The Division of Extended Learning and Outreach was begun by the Board of Regents in 2003. Since that time, we have grown as a continuing, professional, and online educational support unit for Academic Affairs. Fiscal Year 2017-18 was another busy year with many changes as we continue to evolve to fit faculty and students’ needs for educational outreach support. DELO is made up of an administrative unit that covers operations and marketing, and three offices that provide services and support for a multitude of tasks and special projects, both credit and noncredit: Academic Outreach, the Center for Innovative Teaching and Learning, and Continuing & Professional Development. Academic Outreach supports credit programming, Continuing & Professional Development supports non-credit programming, and CITL provides faculty support for work related to teaching and learning. In February, the regional campuses at Glasgow, Elizabethtown, Fort Knox, and Owensboro were moved under DELO.

The Division of Extended Learning & Outreach has worked diligently to distribute funds generated by programs administered. Aside from the administration of summer which is an Academic Affairs...
program, DELO distributed over $16 million dollars back to other university offices in addition to the $2.4 million distributed to Central.

### Academic Outreach

Academic Outreach is led by Laura Ricke, Director, and consists of credit program support: Cohort Programs (Crissy Priddy, Coordinator), Dual Credit (Dewayne Neeley, Manager), Summer/Winter Sessions (Alicia Spurlock, Coordinator), Online Program Development (Tanja Bibbs, Manager), and Online Program Services.

**Cohort Programs Office**

**Cohort Model**

The office of Cohort Programs, together with academic departments, partners with businesses and industries to develop customized credit courses, certificates, and degree programs that meet the academic needs of those partners. Together we identify expectation, responsibilities and cost for each of the partnerships in a memorandum of agreement. These programs are designed for a specific number of students who will move through the coursework together. Our current business and industry partners are: TTX, Hardin Memorial Hospital, ALLTECH, Cabinet for Health and Family Services, and US Army Cadet Command.
The Master Educator Course (MEC) in partnership with the US Army Cadet Command is an example of these projects that began this year. The Master Educator Course (MEC) is a 16-credit hour program designed for Army ROTC instructor professional development. Forty-eight ROTC instructors from colleges across the country attended courses at Fort Knox and subsequently put their leadership, teaching, and instructional strategy skills into practice when they returned to their home institution as they continued working with WKU faculty in web courses. Thirteen faculty participated in course customization, coordination, and instruction for the inaugural program. Additional rounds have been scheduled to begin in July 2018, October 2018 and January 2019.

Incubator Model

The Office of Cohort Programs also works with colleges to launch new online programs utilizing an incubator model. This provides recruitment and administrative support services to reach new students not currently served by WKU. Tuition generated by the program is used for its support through two complete course sequences of the program. Using the data collected during the incubation, DELO staff develops a plan to permanently provide the personnel and financial resources for the department to envelop the program into its regular activities. Upon determination of the program’s sustainability by the academic dean(s), the request for increased support is submitted to the Academic Affairs and, if approved, may be incorporated into the annual staffing plan. Under this model we have successfully incubated programs such as the RN to BSN (Bachelor) program and MS in Recreation & Sport Administration with a concentration in Sport Media and Branding (Masters). The Facility and Event Management concentration of the RSA master program transitioned to base this year adding a permanent faculty line and staff position in addition to an increase in budget to both the department and college. The part-time web cohort in Speech-Language Pathology will successfully transition to base this July. We are currently working to grow other online programs including: Master in Public Health (MPH), Master in Social Work (MSW), Health Care Administration with a certificate in Long Term Care Administration (Bachelor/Certificate), LPN to ASN (Associate) and Psychiatric Mental Health Nurse Practitioner (Post-MSN certificate).

Impact

Overall, the strength of Cohort Programs lies in the ability to form creative endeavors with the academic department. This WKU innovation provides financial and administrative support and allows us to serve otherwise underserved student populations.

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
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Dual Credit

Dual Credit is a college access opportunity for qualified high school students and provides a bridge to postsecondary education. Through the dual credit program, high school students are able to get an early start on their postsecondary education at a fraction of WKU’s tuition cost for undergraduate students. WKU Dual Credit has a robust service area, partnering with over 40 high schools across Kentucky to offer university courses on-site. In addition to our face-to-face courses in classroom settings, Dual Credit also offers online courses to high school students. The courses may or may not be able to address high school graduation requirements, and the decision to award credit for our online courses lies completely with the high school. Online courses allow WKU the opportunity serve students with early access to college who represent a variety of school and location situations - those who attend high schools where face-to-face dual credit courses are not offered, students who are homebound, students participating in home schools, and students outside of Kentucky and even outside the United States. Through online courses, WKU Dual Credit has served students from over 90 Kentucky high schools as well as from Tennessee, Indiana, Illinois, Ohio, Japan, China, Belize, and Grand Cayman.

The Hilltopper Institute is a Dual Credit program on-site at WKU Glasgow in partnership with area high schools. This program provides the opportunity for students to engage in a full semester’s worth of courses at the low dual credit tuition rate.

Dual Credit courses are taught by qualified high school teachers who have been approved by university academic departments to teach as part-time instructors. In order to be approved to teach for WKU they must have the appropriate academic background, which usually consists of a master's degree and 18 graduate hours in the field they wish to teach, and gain the approval of the respective department head.

In an effort to establish and maintain strong relationships between dual credit instructors and the University departments of their respective academic areas, WKU Dual Credit has implemented the role of University Faculty Liaison. From each of the departments through which Dual Credit offers courses, the program identifies a faculty member (preferably full-time) to serve as a liaison to that department’s Dual Credit instructors. The liaison's role is to guide and assist the dual credit teachers in the development of the WKU course, and also to serve as a resource for course content and academic feedback.

