

online@ucf

BOG Innovation & Online Committee – May 8, 2014



UNIVERSITY OF CENTRAL FLORIDA



**University of
Central Florida**
*John C. Hitt,
President*



Academic Affairs
*Diane Chase, Interim
Provost & Executive Vice President*



**Information Technologies
& Resources**
*Joel L. Hartman,
Vice Provost & CIO*



online@ucf
Center for Distributed Learning
Thomas B. Cavanagh, Associate VP

- ◆ Academic planning and prioritization
- ◆ Scheduling and marketing support
- ◆ Accreditation compliance
- ◆ Executive reporting
- ◆ Faculty development and support for online teaching and learning
- ◆ Course development and quality control
- ◆ Applied research for instructional innovation and emerging technologies

Research Initiative for Teaching Effectiveness
Charles Dziuban, Director

- ◆ Online learning impact evaluation
- ◆ Support Scholarship of Teaching and Learning (SoTL)
- ◆ Research publications and presentations

Computer Services & Telecommunications
Robert A. Yanckello, Chief Technology Officer

- ◆ Campus network, data center
- ◆ Telecommunications
- ◆ Computing labs, Service Desk, and Technology Product Center
- ◆ Administrative application development, ERP

UCF Libraries
Barry Baker, Director

- ◆ Library facilities, collections development
- ◆ Research assistance and special collections
- ◆ Government resources and patent, trademark repository

Office of Instructional Resources
Don Merritt, Director

- ◆ Multimedia classroom design and support
- ◆ Lecture capture support
- ◆ Videoconferencing
- ◆ Executive meeting and event support

Administration



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Online@UCF Personnel



Center *for* Distributed Learning



Fully Online Programs

- Undergraduate degrees: 15 of 91 (16.5%)
- Graduate degrees: 24 of 86 (28%)
- Graduate certificates: 30 of 61 (49%)
- Undergraduate certificates: 2 of 36 (5%)
- Undergraduate minors: 17
- All Gen Ed requirements available online
- 1,657 fully online courses offered to date



Programs In Development

Undergraduate Programs

B.A.B.A Business Administration - 98%
B.A. Humanities - (Philosophy, Religion, & Pop Culture Track) - 82%
B.S.B.A Accounting - 72%
B.S.B.A General Business - 72%
B.S.B.A. Management - 72%
B.A. Sociology - 71%
B.S.B.A Marketing - 69%
B.S.B.A. Finance - 68%
B.S.B.A Real Estate - 68%
B.A. Human Communication - 64%
B.S. Health Informatics and Information Management - 64%
B.S. Health Sciences 62 B.S.B.A Economics, Business - 61%
B.S. English Language Arts Education - 61%
B.S. Mathematics Education - 53%
B.A. Art - 53%
B.A. Philosophy - 50%
B.S. Social Science Education - 50%

Graduate Programs

M.A. Exceptional Student Education - 100%
PH.D Modeling and Simulation - 100%
PH.D. Environmental Engineering - 100%
MSEM Engineering Management - 100%
M.S.E.E Electrical Engineering - 100%
M.S.P.E Computer Engineering - 100%
PH.D. Civil Engineering - 100%
PH.D. Materials Science and Engineering - 95%
M.ED. Elementary Education - 86%
M.S. Modeling and Simulation – (1 Track) - 75%
ED.S. Education - 75%
PH.D. Computer Engineering - 75%
M.P.A Public Administration – (2 Tracks) - 73%
M.ED. Education Leadership - 73%
D.N.P Nursing – (1 Track) - 70%
ED.S. Educational Leadership - 67%
PH.D. Industrial Engineering - 63%
PH.D. Electrical Engineering - 63%
M.S. Optics - 50%



Blended Learning Courses

- Blended learning combines fully online and classroom-based learning
- Typically 1/2 to 2/3 online, with reduced face-to-face classroom attendance
- 1,531 courses offered to date in blended format



