Online Education Planning: Digital Learning Opportunities for Queen’s 2018-2023
Online Education Planning: Digital Learning Opportunities for Queen’s, 2018-2023

The Opportunity

The higher education landscape has been changing rapidly in recent years. Advances in educational technologies have led to a rise in digital learning environments for both on-campus and distance learning, as well as the introduction of adaptive learning software and calls for open educational resources. Student demographics have been shifting to include adult and professional learners who need to upgrade their skillsets to remain competitive in the labour market. Students and parents are more concerned than ever about the value-add of a university degree, asking for skills-based curricula, experiential learning opportunities and structured career support. Institutions are becoming more local and more global, including purposeful integrations with regional economic development and also greater internationalization, including student mobility, international research collaborations, and increased competition for global talent.

In the Ontario context, there have been dramatic changes in the enrolment landscape with the advent of the corridor funding model, which limits Queen’s capacity to grow its for-credit programs. As a result, non-credit programs are likely to increase substantially over the next few years. Because the market for these kinds of programs is adult and professional learners, it is likely that much of this growth will be in online formats.

Many of the above-mentioned changes have been important drivers for increased online learning at Queen’s and more broadly across the sector. Time-pressed non-traditional students need flexible programs to allow them to continue their studies while meeting their work and family responsibilities. On-campus students want to take some of their courses online to help them manage their busy schedules, including athletics, co-curricular activities and part-time work. Enrolment constraints among certain programs, including Medicine, Nursing and Education, have led faculties to create new programs, including online, and corridor funding is likely to drive further increases in online learning, specifically for non-credit courses and programs. Finally, while Queen’s has yet to fully explore international markets for online learning, and this represents an area of significant opportunity for the future.

In addition to these drivers, growth in fully online courses and programs has also been fueled by the university’s success in provincial competitions for course and program-development funds. The more than $5M in new one-time money received by the university between 2014 and 2017 allowed faculties to build infrastructure to support the development of online courses and programs. In 2017-18, Queen’s had 25,739 online course registrations, up from 21,797 in

1 Over a 4-year period, Queen’s was awarded just over $5M to develop new online courses and programs first from the Ontario Online Institute and then eCampus Ontario, and this funding enabled rapid growth to meet a growing student demand.
2016-17, a 15% increase. The increase from 2015-16 to 2016-17 was even greater at 20%. As a proportion of total course registrations, registrations in fully online courses now make up approximately 10% of total enrolment.

During this time, the number of online programs has also seen rapid growth. The majority of new programs developed in the last 3 years have been approved for fully online formats, and as of spring 2018 Queen’s offers a total of 30 fully online programs, including bachelor degrees in Health Sciences, Psychology and History, undergraduate certificates in Law, Global Development Studies and Employment Relations, and graduate and professional degrees, such as the Master of Health Care Quality, the Professional Master of Education and the Executive Master of Business Administration. In addition, Queen’s has a growing number of non-credit courses and programs. The Faculty of Education has been a leader in non-credit education and total course registrations through Continuing Teaching Education, which includes courses in a variety of disciplines, is approaching 10,000 annually.

The Challenge
With rapid and significant expansion there are often also growing pains. The increase in online courses and programs has led to the need to develop infrastructure, services, processes and policies to support distance and online education. These supports for online learning have at times struggled to keep up with the growth in academic programming. Without a clear institutional plan, there have been many questions about where online learning fits within Queen’s strategic priorities and who should have responsibility for leading change. It was for this reason that the Provost and Vice-Principle (Academic) struck a working group to make recommendations to ensure the continued success of online learning at Queen’s and to allow the university to fully realize the tremendous opportunities online learning offers for the future.

The Online Education Planning process has been running alongside and in conjunction with the Digital Planning Project Group, led by Martha Whitehead, Vice-Provost (Digital Planning) and University Librarian, and Jennifer Doyle, Chief Information Officer and Associate Vice-Principal IT Services, which has been tasked with developing a framework to support the university’s core mission of teaching, research and knowledge sharing through a digital lens. Online Education Planning is a subset of Digital Planning and both processes inform each other.

