Online Learning at UCF
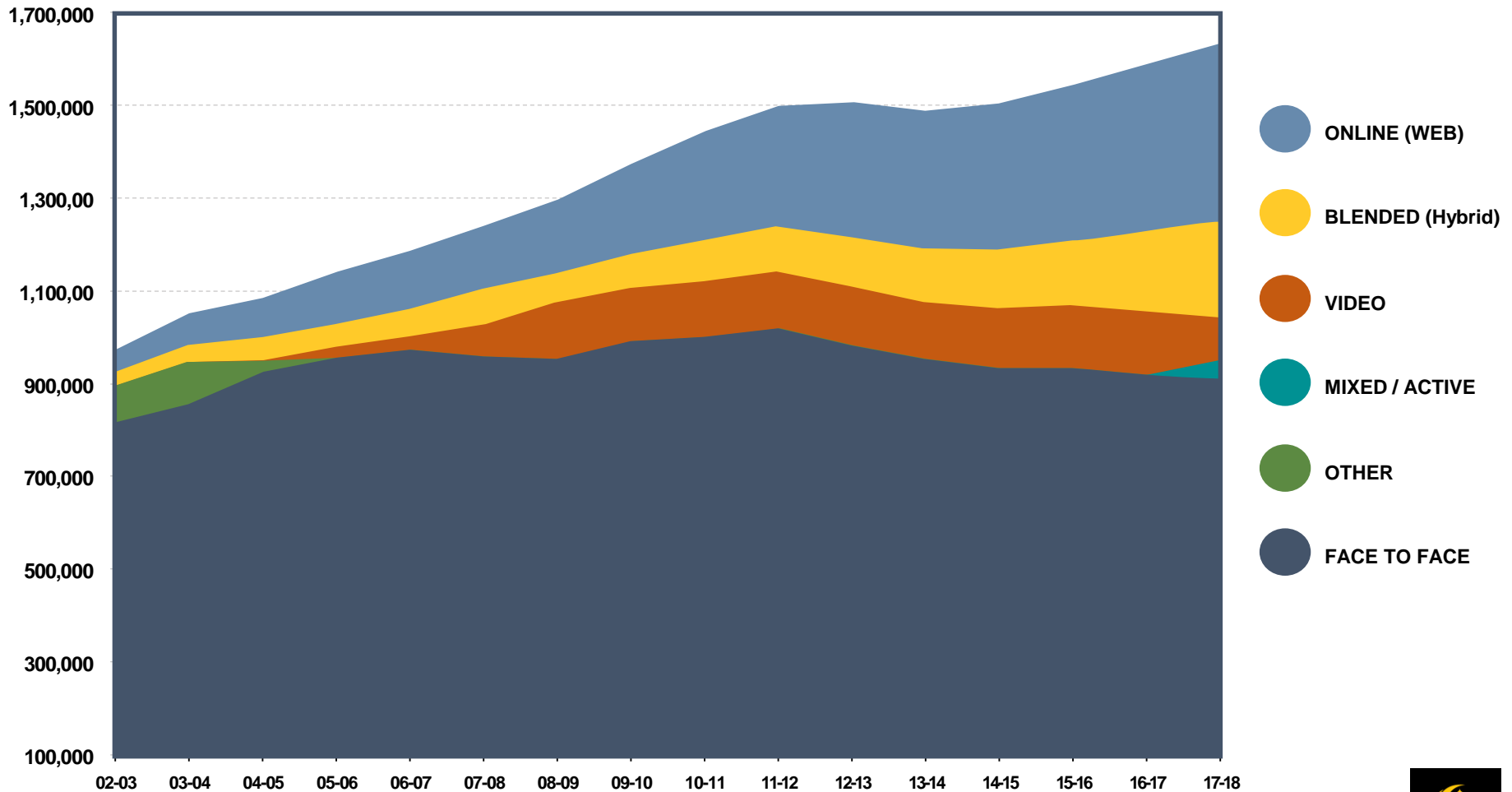
Florida SUS Board of Governors Innovation and Online Committee

UCF Today:
66,300+ Students

ONLINE (WEB)

BLENDED (Hybrid)

