

# University of Louisiana at Lafayette

## Detailed Assessment Report 2015-2016 Distance Learning

*As of: 11/18/2016 10:21 AM CENTRAL*

**(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request.*)**

### Mission / Purpose

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The University of Louisiana at Lafayette will become a premier provider of electronically delivered courses and degree programs based on the University's core values, its strategic imperatives, and the guiding principles of anytime – anywhere, student-focused, and learning-centered education. The result of leveraging technology to its best capabilities will enhance the reputation of the University, increase intellectually stimulating opportunities for students, and improve retention and graduation rates.

Electronically delivered courses and degree programs will be accessible by students through a personal learning environment with integrated and relevant support services. This environment will facilitate meaningful, consistent engagement with highly-trained faculty in a dynamic community of learners with activities leading to mastery of course and program learning outcomes while maintaining academic integrity. By adopting nationally established best practices, the University's colleges and departments will employ the appropriate learning technologies to offer a variety of delivery alternatives. These varied formats will address differing student learning styles, needs, and preferences, thereby attracting and serving more contemporary learners.

The University will provide access to electronic learning technologies and training on new pedagogies. Integration of these new instructional tools and techniques by faculty and staff will improve the overall quality of teaching and learning and enhance student engagement and success at the University of Louisiana at Lafayette.

### Goals

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#### **G 1: Create Courses**

- Create college courses and programs through alternate delivery methods in order to offer educational opportunities to students unable to accommodate a traditional class schedule.

#### **G 2: Use Technology**

- Ensure the technology used is appropriate to the nature and objectives of the academic programs.

#### **G 3: Expand Programs**

- Expand educational opportunities in a financially responsible manner through

synchronous and asynchronous electronic learning.

#### **G 4: Train Faculty**

Provide technical training to university faculty in the use of e-learning instructional techniques and in the use of associated technologies

#### **G 5: Facilitate Student Success**

Facilitate student success in distance learning courses and programs by providing and promoting an environment of equal opportunity.

### **Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

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#### **SLO 5: Prepare new online students for learning in a hybrid and online technology rich environment**

Offer services to prepare students to successfully achieve learning outcomes in courses delivered in a hybrid or online format.

#### Related Measures

##### **M 11: Online Student Orientation Satisfaction**

Administer the Online Student Orientation Survey to all new students who take the self-paced course. Review results especially the question "After completing this orientation, how prepared do you feel to be an online student at UL Lafayette?"

Preparation for successful start in a hybrid or online class or hybrid or online program depends on being oriented to the expectations of being a hybrid or online learner and to the academic and student support services provided by the University.

Source of Evidence: Student course evaluations on learning gains made

#### **Target:**

75% of online student orientation participants respond to the following survey question as "prepared or very prepared." "After completing this orientation, how prepared do you feel to be an online student at UL Lafayette?"

#### **Finding (2015-2016) - Target: Met**

A total of 1,392 participants completed the Online Student Orientation Survey from August 1, 2015-June 30, 2016: 1,284 Undergraduates (92.21%); 90 Graduate students (6.49%); and 18 Non-UL students (1.3%). Of the participants who responded to the question, "How helpful did you find the online orientation?", 32% answered Very Helpful; 39.27% Helpful; 22.57% Somewhat Helpful; 6.16% Not Helpful. When asked, "After completing this orientation, how prepared do you feel to be an online student at UL Lafayette?", 38.93% reported Very Prepared; 48.47% Prepared; 11.48% Somewhat Prepared; 1.12% Not Prepared.

The Office of Distance Learning met its target for 2015-2016 Academic Year, with a total of 87.4% of online student orientation survey participants

reporting they felt “prepared” or “very prepared” to be an online student at UL Lafayette.

## **Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

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### **O/O 1: Develop the Office of Distance Learning by expanding the University’s portfolio of hybrid and online programs**

Establish distance learning as a financially self-sustaining supporting entity with a diverse portfolio of hybrid and online programs to serve working learners

#### **Strategic Plan Associations**

##### **University of Louisiana at Lafayette**

2.1.2 Students KPI 2: Expand recruitment of high-potential undergraduate and graduate students, which embraces diversity and enhances the university’s image nationally and internationally, in both distance and traditional degree programs.

