

# 2018

# ANNUAL REPORT

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SC.EDU/DL

## OFFICE OF DISTRIBUTED LEARNING (ODL)





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# OFFICE OF DISTRIBUTED LEARNING (ODL)

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The Office of Distributed Learning (ODL) is a service unit that advances the UofSC's mission to grow Distributed Learning (DL) courses and programs by working collaboratively with other academic and service units to support both faculty and students. The promotion and expansion of DL is integral to the USC Columbia's mission to educate the state's citizens through teaching, research, creative activity, and community engagement.

## MISSION STATEMENT

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ODL is committed to academic excellence. ODL's mission is to increase the number of DL courses and programs offered by USC Columbia. This mission is accomplished through effective marketing, outreach and collaboration with other university academic faculty support units and by providing faculty and student support services integrating current and emerging technologies. The outcomes of achieving the mission include relieving classroom space constraints and providing the diverse student population with more flexibility and choices for learning (Office of Distributed Learning, 2018, p. 1).

## HISTORY OF DISTRIBUTED LEARNING AT USC COLUMBIA

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DL has a rich history at USC Columbia. In the 1920s, USC Columbia began offering independent learning courses by correspondence study. In 1969, the University began offering distance education through televised instruction by offering Engineering courses through the state's closed-circuit system. By 1977, distance education offerings had expanded and the Office of Telecommunications was created to produce, coordinate, and support distance education courses. This Office was later reorganized and renamed Distance Education, and in 1993, it merged with the Instructional Services Center to form the Department of Distance Education and Instructional Support (DEIS). In the Fall of 1998, USC Columbia offered its first web-based course; in 2000, it offered its first 100% online course; and in 2003, it offered its first online program.

The Department supporting distance education underwent more reorganizations as DL continued to evolve and grow. DEIS was renamed Distributed Learning Support Services (DLSS) and was moved from a unit in the Division of Information Technology (DoIT) to a unit reporting to the Provost's Office. In 2017, the office's name was changed to ODL as it was viewed as the entity to lead the growth in DL at the University and not simply support the growth as it occurred. Through this evolution process, ODL identified four goals:

1. Increase the number of DL courses and programs.
2. Promote DL courses and programs through effective marketing.
3. Continue outreach and collaboration with other university academic faculty support units.
4. Provide faculty and student support services integrating current and emerging technologies.

Together, ODL's goals align with the goal to innovate expressed in *Focus Carolina 2023: Excellence Rising*. ODL will be integral in helping USC Columbia continue to develop programs that enable students to earn credits and develop their degrees around their schedules as well as graduate on time (2018, p. 5).



**USC COLUMBIA  
WILL CELEBRATE  
THE 50TH  
ANNIVERSARY  
OF OFFERING DL  
COURSES IN 2019.**

# DISTRIBUTED LEARNING AT USC COLUMBIA

ODL offers a variety of services to faculty to facilitate the delivery of DL courses and to promote enrollment in such courses. DL courses use technology to facilitate learning, whether on- or off-campus, in real-time or at student discretion. The courses may be offered completely online, either in synchronous or asynchronous formats through a virtual platform (such as Blackboard or Adobe Connect), web-conferencing or streaming video, or in a blended format with more than 50% of the coursework delivered online. DL courses serve both campus students who need individual online classes and distance students who seek to earn a degree or certificate without coming to campus or relocating to Columbia. In Fall 2017, 11,649 students (33.5%) enrolled in at least one DL course.<sup>1</sup> In AY 2017-18, more than 2,000 students (6%) were enrolled in an online program<sup>2</sup> and USC Columbia offered more than 900 online courses.



➤ **11,649 students (33.5%) enrolled in at least one DL course**

➤ **More than 2,000 students (6%) were enrolled in an online program**



## SERVICES PROVIDED

➤ *Advise faculty and academic units through the course development process.*

➤ *Promote courses taught each semester in various DL formats with an easy to search website.*

➤ *Provide professional production suites with advanced studio-level and audio equipment and assist faculty in recording and producing online lectures or other media.*

➤ *Produce transcriptions and provide closed captioning to meet accessibility needs.*

➤ *Provide test proctoring options for paper and computer-based formats at approved on- or off-campus testing sites or through a secure online proctoring service.*

➤ *Provide student support through DLQuest@ mailbox.sc.edu, phone or face-to-face.*

➤ *Schedule (through Banner) all DL courses (i.e., those that are greater than 50% online or 100% online).<sup>3</sup>*

<sup>1</sup>This figure does not include online courses offered by Palmetto College.

<sup>2</sup>The number of students in an online program is underreported in this report because the data presented is only for programs that are only offered online or those in which a student cannot transition between the online and on-campus versions. If a program is offered online and on-campus and students can transition between the two versions, the enrollment data is not included for that program because we currently do not have a way to distinguish which students are enrolled in the online version and which are enrolled in the on-campus version.

<sup>3</sup>As of December 1, 2018, ODL no longer schedules courses as that function moved to the Office of the Registrar; however, the service is listed here because it was offered in AY 2017-18.

# ONLINE COURSES AND PROGRAMS

The University of South Carolina is committed to serve every student either on campus or through DL. To encourage enrollment in online courses and programs, the ODL maintains an easy to search website of courses taught each semester in various DL formats and promotes online programs offered.

44

USC Columbia's 44 online programs  
make up 13% of all programs offered

AY 2017-18

In AY 2017-18, USC Columbia offered 44 online programs<sup>4</sup>; these online programs make up 13% of all programs offered at USC Columbia. Of these online programs, one is at the undergraduate level and the remainder are offered at the graduate level. The majority of online programs offered are at the master's degree level, which is consistent with national trends. Master's programs are increasingly offered online, "with more than 50 percent of master's students reporting at least some online coursework in 2015-16" (Blagg, 2018, p. 1). However, many doctoral programs are also available online. A list of online programs offered by USC Columbia is available in the Appendix.

***More than 50 percent of master's students nationally reported taking at least some online coursework in 2015-16***

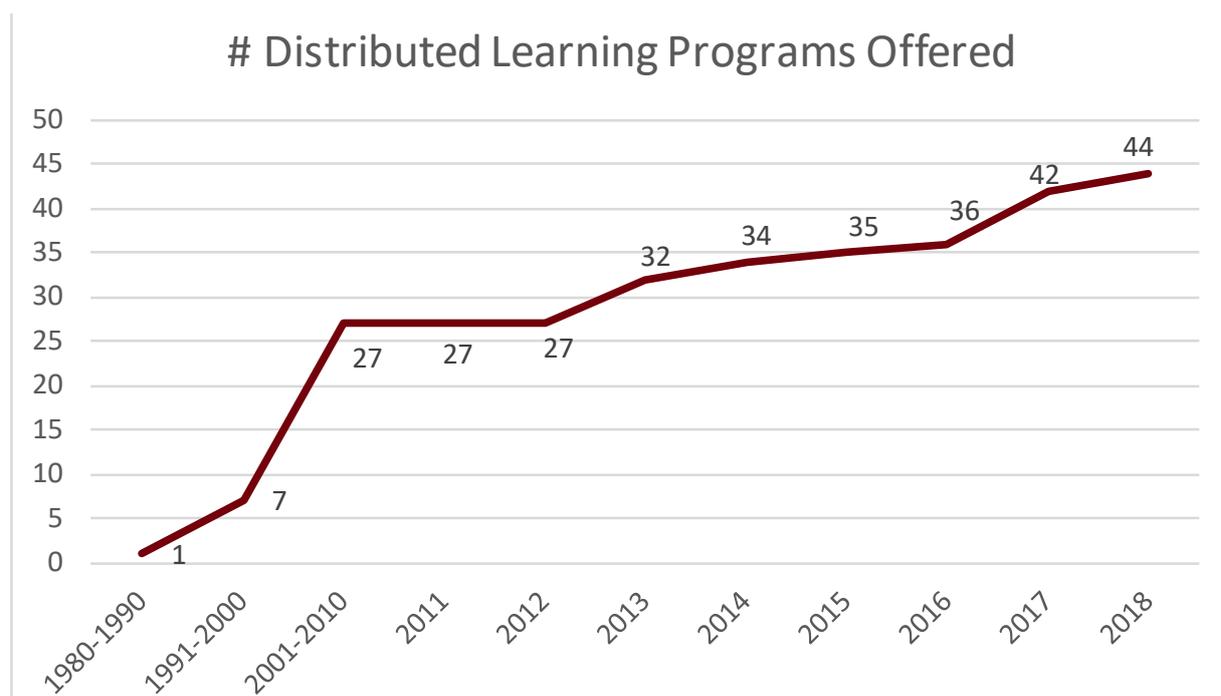


USC Columbia's online programs are as high quality and rigorous as its on-campus programs. For example, the online Master of Science in Nursing program was recognized as the #5 graduate online nursing program, as ranked by *U.S. News & World Report* this year (2018).

