Thinking Strategically About Online Learning

Missouri University of Science & Technology

TLT Conference • March 11, 2010

Dr. Joel L. Hartman, Vice Provost & CIO
University of Central Florida

Copyright © 2010, Joel L. Hartman. This work is the intellectual property of the author. Permission is granted for this material to be shared for non-commercial, educational purposes, provided that this copyright statement appears on the reproduced materials and notice is given that the copying is by permission of the author. To disseminate or otherwise to republish requires written permission from the author.
EDUCAUSE Top Teaching & Learning Challenges

1. Creating learning environments that promote active learning, critical thinking, collaborative learning, and knowledge creation

2. Developing 21st century literacies among students and faculty

3. Reaching and engaging today's learner

http://www.educause.edu/eli/Challenges
EDUCAUSE Top Teaching & Learning Challenges

4. Encouraging faculty adoption and innovation in teaching and learning with IT

5. Advancing innovation in teaching and learning with technology in an era of budget cuts
Strategic Thinking

- There are many possible futures
- Strategic thinking is the process of describing a chosen future state
- Reaching that future state requires a plan and the focused use of resources
Why Think Strategically About TLT?
Why Think Strategically About TLT?

- Adding technology without changing the underlying process only increases cost.
- Changing the teaching and learning process is best done in a systematic manner vs. “Random Acts of Progress”.
- How can we achieve and measure success?
Questions to Ponder

Are we having a sustained impact on student learning and success?

Is our success limited and ad-hoc, or is it systemic across the institution?

How do we know what is succeeding?

Where should we focus our investments?

Are we getting our money’s worth?
Online Learning

- Accessed via the Web (little or no class attendance)
- Asynchronous
- Multimedia
- Highly interactive
- Constructivist
Why Online Learning?

- Expand access to education
- Increase student convenience
- Grow enrollments
- Improve teaching / SoTL
- Enhance information literacy
- Achieve resource efficiencies
Why Online Learning?

- Increase student success
- Serve the Net Generation
- Produce student and faculty satisfaction
- Counter competition
- Generate revenue
Aspirations?

- Trying to get the administration’s attention?
- Trying to get started?
- Searching for a financial model?
- Scaling up?
Level of Engagement?

- Individual faculty
- Department
- College
- Institution
- System
Depth of Engagement?

Faculty adoption? (tactical)

Institutional transformation? (strategic)
Target Audience?

- On-campus students?
- Distant students?
- Undergraduate / graduate?
- Full degree / certificate programs?
- Non-credit offerings?
- Some or all of the above?
The University of Central Florida
The University of Central Florida

- 12 Colleges, 90 Undergraduate Programs, 91 Master’s Programs, 29 Doctoral Programs, new Medical School
- Second largest undergraduate enrollment among US universities
- Third largest university in the US
Online@UCF

Began in 1996 as a “distance learning” Initiative

- initial offering of fully online courses
- discovery that 75% of online students resident on campus led to blended format in 1997

Early commitments to:

- academic program development
- faculty and course development
- assessment
UCF’s Online Modalities

- **W** courses: fully online, no class meetings
- **M** courses: blended learning, reduced seat time
- **E** courses: Web-enhanced
- No more “Face-to-Face” Courses
A Continuum

F2F

Blended Learning

Online
Online Offerings

- Four undergraduate programs
- Thirteen graduate programs
- Twelve graduate certificate programs
- 1,022 fully online courses and >1,000 blended learning courses offered to date
Online Course Sections

- Fully Online Courses
- Blended Learning Courses

Year: 96-97, 97-98, 98-99, 99-00, 00-01, 01-02, 02-03, 03-04, 04-05, 05-06, 06-07, 07-08, 08-09, 09-10

Sections:
- Fully Online Courses:
  - 96-97: 34
  - 97-98: 75
  - 98-99: 116
  - 99-00: 155
  - 00-01: 195
  - 01-02: 268
  - 02-03: 426
  - 03-04: 549
  - 04-05: 726
  - 05-06: 857
  - 06-07: 969
  - 07-08: 1073
  - 08-09: 1134
  - 09-10: 1296