#### **Related Measures**

##### **M 5: Annual Budget with Quarterly Reports**

An annual budget with revenue projections versus projected expenses. Quarterly reports provided to the Assistant Vice President of Academic Affairs.

The Office of Distance Learning staff will research bench marking studies provided through a membership with a market research organization to document if the correct structure and number of employees are appropriately planned to support the growth of hybrid and online courses and programs.

Source of Evidence: Existing data

##### **Target:**

Establish a baseline operational budget for the Office of Distance Learning that produces revenue over expenses. Create goals for % of revenue over expenses for future years in order to become a 100% fully self-support unit of the University.

##### **Finding (2015-2016) - Target: Met**

The Office of Distance Learning closed the 2015-2016 fiscal year as an 85% self-support unit with 32% revenue over expenses. A target of 15% revenue over expenses has been established for future years.

This target was met for this reporting cycle.

**M 6: Market Research Studies Completed**

Number of market research studies conducted to identify online programs with the opportunity to grow at the undergraduate and graduate levels

Source of Evidence: External report

**Target:**

Conduct 2 market research studies to identify online programs with the opportunity to grow at the undergraduate and graduate levels.

**Finding (2015-2016) - Target: Met**

The Office of Distance Learning commissioned three market research studies during the 2015-2016 fiscal year with the purpose of identifying opportunities for online degree programs in the current workforce and competitive institutional environment. This target was met for the 2015-2016 fiscal year.

**O/O 2: Increase staff productivity to achieve department goals by acquiring and customizing space for the Office of Distance Learning**

Acquire and renovate appropriate space to support all operational units within the Office of Distance Learning including faculty professional development, student marketing & enrollment services, business management / budget analysis, and business intelligence & innovation.

**Related Measures****M 7: Improve Staff Work Environment**

Director of Distance Learning will conduct semi-annual focus groups with staff from all sub-units within the Office of Distance Learning. Focus group topics will include opportunities to discuss and report on on current and future space needs, current space utilization, increased productivity or lack of due to space configuration, and better uses of spaces at the University for different types of events.

Source of Evidence: Climate / Environment

**Target:**

Dedicated and appropriately renovated space for the Office of Distance Learning staff and functions

**Finding (2015-2016) - Target: Not Met**

While there were a number of staff discussions of space needs and demonstrated support was garnered from the Assistant Vice President for Academic Affairs - Academic

Resources, no dedicated or renovated space was acquired. The lack of space is a significant barrier to the operational efficiency of Office of Distance Learning.

**Related Action Plans (by Established cycle, then alpha):**

**Advocate for Dedicated and Appropriately Renovated Space**

Make the business case for dedicated and appropriately renovated space.

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Improve Staff Work Environment |

**Outcome/Objective:** Increase staff productivity to achieve department goals by acquiring and customizing space for the Office of Distance Learning

**Projected Completion Date:** 06/2017

**O/O 3: Increase enrollment in hybrid and online degree programs**

Recruit and enroll new online students in hybrid and online degree programs by contracting with marketing services companies to employ effective marketing techniques to attract new students.

**Related Measures**

**M 9: Enrollment in hybrid and online programs**

In terms of bench marking, the Office of Distance Learning will track and report on total enrolled students in hybrid and online degree programs by term and semester using data from the Office of Institutional Research.

Source of Evidence: Activity volume

**Target:**

Achieve increase in total enrollment into fully online and hybrid programs by 5% from 1,223 enrollments in Fall 2015 to 1,284 enrollments in Fall 2016.

**Finding (2015-2016) - Target: Not Met**

Unduplicated student enrollment in 11 online undergraduate and graduate degree and certificate programs for the Fall 2016 was 1,126 at the census date. This number is down by 97 enrollments from the Fall 2015 census date plus B-term enrollment of 1,223 students. This target of 5% growth was not met, but the number at the time of reporting does not include the B-term enrollment. The findings will need to be updated once the census for the Fall 2016 B term has passed and have been reported. Strategic marketing efforts to

achieve this target are documented below.

### SmartBrief

The purpose of the SmartBrief campaign was to drive engagement, leads, and applications from advanced nurses (MSN and NPs) interested in career development for the University of Louisiana at Lafayette's online Doctor of Nursing Practice program. The campaign ran from August 31, 2015 through March 31, 2016. Digital ads were placed in leading nursing industry association online publications such as the ANA (American Nurses Association) and AANP (American Association of Nurse Practitioners). The campaign resulted in 66,670 impressions, 206 clicks, with a CTR of 0.31%. The direct impact of this campaign on enrollment in the DNP program is unclear.