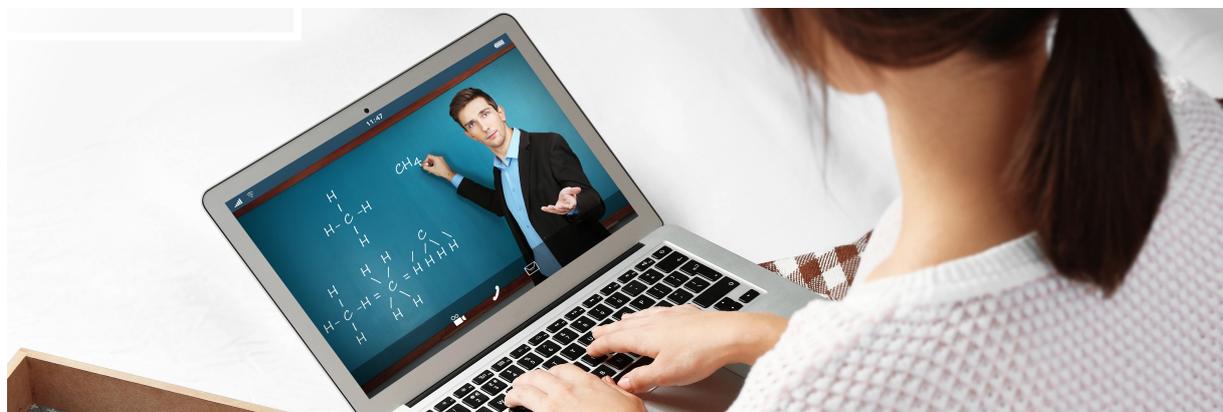
<sup>4</sup> This number includes 39 degree programs and five certificate programs. This number does not include the USC Columbia programs offered through Palmetto College.

# GROWTH OF ONLINE PROGRAMS

As shown in the figure below, DL program offerings grew substantially in the period from 2000 – 2010 (from 7 to 27) and has grown steadily ever since. DL program offerings increased 63% (from 27 to 44) since 2010. This growth mirrors national trends as more colleges and universities expand their online program offerings.



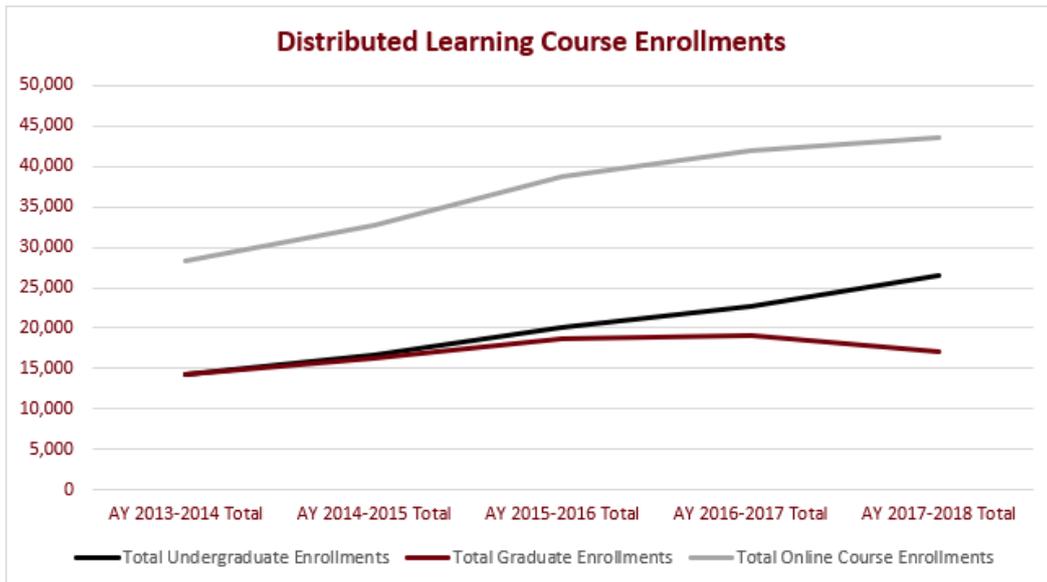
In AY 2017-18, ODL researched the online offerings of peer and peer aspirant institutions. This analysis revealed USC lags peers and peer aspirants in terms of bachelor's and master's degree offered, but doctoral degree offerings are above average compared to their offerings. USC offers one online bachelor's degree, whereas peer and peer aspirants offer an average of 20; USC offers 28 master's degrees compared to the average of 48 for peer and peer aspirants; and USC offers 8 doctoral degrees while peer and peer aspirants' offerings range from 0 to 11 for an average of 4<sup>5</sup>.



<sup>5</sup> In addition to the degree programs mentioned here, USC Columbia offers one Education Specialist program, one Specialist program, and five graduate certificate programs.

# ENROLLMENT

Nationally, distance education enrollments increased for the 14th straight year in 2017 while overall enrollment in higher education continued to decrease (Seaman, Allen, & Seaman, 2018, p. 3). USC Columbia mirrors this trend of increasing DL enrollments. As shown below, total DL enrollments increased from 28,411 in AY 2013-14 to 43,548 in AY 2017-18, an increase of 53%. It is worth noting that the largest increase in enrollment occurred at the undergraduate level. In the past five years, while DL course enrollments increased from 14,174 to 17,128 (21%) at the graduate level, such enrollments increased from 14,237 to 26,420 (86%) at the undergraduate level.



**33.54%**

The percentage of students enrolled at USC Columbia taking at least one DL course increased from 25.57% in Fall 2013 to 33.54% in Fall 2017.

**6%**

In AY 2017-18, more than 2,000 students (6%) were enrolled in an online program and the majority of these students (78%) were in-state students.

**29.75%**

In Fall 2017, 7,843 undergraduate students (29.75% of the undergraduate student population) enrolled in at least one online course.

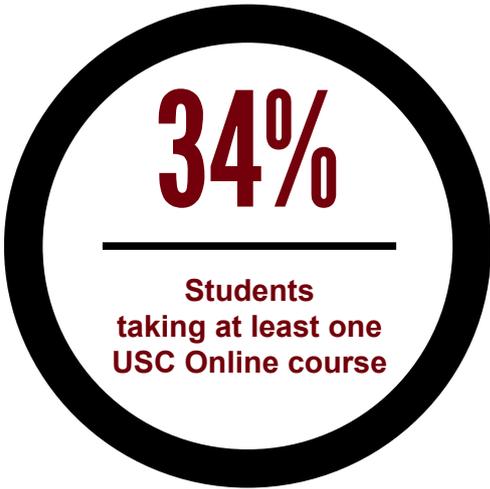
**45.48%**

In Fall 2017, 3,806 graduate students (45.48% of the graduate student population) enrolled in at least one online course.

As these figures show, currently, a greater number of undergraduate students enroll in DL courses, but a higher percentage of graduate students enroll in such courses. With most online programs offered at the graduate level (43 of the 44 programs offered in AY 2017-18), the higher percentage of graduate students enrolled in DL courses is expected. See Appendix II for additional enrollment data.



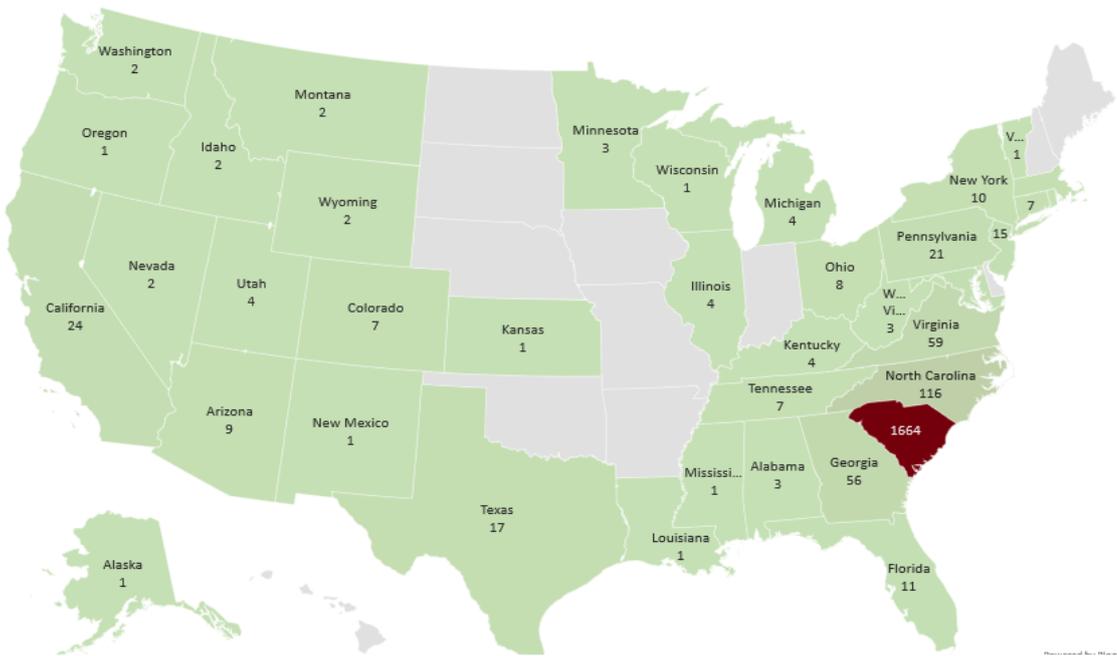
# Academic Year 2017-2018



**2,000 +**  
STUDENTS

## WHO WE SERVE

Students Enrolled in a USC Online Program



- International**
- 3 APO
  - 1 Bermuda
  - 2 Canada
  - 1 Jamaica
  - 1 Philippines

# GROWING ONLINE COURSES AND PROGRAMS TO CAPITALIZE ON INCREASING ENROLLMENT



**“USC primarily offers online programs at the graduate level, but the biggest increase in enrollment is occurring at the undergraduate level. As a result, USC Columbia may not be adequately meeting the demand for courses and programs at the undergraduate level.”**

Given the large number of undergraduate students enrolled in DL courses (7,843 in Fall 2017 which is nearly twice the number of graduate students enrolled in such courses) and the significant increase in undergraduate enrollments in DL courses (86% over the past five years), it is expected that the number of undergraduate students taking DL courses will continue to increase. These figures also reveal a disconnect as the institution primarily offers online programs at the graduate level, but the biggest increase in enrollment is occurring at the undergraduate level. As a result, USC Columbia may not be adequately meeting the demand for courses and programs at the undergraduate level. According to Russell Poulin, Director of Policy and Analysis for the WICHE Cooperative for Educational Technologies, in the future, online education will be an expected option of a modern college or university (Blumenstyk, 2018). The ODL is working to assist USC Columbia to meet this expectation by offering both additional DL courses and online programs at the undergraduate level. Without continuing growth in undergraduate online education, the University risks losing students to competitors who offer more variety in online courses and programs.

