Center for Teaching and Research Excellence

Summary of Results

The efforts by the Center for Teaching and Research Excellence in the 2010-2011 academic year has resulted in the following outcomes.

- Relocated CTRE space and adjusted staffing to meet support requirements

- In the process of establishing a CTRE Advisory Board to guide programming and budget allocations

- Managed the transition to a new course management system, which included

    o 60+ workshops on Moodle

    o 181 online courses (24% increase over 2009-2010)

    o 3466 online student enrollments (27% increase over 2009-2010)

    o 76 hybrid courses (53% increase over 2009-2010)

- Established a CSU-Instructor site in Moodle with resources for teaching online

- Published monthly newsletters

- Training and support for 47+ instructors using iPads in instruction

- Administration and support of online teaching tools, including the establishment of contracts and payment for seven different service vendors

- Establishment of scheduled maintenance cycles for technology

- Classroom and departmental presentations on the use of Moodle and other technology tools

- Individual consultations

- Certification for online instructors (June 2011 release)

- Facilitation of three faculty showcases highlighting the success of our faculty in the areas of grant writing, publications, and service (www.tinyurl.com/csushowcase)

- Administered the distribution of $25,000+ in grant funding for 18 faculty members to enhance their research and development

- Initiated the Student Nominated Advisor of the Year Award

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Purpose

The purpose of the Center for Teaching and Research Excellence (CTRE) is to build a community among the faculty at Chicago State University, where best practices and current research is shared with the intent to improve the quality of teaching and learning; encourage and support research, integrate 21st century tools and technologies into instruction, and promote involvement in areas of service.

History

Faculty professional development, in an organized format dates back to 1987 when a steering committee comprised of faculty members from across disciplines surveyed the faculty to assess their professional development needs. This committee evolved into the Office of Faculty Development (OFD), which was housed in the College of Arts and Sciences and had a faculty member serving as the chair as part of their annual work assignment. Over time, office space and an office administrator was added to help support the efforts of the OFD.

In spring 2009, under the direction of the Provost, the OFD was restructured and renamed, the Center for Teaching and Research Excellence (CTRE). The CTRE was created to provide more structured faculty development programming, increase the number of faculty members directly involved in development activities, and streamline and centralize processes and resources related to teaching and research. This organization was directed by a full-time PhD who served as the CTRE Coordinator and reported directly to the Provost. The coordinator was assisted by five faculty members with the title of Faculty Associate. The Faculty Associates served as part of their annual work assignment.

While the new organization improved many of the services offered, the use of Faculty Associates to support the efforts did not materialize in the manner expected. With the demands on faculty, dedicated time to the CTRE was not easily achieved. During the spring 2010 assessment process, it became evident that more administrative and managerial support was necessary. Therefore, in fall 2010, the CTRE relocated physically and organizationally into the Library, reporting up through the Associate Dean of Instructional Services.

This organizational change allowed the CTRE to bring under it the operation of distance learning in order to gain synergy in the staffing, support, and resources needed to provide faculty a single point for service and support. At this time the core functions of the CTRE are the:

1. Provision of high quality support and services that enhance teaching and research at Chicago State University.
2. Promotion, encouragement, and celebration of the success of our faculty in the areas of teaching, research, and service.
3. Provision of strategic and visionary leadership in the field of teaching and learning.

Organization

The CTRE is a unit within the Library and Instruction Services and is comprised of two areas: 1) Faculty Development and 2) Distance Learning.

It is managed by a Director who reports to the Associate Dean of the Library and Instruction Services. Staff is hired to work within a specific area of the CTRE; however, extensive collaboration is expected between the two areas. The distance learning area has a program specialist, an instructional specialist, and an instructional system administrator. The faculty

development area has a program specialist. Both areas and the director are supported by an office administrator.

Student workers, graduate assistants, and interns are brought on staff as needed to provide necessary coverage and assistance.
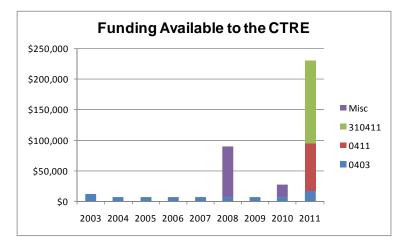
Funding

The CTRE is primarily funded through the distance education fee assessed on each online and hybrid course (#310411). In addition, appropriated funds are provided in accounts for faculty development (#0403) and distance learning (#0411).

