



NTU E-Learning Information

The E-Learning department diligently works toward establishing requirements to meet the [Higher Learning Commission \(HLC\) Distance Education guidelines](#), [Council of Regional Accrediting Commission \(C-RAC\)](#), and the [National Council for State Authorization Reciprocity Agreements \(NC-SARA\)](#). NTU was approved membership of SARA on May 26, 2017, this allows NTU to deliver fully online courses anywhere without having to get state-by-state approval to deliver our online courses. This will save us a lot of time and money. Currently, 43 states and the District of Columbia are members of SARA. Becoming members of SARA will help with HLC and as we move forward in offering fully online programs. Another fact is NTU is the first Tribal College and University to join SARA.

Distance education guidelines are established to ensure the University is addressing and meeting the needs of the faculty and students. In fact, the same support services that are offered and housed on-campus are required to be offered online to students enrolled in online classes or programs. For example, Tutoring, Registration, Admissions, Library, Financial Aid, Careers and Job Placement, Advisement, etc are the services that are required to be available to the online student enrolled in online classes or online programs.

As a result, the [Online Education Committee \(OEC\)](#) was formed and many of the departments and faculty are participating. The OEC is a part of the development, design, and implementation of many of the student support services online. As a result of this work the OEC is currently in the midst of establishing a **Hybrid Engineering Technology Certificate program** in collaboration with Professor Whiting and our Dual Credit Department, Ms. Freda Joe.

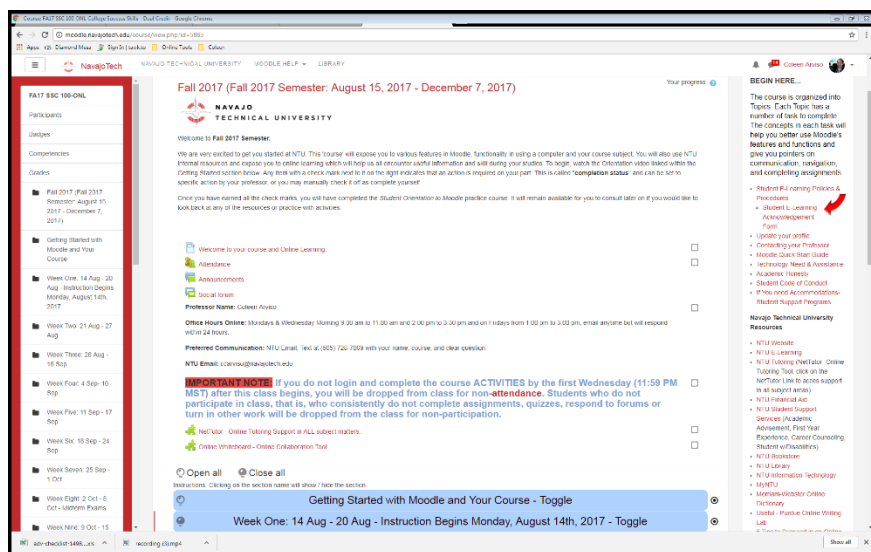
Recently developed [Student Resources](#), [Faculty Resources](#), [NTU Online Learning Readiness Quiz](#), and specific information on [online courses offered at NTU](#) are available on the E-Learning webpage. Additionally, Faculty and Student E-Learning policies were created to help provide the necessary guidelines, which address federal compliance guidelines, Student Verification, Online Complaint Process, Online Credit Hours, Training, Student Support and the guidelines listed above.

All Students and Faculty are automatically assigned a Moodle training course. Moodle Course Shells are