VIDEO

MIXED / ACTIVE

OTHER

FACE TO FACE

FTE by Modality
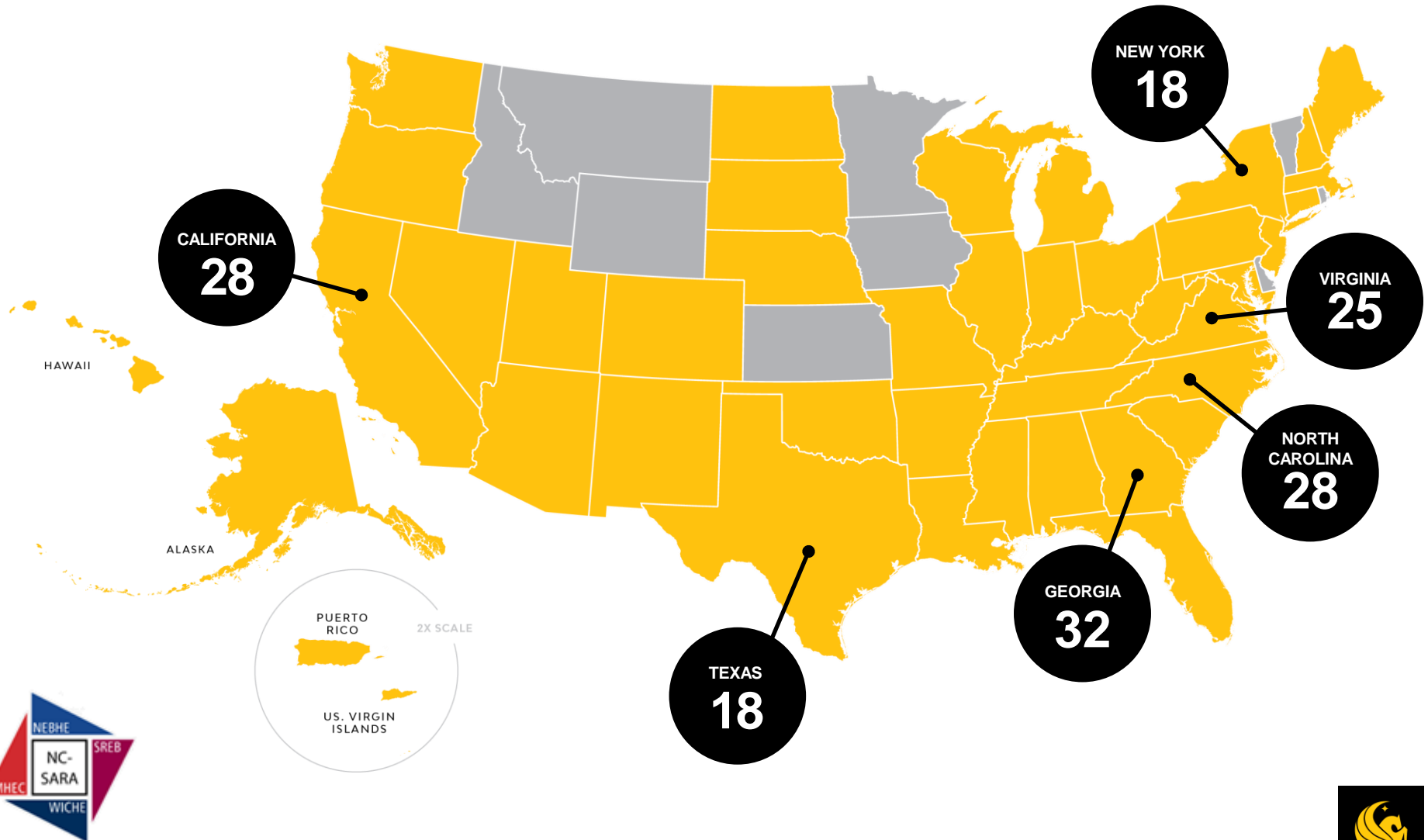## (Actual and Planned)

Planned FTE Enrollment by Method of Instruction *(for all students at all campuses)*

	2011-12 ACTUAL	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN
UNDERGRADUATE									
Distance (80-100%)	11,510	12,433	12,807	13,559	14,523	15,860	17,050	17,720	18,340
Hybrid (50-79%)	2,648	3,054	3,208	3,644	4,158	4,630	4,820	4,980	5,230
Classroom (0-50%)	31,287	30,078	29,124	28,593	28,599	28,120	27,600	27,540	27,500
Subtotal	**45,445**	**45,565**	**45,139**	**45,796**	**47,280**	*48,610*	*49,470*	*50,240*	*51,070*
GRADUATE									
Distance (80-100%)	1,721	1,707	1,594	1,539	1,590	1,770	1,900	2,030	2120
Hybrid (50-79%)	639	645	683	666	641	640	690	760	790
Classroom (0-50%)	3,492	3,540	3,461	3,313	3,304	3,280	3,380	3,440	3,500
Subtotal	**5,852**	**5,892**	**5,738**	**5,518**	**5,535**	*5,690*	*5,970*	*6,230*	*6,410*

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), *F.S.*). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Classroom/Traditional**, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element 2052.