The funding for the unit is spent in the following priority order: 1) licensing for software and equipment needed to support online learning and instruction; 2) improving the quality of instruction; 3) programmatic opportunities for faculty; 4) support for individual instructors' professional development; and 5) operational expenses.

Please note, that even though the budget increased substantially this year, with the inclusion of distance learning fees; so did the recurring expenses. For example, in the 2011 fiscal year, there was over $140,000 in software licensing costs alone. In addition, approximately $30,000 was spent on equipment to support faculty teaching distance learning courses.

A breakdown of the operational funding (not including salaries) available to the CTRE since 2003 is provided below.

	0403	0411	310411	Misc	Total
2003	$11,891	-	-		$11,891
2004	$7,079	-	-		$7,079
2005	$7,079	-	-		$7,079
2006	$7,079	-	-		$7,079
2007	$7,079	-	-		$7,079
2008	$7,079	-	-	$82,500	$7,079
2009	$7,079	-	-		$7,079
2010	$7,079	-	-	$20,000	$7,079
2011	$17,079	$77,788	$134,750		$229,617

Faculty Input

Given the purpose of the CTRE is to build a community among the faculty, it is imperative that faculty actively participate in the direction and events of the Center. This will be accomplished through two faculty committees and through an annual survey administered to all faculty members.

The first faculty committee, the Distance Education Committee, has been established through the UPI contract to assess, recommend, develop, and evaluate activities specifically related to the growth and promotion of distance education at the University. The Committee is to also assess the variety, quality, and depth of course offerings, the operation and support provided for distance education, and the policies and procedures of the University referencing distance education.

The second faculty committee is the CTRE Advisory Board (CTREAB). The CTREAB is an advisory committee to the Director of the Center of Teaching and Research Excellence which will provide the Director with recommendations concerning all matters relevant to the CTRE. This includes deliberating and responding to issues, proposals, and reports brought to the attention of the CTREAB.

In addition, the CTREAB will have the following authority:

- Review and approve the strategic plan
- Review and approve the annual operating budget and any modifications over $5000
- Evaluate the effectiveness of the CTRE and its leadership

Review of Strategic Plan and Budget
Prior to the beginning of the new fiscal year, the Director of the CTRE will present his/her strategic plan for the coming year(s), which includes a budget proposal, to the CTREAB. The CTREAB will have the opportunity to discuss the plan and budget and provide recommendations for revisions. Through deliberations, the Director of the CTRE will need to receive approval for the plan by a simple majority of the members. If this is not possible, the CTREAB Executive Board will meet with the Associate Dean of the Library and Instruction Services for mediation. The decision of the Associate Dean will be final.

Once the budget is finalized, any deviation over $5000 will require the same approval process indicated above.

Evaluation of the CTRE
The CTREAB, through the guidance of the Chair, will be responsible for providing a written evaluation of the CTRE by May 15 to the Associate Dean of Library and Instruction Services. This evaluation should include, but is not limited to, an assessment of the quality of service provided, adequacy of the programming, faculty satisfaction of CTRE, adherence to the established by-laws, and recommendations for the future.

Assessment of CTRE Core Functions

Support to Enhance Teaching and Research

Faculty development activities are offered by the CTRE to support faculty in their teaching and research take the form of workshops, mini-grants, individual consultations, access to off-campus meetings and events, and the provision of online resources. Outside organizations and conferences have been utilized in the past when funding was available.

The various areas where support is provided to faculty focus on online instruction, teaching, research, and individual professional development.

Support for Online Instruction
With the passing of Julian Schienbuks and the transition from Blackboard to Moodle, this academic year was one marked with change. Though many aspects were challenging, we were fortunate to have come through the year with a renewed sense of service, a focus on communication, and an attitude striving towards excellence.

