

ONLINE LEARNING

What do we really need to know?

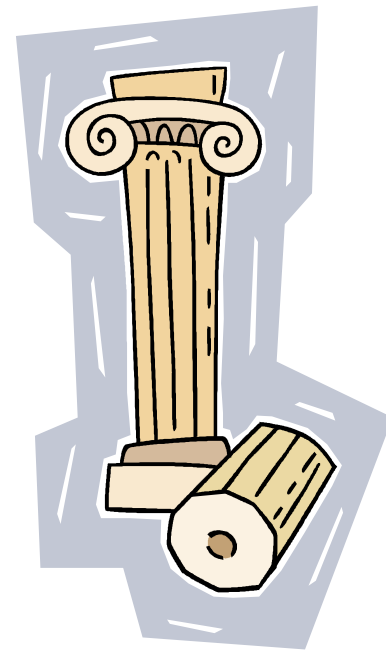


UNIVERSITY OF CENTRAL FLORIDA



A Template for Online Quality

- The Sloan Consortium Pillars
 - Access
 - Learning effectiveness
 - Student satisfaction
 - Faculty satisfaction
 - Cost-effectiveness (scale)





Data Collected Annually by BOG

- List of online programs with CIP codes
 - 50% and 100%
- Modalities of delivery per course
- Enrollments per course



Data Collected Annually by BOG

What can the BOG's data tell us? We can learn:

- Which programs a student can take completely online
- The number of students taking online courses or blended (hybrid) courses each term.



Online Learning Assessment @ UCF

- Dedicated assessment unit: RITE*
- Collected online course data every semester for 17+ years:
 - Every student (n>730,000)
 - Every faculty member (n>1,600)
 - Every course; every modality (n>17,000 sections)