Dual Credit Enrollment Trend

The demand for dual credit courses from WKU is high. Over the last 5 years, Dual Credit has increased the number of high schools where courses are offered on-site from 34 to 47 (38% growth); individual student headcount has increased from 1,896 to 4,146 (an increase of over 87%). While the percentage of high school seniors who chose WKU as freshmen has declined over the last five years (from 45% to 24.5%), the actual number of seniors has increased. Our reach and number of high schools spread farther from Bowling Green as well as the increase in online courses offered through dual credit likely have an impact on this data.
Summer and Winter Sessions

The Office of Summer Sessions provides administrative support to the academic departments through providing data for timely decisions for course enrollment management, markets the sessions to current and visiting students, and provides payroll support.

Summer Enrollment Trends

Summer 2017 headcount was up 0.2%; however, enrollment and overall student credit hour production decreased slightly compared to summer 2016. There were 6,120 students that took summer 2017 classes. Course enrollment was 10,410, which is a 1.7% decrease from summer 2016. The student credit hour production was 30,202, a decrease of 0.2% over summer 2016.
Graduate enrollment continues to account for approximately 30% of the entire summer course enrollment. The number of undergraduate students was up in 2017 to 4,393. The increase in the undergraduate population is encouraging. Targeted marketing, scholarship opportunities, and course offerings contributed to the increase in summer 2017. WKU Dual Credit offered more summer classes than ever, which contributed to the high school enrollment doubling.

On average, students enrolled in 1.70 courses

There were 331 students that studied abroad in summer 2017, an increase of 23% over summer 2016. WKU Faculty-Led Study Abroad programs were offered in Argentina, Australia, Austria, Bosnia, Chile, China, Costa Rica, Cuba, France, Germany, Haiti, Iceland, Ireland, Israel, Italy, Japan, Jordan, Mexico, Morocco, Peru, South Africa, South Korea, Spain, Taiwan, Tanzania, Trinidad & Tobago, and the United Kingdom. There were 62 students that participated in Study Away courses this summer. Locations included Washington, D.C., Montana, Hawaii, Kentucky, and Florida. Courses were offered through Political Science, Honors, Recreation Administration, Geography, Social Responsibility & Sustainable Communities, and Civil Engineering.

Winter Enrollment Trends

WKU experienced a decrease in first-time first-year students from 2012 to 2015. As these students matriculated, the number of upperclassmen at WKU has decreased. WKU Winter Term experienced a 12% decrease in the number of juniors and seniors taking Winter Term classes. Overall, undergraduate student count was down 8.8% compared to 2017. There were 2,075 students that took Winter 2018 classes. This was an 8.5% decrease from Winter 2017. Course enrollment was 2,145, which was also down 8.8% from Winter 2017. The student credit hour production for 2018 was 6,198.00, a decrease from 2017 of 7.8%. Areas of growth for 2018 included travel courses, sophomores (when the Fall 2016 FTFY increased), and graduate non-degree seeking students.
There were 241 sections of 194 courses offered at the Bowling Green, Glasgow, and Elizabethtown campuses, as well as online, through Study Abroad, and Study Away. The number of students taking Winter Term has grown 30% since 2006 when Winter Term began.

There were 159 students that studied abroad during Winter Term 2018. The study abroad participation increased 31% over Winter Term 2017.

119 through WKU Faculty-led programs
27 through CCSA
4 through KIIS
- 9 through other providers
Locations included: Argentina, Australia, Costa Rica, France, Greece, Italy, Kenya, Mexico, New Zealand, South Africa, and United Kingdom.
Online Program Development (OPD)

OPD within Academic Outreach works with faculty on marketing and support for the development of online programs. OPD also tracks compliance regulations and national survey data, as well as monitors online enrollment trends. This year, we implemented a new support for faculty who design and teach online in order to incorporate more support for regulation compliance and improve quality of online teaching in collaboration with the instructional design team in CITL. We believe this will provide greater support to faculty who are struggling with improving student success in online and blended teaching.

Semester-based Course Developments and Revisions

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<td>Grand total</td>
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WKU On Demand Course Developments and Revisions

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<tr>
<td>Agreements Issued</td>
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</table>

DL Testing Centers

Support for students in online courses includes proctored exam services. There are two testing centers in Bowling Green, one in Garrett Conference Center and a second at South Campus. Additionally, proctoring services are offered at each of the regional campuses. We also make an online proctoring service available to students who do not have access to a proctor location. This past year, 109 instructors sent students from 145 courses to the centers for proctored exams.
Online Program Services (OPS)

OPS connects WKU support services with WKU online-only students, providing success coaching using Starfish to track and communicate with students in high risk categories, developed and maintain the Online TOP orientation linking students to academic advisors and supporting students after admission through enrolled status.

Orientation for Online Learners

Degree Seeking Online Students: A 100% online orientation for undergraduate distance learners launched in Summer 2016 to meet the specific needs of the exclusive online learner, and includes information about distance friendly support services, university processes, setting up university accounts, academic expectations, and advisor information. Upon completion, students are given access to download a step-by-step reference guide.

Non-degree seeking students are sent a self-paced orientation to prepare them for WKU Online courses. Beginning with Winter Term 2018, students admitted to WKU who indicated their intention is to study online participated in a revised orientation in Blackboard. This orientation format allows for real time interaction between the student and staff. To date, 285 students have completed the orientation and 195, 68.4% have subsequently enrolled in courses.

