Organizational Structure

- Center of eLearning Center
  - Located in the Provost office
  - Provides
    - Professional development
    - Support
    - eDesign services

- Online degrees are managed by the Colleges
<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Lower</th>
<th>Upper</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance</td>
<td>1268</td>
<td>79</td>
<td>653</td>
<td>546</td>
</tr>
<tr>
<td></td>
<td>11%</td>
<td>3%</td>
<td>14%</td>
<td>16%</td>
</tr>
<tr>
<td>Hybrid</td>
<td>322</td>
<td>226</td>
<td>53</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>3%</td>
<td>8%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>On campus</td>
<td>9501</td>
<td>2544</td>
<td>4047</td>
<td>2910</td>
</tr>
<tr>
<td></td>
<td>86%</td>
<td>89%</td>
<td>85%</td>
<td>83%</td>
</tr>
<tr>
<td>Total</td>
<td>11091</td>
<td>2849</td>
<td>4743</td>
<td>3499</td>
</tr>
</tbody>
</table>
Online Programs

- Bachelors
  - 10.7% online
- Masters
  - .08% online
  - 23% are >50% online
- .04% Doctorate programs with >50% online
- 17% of courses taken in a distance format
Graduates of Online Programs

<table>
<thead>
<tr>
<th></th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors</td>
<td>40</td>
<td>20</td>
<td>41</td>
</tr>
<tr>
<td>Masters</td>
<td>10</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>31</td>
<td>48</td>
</tr>
</tbody>
</table>

- BBA: Accounting, Management, Marketing
- Master: Social Foundation Instructional Technology
Online Degree First Time: Fall 2014

- MBA: Accounting & Taxation
- Masters: Exercise Science and Health Promotion
- Masters: School Leaders
- Masters: Curriculum and Instruction
- Bachelors: Geomatics Engineering
- Bachelors: Public Safety Administration
Program Development

- Program assessment: feasibility
- CeL and department partnership
- Marketing!
Self-Sustaining Programs

- Currently, market-based application.
- Exploring options for other self-sustaining programs.
Tuition and Fees

- Online student population taking campus courses.
- All students pay campus fees.
- Online courses pay distance fees.
- Revisiting fee policy more online programs becoming available Self-Sustaining Programs.
## Student Fees

### Undergraduate Comparison

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Per Credit Hour</th>
<th>12 Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Campus Course</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Online courses not enrolled in fully online program</td>
<td>$ 199.54</td>
<td>$ 2,394.48</td>
</tr>
<tr>
<td>Fully Online degree seeking students</td>
<td>$ 236.54</td>
<td>$ 2,838.48</td>
</tr>
<tr>
<td>BBA Program (Self-Sustaining)</td>
<td>$ 259.54</td>
<td>$ 3,114.48</td>
</tr>
</tbody>
</table>

### Graduate Comparison

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Per Credit Hour</th>
<th>12 Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Campus</td>
<td>$ 369.82</td>
<td>$ 4,437.84</td>
</tr>
<tr>
<td>On Campus taking online courses</td>
<td>$ 406.82</td>
<td>$ 4,881.84</td>
</tr>
</tbody>
</table>
Training

- 4 levels of training
  - Theories course
  - Facilitator course
  - Designer courses
  - Advance technology electives

- Moving towards a badging system
- Transitioning from training faculty to designing courses for faculty
Performance Measures

- **BOG Measures**
  - Number of courses offered online
  - Number of programs offered online
  - Number of student enrolled in online courses

- **Productivity Measures**
  - Conducted a survey of courses offered to ensure students access to courses
  - Number of courses produced by the center
  - Number of faculty accessing services

- **Quality Measures**
  - Evaluation of Quality through Student Perception of Teaching (SPOT) completed in all Courses
  - Exit student survey of the quality of courses
  - Student learning outcomes assessed during program evaluations
Other Information

- FAU’s Center for Learning and Student Success (CLASS)
  - 2013 Frank L. Christ Outstanding Learning Center award winner
  - Research center developing innovative technological solutions
Other Information

- Launching one-stop student
  - Promotes student identity
  - Provides student services.
Other Information

- Launching research based communities of practice
  - Developing best practice instructional strategies
  - Using emerging distance learning
  - Involving students through QEP process (Distinction through Discovery)
University Goals for Online

- To leverage online learning to promote student success through increase access to courses, advisors, and university support systems
- To provide access to a world renown university faculty for non-traditional students
- To create a research focused Center of eLearning to develop innovative best practices for emerging technologies
- To increase support services and technologies that promote eLearning initiatives
What We Need

- Hybrid as a stepping stone
  - Improving classroom technologies
  - Hybrid allows faculty to experiment with ideas
  - Maximizes the best of both online and on campus
  - Allows a gradual development process which leads to better online courses
  - Serves as a transition to completely online

- Ability to charge a fee
  - We can provide extensive support
  - We can design the online interactive components
What We Need

➢ A New Quality Certification Process
  • Quality Matters not appropriate for all courses
  • A different system that acknowledges quality for research based institutions could be developed

➢ Build partnerships with other SUS
  ➢ Process to share FTE
  ➢ Protect intellectual property
In Summary

- FAU has a rich history in distance learning
- We are engaging in research to improve the delivery of instruction using emerging technologies