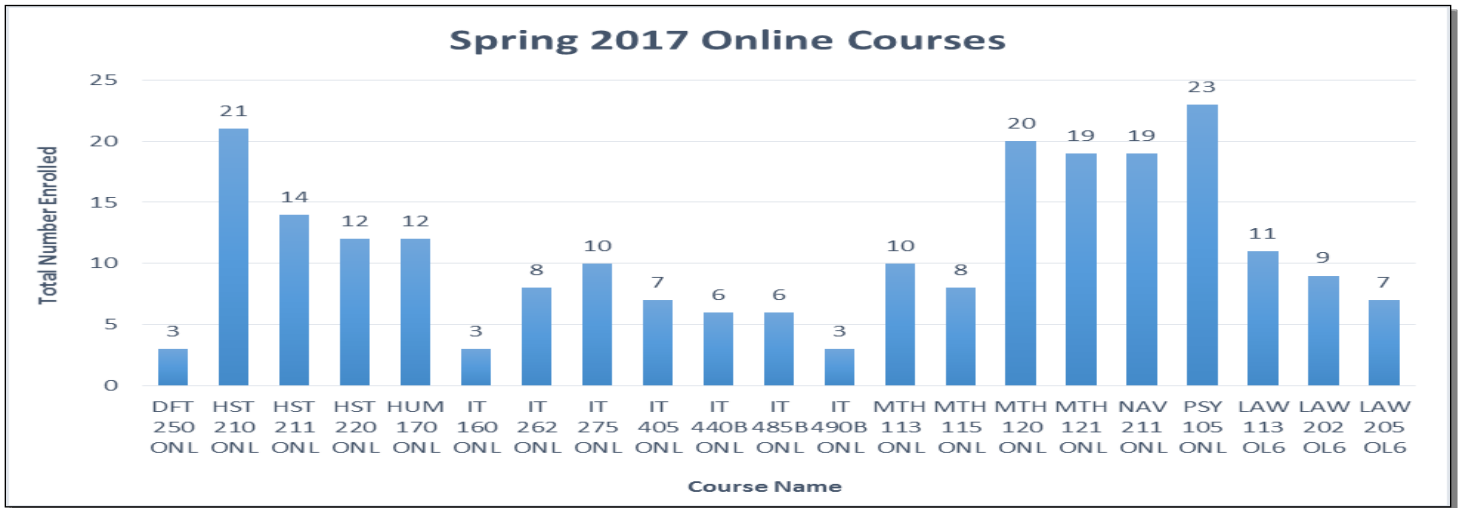
automated. Moodle has a script (computer programming) that connects to Jenzabar's registration module, which generates a Moodle Course shell and automatically assigns the faculty and students to their specified course. The OEC has a dedicated webpage that houses all committee [agendas and minutes](#). This informational evidence meets HLC regulations.

The image to the left is our NTU Moodle course shell template to include internal resource to help online students. This template is used for all Moodle courses web-enhance, hybrid, and

online. The resources include the student e-learning policies, acknowledgement form, and internal student resources such as Library, MyNTU, Academic Honesty, Student Code of Conduct, and how to use Moodle.

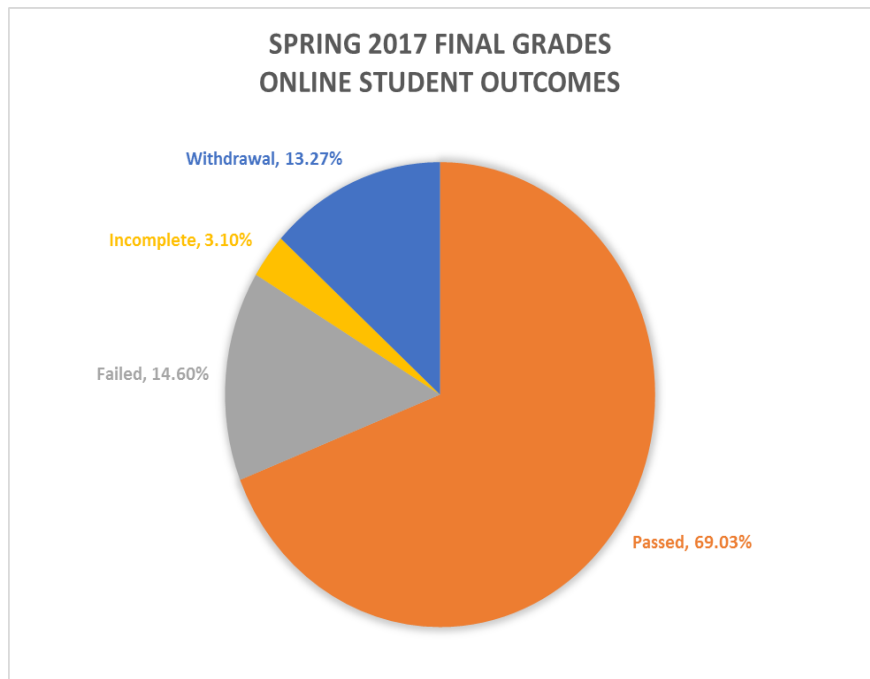


We offered 21 full online courses with eleven online faculty for the Spring 2017 semester. The enrollment figures range from 3 to 23 students in the courses. The next table and graph below show the number of enrollment and the courses offered.