Transition to Moodle. After ten years with Blackboard, the campus made the decision to migrate all online courses to a new course management system, Moodle. Our new course management system provides the same functionality of Blackboard, with a more economical price tag and more customer oriented service.

The focus this year for the CTRE was our customers – the faculty and students using Moodle. We targeted communication and service as the two primary areas of our efforts. This was especially important; given the volume of users of the course management system was at an all time high with 6122 unique users active in the system (358 instructors and 5764 students).

In terms of communications, we created a marketing campaign that included buttons, yard signs, and palm cards to announce the move to Moodle. This initial campaign was followed up by weekly Transition to Moodle email announcements to all faculty where all issues, concerns, instructions, and resources were shared. The staff of the DL also participated in many events, such as the freshmen town hall, new student orientation, and several department meetings to highlight the change to Moodle and address any concerns.
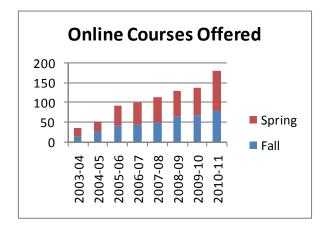
In terms of service, the priority was to have faculty feel supported at all times during the transition. This was accomplished on multiple fronts. First, our staff made it a precedent to respond to all email and phone inquiries within twelve hours, often with almost immediate response. Second, staff members were dispatched to classrooms and offices to work one-on-one with instructors and their students as requested. Finally, deans and chairs were asked often if they needed any additional help or if there were problems that we should help resolve.
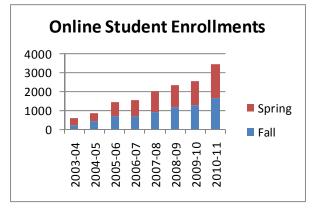
The response to the communication and service was excellent. One chair wrote, "The availability for help with Moodle this semester has been unprecedented, given freely and pleasantly (no matter the irritation we must have caused asking the same questions over and over), and the help has been understandable and purposeful."

However, the work is far from over. There are still several faculty members who are struggling with the new system and a formal process for training faculty and managing the quality of online courses need to be resolved before we can call the transition complete or successful.

Comparison of Usage. This academic year saw the highest number of online courses yet, with 181 course sections offered and 3466 student enrolled. Even with the transition to Moodle, this was an 24% increase in the number of course sections and a 27% increase in student enrollment. The average enrollment per course also saw a slight increase from 19 to 21 students.

Notes:1) Courses offered are those that were indicated as active in Banner at the end of the semester. Canceled courses were not included in the count. 2) Appendix A provides a complete history of number of courses and enrollments.

Online Courses Offered
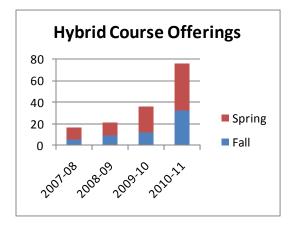

Online Student Enrollments

The number of departments offering online courses has been fairly consistent across the last three semesters. The chart below shows the number of online courses offered by department.

Number of Online Courses Offered
By Department – Fall 2010

ACCT	1		ELCF	1		INSY	4		PH S	1
B E	2		ENG	6		IT	2		POL	1
BIOL	2		FIN	1		LIMS	4		PSYC	23
C J	5		GEOG	2		MS	1		QBA	1
CMAT	1		HS	2		NURS	1		REC	1
ECH	2		H SC	1		OT	1		SOC	5
ECON	2		HIST	1		P E	2		T&ED	3

Future Outlook and Plans. While the number of departments offering online courses has remained fairly constant over the past three academic years, the CTRE plans to increase the number of departments offering courses and the number of courses offered through targeted planning and initiatives. In addition, while online courses continue to increase slowly, the number of hybrid courses jumped dramatically this year. The CTRE believes that this format, along with a new format referred to as synchronous online courses (where students meet online at a scheduled time with their instructor through Internet conferencing) will be where the true growth and impact of online will be seen.

Hybrid Course Offerings

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80
60
40                                      ■ Spring
20
 0                                      ■ Fall
   2007-08  2008-09  2009-10  2010-11
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Hybrid and synchronous online courses bring together the best of both worlds for the student and the instructor. For the student, they can still attend class from home or other location, yet still have immediate contact and communication with their peers and instructors.

