ONLINE LEARNING
What do we really need to know?
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)

* Research Initiative for Teaching Effectiveness http://rite.ucf.edu
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

- Success
- Retention
- Challenges
- Positive aspects

Faculty (SoTL*)

- Chemistry
- Psychology
- Education
- Communications
- Mathematics
- Writing Center

- Strategies for success
- Demographic profiles

* Scholarship of Teaching and Learning
Dashboard & Statistics

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: Spring 2013

Information for the time period: Spring 2013

Section by Modality - Spring 2013

Registrations by Modality - Spring 2013
Student Success

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

Success = grade of A, B, or C
# Student Course Evaluations

(n=1,171,664)

<table>
<thead>
<tr>
<th>Course Modality</th>
<th>Overall % Excellent Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blended</td>
<td>52%</td>
</tr>
<tr>
<td>Fully Online</td>
<td>48%</td>
</tr>
<tr>
<td>Face-to-Face</td>
<td>48%</td>
</tr>
</tbody>
</table>
Faculty Satisfaction by Modality

- Very Satisfied: 32 Blended (n=143), 19 Fully Online (n=153)
- Satisfied: 37 Blended (n=143), 41 Fully Online (n=153)
- Neutral: 24 Blended (n=143), 18 Fully Online (n=153)
- Unsatisfied: 4 Blended (n=143), 19 Fully Online (n=153)
- Very Unsatisfied: 3 Blended (n=143), 3 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