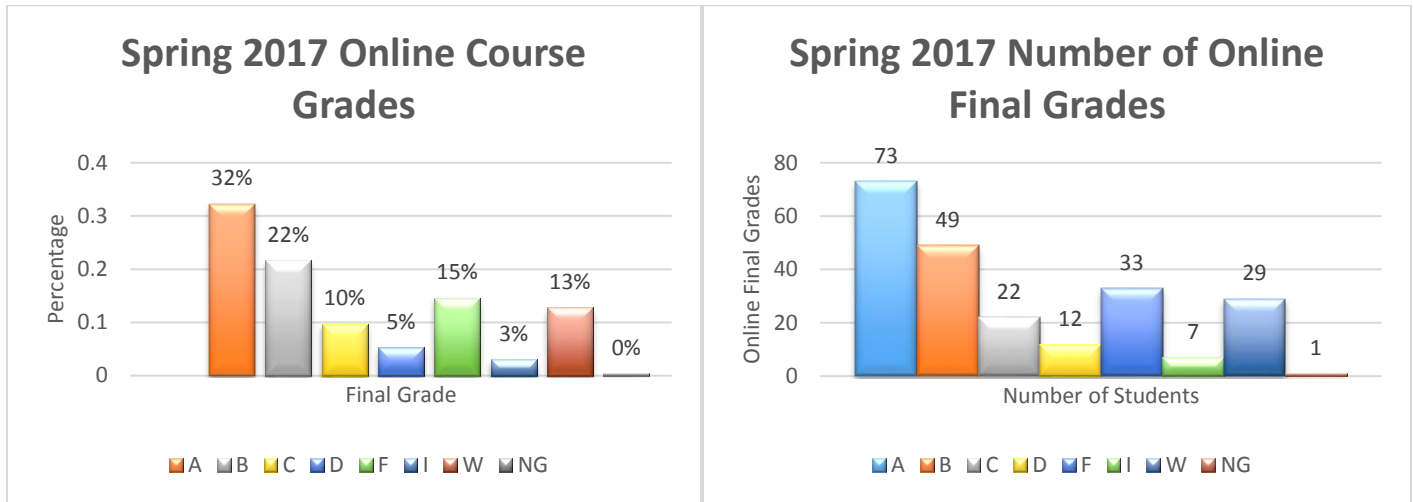
The pie chart shows the online courses’ final grades have a 69% pass rate. Using the faculty and student e-learning policies as reference and ensuring the e-learning department completes its efforts to provide and develop online interactive support services for both faculty and students could serve as a means to increase the success of online learning. The reason why is the fact that the e-learning policies include trainings, support, and information to help both the faculty and students become savvy and orientated to the use of online resources.

Moreover, the Online Education Committee (OEC) proves to be effective factor by providing sage advice and experience to help ensure the support services are addressed and we find the most efficient, reliable, affordable and best practice tools that help us implement such online resources. In fact, the OEC is becoming more technologically inclined with its review of online tools. These tools help students with their ability to contact NTU’s support services such as Information

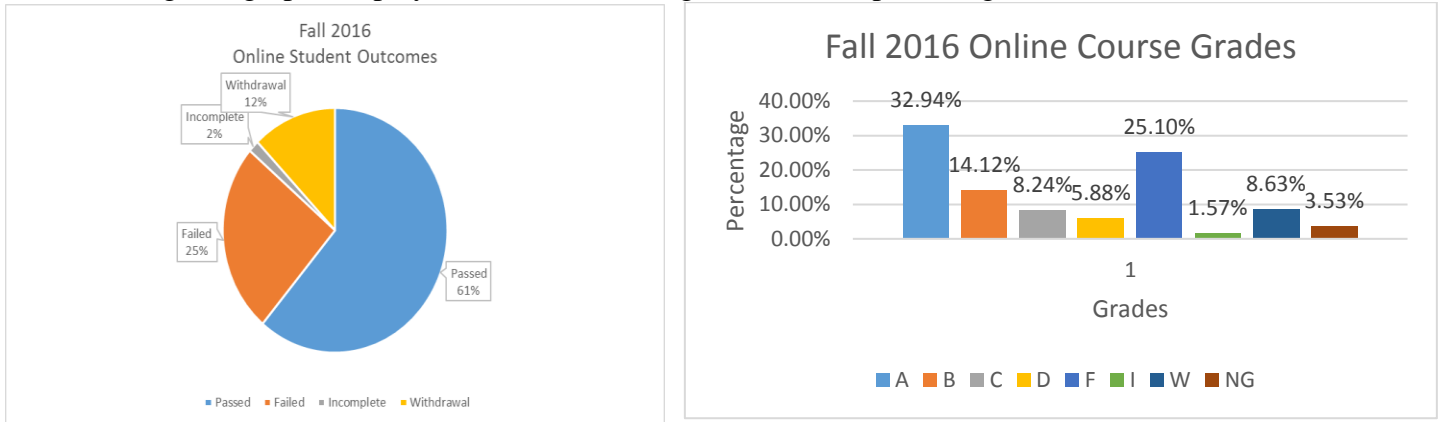


Technology, E-Learning, Library, Registration, Admissions, Advising, and Financial Aid. As an example, the online tutoring tool called NetTutor, offers online tutoring services in all subject areas with 24/7 support. Moodle courses also have an online whiteboard to help online faculty setup a time to interact and provide additional means to help facilitate the topic.