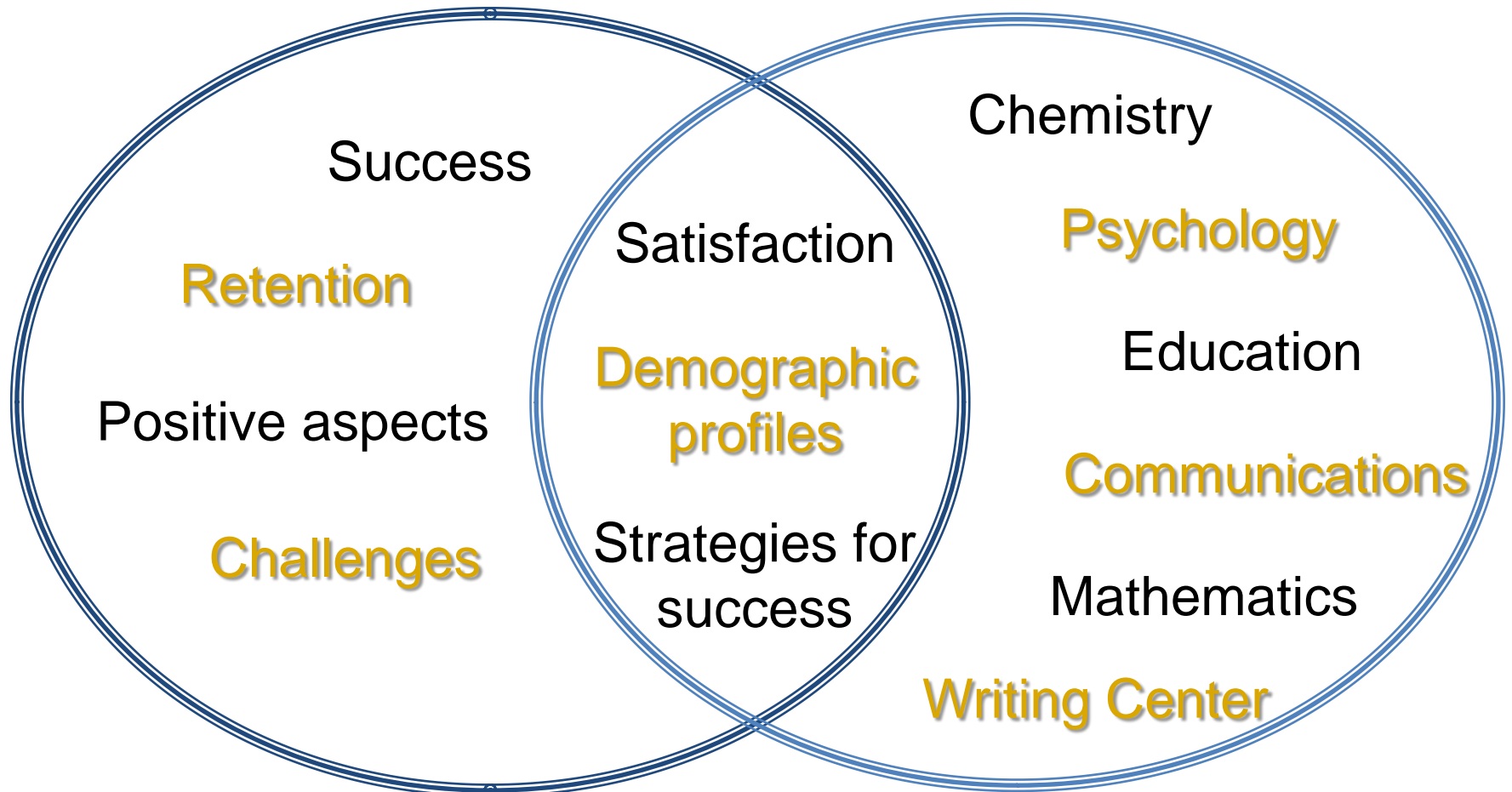
UCF's Assessment Principles

- In the absence of data, anecdote wins
- Data do not equal information
- Uncollected data cannot be analyzed
- Evaluation must be objective and accurate
- Need both quantitative and qualitative approaches



Students

Faculty (SoTL*)





Dashboard & Statistics

- Productivity
- Headcounts
- Faculty Development
- CMS Usage
- Online Students

Select a view option below:

- Modality
- College
- Campus

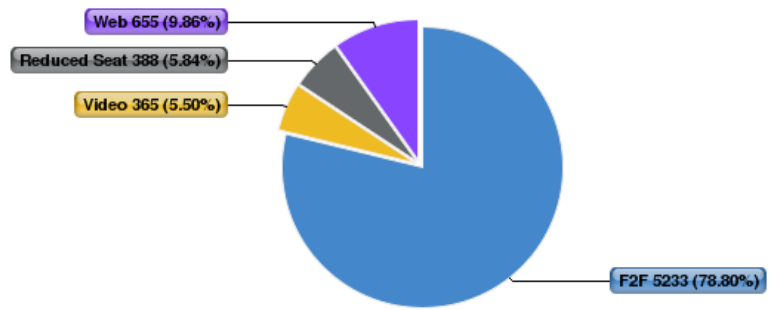
*The data in modality & campus filters are condensed into groups consisting of: Web(W), Reduced Seat (M,MT,ML), Video (T,F,V,RV), Classroom(all other modes)

Time Period: [1470] Spring 2013

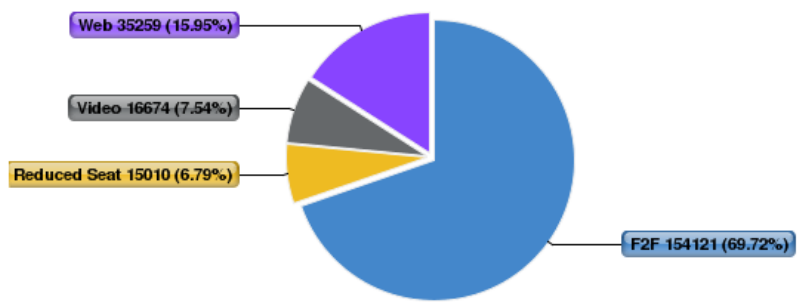
Information for the time period: **Spring 2013**