Student Success Coaching

Coaching for Academic Readiness & Success (CARE) was redesigned into Blackboard format for FY 18 and additional resources and exercises were added. In Spring 2018, 558 students enrolled in CARE. An additional Blackboard organization, WKU CARES, was created for continuing students who complete the initial CARE program. 663 students enrolled in WKU CARES. Additional targeted coaching initiatives include 29 adult learners in the TTX cohort, 33 students who purchased an extension to complete their On Demand course, and 137 students were coached in the Best Expectations Programs (BEP) in conjunction with AARC. A second DELO team member was reassigned to support this remarkable growth from our initial pilot in Spring 2017 of 14 students to supporting 1,420 students in Spring 2018.
Due to the success of BEP and CARE serving Academic Probation students Online, AARC and WKU Online were able to decrease academic dismissals by 23% from Fall 2016. Fall 2016 there were 381 students academically dismissed compared to Fall 2017 with the launch of the Online BEP/CARE partnership there were only 294 students academically dismissed.

![Number of Student Academically Dismissed](image)

*Online Students 1*

**On Demand**

On Demand is a course option offered through WKU Online that provides flexible quality non-term-based courses allowing students to balance work and home life while pursuing college credit. On Demand offers over 120 flex-paced courses which can be enrolled any day of the year. On Demand offers an alternative pathway for students to complete all of their Colonnade courses at a distance.

This year, WKU Online partnered with the School of Engineering and Applied Sciences to offer its second Competency Based Bachelor completion program, Technology Management. These classes are modularized credit with rolling enrollment that allow students to use skills and knowledge they already have to move through the course work at their own pace.
CITL

The Center for Innovative Teaching and Learning (CITL) led by Dr. Jerry Daday, supports the teaching and learning mission of the university. CITL collaborates with faculty to design content and courses that promote an active learning environment for students enrolled in traditional face-to-face instruction, flipped classrooms, blended/hybrid courses, and online courses and degree programs. CITL also offers an extensive array of professional development opportunities for the university community centered on teaching effectiveness, student learning and engagement, and the use and assessment of high impact practices.

CITL Instructional designers, led by Juliana Ortolani, partnered with faculty and academic programs in the development and redesign of courses and curriculum. They provide training and support on best practices for teaching & learning, tools that support and enhance learning, accessibility and pedagogy.

CITL Instructional Technologists, led by Steven Kirtley, support multiple DELO units by developing numerous solutions through a variety of tools and services. Most are custom designed Web Database Applications to offer a prodigious experience to faculty, staff and students.

CITL faculty fellows and Wren Mills, Assistant Director, offer professional learning communities for faculty and staff to provide a collegial, supportive, collaborative, and transdisciplinary environment for faculty to discuss and reflect on their practice as educators; to disseminate information on best-practices in teaching, pedagogy, and assessment of student learning, and to provide support to faculty with implementation; to build awareness and engage faculty in the scholarship of teaching; and to disseminate information on high-impact practices and their role in promoting deep learning and student engagement. They also support the Graduate Assistant Teaching Institute (GATI), the Part-time faculty teaching institute, and conduct classroom teaching observations for faculty.
Continuing & Professional Development

Continuing & Professional Development led by Derek Olive provides support for non-credit programs through three offices: Lifelong Learning, led by Dr. Cindy Ehresman, Career & Workforce Development coordinated by Kara Neidell, and Training & Event Planning Services coordinated by Erin Holderman.

Lifelong Learning (LL)

Lifelong Learning (LL) administers in-person and online continuing education programs led by WKU faculty. During FY18, LL supported 4 participants in the EMT-Basic Training by facilitating non-credit seats in a for-credit class. The Faith Community Nursing and Faith Community Nursing Coordinator programs attract students from across the globe. In FY18, 66 nurses participated in the program. LL collaborated with the Communication Sciences and Disorders (CSD) Department to become an American Speech-Language-Hearing Association (ASHA) provider of continuing education. The CSD department offered two continuing education workshops to 176 regional speech language pathologists. LL partnered with the Accounting Department in the Gordon Ford College of Business (GFCB) to offer CPEs for Accountants in daylong workshops. This year, two workshops were offered, and 129 professionals updated their skills and networked with peers. Another Gordon Ford College of Business department, Finance, launched a Financial Planning Symposium that provided continuing education to 170 participants and offered faculty and their students a unique opportunity to network with area businesses. LL supported this inaugural event with registration and event logistical planning and facilitation. LL partnered with the Department of Counseling and Student Affairs to launch continuing education programming for area counselors. Three workshops and a regional conference provided 85 participants with Kentucky Board Approved training. LL partnered with the WKU Research Foundation and Dr. Jason Crandall of the Department of Kinesiology, Recreation, and Sport Department to provide registration services and access to online training for Bingocize®. In FY18 477 individual registrations were processed and provided with technical support.

We were so pleased to support Dr. Audrey Anton who was selected as the winner of the 2017 University Professional and Continuing Education Association (UPCEA) South Region’s Continuing Education Faculty Award. As a faculty member who works diligently for students to provide the best educational experience possible, Dr. Anton used the Society for Lifelong Learning and her traditional credit course in Philosophy to combine these audiences in highly innovative ways that allowed for enriched learning environments for both audiences.

Lifelong Learning Impact on the Community

Lifelong Learning (LL) has supported a number of programs for community members that enhance job skills, provide professional development and continuing education units, and enrich the quality of life throughout the community. LL supports programs for people of all ages and interests, from youth to senior adults, from motorcycle safety to continuing education for professionals.