This report articulates the strengths, opportunities and challenges for online learning, and makes recommendations to address gaps and to inform and guide future growth. The working group recognizes that some of the recommendations can be implemented quickly while others will take longer to complete. The plan has been given an end date of 2023 with the view that online learning is a rapidly-changing landscape and that in five years’ time, it will be time to take stock of our progress and adjust our goals.

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2 Some online programs, in particular graduate and professional ones, have a short residential intensive component. These programs are included among the list of fully online programs.
Consultations: what we heard
The Working Group held several consultation sessions to hear the views of students, staff and faculty from across the university about online education at Queen’s. The object of the consultations was to test some of our assumptions, to acknowledge the barriers and challenges to our current state, and to explore opportunities to expand and enhance online education for the future.

Sessions conducted May 16-May 30 inclusive
- Steering Committee (piloting questions and approach)
- 5 regular sessions on-campus (over 3 weeks)
- 1 meeting via Zoom with distance learning students
- 72 participants in total: 12 faculty, 35 staff, 19 students
- Participation from all faculties, schools and relevant central units

Strengths and assets
- A strong Queen’s brand, locally and nationally, that extends to online education; the brand can be leveraged to market online offerings and attract talented students;
- Rapid growth in online courses and programs, supported by Queen’s success in the Ontario Online Initiative and eCampus Ontario competitions for course and program-development funds
- Highly-qualified faculty with disciplinary expertise and growing knowledge of online pedagogies and strategies to promote student engagement
- Teaching and learning professionals with a wide-range of skillsets and knowledge in the areas of best practice in instructional design, accessibility and diversity in online environments, interactive multimedia learning objects and web design, and educational technologies
- Queen’s decentralized model with faculty-based online development units that have enabled quick decision-making and alignment with local academic priorities

Weaknesses and gaps
- Queen’s has not had an overarching plan to guide growth and expansion in online education, and where the decentralized model has allowed faculties to be nimble, it has led to some inconsistencies in student experience, resulted in duplication and inefficiencies, and has left central services working hard to catch up. There has been confusion around which services should be offered centrally and which by the faculty. A strong governance model will be required to meet the needs of online learning.
- There was also some uncertainty about whether Queen’s is already well known for high-quality online education, with varying views on our reputation, locally, nationally, internationally, among students or among peer institutions. There is a wide range of

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3 The consultation process was supported by Kathryn Wood of Pivotal Momentum Inc.
knowledge about Queen’s online. There has not been a strong central web presence for online learning and marketing has largely been managed locally.

- There are lingering perceptions that online courses are less rigorous, more open to breaches of academic integrity, or lacking in student engagement. There are also concerns about access to experiential learning, co-curricular opportunities and the sense of community that is such an important part of the Queen’s brand.
- Quality in online learning has been largely defined in terms of instructional design, course delivery and pedagogical approaches. Quality needs to encompass the entirety of the student learning experience, such as offering services to students outside of normal hours of operation and in web formats, including student advising, IT support, library services, the writing centre, health and wellness services, career services, etc.
- Infrastructure, processes and procedures need to be developed to serve the specific and growing needs of off-campus demographics, including marketing and recruitment, specific resources to support online admissions, and increased digital infrastructure.
- There is some uncertainty regarding faculty willingness to teach online, with about a third agreeing, a third disagreeing and a third uncertain on this point. This same level of hesitation is found in the question of whether those who can teach in a classroom can teach online. Professional development and training for faculty would help to increase confidence in online learning.