- Blended Learning Courses:
  - 96-97: 207
  - 97-98: 352
  - 98-99: 426
  - 99-00: 549
  - 00-01: 508
  - 01-02: 542
  - 02-03: 563
  - 03-04: 605
  - 04-05: 769
  - 05-06: 680
  - 06-07: 679
Online Registrations

18.8% of Total SCH

- Fully Online Courses
- Blended Learning Courses

- 18.8% of Total SCH
Web-Only Students

![Chart showing the number of Web-Only Students from 2005-2006 to 2009-2010, with a steady increase in both undergraduate (blue) and graduate (green) students.](image-url)
Support for Online Learning

How We Do It
Organizational Alignment

Vice Provost for Information Technologies & Resources

Libraries

Computer Services & Telecommunications

Office of Instructional Resources

Center for Distributed Learning
Functions Supported

- Program planning and coordination
- Accreditation
- Faculty and course development
- Online student and faculty support
- Assessment
- Infrastructure and library support
Online Learning Impact Evaluation

Students
- Success
- Retention
- Reactive behavior patterns
- Generational comparisons

Faculty
- Online programs
- Writing project model
- Higher order evaluation models
- Theater
- Student evaluation of instruction

Satisfaction
- Demographic profiles
- Strategies for success
- Information fluency
The Importance of Data

- Address questions and concerns
- Continuous quality improvement
- Identify trends
- Inform planning and accountability
- Derive strategic insights
Faculty Development

- IDL6543
- ADL5000
- Essentials
- Labs and open sessions
- Designed and led by instructional design team

Course Development

- Instructional designers
- Course coders
- Digital media producers
- Software developers
Student-Faculty Support

- Service desk
- Instructional Technology Group (ITG)
- Online resources
  - Teaching Online [http://teach.ucf.edu](http://teach.ucf.edu)
  - Learning Online [http://learn.ucf.edu](http://learn.ucf.edu)
Infrastructure Support

- Servers
- LMS
- ERP-LMS integration
- Database
- Network
Library Support

University of Central Florida Libraries

Library Services for Distance Learners

Ask A Librarian / Reference

To get help with your research, contact a UCF Reference Librarian:

- **Phone**: 407-823-2562 or 1-866-271-7569 (toll-free)
- **Email**: [Email form](#)
- **Chat**: [Chat form](#)
- **Hours of Service**

You may also choose to contact a library near you. Use the online database of Florida's Libraries to find local resources.

Search the Combined Catalog of the State University Libraries of Florida, Florida's State University System Library Catalogs

Search [UNCCWeb](#), Florida's Community College Library Catalogs

Off-Campus Access

You must have an activated Library ID Number to access restricted library resources from off campus. You will be prompted for your ID number when you visit the Database pages. See the Off-Campus Access page for more information.

For help with other computer/technical problems, contact UCF's Help Desk at 407-823-5117 or email: [helpdesk@mail.ucf.edu](mailto:helpdesk@mail.ucf.edu)
Online@UCF Outcomes

Getting the “R” from the “I”
Student Withdrawal Rates

- Blended (N=67,599)
- Online (N=160,065)

Su 07: 3% 5%
Fall 07: 6% 6%
Sp 08: 6% 6%
Su 08: 2% 5%
Fall 08: 4% 6%
Sp 09: 4% 5%
Su 09: 5% 5%
Students’ Perceptions About Online Learning

- Convenience
- Reduced logistical demands
- Increased learning flexibility
- Technology-enhanced learning

Reduced Opportunity Costs for Education
“Less Positives” With Online Learning

- Reduced face-to-face time
- Technology problems
- Reduced instructor assistance
- Overwhelming
- Increased workload

Increased Opportunity Costs for Education
## Student Course Evaluations

(n=1,171,664)

<table>
<thead>
<tr>
<th>Course Modality</th>
<th>Overall % Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blended Courses</td>
<td>48.9</td>
</tr>
<tr>
<td>Fully Online</td>
<td>47.6</td>
</tr>
<tr>
<td>Web Enhanced</td>
<td>46.8</td>
</tr>
<tr>
<td>F2F</td>
<td>45.7</td>
</tr>
<tr>
<td>ITV</td>
<td>34.2</td>
</tr>
</tbody>
</table>
Components of Student Satisfaction