Section by Modality - Spring 2013

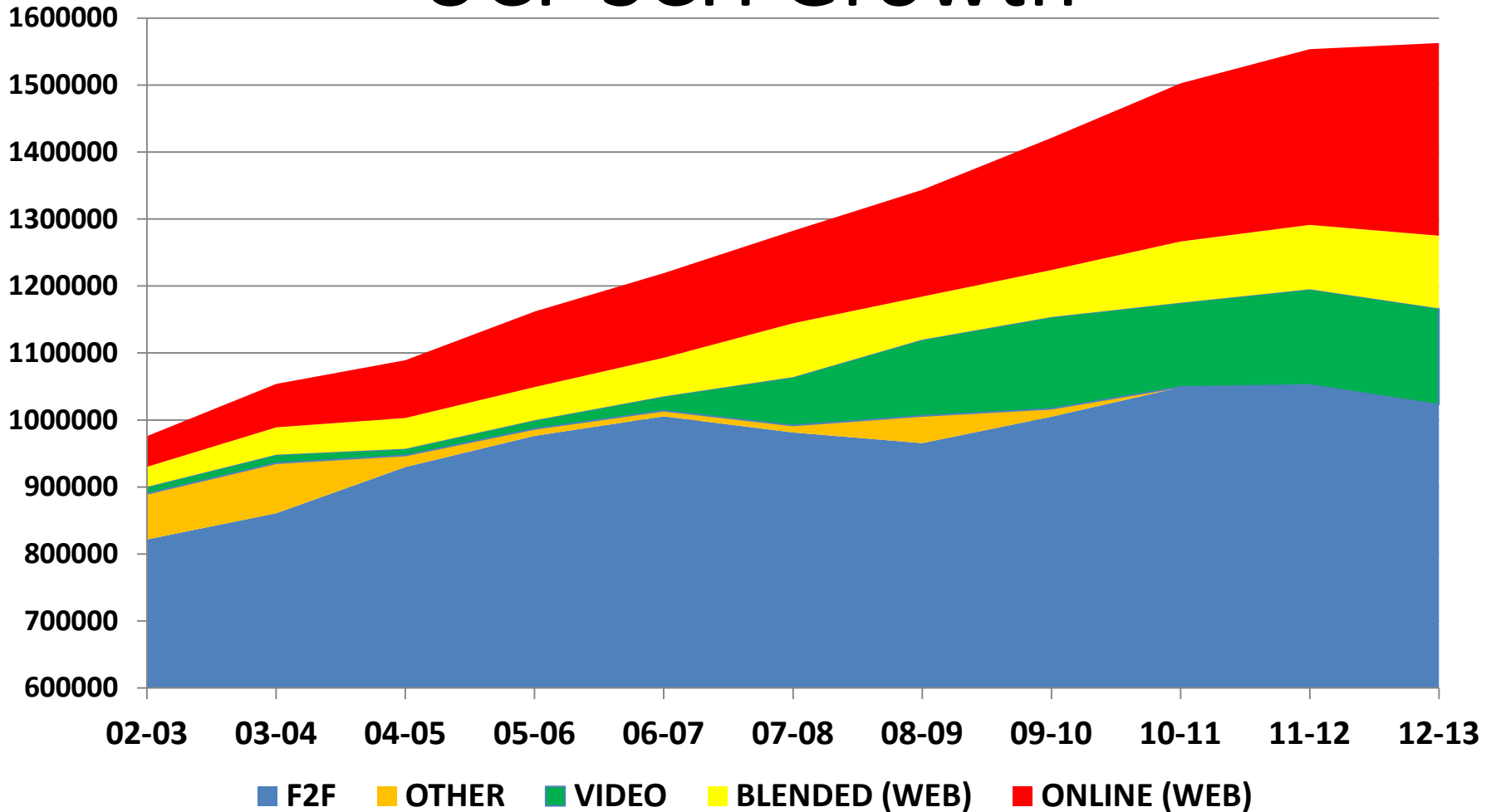


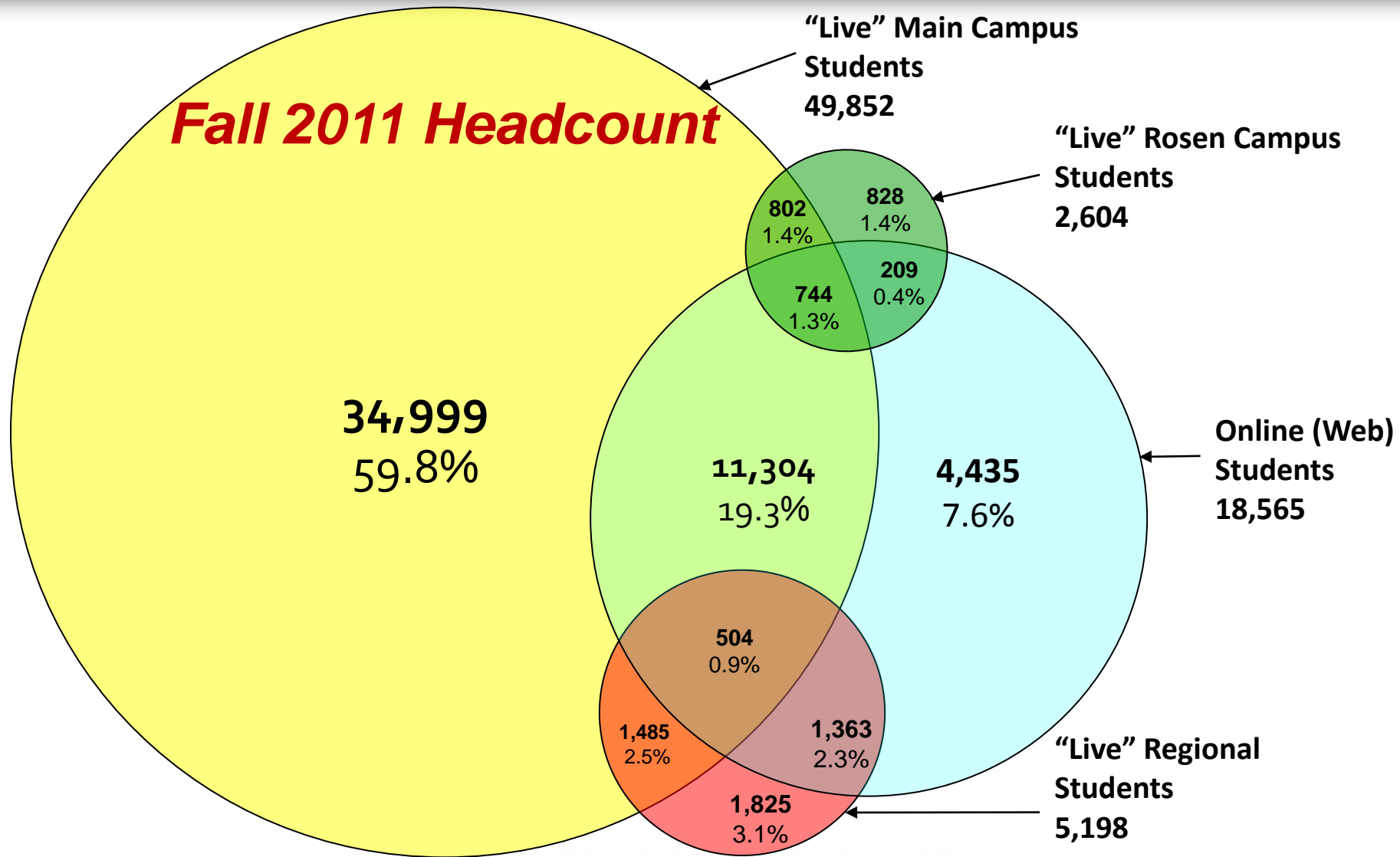