Opportunities

- There was strong consensus on the view that online education represents a significant opportunity for Queen’s (96%), that online courses can enhance an on-campus degree (89%), and that different types of online students have different needs, whether on or off campus (92%). This confirms the need to plan appropriately to enhance quality and ensure growth is sustainable and operationally feasible.
- Respondents felt that online learning has strong potential to contribute to Queen’s Comprehensive International Plan, that online formats can help the university to reach beyond domestic markets by overcoming geographical constraints. More work will need to be done to identify markets, build custom credentials, and recruit quality students.
- Increased access for non-traditional learners was cited as a major benefit of online education at Queen’s. Among these groups are working adults who are pursuing higher education for the first time or coming back to finish a degree, those who live in rural and remote areas, lower socio-economic demographics who cannot afford to live on campus, or people with disabilities for whom learning from home reduces barriers. Another significant demographic is professionals who want to upgrade their education with a graduate or professional credential but who need flexibility to fit this into their work and family life.
- Online education was characterized as part of a larger shift to the digital age, something that will become just another option and will be normalized within our core operations. For our current generation of students, online education is just another part of being a digital native.
Recommendations

The Online Education Planning Report is aligned with the Queen’s University Strategic Framework, and the recommendations support the four pillars in a variety of ways. Online education supports the Student Learning Experience pillar by providing high-quality learning opportunities in formats to meet the needs of current learners enhanced by the purposeful use of educational technologies. The growth in online programs and courses has supported Financial Sustainability by attracting net new students in distance categories, and growth in non-credit online offerings will continue to support this goal. While Queen’s has not fully leveraged growth in global markets to meet the university’s aspirations for Internationalization, this report recommends exploring new markets and tailoring programs to meet the needs of specific international demographics. Finally, while online education does not specifically support Research Prominence, programs and courses are informed by the world-class research undertaken by Queen’s faculty, and online learning is an opportunity to expand the dissemination of Queen’s research. Overall, online education is an important tactic to support the goals of the Queen’s Strategic Framework.

1. Develop governance and policy frameworks to guide the growth of online learning

   ✓ Develop a strong governance model for Queen’s Online, in conjunction with Queen’s Digital Planning Project Group and guided by the Queen’s Digital Strategy Guiding Principles, including assigning roles and responsibilities for various units on campus and striking a steering committee to oversee the implementation of the report.

   ✓ Adapt institutional policies and procedures to address online learning, for example academic policies, accommodations policies, academic integrity, student awards and bursaries, and student assessment of teaching.

   ✓ Determine which infrastructure and services should be offered centrally and which should be faculty based to best support the student learning experience and the mission and vision for online learning.

   ✓ Consider creating a senior leadership role for Queen’s Online to oversee the coordination of services and the development or revision of policies and procedures.

   ✓ Develop an institutional data collection strategy, working with OIRP, OUR, and faculties and schools to collect and collate consistent data in usable formats.

2. Develop a strong brand and marketing strategy for Queen’s Online

   ✓ Enhance the brand for Queen’s Online, including a robust central web presence with comprehensive information for prospective and current students and clear pathways to admissions.

   ✓ Create a coordinated marketing strategy for Queen’s Online, taking into consideration faculty-specific programming and university-wide messaging, with strong visual identity across all online platforms and materials.
3. Enhance the quality of the student learning experience for online education
   ✓ Define and promote quality for Queen’s online, including university-wide quality standards and a system for monitoring quality according to the guidelines of Quality Matters or other internationally recognized quality frameworks.
   ✓ Ensure that distance students have access to services extended beyond working hours, such as advising, library services, student success, IT Services, career services, and health and wellness services.
   ✓ Develop mechanisms to build a sense of community and belonging for distance students, such as orientation, extracurricular and experiential learning opportunities, student government, convocation, and alumni outreach.
   ✓ Reduce barriers for students wishing to take courses in multiple faculties and schools to encourage interdisciplinary learning opportunities for students and enable students to explore options for credentials.
   ✓ Promote consistency of student experience across faculties and schools by aligning policies and procedures, adhering to visual identity guidelines and working toward a common look and feel for learning management systems and resources.

4. Enhance supports and engagement for faculty and staff working in online education
   ✓ Increase support, training and professional development for faculty teaching online; instructors are more likely to teach online if they have timely, efficient and robust training and support to adapt their pedagogical approach to online environments.
   ✓ Increase the proportion of regular faculty (FTEs) teaching online and explore opportunities to integrate online teaching into regular faculty workload assignments.
   ✓ Increase cross-faculty collaborations and professional learning exchanges for online learning professionals to best utilize the skills and abilities of teaching and learning professionals, recognize talent and develop a culture of ongoing professional learning.