**Online education “will be an expected option of a modern college or university.”**

**- Russell Poulin, Director, Policy and Analysis - WICHE Cooperative for Educational Technologies**

Offering additional online courses and programs will benefit USC Columbia in many ways and may increase overall enrollment at USC Columbia. Nationally, nearly five times as many undergraduate students than graduate students enroll in DL courses (Seaman, Allen & Seaman, 2018, p. 24) compared to only twice as many undergraduate students than graduate students at USC Columbia so there is a greater potential pool of undergraduate students USC Columbia could target. In addition, online programs primarily attract in-state students. In Fall 2015, 89.4% of students taking exclusively online courses from an SC institution resided in the state (Seaman & Seaman, 2017). However, the percentage of such students is lower for USC Columbia (78% in Fall 2017). Also lower is the percentage of students enrolled in an online program, which is 6% for USC Columbia compared to 14.9% nationally (Seaman, Allen & Seaman, 2018, p.3). Combined, this data shows there is an opportunity for USC Columbia to recruit additional students seeking to pursue a degree online from an in-state institution. USC Columbia could also thrive in offering online education by being more attuned to local demands (Blumenstyk, 2018).



Furthermore, nationally, students are increasingly taking a combination of on-campus and distance courses. In 2016, 52.8% of all students who took at least one distance course also took an on-campus course (Seaman, Allen & Seaman, 2018, p. 3) and students taking both benefit from this combination. According to a recent study, students who take some online classes are more likely to complete their degrees (McMurtrie, 2017). Another study revealed that students who completed a portion of their degree program online had higher retention and graduation rates overall and “earned their degrees faster, saving them money on tuition and fees” (Bailey, Vaduganathan, Henry, Laverdiere & Pugliese, 2018, p. 6).

To increase the number of undergraduate courses and programs offered, ODL reviewed the number of Carolina Core courses offered through DL. In AY 2017-18, 38 Carolina Core courses were offered. Fifty-four of the 222 Carolina Core courses are approved for DL delivery. ODL continues to work with academic units to increase the number of Carolina Core courses offered online.

**24% of Carolina Core courses are approved for DL delivery.**

ODL also analyzed the percentage of courses in each major that are approved for DL delivery and the percentage of those actually taught through DL delivery during AY 2017-18. This analysis revealed the following:

**75% of bachelor’s degree programs at USC Columbia have at least 50% of the required courses for that major approved for DL delivery.**

**24% of bachelor’s degree programs at USC Columbia actually offered at least 50% of the required courses for that major through DL delivery in 2017-18.**

Using this information, ODL plans to identify undergraduate programs that may be offered online and work with academic units to increase course and program offerings. A review of online programs offered by peer and peer aspirant institutions revealed the following programs are offered by most: Accounting, Anthropology, Business Administration, Communication, Computer Science, Criminal Justice, English, Environmental Studies, Global Studies, Health Studies, Health Information Management, History, Information Technology, Liberal Studies, Management, Marketing, Political Science, Psychology, and Sociology. Many comparable programs at USC Columbia already offer a significant portion of required courses online, which will make it easier to implement online programs in these areas for USC Columbia to remain competitive with its peers and peer aspirants.



# PROGRAMS OFFERED THROUGH ACADEMIC PARTNERSHIPS

In 2012, USC Columbia entered into a service agreement with Academic Partnerships (AP) for marketing and enrollment services. This agreement currently applies to the following programs:

- BACHELOR OF SCIENCE IN NURSING - RN TO BSN
- MASTER OF SCIENCE IN NURSING - NURSING ADMINISTRATION
- MASTER OF EDUCATION IN TEACHING
- MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION
- MASTER OF HEALTH INFORMATION TECHNOLOGY
- MASTER OF PUBLIC HEALTH IN HEALTH PROMOTION, EDUCATION, AND BEHAVIOR
- DOCTOR OF EDUCATION IN CURRICULUM & INSTRUCTION (WITH CONCENTRATIONS IN CURRICULUM STUDIES AND EDUCATIONAL TECHNOLOGY).

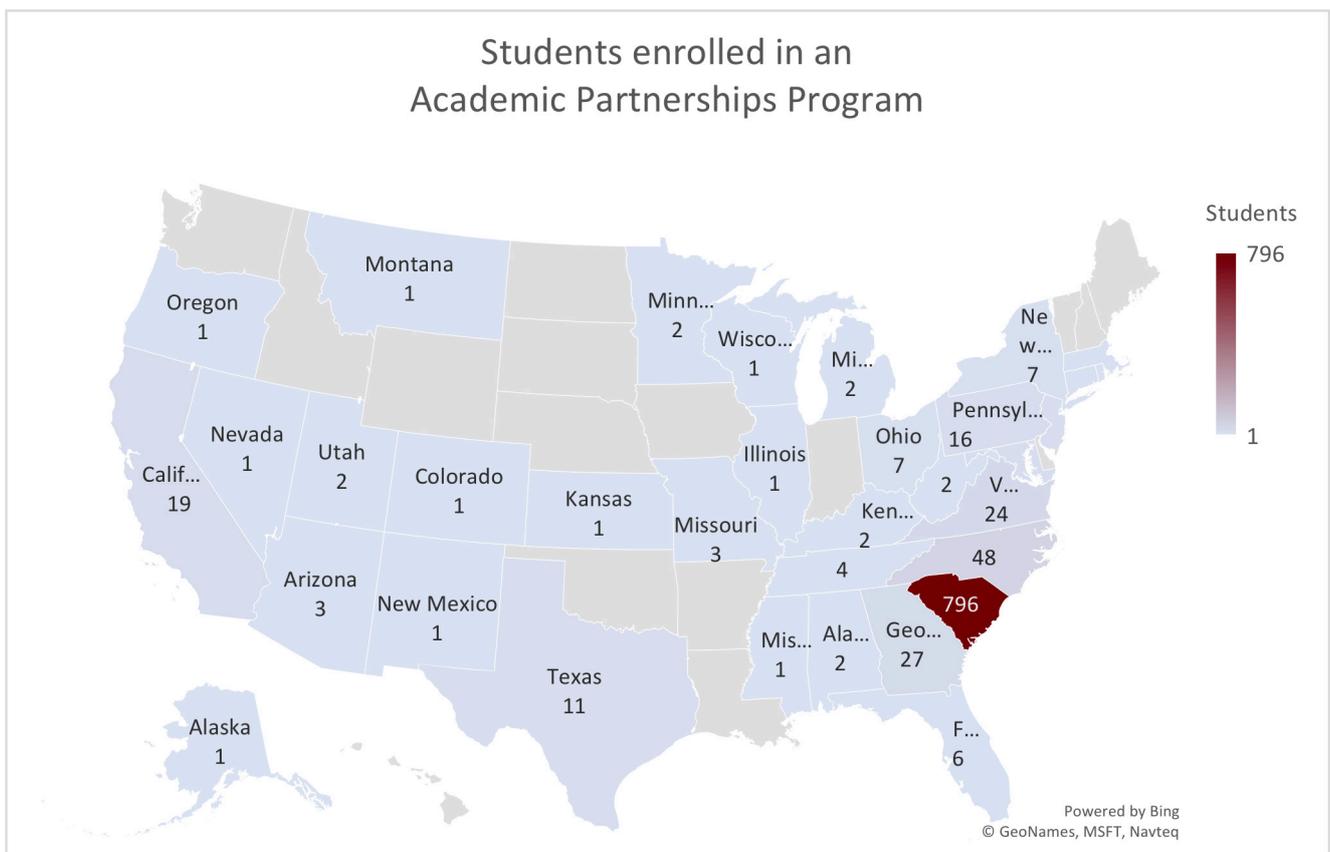
AP currently promotes these online programs through field and social media marketing, recruits students into the programs, and guides students through the application process. The Doctor of Education program is the sole program that has realized enrollment projections set by AP.