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2017-18 Out of State Enrollments

- 329 Total Non-FL

NEW YORK
18

CALIFORNIA
28

VIRGINIA
25

NORTH CAROLINA
28

GEORGIA
32

TEXAS
18

HAWAII

ALASKA

PUERTO RICO

2X SCALE

US. VIRGIN ISLANDS

NEBHE
SREB
NC-SARA
MHEC
WICHE

UCF

4

Biggest Challenges Implementing a High Quality Program

Faculty Support

- **High-quality courses**
- **Best practices in delivery**
- **Same faculty as on-campus**

Student Support

- **Meets students where they are**
- **Customized services for greatest impact**

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Faculty Development

80 HOURS OF PROFESSIONAL DEVELOPMENT REQUIRED to design and teach original courses

35 HOURS OF PROFESSIONAL DEVELOPMENT REQUIRED to teach existing courses
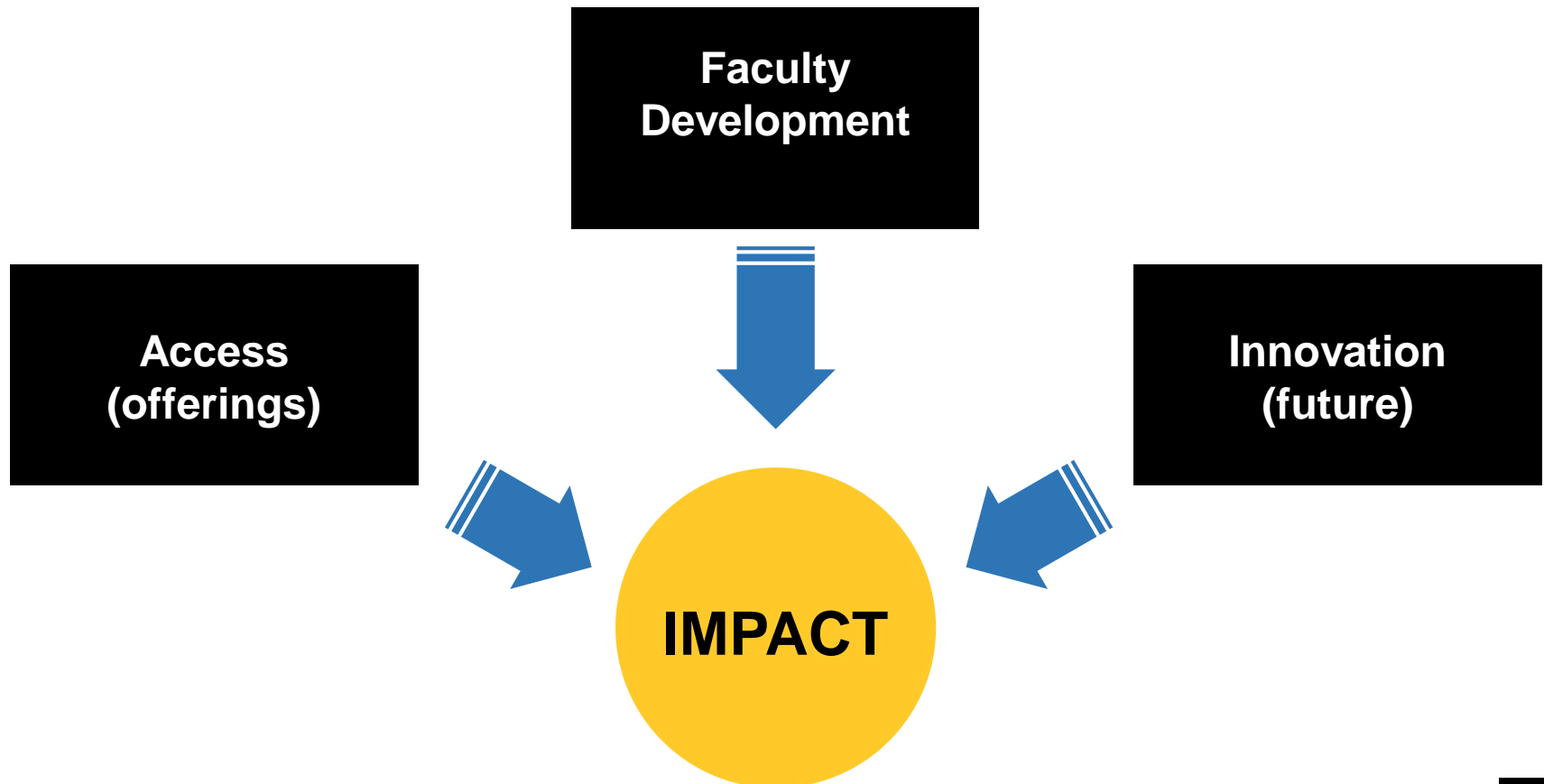
80% are full-time faculty members