### Hobsons EMS

The Hobsons EMS campaign set out to grow brand awareness for the University of Louisiana at Lafayette's online program offerings and generate leads for the following online programs: B.S. Health Services Administration, Graduate Certificate in Professional Writing, M.Ed. in Curriculum and Instruction, and M.S. System's Technology. A variety of digital marketing techniques were utilized, including paid search, display, social media sponsored ads and remarketing. The campaign ran from February 15, 2016-July 15, 2016, generating 1,000,176 impressions and 12,608 clicks, with an average CPC of \$3.55 and CTR of 1.26%. A total of 400 leads were generated at a CPL of \$112.50. A total of 10 online enrollments were generated from the Hobsons EMS campaign.

### RN to BSN Marketing

Digital marketing efforts were made by our online program manager, Academic Partnerships. Efforts included Google adwords, display, Facebook sponsored ads and organic marketing techniques aimed at raising awareness for the RN to BSN program. The Office of Distance Learning has limited access to insights on marketing efforts made by AP on behalf of UL Lafayette.

### Related Action Plans (by Established cycle, then alpha):

#### **Sponsor Internet Paid Search Marketing Campaigns**

Invest a portion of the FY17 budget to Internet Paid Search Marketing Campaigns for the Fall 2016 and Spring 2017 semesters to drive enrollment for spring 2017 and Fall 2018.

**Established in Cycle:** 2015-2016

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Enrollment in hybrid and online programs |

**Outcome/Objective:** Increase enrollment in hybrid and online degree programs

**Projected Completion Date:** 06/2017

**Responsible Person/Group:** Online Student Relations Manager  
Business Manager / Budget Analyst

**Additional Resources:** Ability to Use Reserve Funds from Distance Learning Accounts

**Budget Amount Requested:** \$250,000.00 (recurring)

**O/O 4: Expand and sustain hybrid and online course offerings for students enrolled in traditionally delivered academic programs.**

The University has 11 online degree programs and a sufficient number of undergraduate and graduate courses are needed to facilitate the successful matriculation of enrolled students. In addition, a number of students enrolled in traditionally delivered programs benefits from blending their schedules with hybrid and online courses that enable these students to work or volunteer.

**Strategic Plan Associations**

**University of Louisiana at Lafayette**

2.1.3 Students KPI 3: Maximize opportunities for student enrollment and progression in traditional and distance education curricula, including strengthening transfer partnerships with community colleges.

2.1.4 Students KPI 4: Improve student success through engagement in high impact practices.

**Related Measures**

**M 10: Growth of Hybrid and Online Course Offerings**

Using official reports of scheduled courses from the University, the Office of Distance Learning will monitor course additions, canceled courses, and final enrollment counts based on census reports for semesters and terms.

Source of Evidence: Benchmarking

**Target:**

Increase hybrid and online course section offerings by 5% from 254 in Fall 2015 to 266 in Fall 2016.

**Finding (2015-2016) - Target: Partially Met**

The number of hybrid and online course section offerings made increased from 254 sections in Fall 2015 to 260 hybrid and online sections in the Fall 2016. Hybrid offerings matched the Fall 2014 milestone total at 66 sections offered. This target is partially met because offerings did increase by 2.4%, falling short of the 5% target increase due to an unanticipated drop in general education enrollment for Fall 2016 in the online RN-to-BSN program.

**Related Action Plans (by Established cycle, then alpha):**

**Use Banner Course Planning Tools**

Work with the Registrar's Office to better understand business intelligence tools around needs of students to better inform departments on how to target growth of hybrid and online course sections.

**Established in Cycle:** 2015-2016

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Growth of Hybrid and Online Course Offerings |

**Outcome/Objective:** Expand and sustain hybrid and online course offerings for students enrolled in traditionally delivered academic programs.