<b>Degree</b>	<b>Avg. AY 14-15</b>	<b>Avg. AY 15-16</b>	<b>Avg. AY 16-17</b>	<b>Avg. AY 17-18</b>	<b>Avg. Enrollment per Year</b>	<b>AP's Projected Enrollment per Year</b>
Master of Public Health in Health Promotion, Education and Behavior	26	36	39	38	35	300
Doctor of Education (Curriculum Studies and Education Technology)	117	207	264	299	222	225
Master of Education in Educational Administration	179	255	259	164	214	N/A
Master of Education in Teaching	50	84	89	77	75	N/A
Master of Health Information Technology	0	25	32	29	29	100
Bachelor of Science in Nursing - RN to BSN	0	10	47	71	43	400
MSN in Nursing Administration	0	26	83	115	74	200

As shown in the following enrollment map for the seven AP programs, the overwhelming majority of students reside in South Carolina. It was initially hoped that the marketing efforts by AP would result in a widespread, national enrollment of students. However, the primary marketing focus, as it seems, has been through on-ground marketing efforts in South Carolina. With the education and nursing programs especially, the College of Education and College of Nursing have built strong relationships with stakeholders (e.g., local school districts and hospitals/healthcare facilities) due to student placements for experiential learning and other activities. Therefore, it is difficult to measure the impact of AP's on-ground recruitment given the significant overlap with these Colleges' existing recruitment and relationship-building efforts.



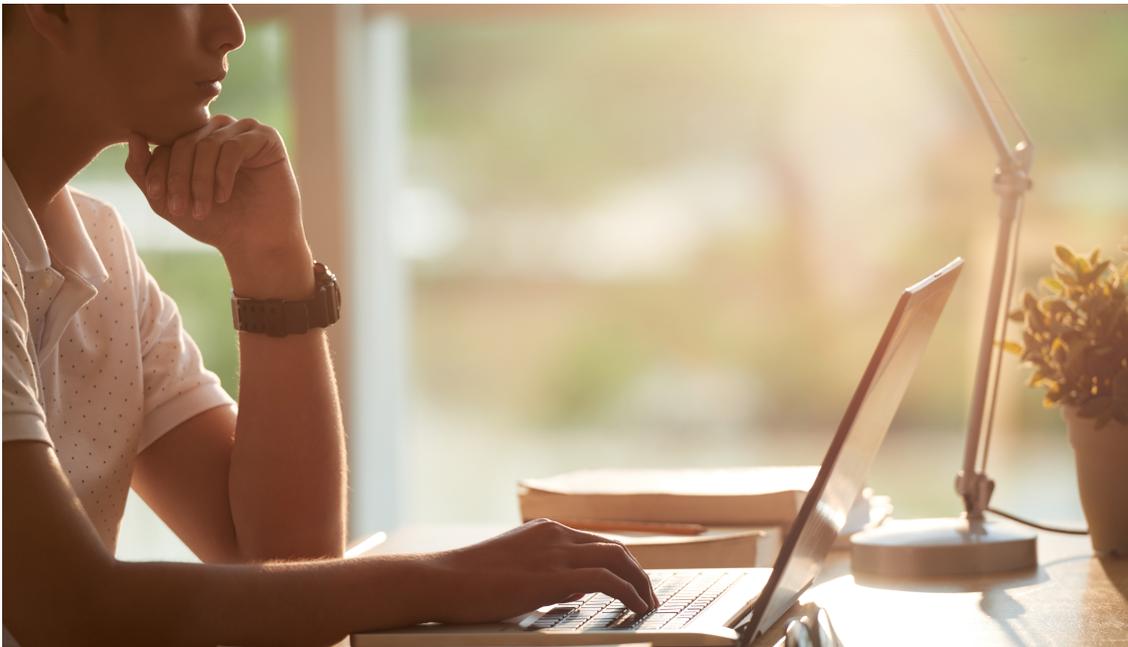
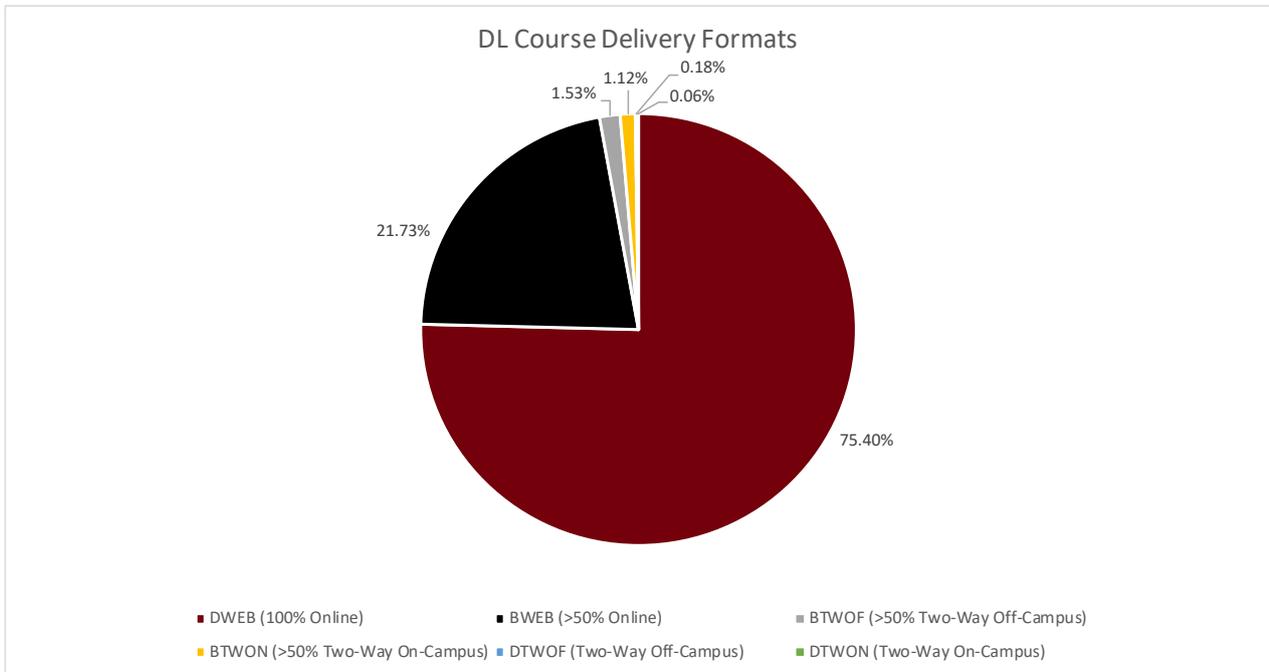
# STUDENTS ENROLLED IN AN ACADEMIC PARTNERSHIP PROGRAM



Most of USC Columbia’s peer and peer aspirant institutions do not work with online program management companies like AP. The University of Georgia contracts with a marketing firm to promote its programs, but applications and contacts are handled by the institution. The University of Florida previously contracted with Pearson for UF Online, but the University terminated the contract early in 2015 after faculty and local journalists criticized the contract as too costly (Jaschik, 2015) and stated the reasons for doing so included Pearson failing to meet certain performance goals, such as attracting enough out-of-state students to enroll in the programs as well as a desire to integrate UF Online more fully into core university operations (Bakeman, 2015).

# COURSE SCHEDULING

ODL previously coordinated with academic units to schedule all DL courses that are greater than 50% online. In AY 2017-18, ODL scheduled 1413 course sections (5.5% of courses offered by USC Columbia)<sup>6</sup>. The primary delivery formats for DL courses are 100% online (DWEB) and >50% online (BWEB); the percentage of courses offered in those formats is shown below.

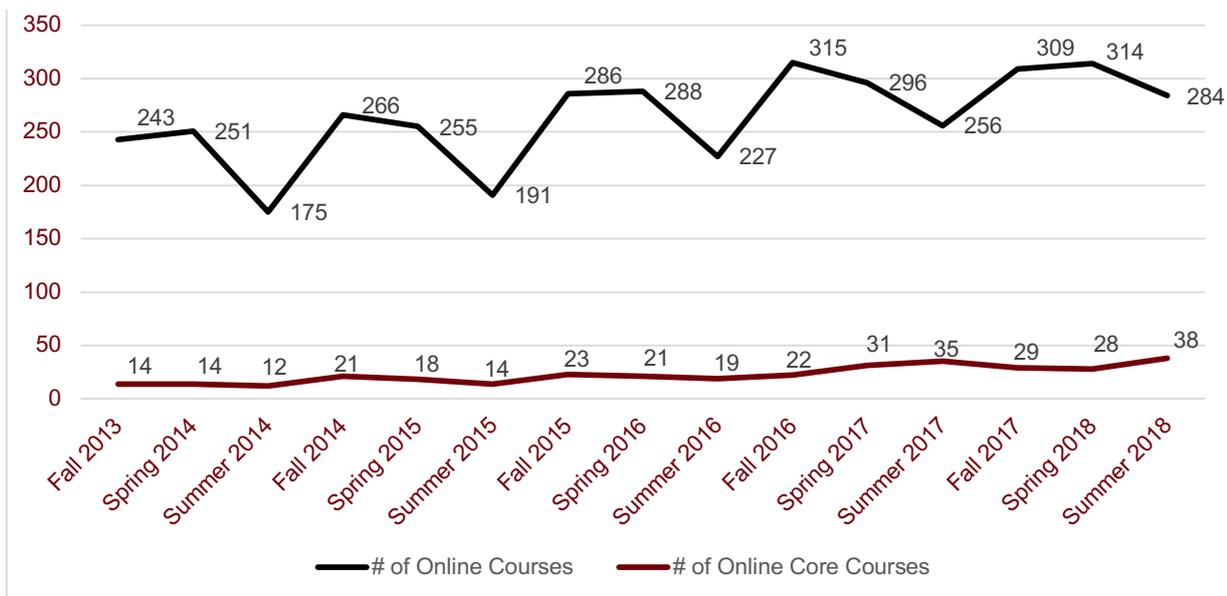


<sup>6</sup>As of December 1, 2018, the course scheduling functions previously performed by ODL moved to the Office of the Registrar.