Registrations by Modality - Spring 2013





UCF SCH Growth

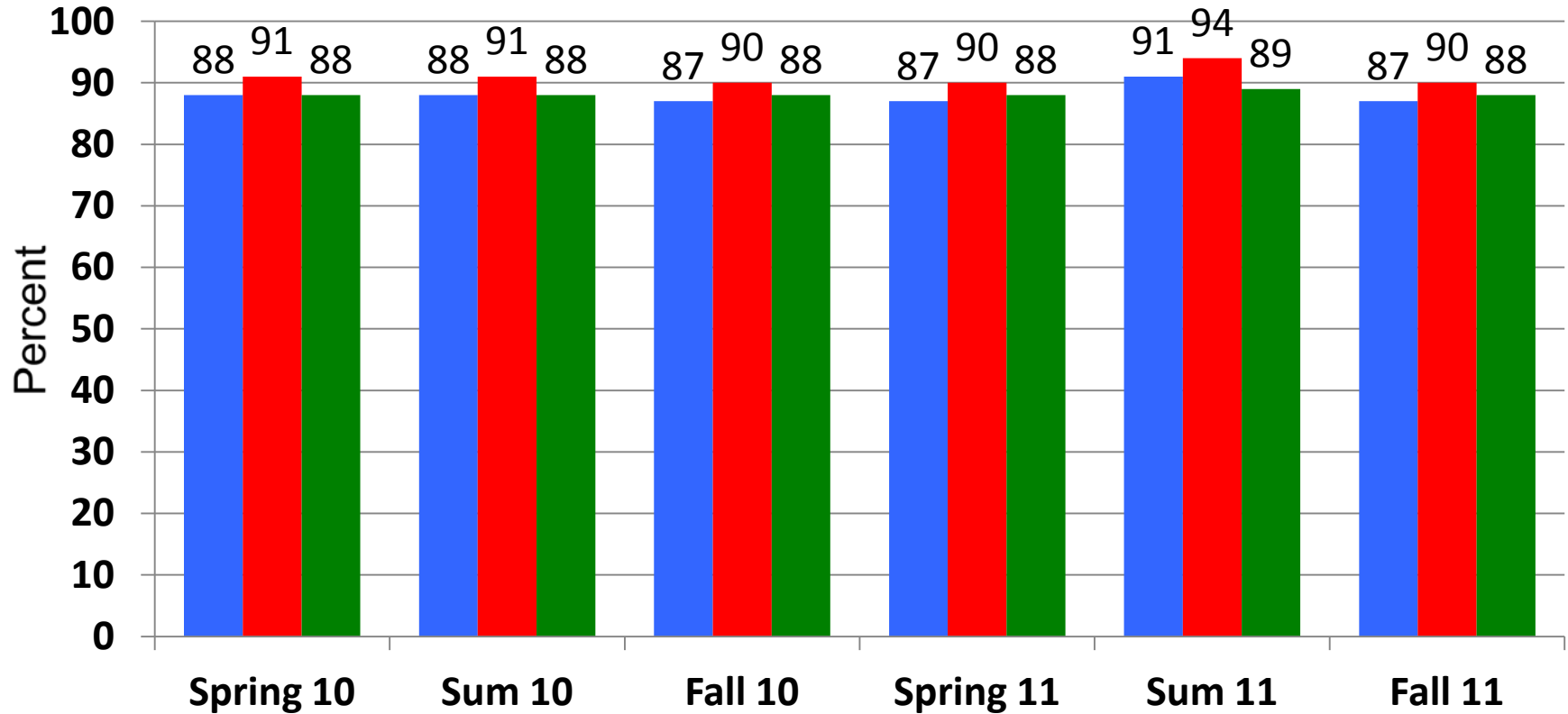






Student Success