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Dedicated Success Coaches
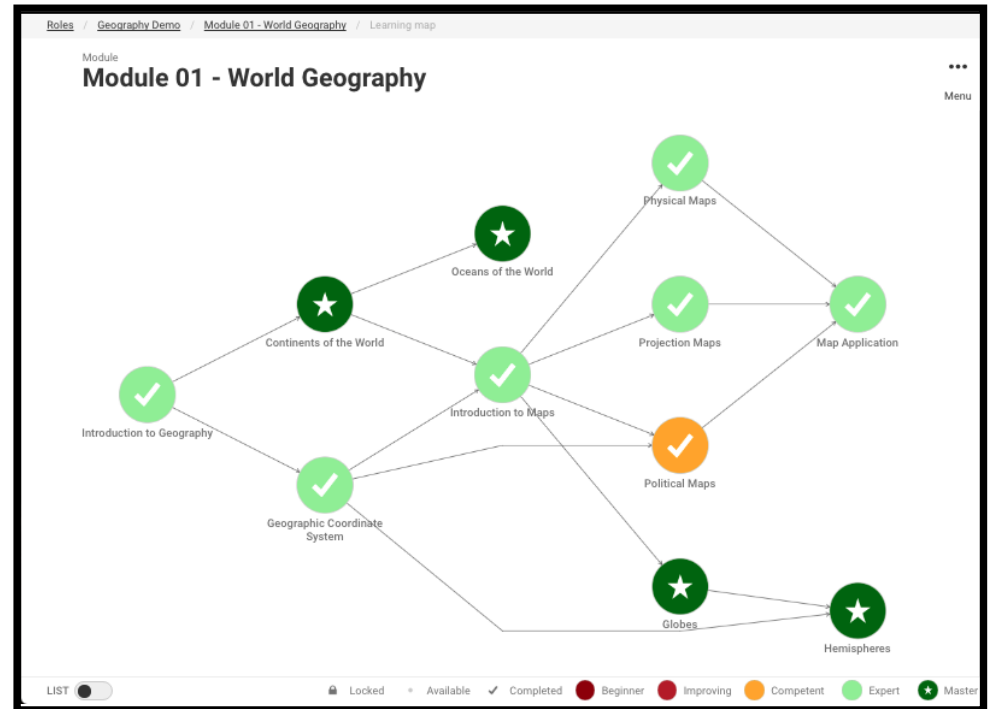

Meet our
UCF Online
Success Coaches

MONIQUE

HANNAH

NATASHA

BRIANNA

SHANNON

ALMENDRA

JOHANNY

UCF

Primary Focus to Ensure Quality

Faculty Development

Access (offerings)

Innovation (future)

IMPACT

UCF

Innovative Programs

- Adaptive Learning
- Learning Analytics & Research
- Blended / Active Learning

System-wide Initiatives

- **TOPKit**
- **OER**
- **Quality**
- **Key Partnerships / Consortia**
  - University Innovation Alliance
  - Frontier Set
  - Florida Consortium of Metropolitan Research Universities
  - Unizin

Transfer Connect to UCF Online

Signed MOUs

- Florida Gateway College

- Indian River State College

- Polk State College

- Florida Keys Community College

- Pasco-Hernando State College

- North Florida Community College

- Miami Dade College

UCF Online Student Savings

UNDERGRADUATE

GRADUATE

22.2% savings

15.5% savings

Cost of Online Learning

- **DL Fee funds 100% of online operations**

- **Budget based on projected annual revenue**

- **Other costs related to delivery and embedded services are tuition-based**

Alignment with Employment Opportunities

- Most existing programs have grown organically into online offerings, **ensuring market viability**

- New programs are **driven by market research** that heavily weights job demand (e.g. EAB and Burning Glass) and **strategic emphasis**

- Collaborate with colleges and departments to **develop programs when market demand exists**

- New **partnerships with employers** currently in discussion

- New **"vertical" to better serve healthcare industry**—specialized landing page

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![UCF Digital Learning logo]

digitallearning.ucf.edu