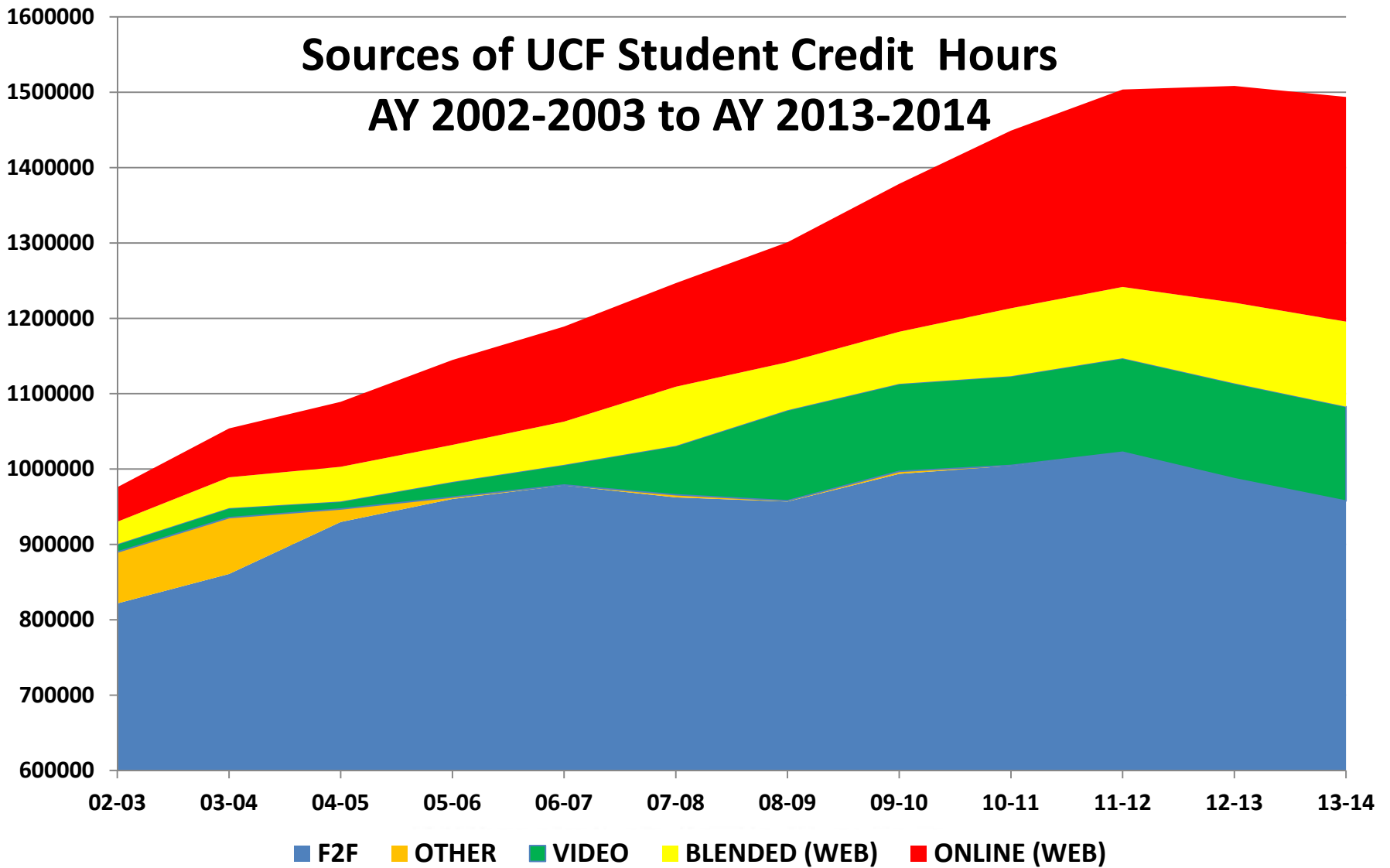
Enhanced Classroom Courses

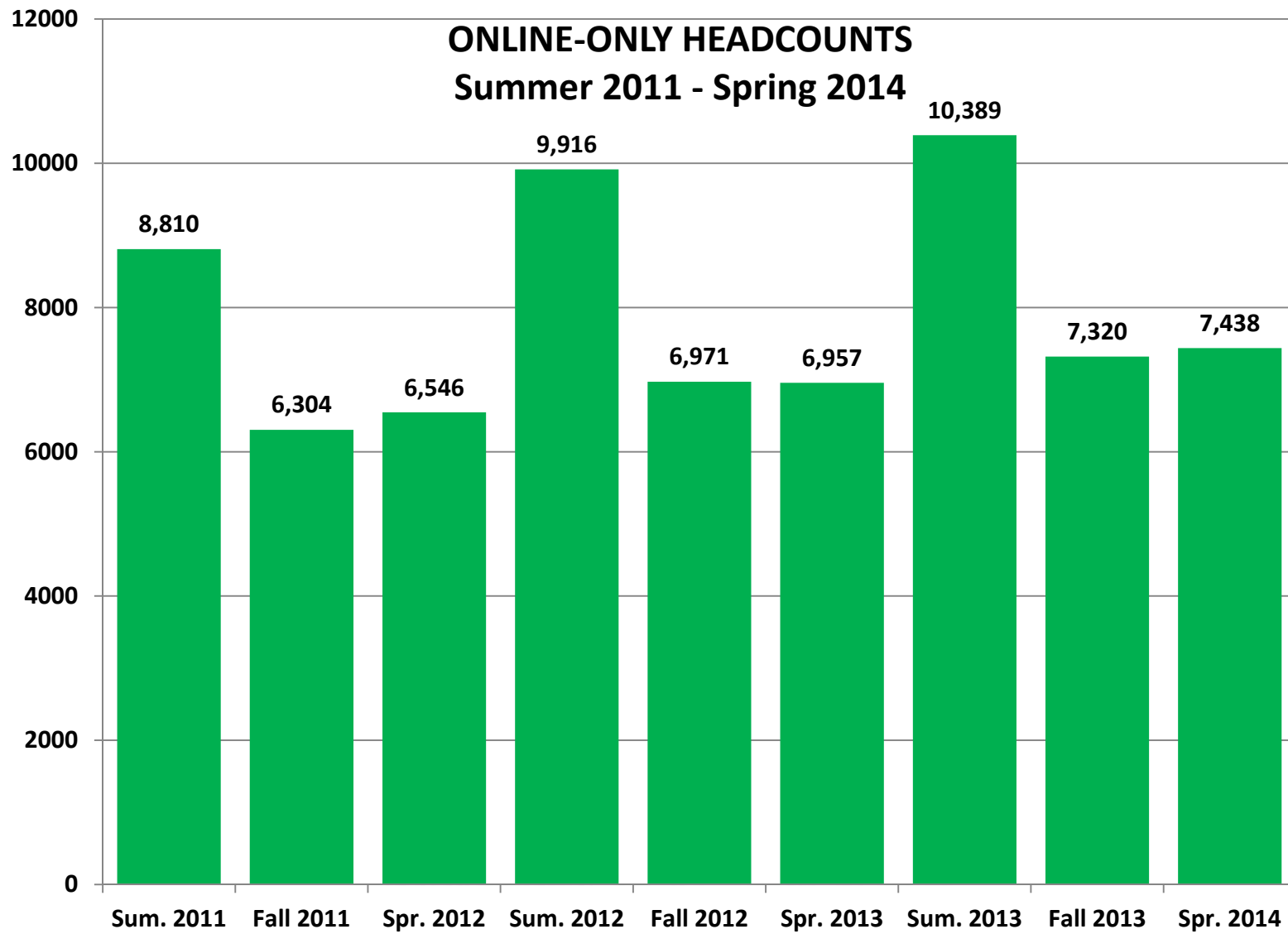
- 47.6% of regular classroom courses are enhanced through use of online tools and techniques using the Learning Management System
(2,568 of 5,395 course sections for spring 2014)



AY 2013-2014

- 35.9% of total university SCH generated online
- 76.2% of all students took at least one fully online or blended learning course
 - 78.3% of all undergraduates (47,116)
 - 62.8% of all graduate students (6,469)







Online Program Development

- Online program decisions are made by the respective colleges and departments
- I and my team hold planning meetings with every college dean and staff each fall and spring
- Each college has an online strategy, which is coordinated and supported centrally