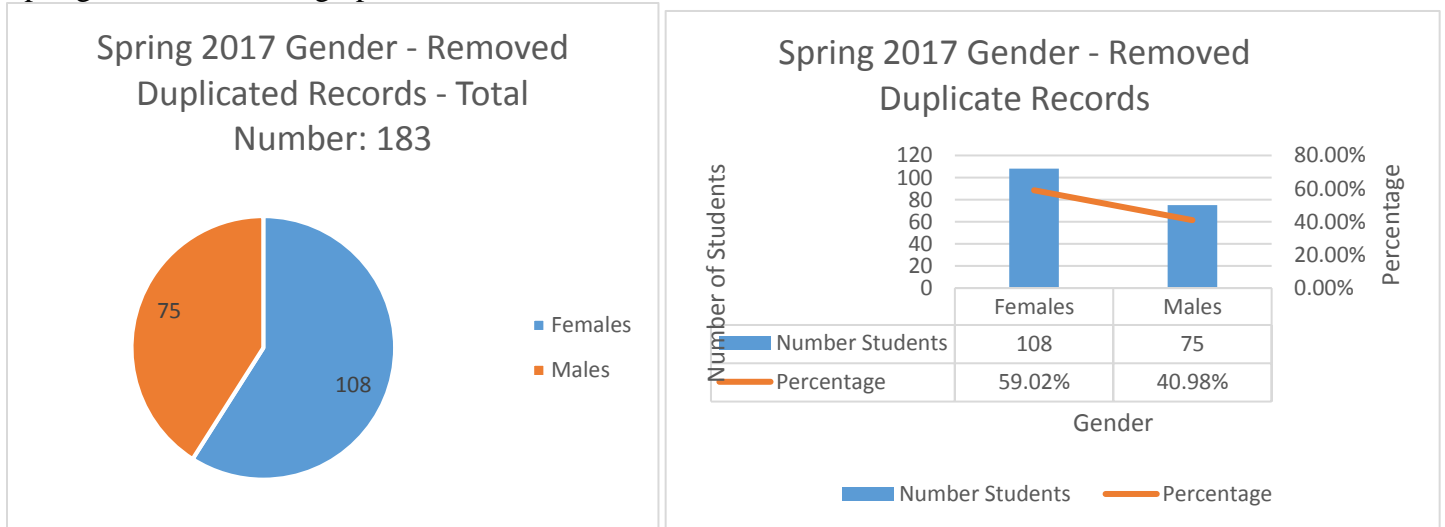
The following two graphs display the Spring 2017 final grades and the percentage. A total of 226 online students for the Spring 2017 semester. The tables below shows the final grades from A, B, C, D, F, I (Incomplete), W (Withdraw), and NG (NG=No Grade).