5. Develop appropriate infrastructure to support online education
   ✓ Ensure educational technology infrastructure is robust and up-to-date, including learning management systems and any additional educational software required to deliver quality learning experiences for students, such as remote-proctored exam software.
   ✓ Develop mechanisms to support non-credit education, including enhancing student information systems to support enrolment and tracking, non-credit transcripts and policies specific to non-credit courses and programs.
   ✓ Adapt admissions processes to meet the needs of distance and online students, including a one-stop-shop approach to admissions for interest and letter of permission students and timely responses and processes for applicants to all online credentials.
6. Support accessibility and diversity for online education
   ✓ **Promote accessibility for online courses and programs**, including adherence to [AODA](#) and [Universal Design for Learning](#), ensuring that accommodations policies are adapted for distance students, and appropriate services and supports for students with disabilities.
   ✓ **Embed diversity and inclusion into online education**, including diversifying the curriculum to integrate marginalized knowledge and Indigenous knowledge into new and existing courses and programs, and ensuring that pathways and Aboriginal Admissions Policies are appropriate for online and distance students.

7. Leverage online education to increase internationalization
   ✓ **Align growth in online education with the Queen’s Comprehensive International Plan**, including emphasis on target markets and consideration of current metrics.
   ✓ **Explore new international markets** and consider adapting existing courses and programs, credit and non-credit, to suit the needs of specific demographics.
Appendices

Online Education Planning Working Group Members
Jill Atkinson, Associate Dean (Teaching and Learning), Faculty of Arts and Science
Leslie Flynn, Vice-Dean Education, Faculty of Health Sciences
Michael Fraser, Vice-Principal (University Relations)
Rebecca Luce-Kapler, Dean, Faculty of Education
Kathy O’Brien, Associate Vice-Principal (International)
Stuart Pinchin, Executive Director, Admissions and Recruitment
Jill Scott (Chair), Vice-Provost (Teaching and Learning)
Ann Tierney, Vice-Provost and Dean, Division of Student Affairs
Martha Whitehead, Vice-Provost (Digital Planning) and University Librarian

Terms of Reference

- To articulate the role of online education for the future of Queen’s as part of the graduate and undergraduate student learning experience, including domestic and international students, and for-credit and not-for-credit programs.
- To develop principles for engagement and growth in consideration of Queen’s current and future enrollment management and other regulatory or operational constraints.
- To develop principles for program development and delivery, and admissions and recruitment in consideration of the quality of a Queen’s education, guided by the Online Learning Consortium’s Quality Scorecard for the Administration of Online Programs.
- To determine what services and infrastructure are required to support the growth of online programs, including but not limited to student evaluations, IT infrastructure and support, library services, exams, student services (student success, career services, counselling), admissions and convocation, and which of these services should be provided at the faculty level and which by the university.
- To ensure student fees accurately reflect the services available to online students.
- To ensure that data regarding online learning at Queen’s is accurate, up-to-date, and available in a central location.
- To ensure brand consistency in marketing materials; to consider efficiencies in marketing online programs; to consider which aspects of marketing are program and faculty-specific and which ones are institutional (e.g., for international markets); to ensure there is a central web presence for all online courses and programs that is accessible, user-friendly, and up-to-date; and to identify potential target markets for online degree and certificate programs.
- To ensure that equity, diversity and inclusion, including identities and perspectives of Indigenous and racialized students, staff and faculty, are embedded in all aspects of online education at Queen’s.
Online Education: National and International Growth

The field of online education has been changing rapidly in recent years. Advances in educational technologies and digital infrastructure have made it possible to deliver high quality online courses and programs to students, both on campus and at a distance. A 2016 study by the Online Learning Consortium concludes that there has been a 263% increase in enrolments in online courses and programs at postsecondary institutions in the United States over a 12-year period.