**Projected Completion Date:** 06/2017

**O/O 6: Provide quality faculty professional development to prepare faculty for hybrid and online learning environments**

The Office of Distance Learning prepares faculty for the hybrid and online learning environment through two primary pathways leading to internal certification: ULearn Certified Online Teacher and ULearn Certified Course Designer. Preparation to use the Quality Matters (QM) rubric and process provides the foundation for both certification tracks. UL Lafayette is a member of the Online Learning Consortium (OLC), an international organization dedicated to online learning. As a member, our faculty and staff have access to dozens of online workshops covering nearly every aspect of online learning (from teaching to course design). A faculty member who complete three (3) or more OLC workshops and the Quality Matters Applying the Quality Matters Rubric (APPQMR) workshop is eligible for the ULearn Certified Online Teacher certification. A faculty member may also enroll in Course Design Practicum (CDP) after completing the APPQMR. At the end of a 10-week online course, faculty enrolled in Course Design Practicum (CDP) will have created an online or hybrid course in Moodle while applying the essential standards of Quality Matters. Faculty who complete the APPQMR and CDP will earn the distinction of ULearn Certified Course Designer. The rigor and training involved in obtaining these certifications ensures that our faculty are committed to the highest standards of quality in online education.

**Strategic Plan Associations**

**University of Louisiana at Lafayette**

1.4.1 Faculty KPI 11: Establish a campus center to train faculty in new pedagogical and instructional techniques and technologies that support both traditional and distance delivery of curricula.

1.4.3 Faculty KPI 13: Provide faculty support including but not limited to computing technology, relocation support, travel funding, start-up budgets, and GA/TA assistance that is competitive with institutions in our peer group.

**Related Measures**

**M 12: Completion in workshops and/or courses leading to certification**

Completion in the Applying the Quality Matters Rubric (APPQMR) workshop provided by local trainers and by national trainers will be combined to produce a completion percentage. Completion of all Online Learning Consortium workshops will be tracked to produce a completion percentage. Completion in the Course Design Practicum, taught only once per year, will be combined with the APPQMR and OLC workshops completion rates to produce on completion percentage for this



measure. Pre-aggregated percentages per workshop type will be reported in findings.

Source of Evidence: Activity volume

**Target:**

Achieve at least 80% completion with the Quality Matters workshop, OLC workshops, and Course Design Practicum course.

**Finding (2015-2016) - Target: Met**

Faculty participated in various professional development courses and workshops facilitated or sponsored by the Office of Distance Learning in preparation for designing and teaching hybrid and online courses. Completion of certain courses and workshops leads to one of two faculty certifications: ULearn Certified Online Teacher or ULearn Certified Course Designer. ULearn Certified Online Teacher is awarded to faculty who complete Quality Matters training and three Online Learning Consortium workshops (or submit a portfolio); ULearn Certified Course Designer is awarded to faculty who complete Quality Matters training and Course Design Practicum (or submit a portfolio).

Quality Matters. Between June 2015 and May 2016, thirty (30) faculty members were enrolled in Quality Matters workshops. Eight (8) enrolled in QM workshops facilitated by the UL Lafayette Office of Distance Learning and 100% (N=8) successfully completed the workshop. The remaining 22 participants were enrolled in QM workshops facilitated by national facilitators; 100% (N=22) successfully completed the nationally-facilitated workshop. The average completion rate for all enrolled QM participants (N=30) in both the UL-facilitated and nationally-facilitated workshops for the given time period was 100% (N=30).

Online Learning Consortium. Between June 2015 to May 2016, forty-seven (47) faculty members enrolled in 118 OLC workshops focused on online teaching and course development. The average completion rate for all OLC workshops (N=118) for the given time period was 97.46% (N=115).

Course Design Practicum. Between June 2015 and May 2016, eleven (11) faculty members were enrolled in a 10-week Course Design Practicum (CDP) workshop (Summer 2015), and 90.9% (N=10) successfully completed. The Summer 2016 CDP currently has 12 enrolled participants.

During the 2015-16 academic year, this target was met because the Office of Distance Learning achieved above 80% completion in Quality Matters, Online Learning Consortium, and Course Design Practicum workshops.

**M 13: Faculty satisfaction with workshops and/or courses leading to certification**

Participants complete a Quality Matters created evaluation at the end of each online Applying the Quality Matters Rubric (APPQMR) workshop. All responses from the QM evaluations are combined to produce one satisfaction score for APPQMR. An

Office of Distance Learning created electronic evaluation is emailed to a faculty member each time an Online Learning Consortium (OLC) workshop is completed. All responses are aggregated to produce one satisfaction score for OLC workshops. Individual workshops with low satisfaction scores are taken off the suggested workshop list in future years. Course Design Practicum participants complete an end of course student evaluation of instruction. Each aggregated satisfaction score produces one overall satisfaction rating to determine if a target is met or not.