# DISTRIBUTED LEARNING COURSES OFFERED



DL course offerings have steadily increased for the past five years, with the largest increases seen in the number of courses offered in the summer. The number of DL courses offered in the fall semesters has increased approximately 27% from Fall 2013 to Fall 2018, while DL courses offered in the summer has increased 62% during the same period as shown in the following chart.



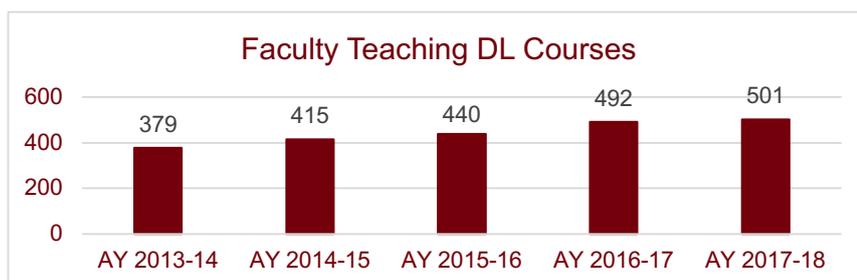
As the data shows, the total number of DL course offerings has increased since AY 2013-14.

### Total DL Course Offerings

AY 2017-18	907
AY 2016-17	867
AY 2015-16	801
AY 2014-15	712
AY 2013-14	426

75% of DL courses are offered 100% online

The number of faculty teaching DL courses has also increased from 379 in AY 2013-14 to 501 in AY 2017-18, an increase of 32% as shown in the figure below.

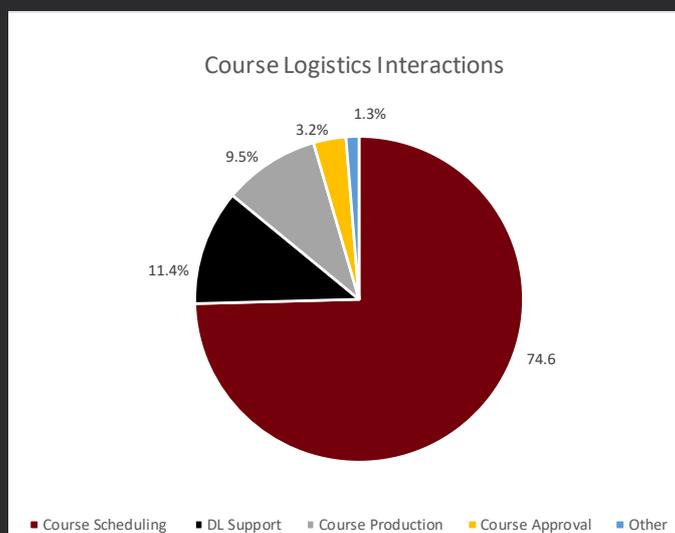


# COURSE LOGISTICS INTERACTIONS

ODL aids faculty in the development and delivery of DL courses by offering course production services to faculty, serving as a liaison to other support services available, and facilitating studio classroom scheduling requests. ODL staff also provide guidance during and participate as approvers in the course approval processes for adding DL delivery to existing courses, developing new DL courses, or creating special topics courses.

**1406 Interactions with ODL staff initiated by faculty during Spring 2018 and Summer 2018.**

As shown in the figure below, ODL staff primarily assisted faculty with course scheduling issues, including responding to requests for new course sections and making changes to existing course sections (e.g., adding or changing instructors, changing the enrollment cap, changing meeting dates or times, adding or removing restrictions, etc.)<sup>7</sup>. Staff also spent a significant amount of time providing support with delivering DL courses or assisting in the production of such courses.



<sup>7</sup> ODL began collecting course logistics data in January 2018, so the data presented is not for the entire Academic Year 2017-18.



# COURSE PRODUCTION

ODL has two on-site, professional production suites located conveniently on the Columbia campus equipped with advanced studio-level and audio equipment, studio lighting, and a photo-ready background to record, edit, and incorporate media into lectures. The production suites have both PC and Apple computers loaded with comprehensive editing and graphics software such as Microsoft Office, Presenter, Camtasia, Dragon Naturally Speaking, Debut Video Capture, Video Pad Editor, Keynote, and Adobe Creative Cloud including Photoshop and Adobe Premiere Pro. ODL also provides transcription and closed captioning services to meet course accessibility needs and expects the use of such services to increase in AY 2018-19, especially with the implementation of Blackboard’s Alternative Formats feature that includes information about whether materials are accessible. Data about course production services is provided below.<sup>8</sup>

## LECTURE RECORDING SESSIONS

**63**

From January – June 2018, ODL staff worked with 63 faculty to record lectures or other media.



<sup>8</sup> ODL began collecting this course production data in January 2018, so the data presented is not for the entire Academic Year 2017-18.

# COMPREHENSIVE PROJECTS, TRANSCRIPTIONS, CLOSED CAPTIONING, AND VIDEO HOSTING

## 20 Comprehensive Projects

ODL staff completed 20 comprehensive faculty-based projects. For such projects, ODL staff assist faculty with recording lectures, editing lectures, uploading videos, and providing accompanying transcripts and/or closed captioning. ODL staff also assist faculty in creating faculty introduction and course orientation recordings.