A 2017 comprehensive US study, the Changing Landscape of Online Education (CHLOE2), shows that distance students make up 13% of undergraduates and 28% of graduate students, that 18% of on-campus undergraduates are taking at least one online course, and that 30% of all student types are taking at least one online course. In all, 97% of US institutions with more than 5,000 students are offering online courses. While 77% of US academic leaders see online learning as crucial to their long-term strategy, 85% of faculty say they have little experience with digital learning and that they would benefit from professional development in online pedagogical approaches and instructional methodologies.

The first national study of online learning in Canada, Tracking Distance and Online Education at Canadian Universities and Colleges (TDE), shows that online enrolments have increased by 10-15% per year over the last five years, that approximately 16% of all enrolments at Canadian universities are now in online courses, and that 98% of universities with more than 10,000 students offer some form of online learning. The study further concludes that 87% of institutions see online learning as somewhat or very important for their future.

Perceptions

Students’ and employers’ confidence in the quality of the learning and the reputation of credentials has increased. Students have been voting with their feet – and their fingers – and registering for courses and programs in ever increasing numbers. A recent study by eCampus Ontario found that graduate students have the greatest familiarity with online learning and are most likely to recommend online programs (p.6).

Growth in online learning in the US throughout the early 2000s was dominated by private for-profit institutions. With the advent of Massive Open Online Courses or MOOCs in 2012, which raised the profile of online learning and brought star professors and award-winning researchers to the online world, highly ranked research universities started offering online courses and programs. There has been a sharp decline in enrolments at private for-profit institutions in the last two years and a similarly large increase in enrolments at public institutions (CHLOE2), a sign that online education has now become a respectable modality for comprehensive and research-intensive institutions.

There has been much debate about the quality of online courses, with some critics suggesting that institutions simply videotape lectures and put materials online and that the main rationale for expanding online learning is cost effectiveness. However, the 2017 Canadian study found
that only 21% of respondents felt that offering courses in online formats was a means to manage financial sustainability. By and large universities are very concerned about their reputation and want to ensure that the quality of the student learning experience is high. The 2017 eCampus Ontario study indicates that there is still more work to do in educating the public on the high levels of engagement and interaction present in online learning and in communicating the increased trust that employers have in online credentials (p.27).

In the US, the main drivers for the expansion of online education are increased enrolments, expanding access, graduation rates, program choice, revenue generation, quality enhancement and improving the student learning experience (CHLOE2, p.22). In Canada, the drivers are increased access, increased enrolments, innovative teaching, reduction in space needs, student skill development, and cost-effectiveness (Tracking Distance Education p. 33). Increased access is the top-rated reason for growing online learning in Canada, with 99% of respondents naming this benefit, whereas only 22% of US respondents cite cost-effectiveness as a good reason to expand online offerings.

While only 31% of institutions in the US require the use of instructional designers (CHLOE2, p. 5), 100% of online courses at Queen’s have been developed with a team that includes an academic lead or faculty expert, instructional designers, multimedia specialists and a variety of other teaching and learning professionals with advanced skillsets. While excellent models for course design and delivery are already in place, the field of online learning is still in rapid development and best practices are still emerging. Organizations such as Contact North, eCampus Ontario and Quality Matters are providing much-needed leadership and funding research to enhance the field.

Data: working from evidence
It was important to the Working Group to ensure that this plan be grounded in data on online learning, institutional, national or international. But getting good data is not easy. There are considerable similarities between Canada and the US but according to a 2017 Canadian report, Tracking Online and Distance Education in Canadian University and Colleges, both “lack universally agreed definitions and both have challenges with collecting reliable and comparable data” (p. 44). The US Department of Education began collecting data in the 1990s and after a lapse of national tracking, the Alfred B. Sloan Foundation started supporting institutional surveys in 2003.