College Engagement*

Colleges Over 50% SCH

- Nursing (62%)
- Grad (61.5%)
- UG Studies (58.6%)
- Health & Public Affairs (54%)
- Business Admin (51.7%)

Colleges Over 25% SCH

- Hospitality Mgmt (49.7%)
- Arts & Humanities (34.2%)
- Sciences (28.8%)
- Education (27.7%)



Online Program Development

- Nearly all online programs are supported through regular tuition and state support
- Five are offered through UCF Continuing Education on a cost-recovery basis by request of the respective academic departments - Academic Affairs approval is required

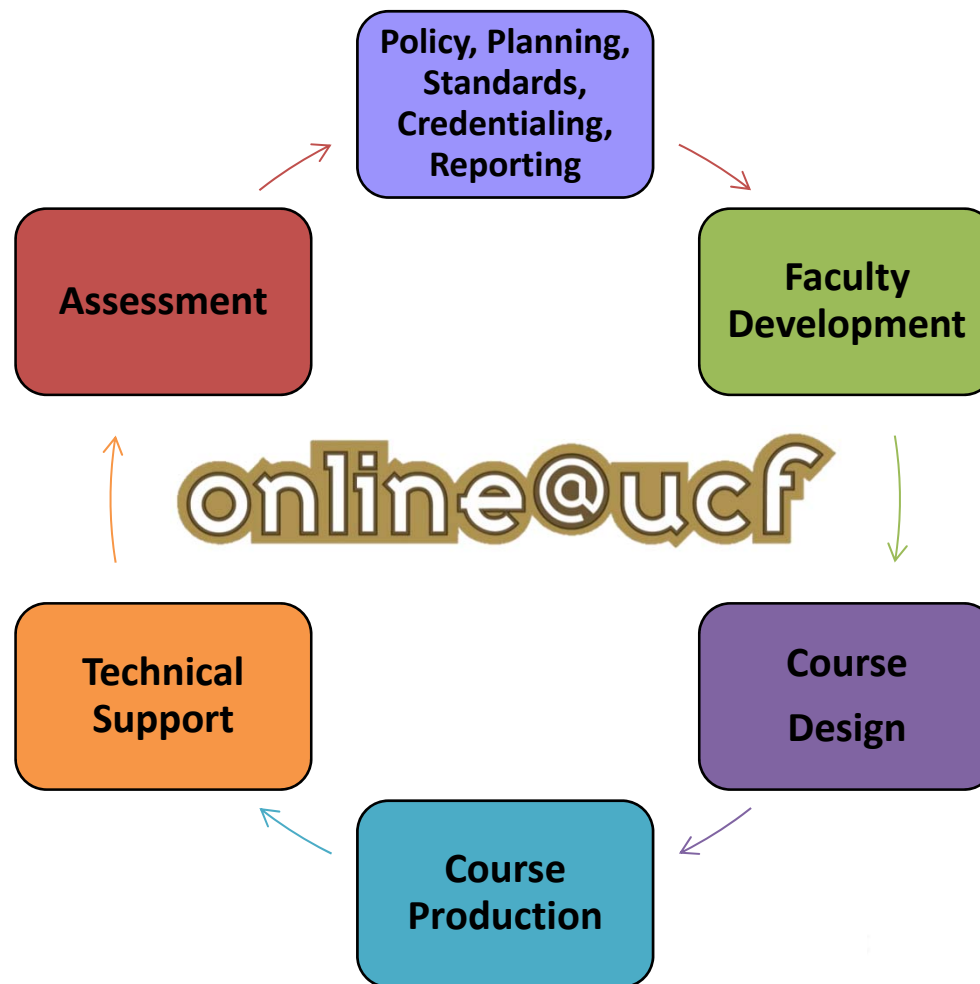


Online Tuition & Fees

- Tuition and fees for online courses are identical to those for face-to-face courses with the exception that fully online courses carry a distance learning course fee



UCF Online Quality Cycle





Faculty Development

- All faculty and teaching assistants are required to participate in extensive faculty development
- Each faculty member is assigned an instructional designer and supported by an extensive team of online learning specialists



Faculty Development

Web Essentials	IDV Essentials	ADL5000	IDL6543
Available to faculty teaching “Web-enhanced” face-to-face courses	<u>Required</u> to teach lecture-capture video streaming courses	<u>Required</u> to teach existing online or blended courses	<u>Required</u> to design and teach original online or blended courses
Technology focus	Design and delivery Focus	Pedagogy, logistics, technology focus	Deeper design, delivery, and teaching focus
5 hrs.	8 hrs.	35 hrs.	80 hrs.