### Transcriptions and Closed Captioning

### Video Hosting

**212**

Transcriptions  
Created

**15**

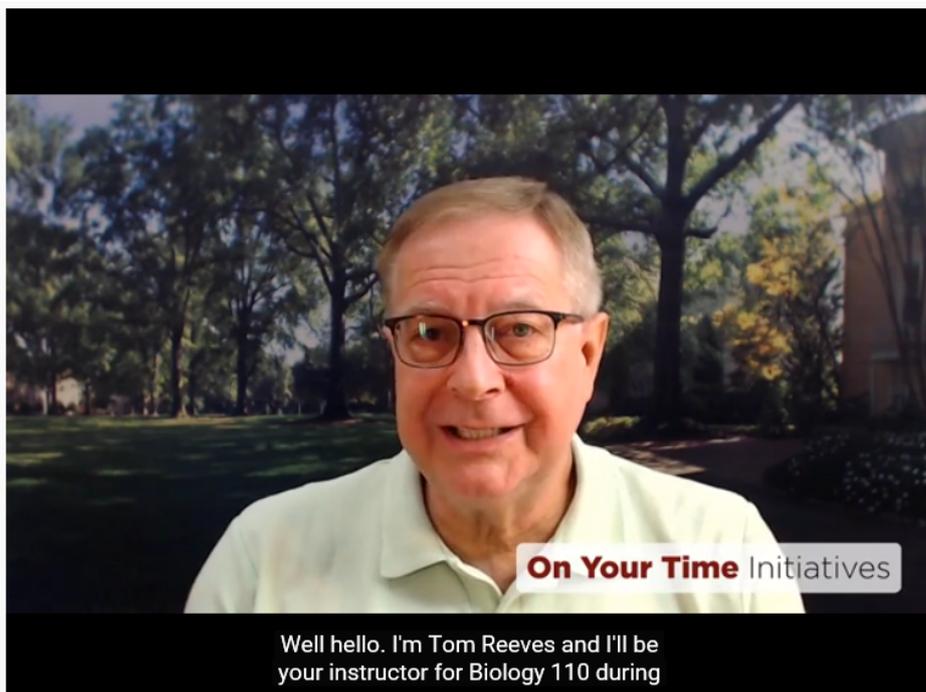
Closed Captioning  
Files Provided

**259**

Videos Hosted

**7,690**

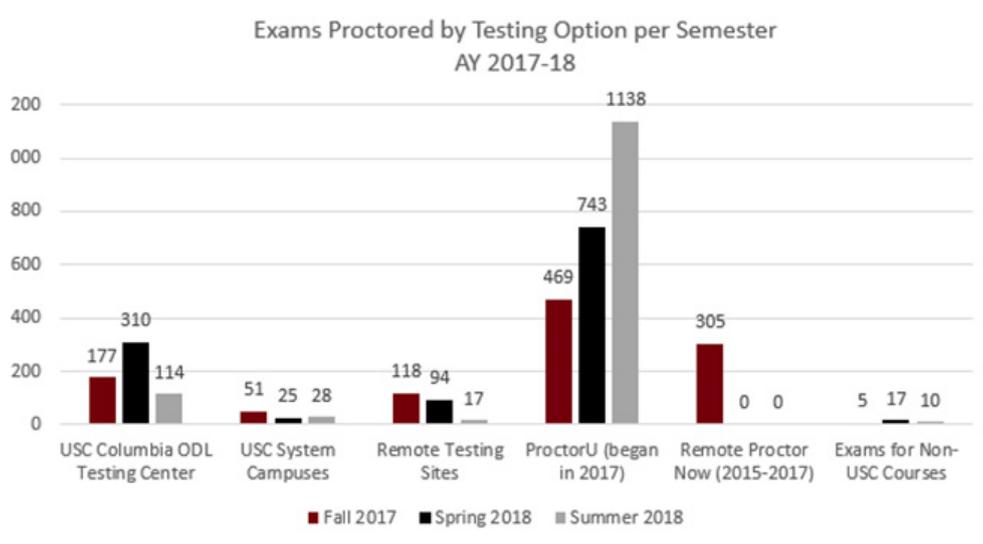
Views from Hosted  
Videos



# TEST PROCTORING

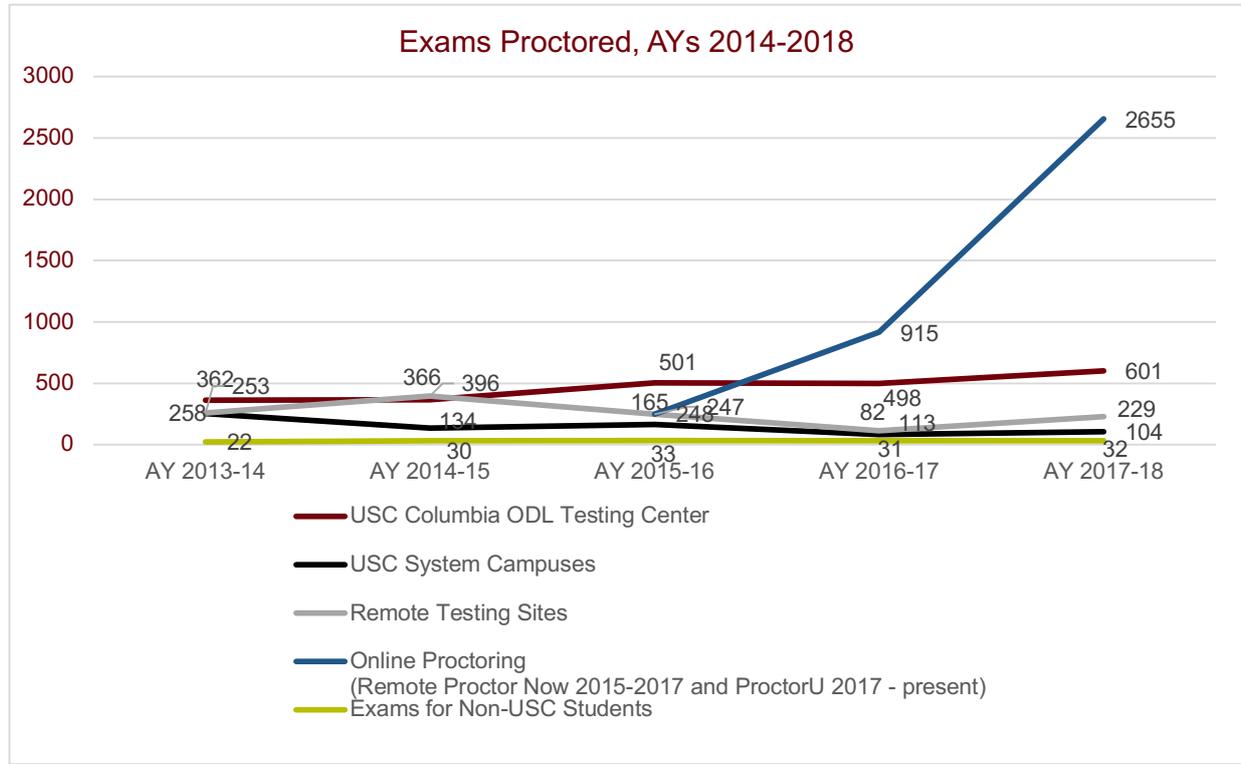
For USC students enrolled in DL courses, ODL provides three flexible test proctoring options for paper and computer-based formats at ODL, at approved on- or off-campus testing sites, or through a secure online proctoring service. ODL also provides test proctoring services to students enrolled at other colleges and universities for a fee and as space allows.

The exams proctored by the different testing options for AY 2017-18 are presented below. During this time, 601 students completed proctored exams at the Testing Center located in ODL, 104 students completed proctored exams at another USC campus, 229 students completed proctored exams at other testing sites, and 2655 students completed a proctored exam online. In addition, during this time, ODL proctored 32 exams for non-USC courses.

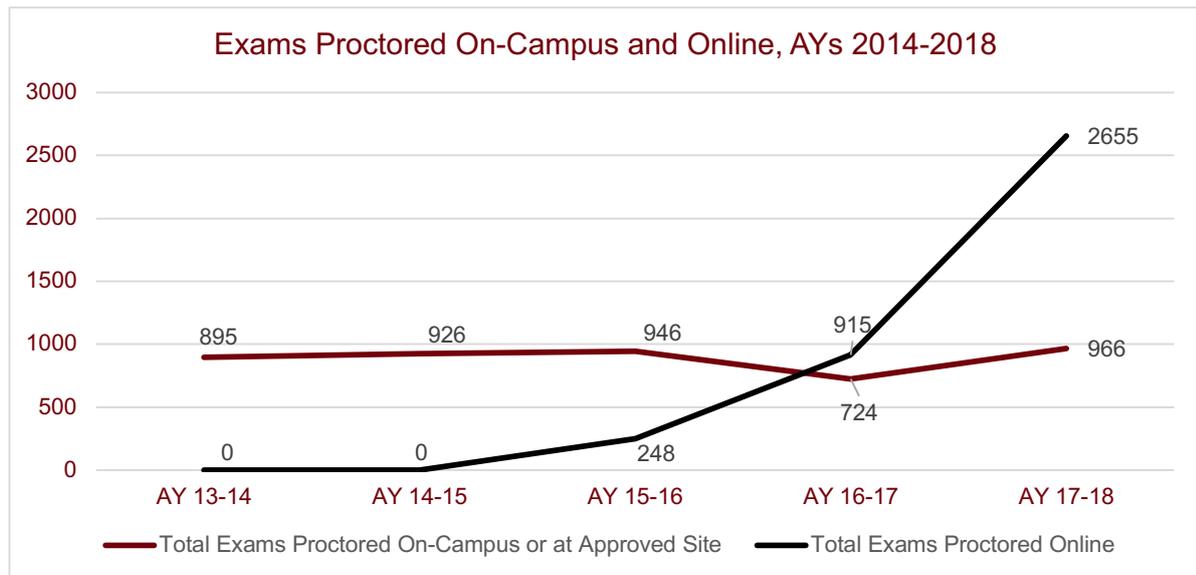


In reviewing the data for test proctoring for the past five years, it is important to note that tests proctored at other USC system campuses (-59%) and at remote testing sites (-11%) has decreased, while tests proctored at the Office's testing center (66%) and tests proctored for non-USC courses has increased (45%). In addition, online proctoring, which ODL began offering as an option in 2015, has increased significantly during the past year.

# TEST PROCTORING



Overall, despite the decrease in tests proctored at other USC system campuses and remote testing sites, the number of students who completed a proctored test at a campus setting has increased by 8% from AY 2013-14 to AY 2017-18 as shown below. Online proctoring has increased 971% since its initial offering three years ago.



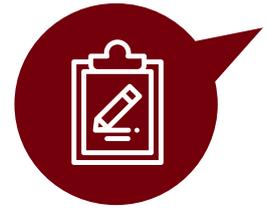
# ONLINE TEST PROCTORING

ODL offered proctoring through Remote Proctor Now from 2015-17 for faculty teaching online courses as an optional service. Once the RFP expired for that contract, and to continue the service for the continuing needs of online faculty, ODL extended an RFP in 2017 for remote proctoring on an optional basis for faculty teaching online courses. As a result of the RFP process, ProctorU was awarded the new contract. The model used by ProctorU is fee-per-test and ranges from \$8-14 based on the length of the test (e.g., the time it takes to complete the test) and students pay the fee directly to ProctorU. Utilizing this proctoring service has many benefits including providing a secure environment to identify potential irregularities in online test taking and ensure academic integrity, and allowing students the flexibility to take tests any time of day.

Following the guidance of the Southern Association for Colleges and Schools Commission on Colleges (SACSCOC) for fees that students may incur, ODL secured Board of Trustees approval for the ProctorU fee in June 2018. SACSCOC also noted that students need to be made aware of possible test proctoring fees; therefore, USC Columbia websites, my.sc.edu, and course syllabi were updated to reflect the possible fee for proctored tests. ODL expects the service to expand substantially and the number of students completing tests via online proctoring to continue to significantly increase. ODL also plans to make the online proctoring option available for faculty teaching on-campus and blended courses in addition to those teaching DL courses.

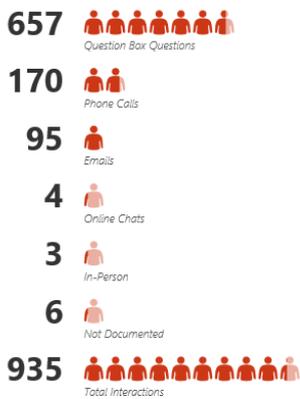


# STUDENT SUPPORT SERVICES



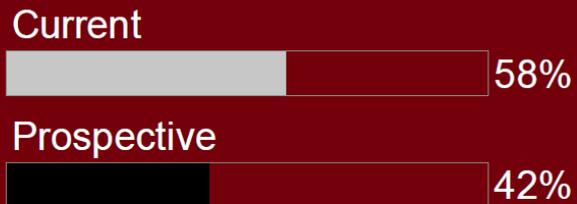
ODL offers a variety of services to provide guidance to or resolve issues encountered by students interested or enrolled in DL courses. In AY 2017-18, ODL staff responded to 935 inquiries from students, most of whom were currently attending USC Columbia (58%) and most of whom submitted questions via the question box on the ODL website (70%).