Since 2016, Digital Learning Compass, a partnership of organizations, has published annual reports. While this report cites data from several comprehensive reports, there is still more work to be done in terms of collecting common data points, consistency of reporting, and the ways in which data is analysed. The Office of Institutional Research and Planning and the Office of the University Registrar have identified some areas for improvement in tracking Queen’s data on online learning, and one of the aims of this report is to ensure that schools, faculties and shared services work together to develop a data collection strategy that provides consistent data in usable formats.
Terminology: creating a common language

Developing a common terminology in new and emerging and rapidly changing fields is a challenge, and online education is no different. As distance education was gradually delivered in electronic formats, the term online education came into use, though there is often confusion because not all online learning happens at a distance because a growing number of on-campus students are taking courses in fully online formats.

By its own admission the Canadian survey Tracking Online and Distance Education in Canadian University and Colleges suffered from differences among definitions for “distance education” among provinces and institutions. The US Department of Education’s definition of distance education is: “A course in which the instructional content is delivered exclusively via distance education. Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education” (CHLOE2).

Further confusing matters, we have terms like blended and hybrid, which indicate a mixture of modalities, both in-class and online learning. At Queen’s, blended learning has a specific meaning, and the Faculty of Arts and Science defines blended learning according to Garrison and Vaughn (2008): “Blended learning integrates in-class, face-to-face learning with online learning in a purposeful, thoughtful and complementary way to enhance student engagement.” Scholars agree that these terms are become much more blurred as on-campus courses rely more and more on the material, activities and multimedia learning objects that are accessed through the learning management system.

For the purposes of this report, the terms online education, online learning and online courses and programs mean that students are not required to come to campus or to meet in person with the instructor except to write the final exam or, in the case of some graduate and professional programs, to participate in intensive on-site modules as introductory or capstone learning experiences. Occasionally, the term fully online is used for emphasis, but when used in this report, the word “online” means fully online.
Online Programs at Queen’s, August 2018

Faculty of Arts and Science
1. Bachelor of Arts, Psychology
2. Bachelor of Arts, Global Development Studies
3. Bachelor of Science, Life Studies (General)
4. Bachelor of Arts, English
5. Bachelor of Arts, History
6. Bachelor of Arts, Liberal Studies
7. Certificate in Academic Writing
8. Certificate in Employment Relations
9. Certificate in Media Studies
10. Certificate in Global Action and Engagement
11. Certificate in French for Professionals
12. Certificate in Entrepreneurship, Innovation and Creativity
13. Master in Earth and Energy Resource leadership

Faculty of Health Sciences
14. Bachelor of Health Sciences
15. Graduate Diploma in Aging and Health
16. Master of Science in Aging and Health
17. Master of Science in Healthcare Quality
18. Doctor of Philosophy in Health Quality

Faculty of Education
19. Graduate Diploma in Professional Inquiry
20. Professional Master in Education
21. Master of Education in Aboriginal & World Indigenous Educational Studies (blended)
22. Certificate for International Education Professionals
23. Professional Editing Standards Certificate (non-credit)

Faculty of Law
24. Undergraduate Certificate in Law
25. Graduate Diploma in Legal Management Services (pending approval)

Smith School of Business
26. Certificate in Business (not fully online, but half of requirements are online courses)
27. Executive MBA – National Program
28. Executive MBA Americas – A Cornell-Queen’s Partnership

Faculty of Engineering and Applied Sciences
29. Social Performance Management in Extractive Industries Graduate Diploma
30. Bachelor of Mining Engineering Technology
31. Undergraduate Certificate in Mining Technologies
# Online Course Registrations (2013/14-2017/18)

## Total Course Registrations

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<thead>
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<tbody>
<tr>
<td>Total-UG*</td>
<td>188,535</td>
<td>198,164</td>
<td>202,850</td>
<td>211,906</td>
<td>217,696</td>
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<tr>
<td>Total-GD**</td>
<td>35,026</td>
<td>37,281</td>
<td>39,175</td>
<td>41,444</td>
<td>45,938</td>
</tr>
<tr>
<td>Total</td>
<td>223,561</td>
<td>235,445</td>
<td>242,025</td>
<td>253,350</td>
<td>263,634</td>
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**UG: Undergraduate**  
**GD: Graduate**