Ad hoc training, open labs, JIT resources, and advanced topics sessions

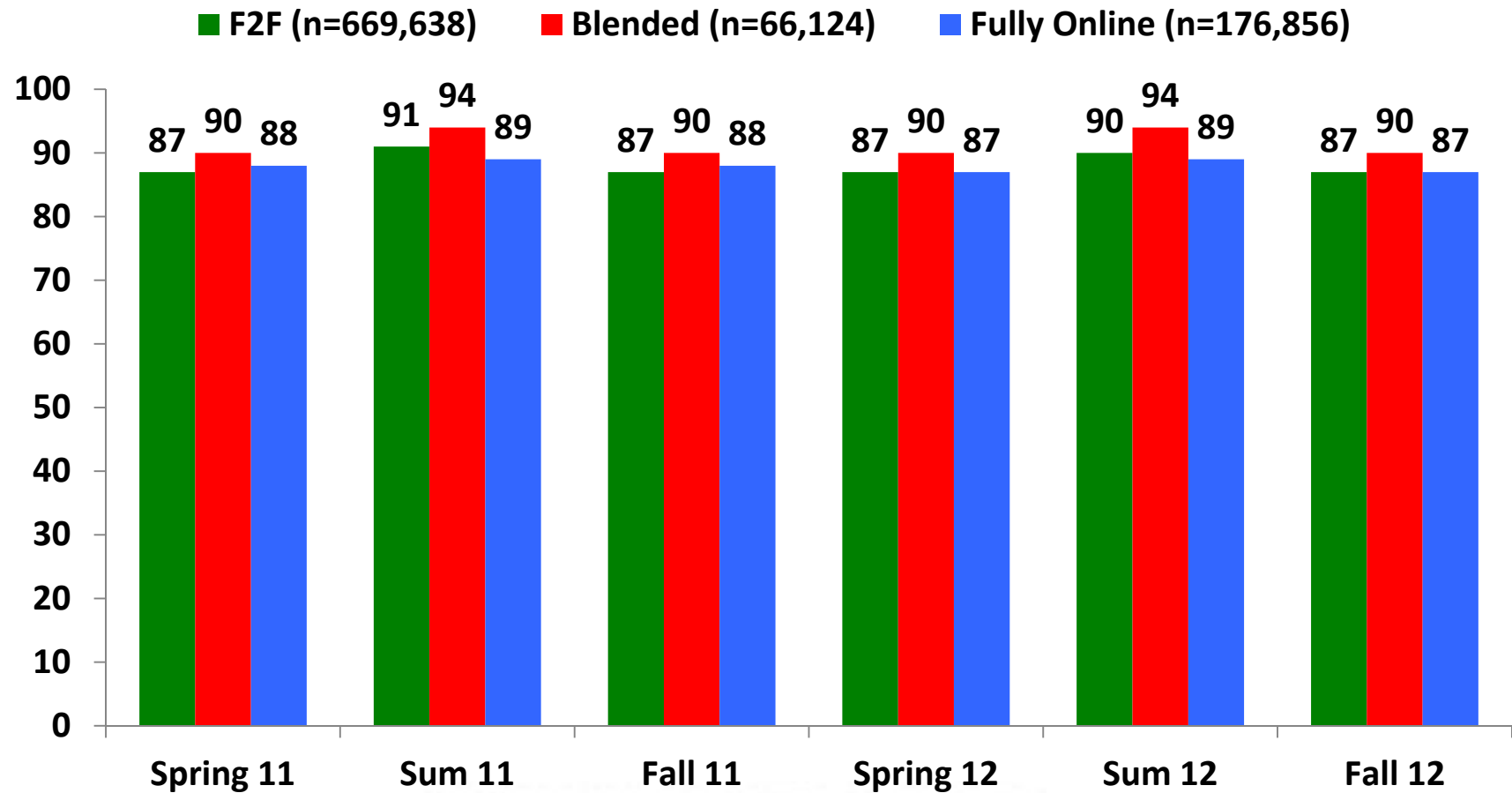


Core Performance Measures

- Quality (quality courses, excellent teaching, student success outcomes)
- Access (growth, convenience, flexibility)
- Student and faculty satisfaction
- Cost-effectiveness and scalability