For instructors, the learning curve is much smaller and the technology is far less intimating as they are able to ease into the use of Moodle and Elluminate (an online conferencing system) by using the same pedagogical strategies that have been successful for them in the past.

Training is another area of focus for the CTRE in the future. The current method for providing training for faculty has been to advertise workshops on different topics. While we offered more than 60 workshops during the 2010-11 academic year, less than 100 people participated. Most people wanted individualized attention with one-on-one appointments.

In order to provide this individual attention, but still provide some structure and increase the quality of the course offerings, we will be putting forth certification training for instructors and improved advising information for students. All instructors teaching an online or hybrid course will be asked to complete the certification training.

The outcomes of the training will be four-fold. First, faculty will be provided with information on best practices for teaching online, including minimum expectations and policies. Currently, faculty members are not provided any minimum level of requirements or standards for teaching online. This information, alone, should help raise the quality level of the courses. Second, faculty will be provided detailed instructions on how to complete a variety of common tasks within Moodle. This instruction should reduce the number of individual questions to the CTRE staff and makes sure that each faculty member has obtained a basic level of competency with Moodle. Third, having the final part of the certification process be an individual meeting with a member of the CTRE will allow the staff to build a personal relationship with the instructor, providing additional resources based on their needs and making sure the instructor feels comfortable returning for additional assistance when necessary. Finally, by providing the incentive of an iPad to the online instructors allows the University to continue to integrate technology into the teaching and learning process through the people who are leveraging technology the most.

Support for Improved Teaching

Memberships. In order to provide additional opportunities and information to the faculty, the CTRE joined or renewed membership in the following organizations:

- Faculty Resource Network (FRN) – This organization out of New York University provides programs and events year-round providing faculty from member institutions with a broad range of faculty development opportunities ranging from intensive summer seminars, longer research residencies, lunchtime lectures, panel discussions, national symposia, and more.

CSU has been a member of this organization since 1995 and on average just over 6 faculty members participate in FRN activities each year.

Membership for FRN is currently $7,000 per year. This membership is currently being evaluated to see if there is a justifiable return on investment to support the cost of membership. Two faculty members have agreed to help promote and assist in an assessment of the return on the investment for the membership.

- Professional and Organizational Development Network in Higher Education (POD) – This organization provides support and services for its members through publications, conferences, consulting, and networking to those interested in and responsible for faculty development in higher education.

  The membership is $225 per year for three members of the CTRE.

- Chicago Area Faculty Development Network (CAFDN) - The Chicago Area Faculty Development Network (CAFDN) is a non-profit consortium of colleges and universities dedicated to promoting the improvement of college teaching by providing a convenient and affordable way for professionals to exchange information and best practices in the field.

  CSU joined CAFDN this year in order to allow faculty to participate in their workshops that are offered each semester and for the CTRE staff to participate in the dialogue on improving faculty development.

  The membership is $150 for the institution and allows faculty to attend the workshops for free.

- Illinois Online Network (ION) – ION provides faculty professional development courses, onsite presentations, annual conferences, and access to an online rubric to assess and guide the development of online courses.

  Membership is $1000 per year for the institution which includes the following: 50% discounts on faculty courses and online seminars, custom-made faculty training programs, on-campus training, course evaluations by ION staff members, and representation on the steering committee. The membership will begin July 1.

- Consortium for Illinois Learning Communities (CICL) – This organization seeks to promote and support the development of learning communities in Illinois colleges and universities. The CILC sponsors an annual best practices symposium, offers expertise to institutions seeking to develop learning communities, and provides a means of facilitating collaboration between member institutions.

  The membership is $100 for the institution and allows faculty to attend the workshops for a discounted rate.

Future Plans. This year, aside from promoting and supporting faculty use of Moodle, there were no specific efforts to help improve teaching on campus. This was due to the overwhelming need for focused support for the transition to Moodle and the limited number of staff members available.

