University of
West Florida

e-Learning Case Study: University of West Florida

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The National Picture

- 5.6 million students taking at least one online course during Fall 2009

- 21% growth rate over previous year

- Nearly 30% of all Higher Education students are taking at least one online course

Sloan-C: Class Differences: Online Education In 2010.
(Allen & Seaman, 2010)

Technology 2011

Facebook
- 5 billion pieces of content shared weekly

The World is Open

People collaborate

People share

Everyone is a content creator

Institutions are giving their content away

About the University of West Florida

- Students from:
  - 48 states
  - 90 foreign countries
- Courses
  - 95% of courses taught by faculty
  - 30% of all courses taught online
- Uniqueness in region
  - 7 military bases
  - Bordering Alabama, the Gulf of Mexico and the FL Panhandle
  - Approx. 1 million people between Perdido and Apalachicola River (rest of FL 17 mil)

Supporting e-Learning
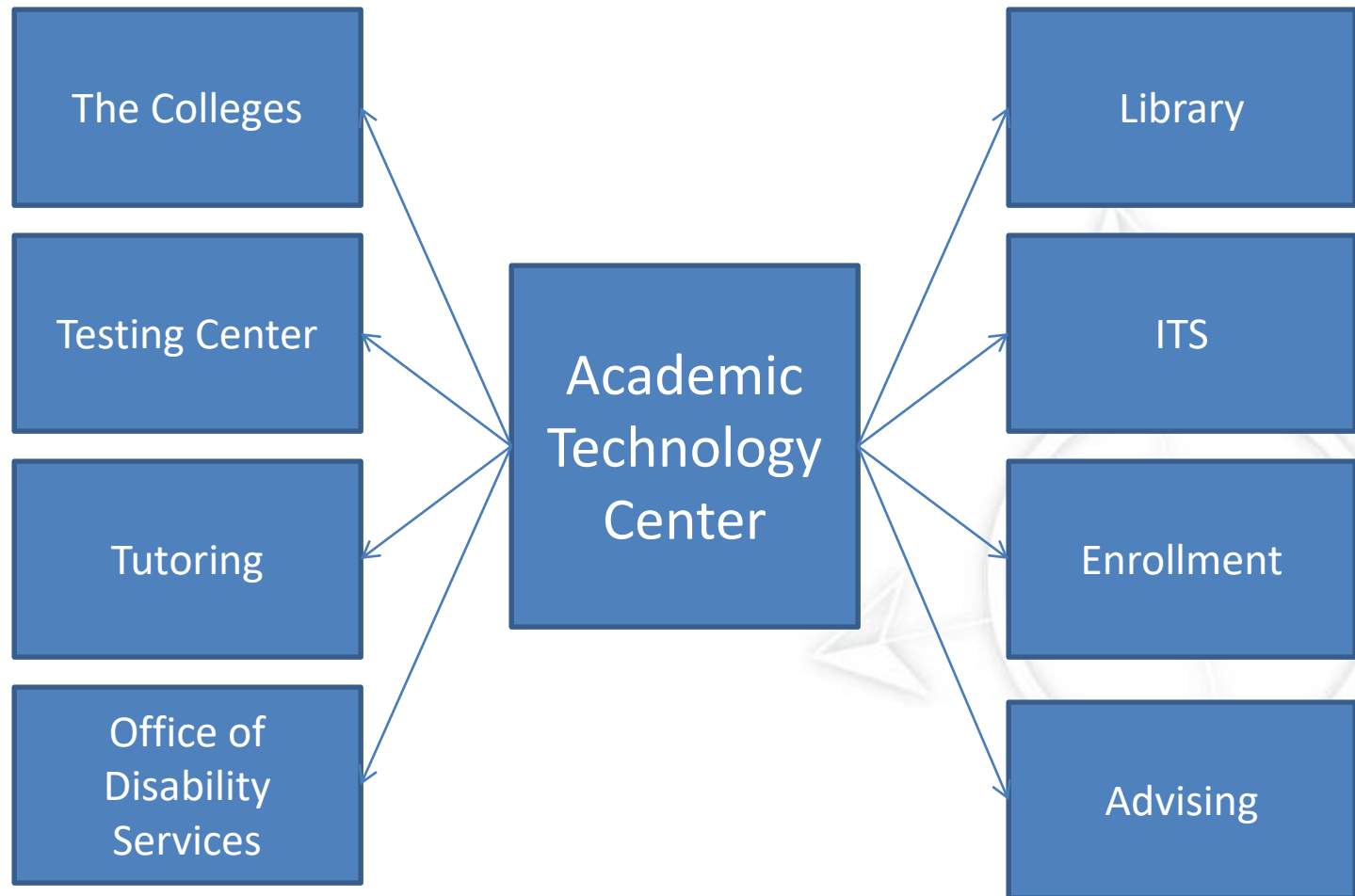
Academic Technology Center

- Formed in 2003
- Mission: To design, develop and implement online learning
- To date:
  - 700 courses
  - 23 fully online programs
  - 10 certificate programs
  - 30% of all UWF enrollments