Student Success





Online Learning Research

- UCF's Research Institute for Teaching Effectiveness (RITE) has been assessing online learning since 1996
- RITE staff have produced 2 books, 20 book chapters, 28 journal articles, and 66 global presentations; 100s of faculty journal articles
- Over 5,000 citations in professional literature



A Platform for Innovation

- Adaptive, mastery-based learning
- Predictive analytics (“Big Data”)
- Alternative credentialing (badges)
- National offerings
- Non-traditional scheduling
- MOOCs



MOOCs

UCF **FREE**

International Health Systems: Incorporating Sustainability...

This course will explore the different dimensions of sustainability in healthcare and ways to incorporate those ideas into the managerial and quality improvement...

Bernardo Ramirez, M.D., M.B.A.
Professor of International Health System Management

[Learn More](#)

UCF **FREE**

Tourism Industry Analysis

This course examines basic and broad knowledge of economic impact modeling and Tourism Satellite Accounts. Participants will be guided through...

Dr. Tadayuki Hara
Associate Dean of Finance and Administration

[Learn More](#)



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★ Favorite



Online Event

Five-Week Course
Beginning April 21, 2014

BlendKit 2014: Becoming a Blended Learning Designer MOOC

REGISTER

Blended learning (the strategic combination of face-to-face and online learning experiences) is growing in popularity within higher education and K-12 settings around the world. The goal of the BlendKit2014: Becoming a Blended Learning Designer MOOC is to provide facilitated assistance to faculty members and instructional designers in developing and designing blended courses through (1) a consideration of key issues related to blended learning and (2) practical step-by-step guidance in producing materials for a blended course (e.g., developing design documents, creating content pages, and receiving peer review feedback at one's own institution).

FACILITATORS

Dr. Kelvin Thompson

Associate Director, UCF Center for Distributed Learning and Graduate Faculty Scholar, UCF College of Education and Human Performance

Dr. Linda Futch

Department Head, Course Design and Delivery, UCF Center for Distributed Learning

History

A [Next Generation Learning Challenges](#) (NGLC) grant in 2011 leveraged the University of Central Florida's expertise to create the Blended Learning Toolkit as a free, open resource for educational institutions interested in developing or expanding their blended learning initiatives. The American Association of State Colleges and Universities (AASCU), UCF's grant partner, agreed to use its membership to distribute the toolkit and support new course models. The BlendKit course emerged from the grant to assist educators in designing blended courses and has supported two open, online cohorts since 2012.

BlendKit 2014 MOOC

The next offering of the free MOOC, BlendKit 2014: Becoming a Blended Learning Designer, begins on April 21 and lasts five weeks. The open course will be offered at no cost.

Certification

Blendkit 2014: a partnership of
EDUCAUSE and the University of
Central Florida.





Online@UCF Recognition

- Sloan Consortium
 - Excellence in Institution-Wide Online Education Award (2012)
 - Mayadas Leadership Award (2011)
 - Excellence in Online Teaching Award (2009)
 - Excellence in Online Teaching Award (2008)
 - Ralph E. Gomory Award for Quality Online Education (2008)
 - Outstanding Achievement in Online Education by an Individual (2005)
 - Excellence in Faculty Development for Online Teaching (2003)



Online@UCF Recognition

- Tegrity McGraw-Hill
 - President's Award for Vision and Leadership (2012)
- EDUCAUSE
 - Teaching & Learning Award for Online Program (2005)
- USDLA
 - Excellence in Distance Learning Program Award (2000)
- APQC
 - Faculty Development Award for Teaching w/ Technology (1998)

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