## TYPES OF COMMUNICATION

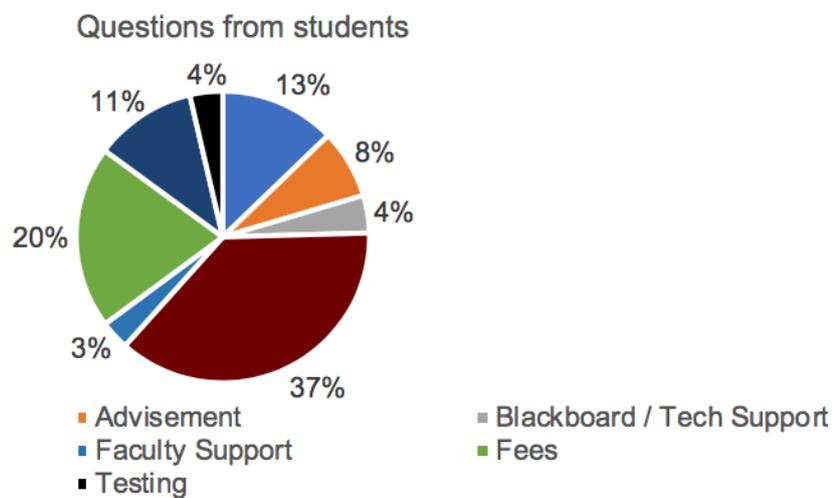


935 Interactions with Students

## Types of Students

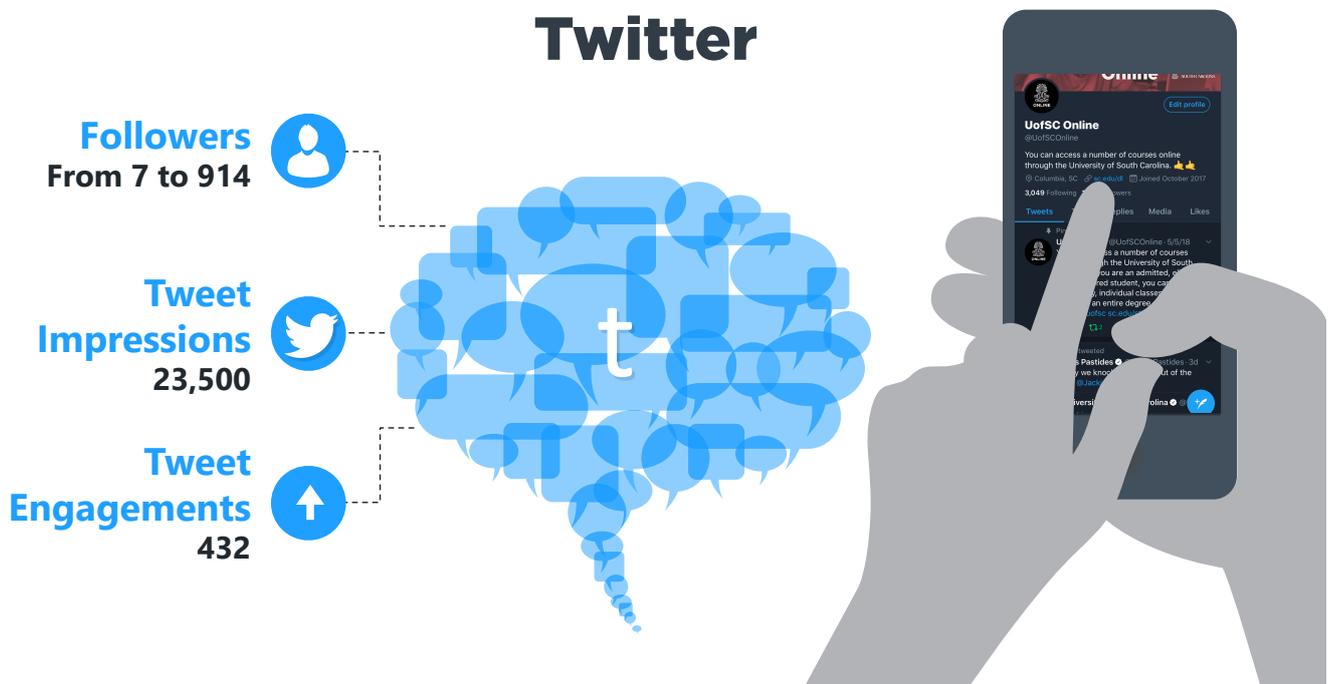


Most questions asked by students dealt with course information (37%) followed by tuition and fees (20%), the admission process (13%) and registering for a course (11%). Students also asked questions about advising (8%), Blackboard and technical support (4%), testing options (4%), and faculty support (3%).



# CONNECTING WITH STUDENTS AND FACULTY

In an effort to connect with students better, ODL began utilizing social media to promote its services and the DL courses and programs offered. ODL maintains a Facebook page, Twitter and LinkedIn accounts, in addition to a YouTube Channel. The number of followers of the ODL's Twitter account has steadily increased in the past year (see below) and the YouTube Channel created on June 29, 2018 with a video introducing the services provided by ODL had over 50 views within the first month.



# EVALUATION OF AY 2017-18 GOALS

## Goal 1: Increase the number of distributed learning courses and programs

The number of DL courses and programs increased in AY 2017-18. The number of online degree programs increased from 42 in AY 2016-17 to 44 in AY 2017-18 (4.8%). In addition, the number of DL courses offered increased 4.6% from the past year, with the largest increase in the summer semester with 10.9%. The number of DL courses offered in the Fall semesters has increased approximately 27% from Fall 2013 to Fall 2018, while DL courses offered in the summer has increased 62% during the same period. Enrollment in DL courses grew 3.9% from AY 2016-17 to AY 2017-18 and 53.3% over the past five years.

ODL facilitates this growth by assisting academic units with course and program planning for DL delivery and providing course production services. In addition, ODL enhanced its data collection processes for more accurate DL data to better determine the areas for growth. ODL is also analyzing programs to determine the percentage of courses offered online and plans to use this information to encourage the respective academic units with programs that are 50% or more online to offer the programs fully online. To encourage this program development, ODL is investigating the development of an incentive program to motivate faculty and academic units to develop and offer more DL courses and programs. In addition, the ODL is further investigating the possibility of adding instructional designers to the ODL staff.

## Goal 2: Promote distributed learning courses and programs through effective marketing

ODL promotes DL courses and programs through its easy to search website. Recent data shows this site gets more than 2,000 visits per month. ODL also launched social media marketing efforts through Facebook, Twitter, and LinkedIn to increase awareness of DL courses and programs and to reach larger and more diverse populations of students. ODL also initiated discussions and has taken advantage of opportunities to promote the services it offers faculty in order to encourage faculty to offer more online courses. For example, ODL marketed its services at New Faculty Orientation.

In addition, ODL began working with University's Communications staff to develop a new webpage: [online.sc.edu](http://online.sc.edu). This webpage will be comparable to those of our peer and peer aspirant institutions and will be a central location for information about online courses and programs.

As noted in this report, a few programs are marketed by Academic Partnerships, however, these programs are not meeting the enrollment projections set by Academic Partnerships. As a result, both the College of Education and the College of Nursing have implemented additional efforts to market their programs and ODL is assisting them with these efforts. The ODL is also investigating hiring marketing staff to assist colleges with online degree programs.

### **Goal 3: Continue outreach and collaboration with other university academic faculty support units**

ODL frequently collaborates with academic units offering and other service units supporting DL courses and programs. ODL staff worked closely with the Office of the Registrar to schedule courses and Media Services (of DoIT) to coordinate the scheduling of studio classrooms for DL courses. The ODL initiated DL Summit meetings in which the staff from various academic faculty support units participate in regularly scheduled meetings to learn more about each unit and share innovative ideas. ODL staff also participated in the committee planning the roll-out of the Blackboard Alternative Formats functionality led by Teaching Technology Services (of DoIT). In addition, ODL collaborated with the Health Center to create a process for the automatic removal of the health fee for students in 100% online programs. ODL staff work closely with the Office of Academic programs and serve as approvers in the course approval processes for adding DL delivery to existing courses, developing new DL courses, or creating special topics courses.

### **Goal 4: Provide faculty and student support services integrating current and emerging technologies**

ODL continues to provide support services to both faculty and students. ODL provides course production studios for faculty to record lectures, faculty introductions, course orientations and other media for DL courses and offers transcription and closed caption services to improve course accessibility. ODL also provides test proctoring services for DL courses and programs at approved on- or off-campus testing sites as well as through a secure online proctoring service. As shown in this report, use of the online proctoring service has increased significantly since it was first offered and ODL plans to make this service available to all courses, including those offered face-to-face.

In addition, in June 2018, three staff members completed the Virtual Reality Bootcamp offered by the Center for Teaching Excellence. As a result, ODL applied for and was subsequently awarded a grant to purchase a 360 video camera enabling staff to assist faculty in recording and implementing 360 videos into their courses. It is a further goal of the ODL to staff the office with instructional designers to further support faculty teaching blended and online courses.



