

Distance Education and Learning Technology Applications (DELTA) Annual Report Summary 2011-12

The Distance Education enrollment trajectory slowed as planned, with a more moderately paced enrollment growth of 10% over the previous year. For the 2011-12 fiscal year 93,351 DE student credit hours were delivered, with 15,493 students enrolled. 12% of enrollments were non-resident, with students located in almost all U.S. states and territories and more than a dozen countries. 1,636 courses in a variety of academic disciplines were offered at the undergraduate and graduate level, with 12 new courses and 10 new faculty added to the Flexible Access program.

DELTA's testing services directly administered 24,250 exams in its two facilities and arranged remote proctoring for an additional 6,250 exams, an increase of 36% in total exams over the previous fiscal year.

Demand for videoclassroom production was reflected in VCS-supported enrollment growth at an average annual rate of 19% over the past four years. Nine video classrooms and two mini-studios recorded course content for delivery to current and future students. Overall, this past year saw a 27% increase in the number of lectures/presentations recorded, totaling 10,570 lectures with 504,820 total viewings, a 73% increase over the previous year.

DELTA partnered with the Graduate School to implement a strategic student recruitment (technical analysis) tracking Pilot to analyze and assess student recruitment processes/outcomes. DELTA partnered with 12 external and 10 academic partners to submit for a US Department of Labor grant that is designed to expand online industry-specific Entrepreneurship education.

DELTA provided training to 970 participants, supplemented by online seminars with 2,403 views. We provided 249 Instructional House Calls, and resolved 5106 support calls. In spring 2012, we supported 2866 Moodle sections (with 82,405 enrollments).

Physics for Engineers and Scientists (PY 205N), Applied Differential Equations (MA341), and Calculus I (MA141) were supported through Large Course Redesign (LCR). Evidence that Engineering Statics (MAE206) redesigned course sections are most effective for marginal students (approximate GPA of 2.3) and that a positive linear trend between MAE 206 and MAE 208 grades exists is indicative of LCR's positive impact on student learning. Thirty-one additional courses, including 10 courses targeted from the MBA program, received 4785 hours of production support. Four courses that we collaborated with were recognized as winners of the 2012 Gertrude Cox Award for Innovation in Teaching with Technology. Additionally, we piloted a course quality review program.

A number of innovative, scalable instructional tools were refined, including (a) the Virtual Viewer, which allows users to see multiple images at once and have different viewing scales; (b) the LifeCycle tool, which allows instructors to create content and interaction slides, keep track of student scores, and emphasize the cyclical nature of processes; (c) a Flash Cards Study Tool viewer; and (d) the MicroExplorer3D tool, cited as an example of Game-Based Learning in the 2012 New Media Consortium Horizon Report, was published in the global iTunes App Store.

Allie Giro was recognized as a Provost unit winner of the University's Awards for Excellence. Dr. Donna Petherbridge received the 2011-12 NC State University Workforce and Human Resource Education Alumni Award for Outstanding Professional Service.