Source of Evidence: Student course evaluations on learning gains made

**Target:**

Achieve at least 80% satisfaction with the Quality Matters workshop, OLC workshops, and Course Design Practicum course.

**Finding (2015-2016) - Target: Met**

Quality Matters. Participants completed workshop evaluations at the end of each online Applying the QM Rubric workshop. The Office of Distance Learning has access to the survey results completed by 7 participants from the workshop facilitated by our office. The following statements demonstrate participant satisfaction: 100% participants (N=7) selected "agree" or "strongly agree" to the statement: "After completing this course, I plan to use the QM rubric in my course design." 100% participants (N=7) selected "agree" or "strongly agree" to the statement: "I was satisfied with the course." 100% participants (N=7) selected "agree" or "strongly agree" to the statement: "I can apply the 5th Edition Quality Matters rubric to review online courses." 100% participants (N=7) selected "agree" or "strongly agree" to the statement: "I can draft useful recommendations for course improvement." 100% participants (N=7) selected "agree" or "strongly agree" to the statement: "I can make decisions on whether a set of given scenarios from an online course meet the QM standards at a level of 85% or greater." 100% participants (N=7) selected "agree" or "strongly agree" to the statement: "I was satisfied with the online course facilitators."

Online Learning Consortium. Between June 2015 and May 2016, faculty completed seventy-three (73) OLC workshop evaluation surveys that are sent from the Office of Distance Learning. The Office of Distance Learning does not have access to the official workshop evaluations because those are maintained by the Online Learning Consortium. Faculty answered "agree" or "strongly agree" to the following statement on 87.01% (N=67) of the survey responses: "I applied or plan to apply what I learned to my class." On 93.15% (N=68) of surveys, faculty responded "agree" or "strongly agree" to the following statement: "I believe the content of this workshop is beneficial to hybrid or online faculty." On 87.67% (N=64) of surveys, faculty responded "agree" or "strongly agree" to the following statement: "I would recommend this workshop to others."

Course Design Practicum (CDP). Ten (10) participants from the Summer 2015 CDP completed the course evaluation survey. Of these, 100% (N=10) stated that they "agree" or "strongly agree" that they had achieved all six course learning outcomes. 100% (N=10) rated the course as "good" or "excellent".

Based on the responses received, the target to achieve 80% satisfaction is met.

### **O/O 7: Provide ongoing training and support to faculty in the use of e-learning instructional techniques and technologies**

In addition to the workshops facilitated and/or provided for certification, staff in the Office of Distance Learning train faculty on instructional strategies and instructional technology and support faculty. These workshops cover multiple topics including, but not limited to, use of web-conferencing software, lecture capture hardware and software, video messaging, plagiarism detection, Moodle activities and resources, and use of suggested online course layouts.

#### **Related Measures**

#### **M 14: Percent of ULearn Certified faculty who participated in training outside of ULearn certification workshops during this year**

A benchmark will be established to determine the reach of these training events to ULearn certified faculty. A faculty member will be counted only once regardless of how many events they attend. Percentages of faculty members participating in multiple events will be provided with analysis on any trends in the findings. The benchmark will allow the Office of Distance Learning to understand the return on investment of these efforts. Staff anticipate creating a target in Year 2 to increase the reach of these efforts to more faculty members, but first need to understand impact.

Source of Evidence: Activity volume

#### **Target:**

Establish benchmark for unique faculty participation in one or more training opportunities and report activity volume using tracking software.

#### **Finding (2015-2016) - Target: Met**

52 faculty participated in 33 events between August 2015 - July 2016. 48% of these faculty participated in multiple events. The target is met because 52 will become the baseline number to compare participation in these event types in future years.