## **Appendix I**

### **Online Programs Offered at USC Columbia**

In AY 2017-18, USC Columbia offered 44 active online programs:

#### **ARNOLD SCHOOL OF PUBLIC HEALTH**

Master of Communication Disorders in Speech-Language Pathology  
Master of Public Health in Health Promotion, Education and Behavior - Professional Program  
Master of Public Health in Health Services Policy and Management

#### **COLLEGE OF ARTS & SCIENCES**

Certificate of Graduate Study in Applied Statistics  
Master of Applied Statistics

#### **COLLEGE OF EDUCATION**

Master of Education in Educational Administration  
Master of Education in Educational Technology  
Master of Education in Teaching  
Educational Specialist in Educational Administration  
Doctor of Education in Curriculum & Instruction-Curriculum Studies Concentration  
Doctor of Education in Curriculum & Instruction-Educational Technology Concentration

#### **COLLEGE OF ENGINEERING AND COMPUTING**

Certificate of Graduate Study in Cyber Security Studies  
Master of Engineering in Aerospace Engineering  
Master of Engineering in Civil Engineering  
Master of Engineering in Electrical Engineering  
Master of Engineering in Mechanical Engineering  
Master of Engineering in Nuclear Engineering  
Master of Health Information Technology  
Master of Science in Aerospace Engineering  
Master of Science in Civil Engineering  
Master of Science in Computer Science  
Master of Science in Computer Engineering  
Master of Science in Electrical Engineering  
Master of Science in Engineering Management  
Master of Science in Mechanical Engineering  
Master of Science in Nuclear Engineering  
Master of Science in Software Engineering  
Ph.D. in Civil Engineering  
Ph.D. in Computer Engineering  
Ph.D. in Computer Science  
Ph.D. in Electrical Engineering  
Ph.D. in Mechanical Engineering  
Ph.D. in Nuclear Engineering

#### **COLLEGE OF NURSING**

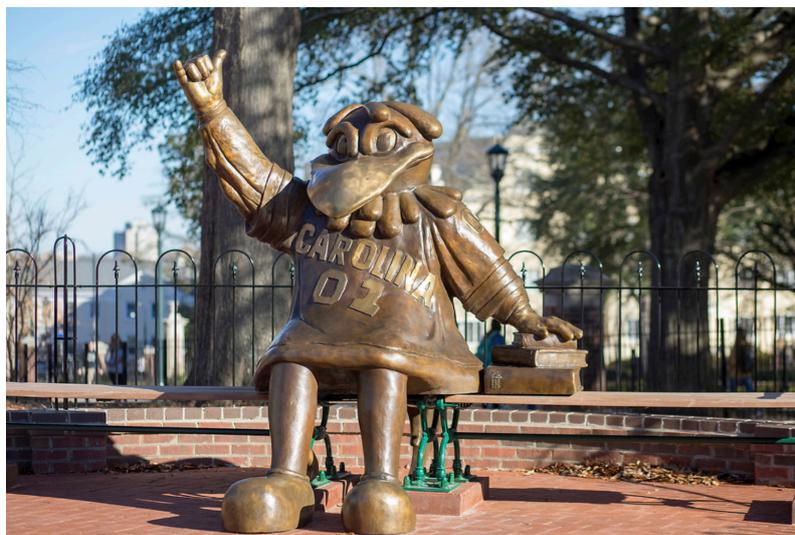
Bachelor of Science in Nursing - RN to BSN  
Certificate in Advanced Practice Nursing  
Certificate in Nursing Administration  
MSN in Nursing Administration

Master of Science in Nursing - Family Nurse Practitioner  
Master of Science in Nursing - Adult Gerontology-Acute Care Nurse Practitioner  
Master of Science in Nursing - Psychiatric Mental Health Nurse Practitioner  
Master of Science in Nursing - Nursing Informatics

### **COLLEGE OF INFORMATION AND COMMUNICATIONS**

Certificate of Graduate Study in Library and Information Science  
Master of Library and Information Science  
Specialist in Library and Information Science

**Note:** This list does not include the USC Columbia online programs offered through Palmetto College.



## Appendix II Distributed Learning Enrollment Data

		All OL Delivery Methods						
		Total Undergraduate Enrollments	Total Graduate Enrollments	Total Online Course Enrollments	% Increase / Decrease in Course Enrollments from Prior Year	Unduplicated Undergraduate Enrollment (taking at least 1 OL Course)	Unduplicated Graduate Enrollment (taking at least 1 OL course)	% of USC Columbia Students Taking at least 1 OL course
2013-2014	Fall 2013	5,897	5,145	11,042				25.57
	Spring 2014	5,947	6,001	11,948		4,847	3,020	26.24
	Summer 2014	2,393	3,028	5,421		1,877	1,984	37.02
	<b>AY 2013-2014 Total</b>	<b>14,237</b>	<b>14,174</b>	<b>28,411</b>				
2014-2015	Fall 2014	7,087	6,150	13,237	19.88%	5,771	3,111	26.94
	Spring 2015	6,463	6,632	13,095	9.60%	5,298	3,434	28.11
	Summer 2015	3,058	3,437	6,495	19.81%	2,215	2,131	40.13
	<b>AY 2014-2015 Total</b>	<b>16,608</b>	<b>16,219</b>	<b>32,827</b>	<b>15.54%</b>			
2015-2016	Fall 2015	8,243	7,565	15,808	19.42%	6,694	3,611	30.56
	Spring 2016	8,002	7,241	15,243	16.40%	6,394	3,771	32.14
	Summer 2016	3,787	3,954	7,741	19.18%	2,606	2,435	45.47
	<b>AY 2015-2016 Total</b>	<b>20,032</b>	<b>18,760</b>	<b>38,792</b>	<b>18.17%</b>			
2016-2017	Fall 2016	8,264	8,014	16,278	2.97%	6,622	3,893	30.84
	Spring 2017	9,456	7,084	16,540	8.51%	7,553	3,877	35.73
	Summer 2017	5,029	4,059	9,088	17.40%	3,268	2,504	49.97
	<b>AY 2016-2017 Total</b>	<b>22,749</b>	<b>19,157</b>	<b>41,906</b>	<b>8.03%</b>			
2017-2018	Fall 2017	9,885	6,526	16,411	0.82%	7,843	3,806	33.54
	Spring 2018	9,895	6,580	16,475	-0.39%	7,765	3,751	35.62
	Summer 2018	6,640	4,022	10,662	17.32%	4,096	2,533	55.43
	<b>AY 2017-2018 Total</b>	<b>26,420</b>	<b>17,128</b>	<b>43,548</b>	<b>3.92%</b>			

Source: USC Office of Institutional Research, Assessment, and Analytics

Academic Period	Online Program Enrollment										Online Course Data	
	# of Students in an Online Program (R999)	% of USC Columbia Students Taking an Online Program (R999)	# of Students in an Online Program (AP)	% of USC Columbia Students Taking an Online Program (AP)	# of Students in an Online Program (No AP / R999 Concentration)	% of USC Columbia Students Taking an Online Program (No AP / R999)	Total # of Students in an Online Program	% of Students in an Online Program	Total # of USC Students	# of Online Courses	# of Online Core Courses	
2013-2014	Fall 2013										243	14
	Spring 2014		65	0.22%	391	1.30%	456	1.52%	29,980	251	14	
	Summer 2014		144	1.38%	307	2.94%	451	4.32%	10,429	175	12	
	<b>AY 2013-2014 Total</b>										<b>426</b>	<b>26</b>
2014-2015	Fall 2014		280	0.85%	354	1.07%	634	1.92%	32,972	266	21	
	Spring 2015		398	1.28%	341	1.10%	739	2.38%	31,067	255	18	
	Summer 2015		444	4.10%	245	2.26%	689	6.36%	10,829	191	14	
	<b>AY 2014-2015 Total</b>										<b>712</b>	<b>53</b>
2015-2016	Fall 2015		602	1.79%	303	0.90%	905	2.68%	33,724	286	23	
	Spring 2016		683	2.16%	280	0.89%	963	3.04%	31,630	288	21	
	Summer 2016		579	5.22%	218	1.97%	797	7.19%	11,087	227	19	
	<b>AY 2015-2016 Total</b>										<b>801</b>	<b>63</b>
2016-2017	Fall 2016		797	2.34%	577	1.69%	1374	4.03%	34,099	315	22	
	Spring 2017		866	2.71%	539	1.69%	1405	4.39%	31,988	296	31	
	Summer 2017		680	5.89%	391	3.38%	1071	9.27%	11,552	256	35	
	<b>AY 2016-2017 Total</b>										<b>867</b>	<b>88</b>
2017-2018	Fall 2017		845	2.43%	536	1.54%	1381	3.98%	34,731	309	29	
	Spring 2018	658	2.04	2.66%	179	0.55%	1696	5.25%	32,334	314	28	
	Summer 2018	588	4.92	5.60%	63	0.53%	1321	11.05%	11,960	284	38	
	<b>AY 2017-2018 Total</b>						<b>2131</b>	<b>6.14%</b>	<b>34,731</b>	<b>907</b>	<b>95</b>	

Source: USC Office of Institutional Research, Assessment, and Analytics

**Note:** The number of students in an online program is underreported in this dataset because the data presented is only for programs that are only offered online or those in which a student cannot transition between the online and on-campus versions. If a program is offered online and on-campus and students can transition between the two versions, the enrollment data is not included for that program because we currently do not have a way to distinguish which students are enrolled in the online version and which are enrolled in the on-campus version.

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UNIVERSITY OF SOUTH CAROLINA

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# ANNUAL REPORT

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