Lifelong Learning serves as WKU’s Continuing Education Unit (CEU) administrator, providing oversight and transcription to academic units and other affiliated organizations. More than 951 individuals were awarded CEUs during FY18. LL supports the administration of WKU CEU’s as well as other types of continuing education credit such as CPE for CPAs, ASHA CEUs for Communication Sciences & Disorders
workshop participants, and Nursing CEUs via the South Central Kentucky Area Health Education Center (AHEC) and the International Parish Nurse Resource Center (IPNRC).

In FY17, LL was approved by the Department of Defense’s Military Spouse Career Advancement Accounts (MyCAA) to provide high quality non-credit workforce and professional development training for military spouses. In the first six months, 41 participants enrolled in the program. In FY18 there were 66 new enrollments and 73 certificates of completion were issued.

LL experienced an increased interest by a nationwide audience in the online Project Management Certificate Program. Enrollment in the program increased from 25 to 54 in FY18.

The Society for Lifelong Learning at WKU (SLL) is a University-supported membership organization. Its mission is to provide opportunities for South Central Kentuckians age 50 and over to further their knowledge in both academic and recreational pursuits and share their experiences and interests with other members. The SLL offered 61 courses with an enrollment of more than 1,060 and 7 Food For Thought events where 266 members and community members enjoyed an educational presentation with a meal.

Career & Workforce Development (CWD)

CWD provides training for WKU Departments and community partners in Bowling Green and surrounding regions. Mainly focused on soft skills training, CWD offers communication skills, leadership, supervision and team building. From the entry level personnel to top-level management CWD has delivered training to meet almost any need. CWD works with 10 trainers who bring a wealth of experience to deliver an interactive and content focused training. A client can customize or select one of our many programs from an excel class to a supervisory cohort.

In FY18, CWD supported 1,385 hours of training and contracted with 26 different partners from area companies and groups. CWD is one of two primary sources of training for the Training Consortium of Southcentral Kentucky (TCSKY), which serves over 40 member companies with training utilizing state and company funds to provide affordable workforce training. Not only does CWD support the TCSKY in the Bowling Green area, our team offers training to the Northern Kentucky Training Consortium (NKTC) and the Simpson County Training Consortium which combined gives CWD access to over 25 companies within the region.

CWD is active in the local Bowling Chamber as a liaison for WKU on the Team Workforce partner’s committee to work on workforce initiatives to support business and industry. CWD participates in chamber events in the surrounding regions to market and sell training to community partners of WKU. In FY 19, CWD’s outreach goal is to expand its reach by offering programs in the Glasgow and Elizabethtown, Kentucky regions.

Training & Event Planning Services (TREPS)

TREPS helps to plan and manage events by providing key services to achieve a successful event. We offer online and onsite registration and provide onsite services as liaison with the property. We secure audiovisual and space needs. Lastly, we provide marketing services including website design, badges, and various print pieces.
In FY 18, TREPS planned events for 17 different partners: WKU departments, regional associations and corporate community partners. With an aggressive marketing plan scheduled for FY 2019, we hope to grow sales and partners for years to come.

WKU Conference Services manages conferring activities at the Augenstein Alumni Center and the Knicely Conference Center. Conference services include taking reservations, onsite support such as furniture set-up and audiovisual needs, providing hands-on customer service to ensure that every event is successful.

In FY 2018, WKU Conference Services hosted 1,792 events. Of those 1,118 supported WKU faculty, staff, students or alumni counting over 70,000 attendees.

Conference Services served as the host site for many organizations, including Society for Lifelong Learning at WKU, Junior Achievement; Women’s Fund; Ward Elliott Institute for Real Estate; Barnes and Noble Booksellers, Warren County Libraries and WKU Libraries SOKY Bookfest; Duck Duck Goose, Bowling Green’s Premier Children’s Consignment Event; Service One Credit Union Annual Shareholder Meeting; and the Annual Lego competition.

Regional Campuses
In February, 2018, DELO was charged with the responsibility for the administration of the regional campuses in Glasgow, Elizabethtown, Fort Knox, and Owensboro. The reorganization that took place in Spring 2018 transformed the regional campuses into units with a strong focus on regional student and faculty support.

Online Learning
While DELO supports many university initiatives and strategic priorities, the most prominent university-wide initiative that we support is Online Learning. Multiple DELO units support online learning through student support structures, faculty support, and community access to learning.

WKU Online (https://www.wku.edu/online/) is the portal for online learning that acts as a recruiting tool, informational portal, retention resource site, and serves a function in federal and state compliance.

Enrollment trends for Online Learning
WKU gained national recognition for best online programs in the following areas:

**US News and World Report**

1. #12 Best Online Bachelor’s Programs
2. #12 in Criminal Justice Programs
3. #23 Best Online Graduate Nursing Programs
4. #31 in Best Online Graduate Education Programs
5. #72 in Best Online MBA Programs
6. Ranked #22 in the Master’s Programs Guide list for Top Online Master’s Programs in History
7. Ranked #38 for Most Affordable Online Graduate Schools
8. Ranked #27 for best Online Master of Organizational Leadership Degree
5. Ranked #18 for best Online Master of Healthcare Administration
6. Ranked #18 for Top Masters in Public Health degrees
7. Ranked in the Top 50 Best Online Colleges by TheBestSchools.org
8. Online Schools Center
9. Top 30 Military Friendly Online Schools
10. Top 20 Online Masters of Elementary Education Degree Programs
11. Ranked one of the best online colleges in Kentucky by Accredited Schools Online
12. Ranked in Top 50 Best Accredited Online Bachelor’s Degree Programs by bestcolleges.com
13. Ranked one of the Best Value Online Degrees by College Values Online
14. Ranked one of the Top Value Colleges for Online Biology Degree Programs
15. Ranked in top 30 Most Affordable Top Ranked Online Master’s in Library Science degree programs by Best Master’s Degrees
16. Ranked #1 for online programs by CollegeChoice.com
17. Ranked #8 for Masters Degrees in Biology by Most Affordable Online Colleges
18. Ranked #14 for best online RN to BSN degree programs by bestdegreeprograms.org
19. CollegeStart.org named WKU among the top colleges for “Best value online programs” and “Regionally accredited online programs”
20. ComputerScience.org named WKU’s online CIT program to its list of top 25 programs in the nation

Online Programs offered and supported by Online Program Development

In 2017-2018, WKU offered and recruited students for 26 online graduate degree programs; 15 bachelor/bachelor completion degree programs; 3 associate degrees; 38 graduate certificates, endorsements and rank programs; 21 undergraduate minors and certificates; and one post-baccalaureate program. While many students chose a hybrid approach taking some face-to-face and some online courses, these programs could be completed 100% online.

Graduate Degree Programs:

Master of Arts
1. Criminology
2. History
3. Mathematics
4. Organizational Leadership
5. Social Responsibility and Sustainable Communities

Master of Science:
6. Biology
7. Child and Family Studies
8. Engineering Technology Management
9. Instructional Design
10. Library Media Education
11. Speech-Language Pathology
12. Recreation and Sport Administration
13. Athletic Administration
14. Facility and Event Management
15. Intercollegiate Athletic Administration
16. Sports Media and Branding
17. MBA Master of Business Administration
18. MHA Executive Master of Health Administration
19. MPH Master of Public Health
20. MSW Master of Social Work (NEW)
21. MSN Master of Science in Nursing
22. Master of Arts in Education (MAE) (no certification required)
23. Adult Education
24. Education and Behavioral Science Studies
25. Master of Arts in Teaching, Special Education (MAT) (no certification required)
26. Master of Arts in Education - Teacher Leader Programs*
   1. Biology Education for Secondary Teachers
   2. Elementary Education
   3. Early Childhood Education
   4. Gifted Education & Talent Development
   5. Middle Grades Education
   6. Literacy Education
   7. Secondary Education
   8. Special Education
*Teacher certification is required for admission

Graduate Certificates
1. Adult Education
2. Advanced Behavior Management
3. Advanced Worksite Health Promotion
4. Aging Studies
5. Autism Spectrum Disorders
6. Biology (NEW)
7. Business Core Competencies
8. Business Sustainability
9. Career Services
10. College & Career Readiness (NEW)
11. Communicating in Healthcare
12. Communicating in Organizations
13. * Community College Faculty Preparation
14. Dietetic Practice
15. Educational Technology
16. Elementary Mathematics Specialist Endorsement
17. Facility and Event Management
18. Gender & Women's Studies
19. Geographic Information Science
20. Global Pathways to Sustainability
21. Instructional Design
22. Intercollegiate Athletic Administration
23. International Student Services
24. Lean Six Sigma
25. Literacy in Post-Secondary Settings
26. Nonprofit Administration
27. Organizational Leadership
28. Post-MSN Psychiatric-Mental Health Nurse Practitioner (NEW)
29. Post-Masters Autism Spectrum Disorders
30. The Community College Faculty Preparation certificate may be completed at a distance with advisor approval and proper planning. The discipline specific requirement of 18 hours may be completed online in certain subject areas. Students may select an area of emphasis from any of the online MA or MS programs, if an online pathway is needed.

Graduate Endorsements
1. Director of Special Education (Levels I and II)
2. Elementary Mathematics Specialist Endorsement
3. Gifted and Talented Graduate Teaching Endorsement
4. Instructional Computer Technology Endorsement
5. Superintendent KST

Non-Degree Teacher Education Programs*
1. Planned Sixth-Year/Rank I
2. Director of Special Education (Level I and II)
3. Ed.S. Gifted Education and Talent Development*

Post-Baccalaureate Preparatory Programs
1. Pre Speech Language Pathology

Baccalaureate Programs
1. Computer Information Technology (B.S.)
2. Criminology (B.A.)
3. Family and Consumer Sciences, Child Studies (B.S.)
4. Family and Consumer Sciences, Family Studies (B.S.)
5. Healthcare Administration (B.S.)
6. Health Sciences, Leadership & Management (B.S.)
7. Interdisciplinary Studies (BIS)
8. Organizational Leadership (B.S.)
9. Sociology (B.A.)

Bachelor Completion (+2) Degrees
(Completion degrees are designed for students who have an associate degree or similar number of credit hours earned. The degrees listed below may be completed entirely online if the student meets that criteria.)

1. Dental Hygiene RDH to BSDH
2. Health Information Management
3. Health Sciences, Allied Health (B.S.)
4. Management, Business Administration
5. Nursing RN to BSN
6. Technology Management (online and competency-based options)

Undergraduate Minors
1. Child Studies
2. Criminology
3. Consumer & Family Sciences
4. Family Home Visiting
5. Family Studies
6. Gerontology
7. History
8. Library Media Education
9. Nonprofit Administration
10. Sociology

Associate Degree Programs
1. Early Childhood Education
2. Associate in Interdisciplinary Studies (AIS)
3. LPN to ASN

Undergraduate Certificates
1. Aging Specialist Certificate
2. CNSS 4011
3. Family Home Visiting
4. Food Processing and Technology
5. Geographic Information Systems
6. Long Term Care Administration
7. Manufacturing and Logistics
8. Manufacturing Processing and Technology
9. Occupational Health & Safety
10. Organizational Leadership Certificate
11. Six Sigma and Quality

Impact on Students and Faculty related to Recruitment and Retention
In addition to our work with Online Learning, DELO supports recruitment and retention through multiple strategies and all of our offices.