Beginning next academic year, the CTRE will have the advisory board in place and they will be instrumental in helping determine priorities and programming for faculty.
Individual consultations

Support for Improved Research

Seed Grants. The primary method provided by the CTRE to support faculty research initiatives is through the provision of research seed grants. These $5000 grants are available to faculty members to help develop proposals for external funding or to support long-term research projects that are already underway.

This grant opportunity was initially started in 2009-2010 by funding from the provost and has now been incorporated into the annual budget of the CTRE. In fact, $20,000 has been budgeted for the 2011-2012 academic year.

Academic Year	# of Awards	Amount Awarded
2009-2010	2	$10,000
2010-2011	3	$12,697

Grant Writing and Publishing Workshops. During the fall semester, workshops were help to help assist faculty in writing grants and publications. Both workshops had limited participation by faculty.

Future Plans. Ever since faculty development efforts were formalized on campus, one of the biggest needs faculty members have reported has been assistance with grants and publications. Every year this is the top request by faculty. With the newly created advisory board, this will be one of the top priorities for the group to investigate. A solid plan needs to be developed that successfully provides the needed assistance to our faculty in this area.

Support for Professional Development

Enrichment Grants. The Faculty Enrichment Grants are awarded annually and the CTRE is responsible for coordination of the grant application process, which includes a faculty review panel. The award is typically used to subsidize travel, professional development activities, or needed equipment.

Historically, the amount available for the award depended on the operating budget of the OFD. However, an anonymous gift of $80,000 in 2007 and an additional $20,000 provided by the Provost in 2008 allowed extra funding for faculty awards. This was important as state funding was limited and departmental budgets were being stretched.

The table below shows the number of faculty who received an enrichment grant, the total amount of money awarded, and average award amount since 2008. Records of awards prior to this date need to be investigated, as the data was not entered into a format that is readily available. Once determined, the data will be added to the table.

Year	# of Awards	Total Amount Awarded	Average Award
2008-09	32	$14,075	$440
2009-10	10	$9,663	$966
2010-11	14	$11,987	$856

Fortunately, with the reorganization of distance learning into the CTRE and the cost savings recognized from the transition to Moodle, the CTRE can provide a stable funding source for the continuation of this faculty development opportunity. In fact, $15,000 has been budgeted for the 2011-2012 academic year.

Conference Registrations. Another method used by the CTRE to encourage faculty development this academic year has been to pay the registration fee for local conferences and workshops. For instance, the CTRE offered to pay the $30 registration fee for twenty faculty to attend the CILC Learning Communities Symposium and the $35 registration fee for twenty faculty to attend the UIC Math and Science Education Symposium. We had eight faculty members take advantage of each offer.

Technology Workshops. The CTRE purchased a subscription to Lynda.com, a software training site that provides high quality video instruction on hundreds of different software packages for $3000. The promotion of this service needs to be increased, as many faculty members do not know the service is available to them.

This subscription will be renewed for another year in order to determine if additional promotion of the service increased the usage on campus. If not, the service will be discontinued.

Promotion, Encouragement, and Celebration of Faculty Success

One of the primary activities of the CTRE is to promote, encourage, and celebrate the success of faculty. This was done in a variety of ways during the 2010-2011 academic year.

New Faculty Orientation. New Faculty Orientation is one of the key events managed by the CTRE and is the gateway through which new faculty are introduced to the campus. The past two years has brought a revised orientation program to the campus, which has been helpful in building a rapport between the new faculty and helping them navigate their first year successfully.

One aspect that was well received in 2009-2010 that was not incorporated into the 2010-2011 academic year was the establishment of a cohort of the new faculty members. The past year, new faculty members were asked to participate in a variety of workshops and events meant to bring them together and share experiences. This was well received by the 2009-2010 cohort.

Given the limited staff and overwhelming need to focus on the transition to Moodle, the cohort experience was neglected this year and the result was a lack of connection between the new faculty and the CTRE. This will be one area where more attention is paid next year.

Faculty Showcase. The CTRE explored the use of monthly showcases to highlight faculty who have excelled in areas such as research, grants, and service. Each month three faculty members were showcased based on their efforts. Their biographies and photos were placed on the showcase website (http://www.tinyurl.com/csushowcase) and other faculty members were invited to attend a presentation where each showcased faculty member shared their secrets to success.