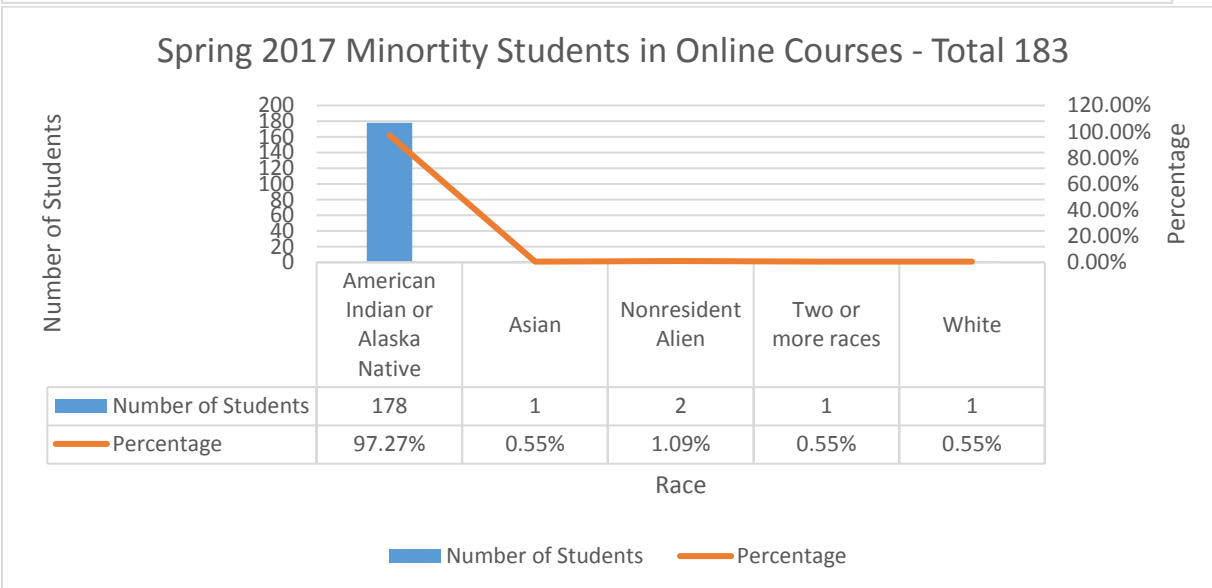
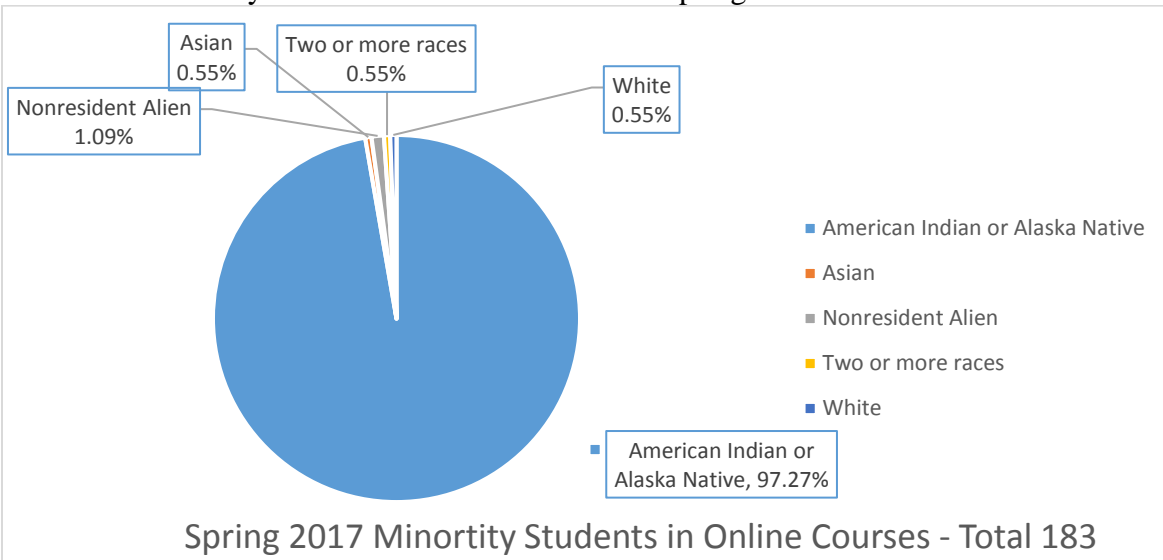
The following two graphs display the Fall 2016 final grades and the percentage. A total of 251 online students.



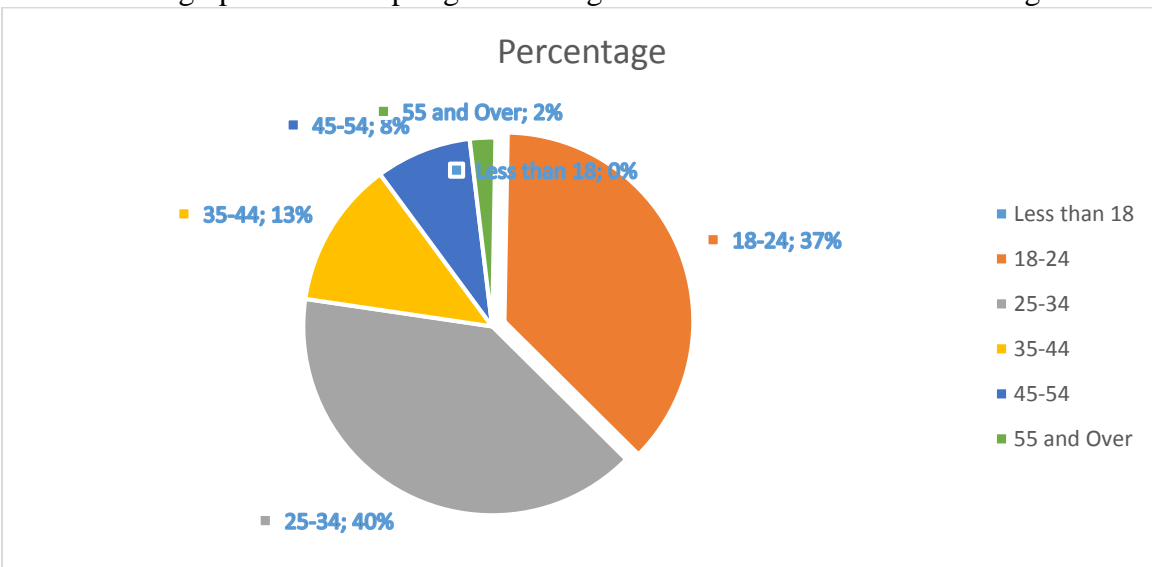
Below is the number and percentage of gender for online courses. I removed 43 duplicated records for the Spring 2017 in the next graphs.