F2F (n=669,518) **Blended (n=60,309)** **Fully Online (n=157,922)**

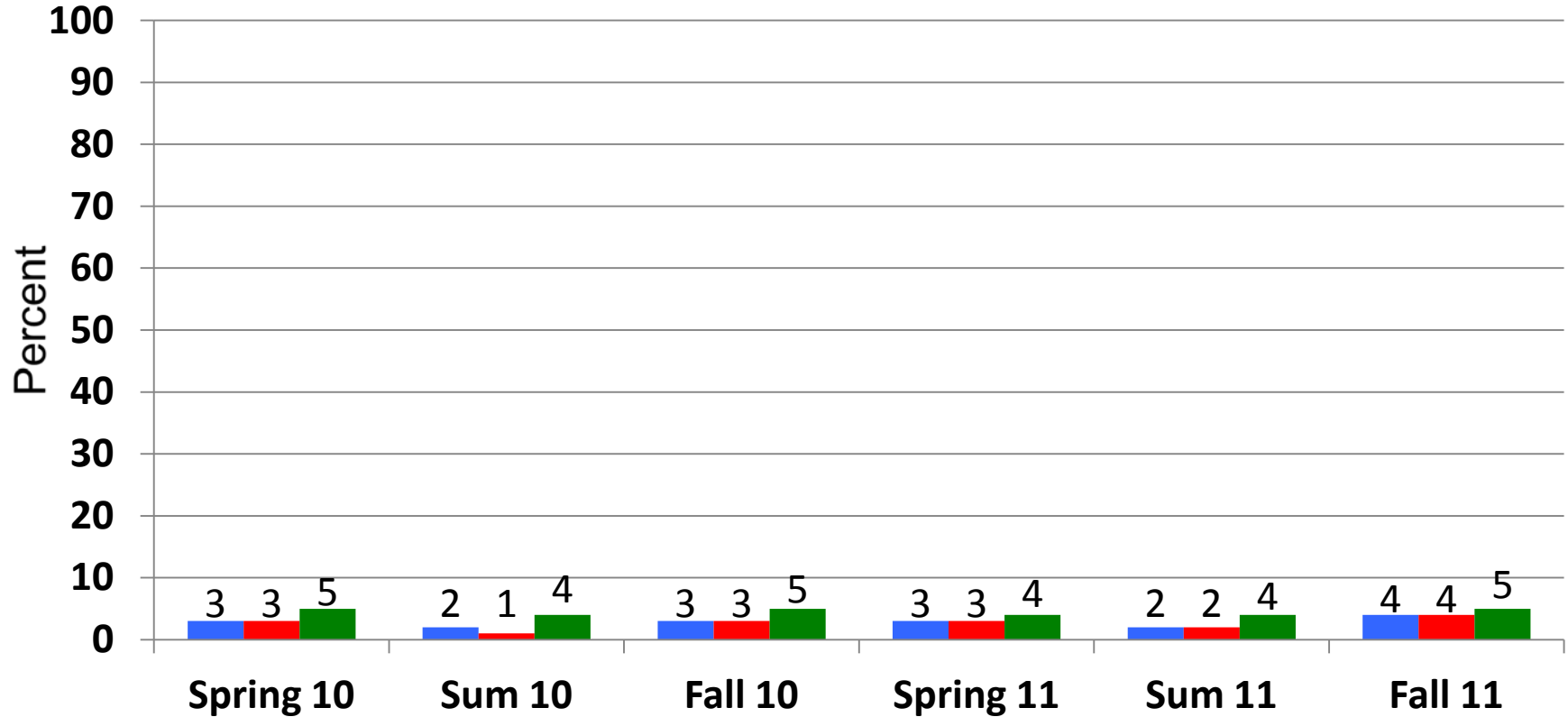


Success = grade of A, B, or C