New Support Services for Online Students

BEP will be expanded out to include a second Organization for second semester BEP students. These students are ones that have shown improvement while in BEP in their GPA and participated actively each week. They also must write a letter to the appeal committee to show their commitment in improving their GPA. By retaining these students and giving them new modules to help and encourage them, the goal is to decrease dismissals even further. This is a process that is working currently with the WKUCAREs organization. Each semester new topics and modules will be rotated out to ensure that students don’t get bored with seeing the same modules each semester over the course of their time here at WKU.

The Starfish early alert system was expanded to cover all students enrolled exclusively in online courses and dual credit students. The early alert system is tied to LMS metrics linked to poor course outcomes: lack of engagement, missed due dates, and low grades. Flag raised on students signal the coach or student service staff to reach out. Additionally, emails offering targeted support services are linked with the flags.

Additional communication and resources for students in writing, math, and presentation intensive courses were added.
Since anxiety, stress, depression, etc. are common issues students struggle with, a partnership between the Counseling and Testing Center was created. A series of videos has been created for use on rotation within WKUCAREs modules. Betsy Pierce was our first Counselor to record her video on the topic of Stress.

Planning is being made to expand series such as this with the Career and Professional Development Center. Both of these offices offer resources to all WKU students that are often overlooked by online learners.

**New student resources were added to the Student Resource Portal**

- Reading & Writing Effectively
- Reading to Remember and Studying to Learn
- Research Writing
- Writing Process
- Writing Resources
- Success Strategies
- Critical Thinking Skills with TedEd
- Note Taking Strategies
- Note Taking Worksheets
- Email Tutorial
- An Introduction to TopNet
- WellU: Tutorial for accessing the WellU Portal
- 8 Dimensions of Wellness

**Summer Bridge Programs**

DELO supported two summer bridge programs in Summer 2017 and 2018, Summer Start and Summer Early Entry. Summer Start helps first-year students acclimate to college before starting classes in the fall. Students receive a well-rounded introduction to WKU by living on campus, taking college courses, engaging with professors, meeting other first-year students, and learning effective ways to utilize student resources.

During Summer Start, students take two classes and earn 6 credit hours to advance their degree. In addition to the academics our students connect to WKU life and the city of Bowling Green by participating in social events such as attending a Hot Rods Game, going to Beech Bend and enjoying fellowship with each other throughout the five-week program.

This cohort program model allows for tuition, housing, meal plan, social activities, and more to be bundled together to create a discounted package price for WKU students.

This program just completed its second year and we look forward to providing our WKU Summer Start students the tools and resources to complete their college experience.

In our first year, the Summer Start team hosted 45 students who averaged a 3.09 Summer GPA. Our retention rate for the fall of 2017 was 98% (44 of 45 students) and the spring of 2018, our retention rate was 73% (33 of 45 students).
Summer 2018 was the final year for Summer Early Entry, which supported students who were identified on admissions needing more than one development education course. With the phasing out of developmental education, this unit will focus on Summer Scholars next summer.

**WKU Summer Bridge Assessment**

**Summer Start 2017**
45 students in Summer 2017  
Average High School GPA = 3.07  
Average ACT = 22.8  
Average Summer GPA = 3.09  
Fall retention = 98% (44 students)  
Average Fall GPA = 1.92  
Spring retention = 73% (33 students)

**Summer Early Entry 2017**
25 students in Summer 2017  
Average High School GPA = 2.67  
Average ACT = 15.8  
Average summer GPA = 2.29  
Fall retention = 100% (25 students)  
Average Fall GPA = 1.95  
Spring retention = 68% (17 students)

**Summer Early Entry Trend**

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall GPA</th>
<th>Spring Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>1.95</td>
<td>68%</td>
</tr>
<tr>
<td>2016</td>
<td>2.27</td>
<td>74%</td>
</tr>
<tr>
<td>2015</td>
<td>2.48</td>
<td>91%</td>
</tr>
<tr>
<td>2014</td>
<td>2.15</td>
<td>89%</td>
</tr>
<tr>
<td>2013</td>
<td>2.56</td>
<td>90%</td>
</tr>
</tbody>
</table>

**Summer Scholarships**

WKU Summer Sessions sponsored two scholarship programs in 2017 to offset some of the financial burdens of summer school. The traditional scholarship program was an application process offered to any undergraduate student at WKU with 6 or more hours in the summer (not all study abroad). For students with a current GPA of 2.5 to 2.99, the scholarship amount was $250. For students with a current GPA of 3.0 or higher, the scholarship amount was $413, which is equivalent to one hour of Kentucky undergraduate resident rate tuition. There were 41 undergraduate students that received the
$250 scholarship, and 157 received the $413 scholarship. The second scholarship program (new in summer 2017) was one targeted to students that needed summer credit hours in order to advance their class status. Eligible students were invited to apply for the scholarship after registering for summer hours. There were 25 students that took advantage of this scholarship program. The majority of scholarship participants were sophomores and juniors who were able to move to junior and senior status after completing their summer courses. Over $30,000 were awarded for this scholarship program.