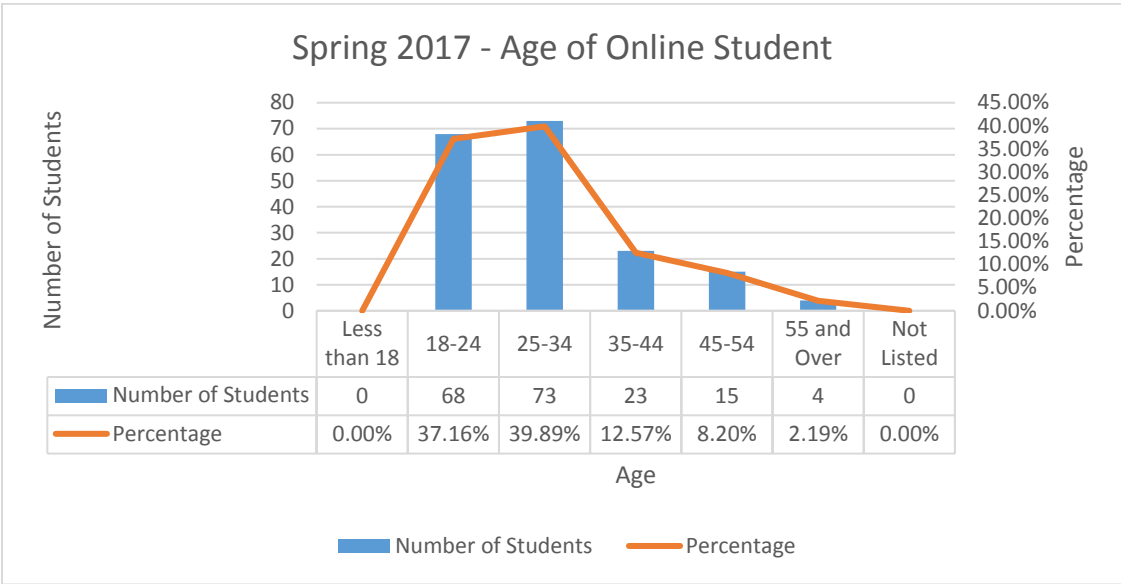


Number of Minority Student in Online Courses for Spring 2017.