Student Withdrawal

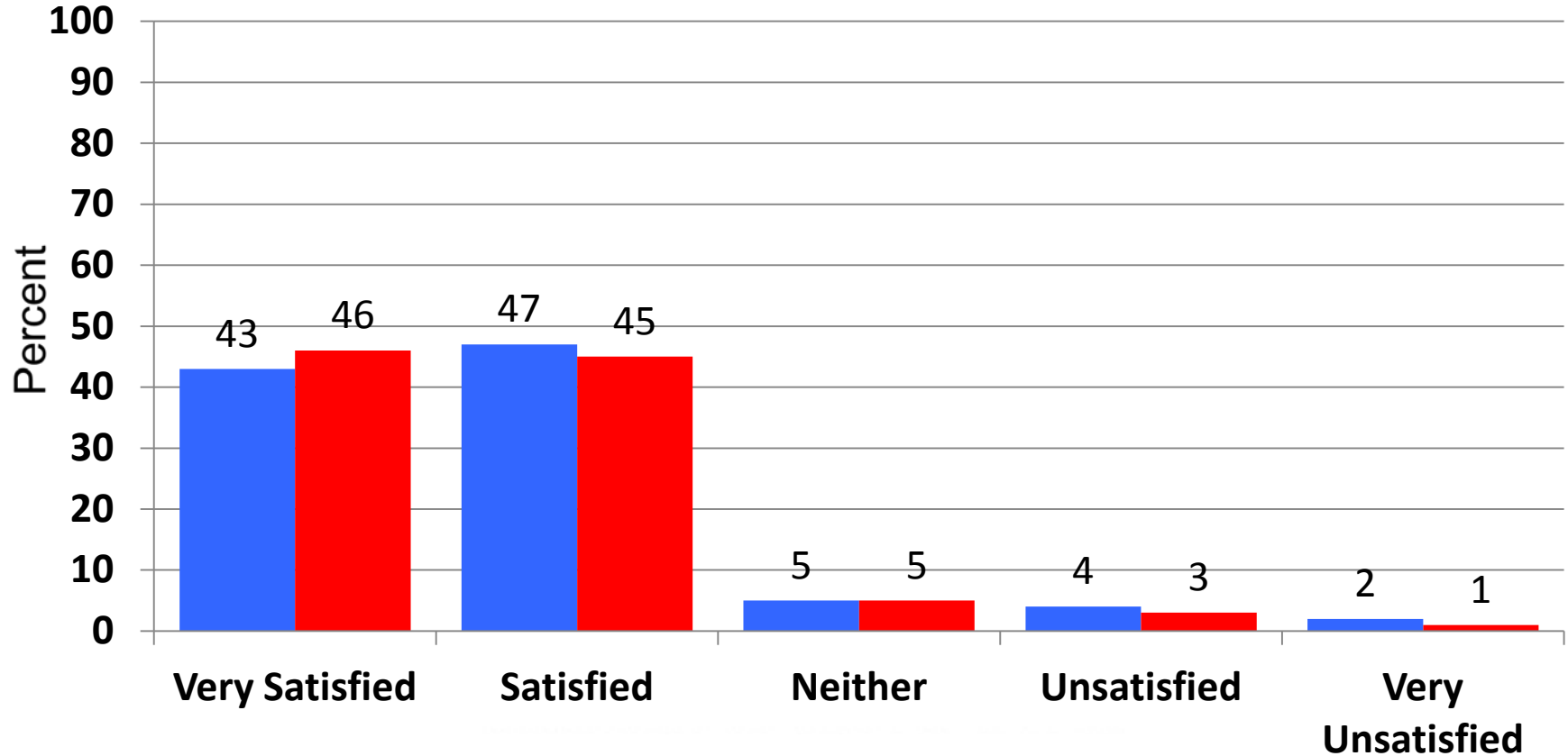
■ F2F (n=749,656) ■ Blended (n=60,958) ■ Fully Online (n=158,031)