Marketing and recruitment of WKU Online

DELO Marketing coordinated 35 different onsite and offsite marketing events and information sessions. We increased presence on Social Media, ran 19 highly successful Facebook ads resulting in over 1,361 likes on our page, 187 tweets, 33 Instagram posts, and 348 Facebook posts.

Recruitment support for prospective students interested in WKU Online programs is provided through our online program services staff. During the period of July 1 2017 to March 1 2018, Online Program Support staff responded to 2,241 inquiries. Of those, 14% applied for admission and 176 enrolled to date (7.9%).

We set up informational tables at all regional campuses fall semester and participated in community events around Bowling and surrounding counties promoting Online/On Demand classes.

We continued partnership with WKU Ft. Knox and Military Student Services to promote online learning to active duty Army personnel who are currently enrolled in recruiting school at Ft. Knox. This allows soldiers to begin or finish pursuing higher education in a format that is conducive to an often unpredictable job environment.

Online Programs supported with targeted recruitment services through Online Program Development:

MPH
MS, Recreation and Sport Administration
MAE, Adult Education
Classroom Response System: Several years ago, the university dropped its technical support for a classroom response system, also known as clickers. These devices allow faculty to utilize a classroom polling/response system to keep students engaged in lecture format classes. In the summer of 2017, CITL made a commitment to faculty to support their use again on campus. We adopted a solution that was already being used by a small handful of faculty on campus called iClickers. iClickers allow faculty to conduct live real-time classroom polling using a physical clicker device or using students’ personal device (smartphone, tablet, laptop). Since CITL began supporting the use of iClickers in the summer of 2017, faculty usage has increased by 100% and student usage has increased by 40%. We profiled the use of iClickers on our campus in this video: https://youtu.be/P3MbxA2I_I

Active Learning / Project Based Learning Classroom: Last summer, CITL sponsored a team from WKU to attend AAC&U’s Project Based Learning Institute at Worcester Polytech Institute. The team was led by another faculty fellow, Molly Dunkum, from the Department of Mathematics. From their experience, we realized that if project-based learning was going to succeed at WKU, we need to provide classroom spaces that facilitate active learning and collaborative learning. There are some existing spaces like this on campus – for example, in the Physics and Astronomy Department in Thompson Center Wing. But, there are by no means enough educational spaces that provide active learning and project based
learning experiences for our students. We wanted to create a space that faculty could “experiment” with project based learning. Fortunately, we were able to partner with Susann deVries, Dean of University Libraries, to create a shared active learning classroom in Cravens 212 that faculty can use during the semester for project-based learning opportunities. This classroom is profiled in this video: https://youtu.be/9zjDNJAmH8U. One faculty member, Dr. Aquesha Daniels from the Department of Management, used the classroom for the entire spring semester, while several other faculty members scheduled its use for one or two class sessions. This space will be available to faculty to experiment with active/project-based learning during the 2018-2019 academic year.

Classroom Recording Project: CITL experimented with a classroom recording project during the fall semester of 2017. The project sought to address four simple questions: 1) if we recorded every class session of a course, would students watch these lectures again for homework or before a test? 2) Would watching these lectures a second (or third time) help students be successful in the course? 3) did students perceive any benefit to these lectures; 4) are there any potential issues with this recording technology is we decided to “scale up” this practice for other classes at WKU. For this pilot project, we approached two professors in the Chemistry Department who regularly teach CHEM 109, a high enrollment general education course in which many students struggle with course concepts and content. We recorded almost every class session of Professor Blairanne Williams and Professor Amanda Brooks course in the fall semester. We made a total 50 classroom recordings and posted them on our MediaSite server so students could stream the content to their personal/mobile devices. These recordings collectively have been viewed more than 2,000 times. We also surveyed students enrolled in these courses at the end of the fall semester. Among those completing our survey, we learned:

1. 90% of respondents said that the recordings helped them understand the material
2. 89% of respondents said the recordings helped them prepare for exams
3. 83% of respondents said that the classroom recordings helped them catch up on missed material because of illness or travel
4. 95% of respondents hope that their professors in the future will make classroom recordings available to students.

Transcription/Accessibility of Course Content: The CITL team continues to prove their dedication of providing transcription and captioning services to WKU instructors and students by utilizing our custom developed in-house system to produce high quality transcripts and captioned videos. Through a growing partnership with SARC, we have been able to assist with quick turnaround times for multimedia content used in courses containing students with disabilities to provide equal learning experiences and to reduce drop/fail rates. During 2017 an additional 1,790 videos totaling 42,257 minutes of content were processed. 2,397 transcription person-hours made this possible, which is a 26% increase over the previous year, and up 46% from two years ago. With our $0.50 a video/minute average, it is estimated for the 2017 year alone that over $105,000 has been saved if compared to a 7 times higher starting costs with a 3rd party partnership. As of April 2018, the service has already provided an impressive 36,447 minutes of video transcripts and captions.

CITL - Faculty Professional Development Activity and Support

Professional Learning Communities (PLCs): CITL facilitates several professional learning communities (PLCs) each academic year to: support the teaching and learning mission of the university; provide a
collegial, supportive, collaborative, and transdisciplinary environment for faculty disseminate information on best-practices in teaching, pedagogy, and assessment of student learning, and disseminate information on high-impact practices and their role in promoting deep learning and student engagement.

During the 2017-2018 academic year, CITL facilitated 5 PLCs for 28 faculty members focusing on topics such as high-impact educational practices (service learning and writing intensive courses) and classroom engagement and student learning. Data on all PLCs offered over the previous 3 academic years are provided below.