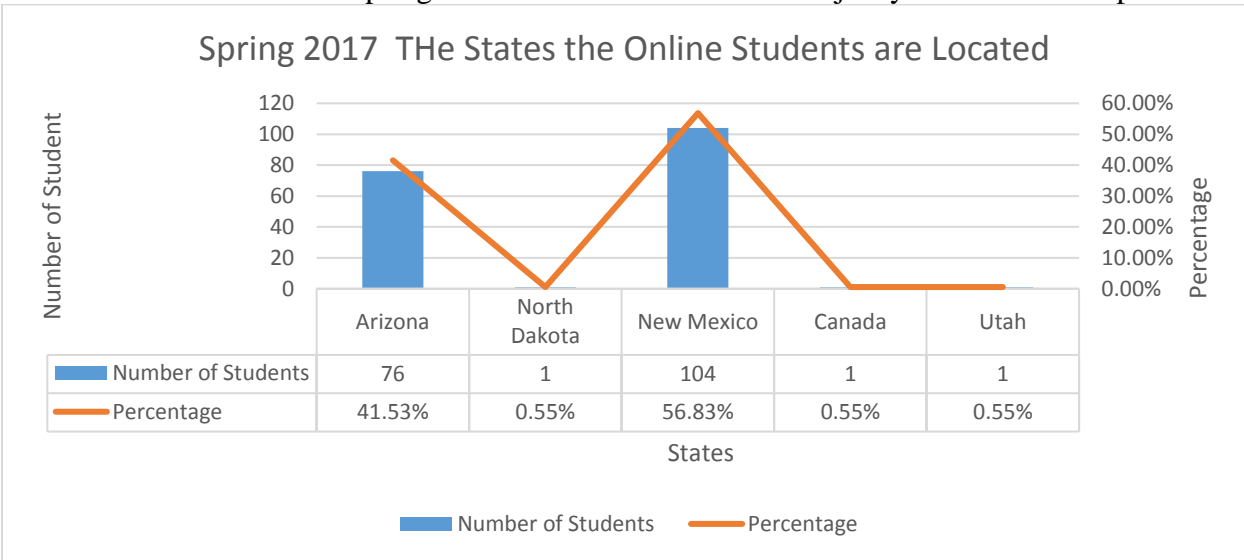


The next two graphs include Spring 2017 – Age of Online Student and Percentage



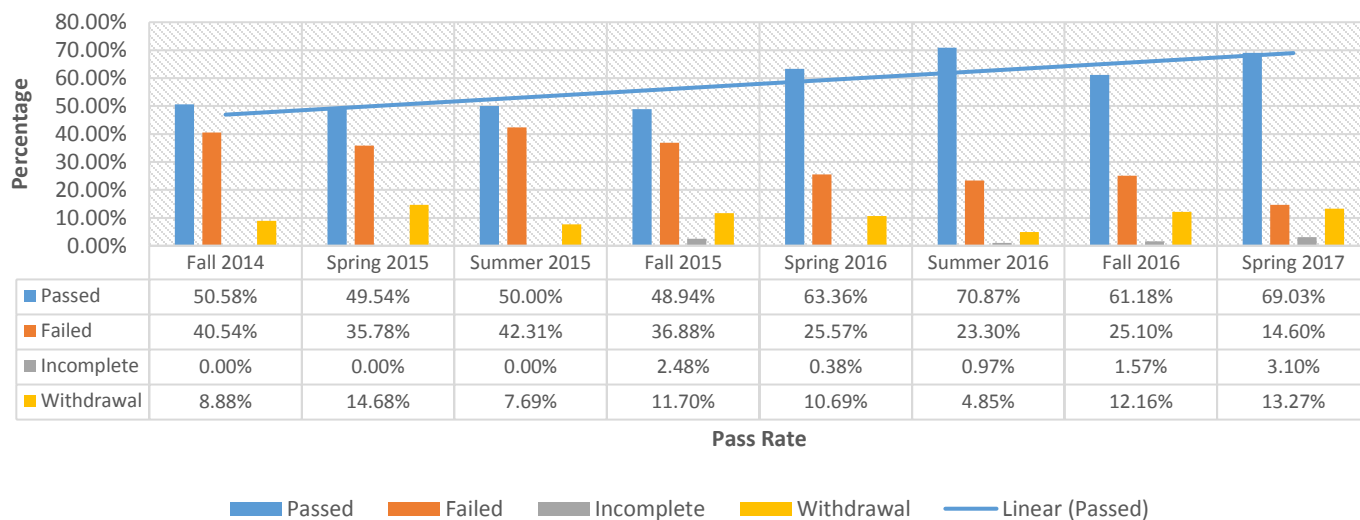


The States from which the Spring 2017 Students are from but majority are here on campus.



We certainly have many challenges and obstacles but it's the challenges that help us improve and learn how to make our environment learning better. As an example, the next chart shows how the pass rate for online courses is alarming but upon my arrival, I have made strides to ensure that we address the HLC Distance Education, C-RAC, and NC-SARA guidelines. Adopting and implementing such resources will directly impact the rate in a positive direction. **My goal is to reach 80 percent pass rate by ensuring the online students and faculty have all the support and resources needed to be a successful online learner.**

NTU Overall Online Course Rate from Fall 2014 to Spring 2017



The table is the number of online courses offered, number of enrollment, online professors by semester.