### **O/O 8: Improve the quality of hybrid and online courses through structured faculty peer review**

The University's Distance Learning Leadership Council adopted Quality Matters' (QM) standards, rubric, and process for an internal ULearn Course Certification process. Those faculty and course designers, who have completed the Applying the Quality Matters Rubric Workshop, are allowed to participate in the UL Lafayette internal review process. Presently, there are two cycles per year, one in the Winter and one in the Summer. Each review cycle is three months in length from start to finish with seven (7)

identified progress benchmarks for course designers and course reviewers. Typically, three faculty reviewers - one department reviewer and two University assigned reviewers - are assigned to review one course. Faculty are compensated a very nominal amount to serve in a course reviewer role. Four priorities determine if / when a course is reviewed: (1.) course that are part of an online degree program, (2.) courses that service/support an online degree programs, (3.) frequency that a course is offered, (4.) requests from programs/departments, or practicum participants, or course design award winners. The long-term goal is to eventually review all hybrid and online courses.

### **Strategic Plan Associations**

#### **University of Louisiana at Lafayette**

1.4.2 Faculty KPI 12: Provide faculty with the infrastructure needed to observe, evaluate, and provide constructive feedback on their instruction.

### **Related Measures**

#### **M 15: Percent of courses submitted for faculty peer review which become certified**

It is expected that every course submitted for review will eventually attain course certification. This faculty-led peer review process is not a tenure review. It is a review of how well Quality Matters standards were applied with helpful recommendations expected from each review, regardless if a standard was met or not met. A faculty member must receive 84 of 99 points on the Quality Matters Rubric and meet all 21 essential standards for the course to be certified.

Source of Evidence: Evaluations

#### **Target:**

At least 90% of courses submitted for review will attain internal ULearn Course Certification by meeting all essential Quality Matters standards and earning 85% of possible points on all standards.

#### **Finding (2015-2016) - Target: Met**

During 2015-16, eleven (11) courses were submitted for peer review and all eleven courses earned ULearn Course Certification. The target is met because 100% of courses submitted for peer review achieved ULearn Course Certification.

#### **M 16: Understand student success in distance learning courses and programs by researching historical course success data**

Analyze and report D, F, & Withdraw Rates; Withdrawal Rates, Comparison of GPA among all sections of the course offered for that semester in an online and hybrid format

Source of Evidence: Existing data

#### **Target:**

- Identify hybrid and online course sections with a 40% or greater DFW rate and/or with a 20% or great Withdraw rate
- Achieve less than 5% rate of hybrid and online course sections with a DFW rate of 40% or above and/or a Withdrawal rate of 20% or above.

**Finding (2015-2016) - Target: Not Reported This Cycle**

The data was not reported in this cycle.

**O/O 9: Ensure that faculty technology use is expanding, efficient, and effective**

Leverage technology to the best of its capabilities in support of the objectives of the academic programs.

**Related Measures**

**M 17: Percentage of faculty who are satisfied using an EduTool**

The Instructional Technologist tracks faculty usage of each tool in the instructional technology portfolio, referred to as EDUTools. This measure will determine if faculty are satisfied with these tools. This measure is directly connected to a resource allocation decision.

Source of Evidence: Activity volume

**Target:**

At least **60%** satisfaction among faculty users of each EduTool.

**Finding (2015-2016) - Target: Met**

Based on faculty survey feedback, the Office of Distance has collected the following data about EduTools satisfaction. For Adobe Connect, 85% (N=10) responded that they were Very Satisfied or Satisfied. For VoiceThread, 67% (N=2) responded that they were Very Satisfied. For Panopto, 75% (N=12) responded that they were Satisfied with the tool's ease of use for creating videos.

**Analysis Questions and Analysis Answers**

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**How were assessment results shared and evaluated within the unit?**

All members of the Office of Distance Learning participate in compiling and editing assessment results. As a result of this collaborative, evaluative process, the outcomes, measures, and targets for 2015-16 were significantly altered for the first time since the creation of the Office of Distance Learning.

**Identify which action plans [created in prior cycle(s)] were implemented in this current cycle. For each of these implemented plans, were there any measurable or perceivable effects? How, if at all, did the findings appear to be affected by the implemented action plan?**

All of the action plans remain "in progress."

**What has the unit learned from the current assessment cycle? What is working well,**

**and what is working less well in achieving desired outcomes?**

A dedicated staff member is needed to coordinate our business intelligence, reporting, learning analytics, and assessment activities. Unifying these important tasks and job responsibilities under a new staff member would increase the Office's ability to make more timely data informed decisions. The process to develop outcomes, measures, and tasks worked well. The shared understanding of the process and how to make it work for an administrative unit like Distance Learning remains the largest challenge.