<table>
<thead>
<tr>
<th>Name of Professional Learning Community</th>
<th>Semester</th>
<th># Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part Time Faculty Teaching Institute</td>
<td>Summer 2017</td>
<td>4</td>
</tr>
<tr>
<td>Integrating Writing as a High-Impact Practice</td>
<td>Fall 2017</td>
<td>5</td>
</tr>
<tr>
<td>Service Learning as a High-Impact Practice</td>
<td>Fall 2017</td>
<td>7</td>
</tr>
<tr>
<td>Mastering Evidence and Argument in Connections Courses</td>
<td>Fall 2017</td>
<td>4</td>
</tr>
<tr>
<td>Designing High-Impact Writing Assignments</td>
<td>Spring 2018</td>
<td>3</td>
</tr>
<tr>
<td>Enhancing Student Learning</td>
<td>Spring 2018</td>
<td>9</td>
</tr>
</tbody>
</table>

Online Teaching Course/Certificate: CITL facilitates an intensive seven week online course for faculty that addresses the pedagogy and technology best practices essential for teaching online. Participants practice using Blackboard tools and other applications from both the learner and instructor perspective. During the course faculty explore topics including: Transitioning to Online Teaching, Creating Measurable Learning Objectives, Planning and Designing Your Course, Activities & Assessments for Online Courses, and Communicating & Engaging Students. A total of 43 faculty have completed OTC over the last four academic years (approximately 10 per year).

Small Teaching Conference: On July 27, 2018, CITL hosed a 1 day conference with keynote speaker Dr. Jim Lang, author of the book Small Teaching. Approximately 100 faculty, staff and administrators attended Dr. Lang’s keynote presentation, including President Caboni and members of the WKU Board of Regents. Throughout the academic year, CITL offered additional reading groups and workshops on this book/topic, helping/supporting faculty as they implemented some of the many excellent strategies/techniques profiled in the book.

Graduate Assistant Teaching Institute (GATI): The Center for Innovative Teaching & Learning administers the Graduate Teaching Assistant Institute (GATI), which provides graduate students with the opportunity to receive professional development and training on the basics of teaching, pedagogy, and student learning so that they may serve more effectively as Graduate Teaching Assistants (GTAs) or Graduate Assistant Instructors (GAIs) in their academic units. GATI is designed to provide the basic frameworks and to introduce the core elements of teaching within a classroom or laboratory environment, and thus, should be used to complement and augment additional professional development activities offered within each graduate student’s academic unit and college. A total of 44 graduate students completed Module 1 and 24 graduate students completed Module 2 of GATI during the 2017-2018 academic year.
This represents the largest number of graduate students who have completed Module 2 in a single academic year, and we have witnessed a 50% in GATI Module 1 completions compared to the previous academic year. More than 90% of the GATI participants “agree” or “strongly agree” with the following two statements when they completed our exit survey: (1) The PLC sessions presented practical skills that I can use as a graduate teaching assistant to increase student engagement in my courses; and (2) The PLC sessions presented important information about strategies for effective teaching.

<table>
<thead>
<tr>
<th>Semester in which GATI was Offered</th>
<th># of participants who completed Module 1</th>
<th># of participants who completed Module 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>36</td>
<td>0</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>Summer 2016</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>19</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Summer 2017</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2017*</td>
<td>28</td>
<td>10</td>
</tr>
<tr>
<td>Spring 2018*</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>Totals</td>
<td>126</td>
<td>63</td>
</tr>
</tbody>
</table>

Webinars & Workshops: CITL also offers a variety of workshops, webinar and book clubs exploring topics ranging from increasing engagement in face-to-face and online courses to the use of the Quality Matters Rubric to strengthen one’s online course.

One-on-One Consultations: CITL instructional designed team provides WKU faculty and academic programs with expertise and support for creating effective and engaging learning experiences in different learning modalities including traditional face-to-face instruction, flipped classrooms, blended/hybrid courses and online courses. Instructional designers work alongside faculty to answer questions about teaching & learning, and discuss best practices through one-on-one consultations, small group work and workshops.

Staff Recognitions
Tanja Bibbs served as UPCEA Online Administration Network Vice Chair of Awards and Recognition.
Anthony Elliott, Testing Specialist at DLTC
Donna Kasznel, Specialist in Distance Learning, participated in a poster presentation at the Student Success Summit January 2018

Dewayne Neeley, Program Manager, Dual Credit

Member-at-Large, ACHE South (Association for Continuing Higher Education)

Derek Olive, Director of CPD, presented at the regional ACCED-I Education forum in Nashville Tn.

Tabatha Phillips was awarded the National College Testing Association Service Recognition Award, served as a board member and committee member as well as the Evaluations Coordinator for Test Center Certification. Phillips also served on the board of the Kentucky Association of Testing Administrators at Colleges and as the conference co-coordinator.


Laura Ricke served as the co-chair for both ACHE and ACHE South Awards Committees

Brittney Sholar, Program Coordinator, Dual Credit presided over KACHE as Chair, and held the office of Secretary in ACHE South.

Alicia Spurlock, Business Analyst and Summer/Winter Coordinator served as the North American Association of Summer Sessions (NAASS) North Central Regional Vice President

Tanya Vincent, Coordinator in On Demand participated in the annual CBEN conference, chance to network and engage with other institutes who are offering Competency Based programs. She was elected Vice Chair, Awards and Recognition for UPCEA Marketing, Enrollment and Student Services Network.