## Online Course Registrations

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<tbody>
<tr>
<td>Online-UG*</td>
<td>8,792</td>
<td>11,801</td>
<td>13,644</td>
<td>17,833</td>
<td>22,296</td>
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<tr>
<td>Online-GD*</td>
<td>29</td>
<td>3,965</td>
<td>3,632</td>
<td>3,964</td>
<td>3,443</td>
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<tr>
<td>Total</td>
<td>8,821</td>
<td>15,766</td>
<td>17,276</td>
<td>21,797</td>
<td>25,739</td>
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</table>
Online Course Registrations (2013/14-2017/18)

2013-14: 3.95% (Online) 96.05% (Total)
2014-15: 6.70% (Online) 93.30% (Total)
2015-16: 7.14% (Online) 92.86% (Total)
2016-17: 8.60% (Online) 91.40% (Total)
2017-18: 9.76% (Online) 90.24% (Total)
## Online Course Registrations (2013/14-2017/18)

### Credit Course Registrations

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<tr>
<td>Online</td>
<td>8,815</td>
<td>15,887</td>
<td>17,525</td>
<td>22,223</td>
<td>26,194</td>
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<tr>
<td>In-Person</td>
<td>212,432</td>
<td>216,885</td>
<td>221,633</td>
<td>228,599</td>
<td>235,001</td>
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<tr>
<td>Total</td>
<td>221,247</td>
<td>232,772</td>
<td>239,158</td>
<td>250,822</td>
<td>261,195</td>
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### Non-credit Course Registrations

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<tbody>
<tr>
<td>Online (Faculty of Education-CTE)</td>
<td>7718</td>
<td>7932</td>
<td>7827</td>
<td>8546</td>
<td>9746</td>
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<tr>
<td>In-Person</td>
<td>2,314</td>
<td>2,673</td>
<td>2,867</td>
<td>2,528</td>
<td>2,438</td>
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<tr>
<td>Total</td>
<td>10,032</td>
<td>10,605</td>
<td>10,694</td>
<td>11,074</td>
<td>12,184</td>
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## Online Undergraduate Course Registrations by Faculty (2013/14-2017/18)

<table>
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<tr>
<th>Faculty</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
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<tbody>
<tr>
<td>FAS</td>
<td>5,832</td>
<td>7,401</td>
<td>8,564</td>
<td>10,209</td>
<td>12,934</td>
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<tr>
<td>FEAS</td>
<td>962</td>
<td>1,404</td>
<td>1,688</td>
<td>1,927</td>
<td>1,808</td>
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<tr>
<td>FHS</td>
<td>1,497</td>
<td>2,147</td>
<td>2,792</td>
<td>4,824</td>
<td>5,922</td>
</tr>
<tr>
<td>Law</td>
<td>0</td>
<td>0</td>
<td>81</td>
<td>534</td>
<td>987</td>
</tr>
<tr>
<td>BUS</td>
<td>491</td>
<td>507</td>
<td>518</td>
<td>339</td>
<td>645</td>
</tr>
<tr>
<td>EDU</td>
<td>10</td>
<td>342</td>
<td>1</td>
<td>0</td>
<td>0</td>
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</table>

### Online UG Credit Course Registration

![Online UG Credit Course Registration Chart]

- **Y-axis**: Online UG Credit Course Registration
- **X-axis**: Year (2013-14 to 2017-18)
- **Legend**:
  - **FAS**: Blue
  - **FEAS**: Orange
  - **FHS**: Gray
  - **Law**: Yellow
  - **BUS**: Blue
  - **EDU**: Green
Online UG Credit Course Registration trend by Faculty (2013/14-2017/18)
Online UG Credit Course Registration by Faculty (2013/14-2017/18)

% of Online UG Credit Course Registration (2013-14)

FAS 66%
FEAS 11%
FHS 17%
Law 0%
BUS 6%
EDU 0%

% of Online UG Credit Course Registration (2017-18)

FAS 58%
FEAS 8%
FHS 27%
Law 4%
BUS 3%
EDU 0%
Online UG Credit Course Registration trend by Faculty (2013/14-2017/18)

% of Online UG Credit Course Registration (2013-14)

% of Online UG Credit Course Registration (2017-18)