The first showcase on grant writing was well attended and received; however, participation in the other showcases was very limited.

One of the concerns was that there was no systematic method to select people who excelled, as data is not readily available on grants submitted, publications received, etc. This is an area that the CTRE hopes to help resolve by working with the administration, union, and faculty members to improve the data collection through the portfolio review process.

Newsletters. One of the most well received efforts this year was the introduction of the CTRE Connections newsletter. This newsletter distributed electronically on a monthly basis was a tool to inform faculty of initiatives happening on campus, staff members that are useful to know, and events in which they can participate.

Copies of the newsletter are available on the faculty tab within CougarConnect.

Student Nominated Advisor of the Year Award. This year, the CTRE initiated a new award for advisors. Students were asked to nominate their advisor for "Advisor of Year." We had 17 advisors nominated by 47 students. Each nominee's photo, general biographical information, and excerpts from the student nominations were published in a booklet and shared with all advisors and administrators at the advisors' conference.

The nominees were reviewed by a panel of administrators, faculty, and students and the two with the highest ratings received a plaque and a check for $500. This award was well received by the advisors, as they felt appreciated and acknowledged for the hard work they do.

The CTRE has budgeted for the two advisor awards for the 2011-2012 academic year and plans to add awards for teacher of the year.
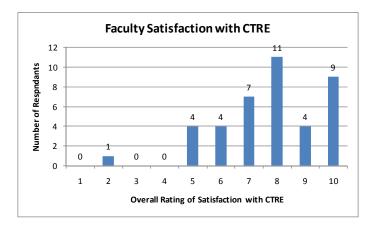
Evaluation of CTRE Effectiveness

The individual staff members of the CTRE are evaluated according to standard personnel evaluations and procedures established by the Office of Human Resources and/or Academic Affairs.

The overall effectiveness of the CTRE will be assessed by the CTRE Advisory Board beginning in the 2011-12 academic year. This Board will provide an annual evaluation of the CTRE's effectiveness which will be shared with the CTRE Director, Associate Dean, Dean of the Library, and Provost and in summary with the faculty. The information provided in this evaluation can be used, as appropriate, as part of the individual evaluations of the staff.

The general faculty population also has the ability to evaluate their satisfaction with the CTRE on an annual basis. The satisfaction survey is administered online and each faculty member receives an email asking them to participate. In addition, the link is placed on the faculty portal in CougarConnect.

The evaluation this year asked faculty three questions. The first question, "On a scale from one to ten, how would you rate your satisfaction with the services provided by the Center for Teaching and Research Excellence this academic year?" The results are displayed below:

The second question asked, "What is something that the CTRE can do better or should do next year?" The responses here were varied; however, there were definitely trends. Some of which are listed below:

- Provide more resources in a variety of formats (e.g. articles on how to improve teaching)

- Add more variety in times and formats of events (e.g. different days and times, use Elluminate to have web access to events, etc.)
- Add more support staff
- Provide more venues for faculty to collaborate together
- Promote and publicize events more, create a master calendar that is published for the entire academic year
- Solicit more input from faculty on needed resources and programs
- Provide better information at the start of the semester to students using Moodle
- Make a better effort to spread the grants and awards across a broader representation of the faculty

The third, and final question, asked, "What is something that the CTRE did well or should continue to do next year?" Again, responses ranged from eliminating the current Associate Dean to hiring more people just like her. However, the trends included:

- The quality of service and support from staff
- Keeping faculty updated on what is happening on campus
- Recognizing faculty efforts (e.g. advisor of the year, showcases, etc.)
- Willingness to help regardless of situation

Overall, the response rate to the survey was limited (n=41); however, of those that responded the majority were highly satisfied with the services and had many suggestions for improvement. Of these suggestions, most are already in process as discussed in the earlier sections of this report.

Plans for Continuous Improvement

The most important task each year is to review the assessment information and determine what needs to be improved the next year. As the CTRE is a relatively new organization that has undergone some major changes this year, the number of areas for improvement is great. However, there are six areas that will be the focus for the 2011-2012 academic year.

