE

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- 2) Find **Trends in Online Learning**
- 3) Click “Tap here to take a survey.”