- Reduced Ambiguity
- Increased Value
- Reduced Ambivalence
- Improved Interaction
- Responsive Environment
- Reduced Ambiguity
- Latitude (Freedom)
- Increased Engagement
- Increased Value
Other Student Outcomes

- Increased convenience and flexibility
- Potentially decreased time to degree
- Improved success
- High satisfaction levels
- Information fluency
Faculty Outcomes

- Faculty development (~50% of all faculty)
- Positive impact on F2F teaching
- Scholarship of Teaching & Learning (SoTL)
- Information fluency
- High satisfaction levels
Institutional Outcomes

- Continued growth with constrained space
- More efficient use of resources
- “Attachment point” for other technologies
- Online learning has become strategic and is driving university growth and outreach
Institutional Outcomes

- 18.8% of all UCF SCH (up 2% from 08-09)
- 57.3% of Regional Campuses SCH
- 31.6% of all graduate SCH
- 51.3% (32,324) of all UCF students registered in at least one fully online or blended course
Institutional Outcomes

- Online learning has expanded delivery capacity equivalent to $27M in classroom construction and $1.4M in annual operating costs
- Reduced traffic, parking, and carbon footprint
- 16:1 annual ROI
Strategic Applications of Online Learning

Examples from UCF
A Strategic Approach

Linking online learning capabilities to institutional needs and goals

- outcomes the institution seeks to achieve
- outcomes the institution seeks to avoid

Alignment at the department, college, and institutional levels
Components of a Strategic Approach

Vision

Institutional Goals & Objectives

High Quality Courses and Faculty Development

Robust and Reliable Infrastructure
Economic Challenges

- 27% budget reduction with more cuts on the way
- Differential tuition
- Only source of new revenue is tuition based on growth
- No capital construction funds; >40% space shortage over last decade
Student Completion of GenEd Requirements

Problem: students reach junior or senior status, have avoided GenEd requirements, and cannot fit the required courses into their schedules

Solution: develop online GenEd courses in all requirement areas, giving students scheduling flexibility
UCF’s Regional Campus System
UCF and Our Regional Campus Partners

- Enrolled >122,000 undergrads last fall
- Larger than the public higher education systems in 18 states
- CC Partners awarded over 10,200 degrees last year
- CCs becoming 4-year institutions in FL
Regional Campuses Registrations

00-01 01-02 02-03 03-04 04-05 05-06 06-07 07-08 08-09 09-10

F2F/Other  Blended  Online

56
Fall 2009 Enrollment

Total Student Headcount = 53,537

Note: Circle sizes are proportional, but the overlapping regions are not and are for demonstration purposes only.
Regional Campuses

Opportunity: blend UCF’s online and regional on-ground assets

Solution: “Targets of Opportunity”
Sloan Foundation “Localness” Grant

- $650,000 to expand regional online enrollments in targeted areas
- Initial programs: Bachelor of Applied Science, Pre-Health Professions, MSW, RN-BSN, MSN, BS-Interdisciplinary Studies
- “Targets of Opportunity”
Targets of Opportunity
Targets of Opportunity

- Strategic integration of physical and virtual assets
- Regional campuses serve as “portals” to all of UCF’s resources
- Wide range of online services to meet regional students’ needs
- 2 + 2 + 2 opportunities
“Learning On Demand”

Marks a shift to emphasize online graduate programs

Joint (Regional Campuses, Grad College, and Online@UCF) planning, program development, and marketing
LEARN ONLINE, IN YOUR OWN CRIB.

UCF Learning on Demand.com
UCF STANDS FOR OPPORTUNITY
NOURISHING IDEA.
ONLINE CONVENIENCE.

UCF Learning on Demand.com

UCF STANDS FOR OPPORTUNITY
The Result

- A sustainable competitive advantage
- Potential for state-wide or national program delivery
- Accelerated regional program growth in tough economic times
- Expansion of key graduate programs
Further Information

http://online.ucf.edu

http://cdws.ucf.edu

http://rite.ucf.edu

http://if.ucf.edu