1. Staffing – Currently, the CTRE has two open positions and will be adding another position to focus on advising in the near future. Having open positions has limited the amount of programming that is possible and every effort is being made to hire qualified candidates for the positions.

2. Data infrastructure – The CTRE has not created a sound infrastructure in order to collect, report, and analyze data. This has made data-driven decisions next to impossible. In order to rectify this situation, the CTRE is collaborating with the Department of Math and Computer Science to hire a graduate assistant that will help design, develop, and create a database that will collect all necessary data needed to strategically move the Center forward.

3. Quality of Online Course Offerings – The quality of the online courses offered at CSU spans the spectrum. Through the implementation of the Online Certification course, we are hoping to help increase the quality of the online courses offered to the students and increase the number of course offerings.

4. Research Support –As mentioned earlier, research support has been one the most requested service since an organized approach to faculty development has started at CSU. However, to date, a plan has not been established that seems to be effective. Time needs to be dedicated to determining how to best support and encourage the faculty's research interests. This would include some method to assess the effectiveness of the plan.

5. Strategic Approach to Faculty Programming – With the development of the CTRE Advisory board, we are hoping to take a more strategic approach to the planning of faculty programming. By having a variety of people involved in the discussion of what needs to occur, we should be able to develop a more comprehensive development plan with metrics to assess impact.

6. Just in Time Resources – One of the main requests from faculty is to have resources available to them when they need them. This will require a redesign of the website and the creation of materials that meet the faculty members' needs and are available at anytime.

Appendix A

Table 1: Fall and Spring Comparison of Online Course Offerings, the Percentage of Growth, and the Actual Change in the Number of Courses Offered

Online courses

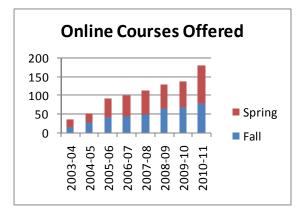|	Fall	Spring	Total	%	n+
2003-04	13	23	36		
2004-05	27	26	53	32%	3
2005-06	40	52	92	42%	26
2006-07	44	57	101	9%	5
2007-08	50	64	114	11%	7
2008-09	66	63	129	12%	-1
2009-10	67	71	138	7%	8
2010-11	79	102	181	24%	31

Chart 1: Graph of Online Course Offerings

Table 2: Fall and Spring Comparison of Online Enrollments, the Percentage of Growth, and the Actual Change in the Number of Students Enrolled

Online Enrollments

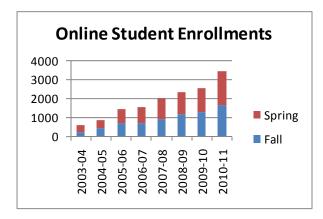|	Fall	Spring	Total	%	n+
2003-04	221	356	577		
2004-05	414	454	868	34%	98
2005-06	688	770	1458	40%	316
2006-07	715	853	1568	7%	83
2007-08	928	1117	2045	23%	264
2008-09	1155	1209	2364	13%	92
2009-10	1281	1249	2530	7%	40
2010-11	1633	1833	3466	27%	584

Chart 2: Graph of Online Enrollments

Table 3: Fall and Spring Comparison of Hybrid Course Offerings, the Percentage of Growth, and the Actual Change in the Number of Courses Offered

Hybrid Courses

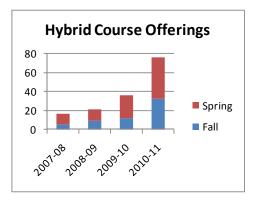|	Fall	Spring	Total	%	n+
2007-08	5	12	17		
2008-09	9	12	21	19%	4
2009-10	12	24	36	42%	15
2010-11	32	44	76	53%	40

Chart 3: Graph of Hybrid Courses

Table 4: Fall and Spring Comparison of Online Enrollments, the Percentage of Growth, and the Actual Change in the Number of Students Enrolled

Hybrid Enrollment

	Fall	Spring	Total	%	n+
2007-08	119	188	307		
2008-09	121	144	265	-16%	-42
2009-10	270	260	530	50%	265
2010-11	384	483	867	39%	337

Chart 4: Graph of Hybrid Enrollments