Semester	Number Online Courses	Number Enrolled	Number of Professors
Fall 2014	12	260	9
Spring 2015	12	218	9
Summer 2015	2	26	2
Fall 2015	21	282	13
Spring 2016	19	262	13
Summer 2016	10	97	8
Fall 2016	18	251	13
Spring 2017	21	226	11
Summer 2017	Session I: 7 Session II: 8	Session I: 49 Session II: 31	Session I: 6 Session II: 7
Fall 2017	31	309	15

The E-Learning Webpage at url <http://www.navajotech.edu/campus-life/e-learning> houses all information and resources. The E-Learning department and Online Education Committee has been working on numerous tasks and plans to ensure the online learning environment at NTU is growing with immense improvements in areas that require much work and detail by laying a solid foundation and ensuring that both faculty and student needs are addressed and met. In addition, to address the challenges, the department will continue to work on design, development and delivery of courses and programs to meet the required guidelines. I am looking for potential grants to help with the challenges especially with the financial portion.

NTU is also looking at **partnering with SUN ONLINE and WICHE-ICE**. [SUN PATH](#) is a consortium of New Mexico public colleges sharing quality online courses to ensure that students have access to a variety of courses, certificates, and degree programs. WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION (WICHE) INTERNET COURSE EXCHANGE (ICE). WICHE ICE is a robust administrative tool designed to support collaboration among institutions offering online courses. As members of a consortium using ICE, institutions expand their students' access to high quality online courses and programs taught by other institutions participating in the consortium. The ICE infrastructure is designed to be flexible so that it can support a wide range of consortia goals and business models—from those exchanging course enrollments across

two- and four-year institutions statewide to discipline-specific exchanges across institutions in multiple states. For each consortium client, ICE provides a range of services. These include a designated web-based course catalog and student data exchange, training on the use of the ICE platform, access to a series of reports, financial transaction services, and more. In the next year, Sun Online will transfer into WICHE –ICE. Becoming partners now with SUN ONLINE will help bring down cost for NTU by sharing with Sun Online partners going into ICE services.

Both Sun Online and ICE are dedicated to excellence in online learning and professional development for faculty who teach online and both are committed to increasing access to quality online education for students across New Mexico. Becoming a partner with SUN ONLINE will help us with affordable training using Quality Matters (QM). QM charges \$200.00 a seat whereas; being partners with SUN ONLINE we can share seats at \$50.00. This group utilizes QM to the fullest and it would help us establish a strong online network to address ensuring our online courses have quality and implement best online practices with the latest pedagogy. Moreover, if we have a student that requires a course to graduate and we are not currently offering the course, we can connect through SUN ONLINE to obtain the online course from the partnering institutions. On Saturday, August 19, 2017, the Board of Regents will review a MOU with SUN ONLINE. If approved, NTU will have access to the many online course within New Mexico Universities and Colleges in the surrounding areas. Vice-versa, the other Universities and Colleges would be able to enroll in our online courses. This would help with articulation and course sharing, which would help in cost savings, and ensure our students graduate on time. All SUN ONLINE courses are QM certified which means we too would have to work toward getting our courses QM certified. I have every confidence we can get our online courses QM certified. Furthermore, they have partnered with potential employers in business and industry. We can use this opportunity to connect our students to this resource and employment opportunities. This would be a huge advantage and opportunity for our campus.

I am working on creating an Online Orientation module. Establish a structured plan to use Quality Matter (QM) Training as the main source to get online faculty certified. Design and develop a full online program. In collaboration with the Dean of Undergraduate Studies, Online Faculty, and OEC, define and implement Online Learning Teaching Effectiveness framework. My goal is to design and develop the BEST online school. Research online adaptive learning to address remedial coursework to get students up to college level.

Source

HLC Distance Education Guidelines: http://download.hlcommission.org/C-RAC_Distance_Ed_Guidelines_7_31_2009.pdf

Council of Regional Accrediting Commission (C-RAC): <http://www.nc-sara.org/files/docs/C-RAC%20Guidelines.pdf>

National Council for State Authorization Reciprocity Agreements (NC-SARA): <http://nc-sara.org/>

NTU Online Education Committee (OEC): <http://www.navajotech.edu/campus-life/e-learning/online-education-committee>

Student Resources: <http://www.navajotech.edu/campus-life/e-learning/student-resources>

Faculty Resources: <http://www.navajotech.edu/campus-life/e-learning/faculty-resources>

NTU Online Learning Readiness Quiz: <http://www.navajotech.edu/campus-life/e-learning/online-readiness-quiz>

NTU Online Courses: <http://www.navajotech.edu/academics/online-courses>

Dr. John Lopez, SARA & WICHE Director Contact: <http://www.wiche.edu/content/john-lopez>

Quality Matters (QM): <https://www.qualitymatters.org/>

SUN ONLINE: <http://skillupnetwork.org/>

Report Written By: Coleen Arviso, Director of E-Learning