Student Satisfaction by Modality

■ Blended (n=877) ■ Fully Online (n=1,368)





Student Course Evaluations

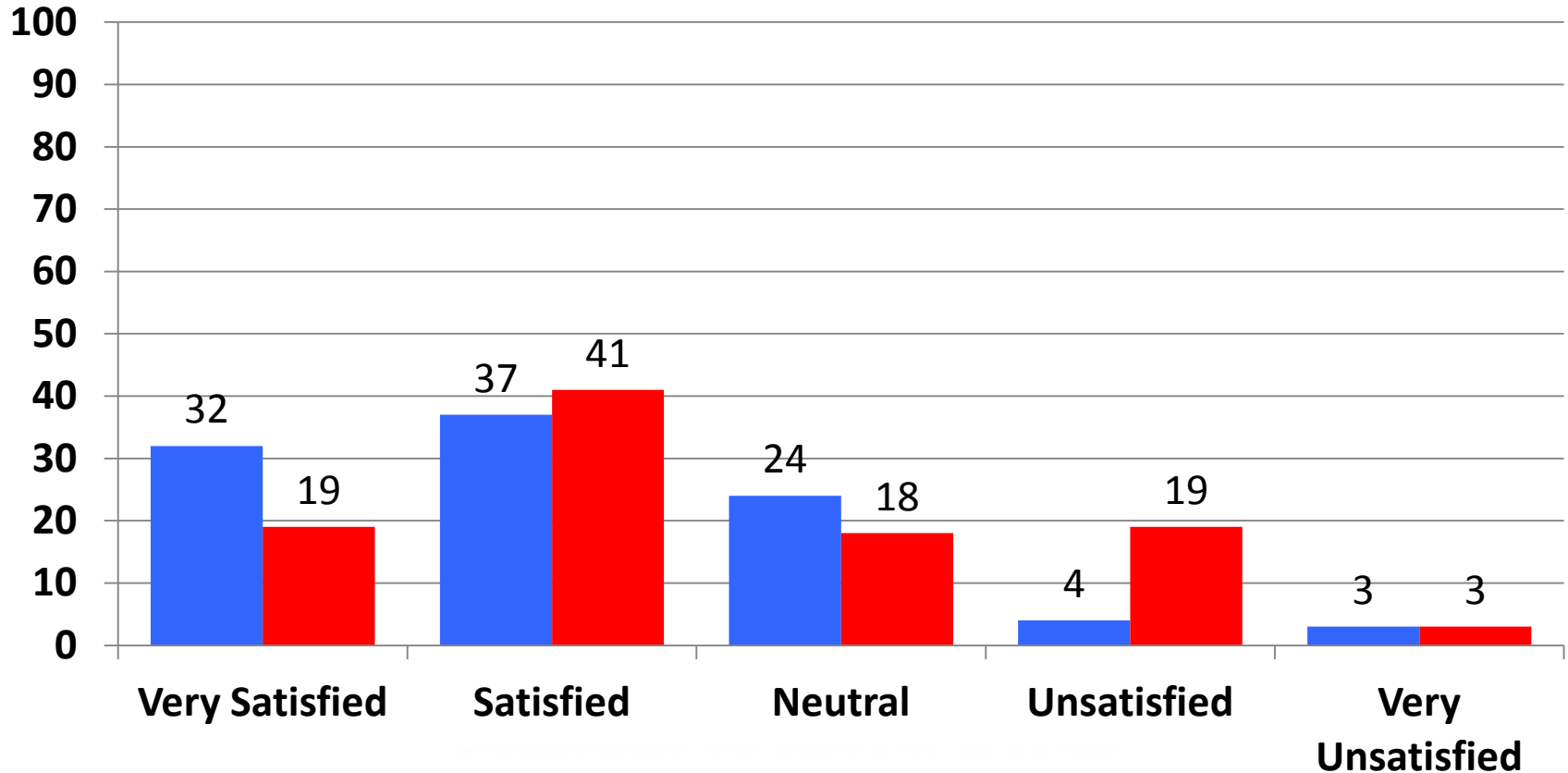
(n=1,171,664)

Course Modality	Overall % Excellent Rating
Blended	52%
Fully Online	48%
Face-to-Face	48%



Faculty Satisfaction by Modality

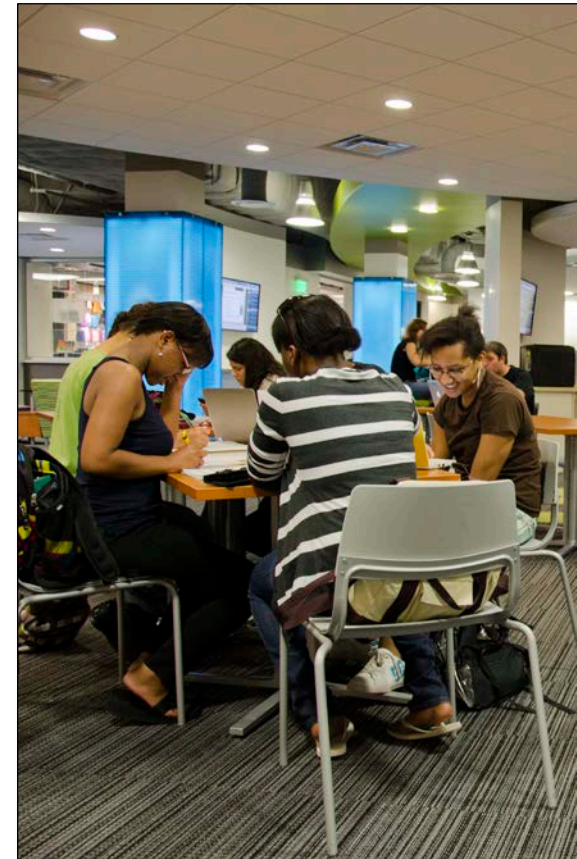
■ Blended (n=143) ■ Fully Online (n=153)





Students Say Online Learning...

- Reduces ambiguity
- Builds individually-responsive environments
- Defines the rules of engagement
- Increases interaction
- Offers learning flexibility





Online Faculty Like...

- Interaction (both quantity and quality)
- Accessibility
- Flexibility
- Resources
- Organization
- Depth





Online Student & Faculty Challenges

- Reduced face-to-face interaction
- Technology issues
- Can seem overwhelming
- Increased workload



Quality Online Programs Require

- Institutional commitment
- Systemic approach
- Faculty development
- Course development
- Robust infrastructure
- Longitudinal assessment



Greatest Impacts of Online Learning

- **Students:** can learn like they live; convenience
- **Faculty:** professional development; improved teaching
- **Institution:** increased access and quality; greater efficiency of resource utilization



Updating the Data Elements

- (former) Florida Distance Learning Consortium recommendations
 - Revision to table values, both the degree of replacement of seat time and the technology used
- The Florida Virtual Campus Distance Learning and Student Services Members Council would be a potential avenue for pursuing these and other data revisions



What do we need to know about online learning?

DISCUSSION