Recognitions

- 2008 Sloan-C Award for Online Faculty Development Program: Studio e
- UCEA-South Best For-Credit Program (Arabic Language and Culture)
- Over 4 million in Contract/Grant Activity
- Military Friendly Institution:
  - Military Advanced Education (4 years)
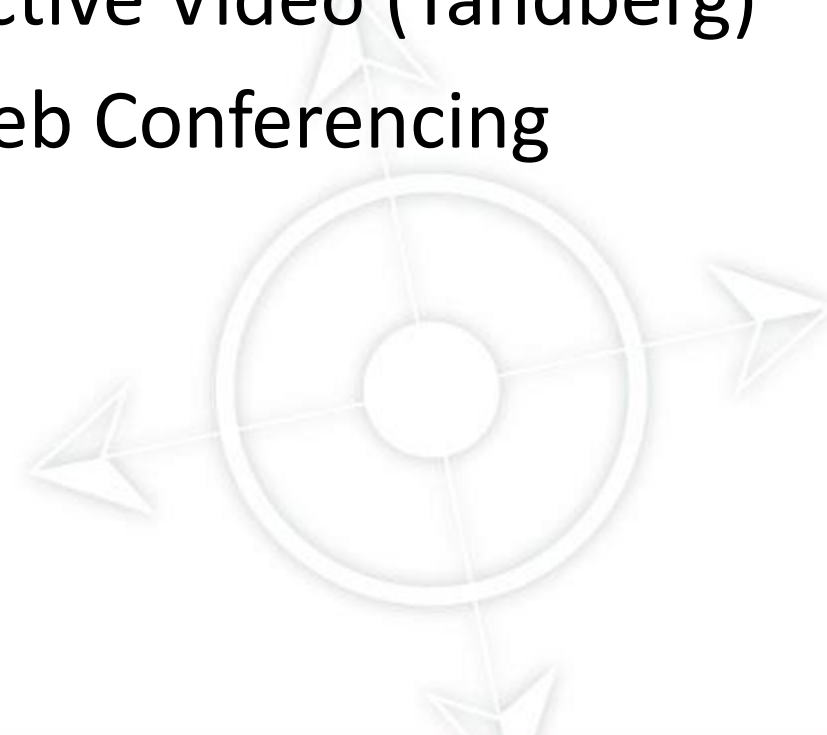 - GI Jobs (3 years)

Where We Started: The Distance Learning Conceptual Framework

- SACS Definitions and Principles for Distance Education
- Western Interstate Commission on Higher Education
- Southern Regional Electronic Board
- Sloan-C Pillars of Effective Practice
- DoD's Principles of Good Practice
- Quality Matters

Delivery Models

- Fully Online (Desire2Learn)
- Blended
- Two-way Interactive Video (Tandberg)
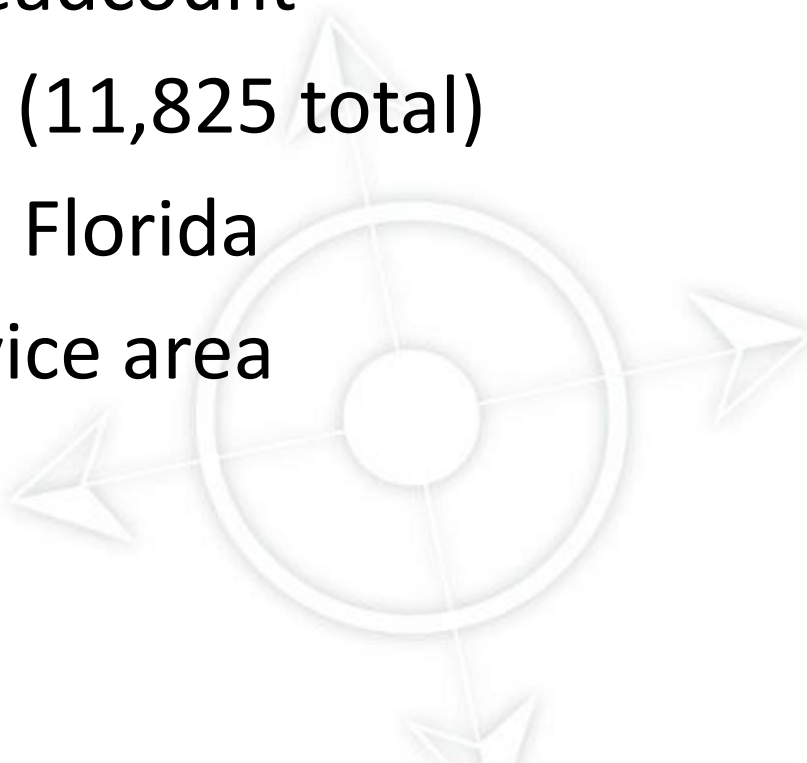- Synchronous Web Conferencing (Elluminate)
- Mobile

Institutional Alignment

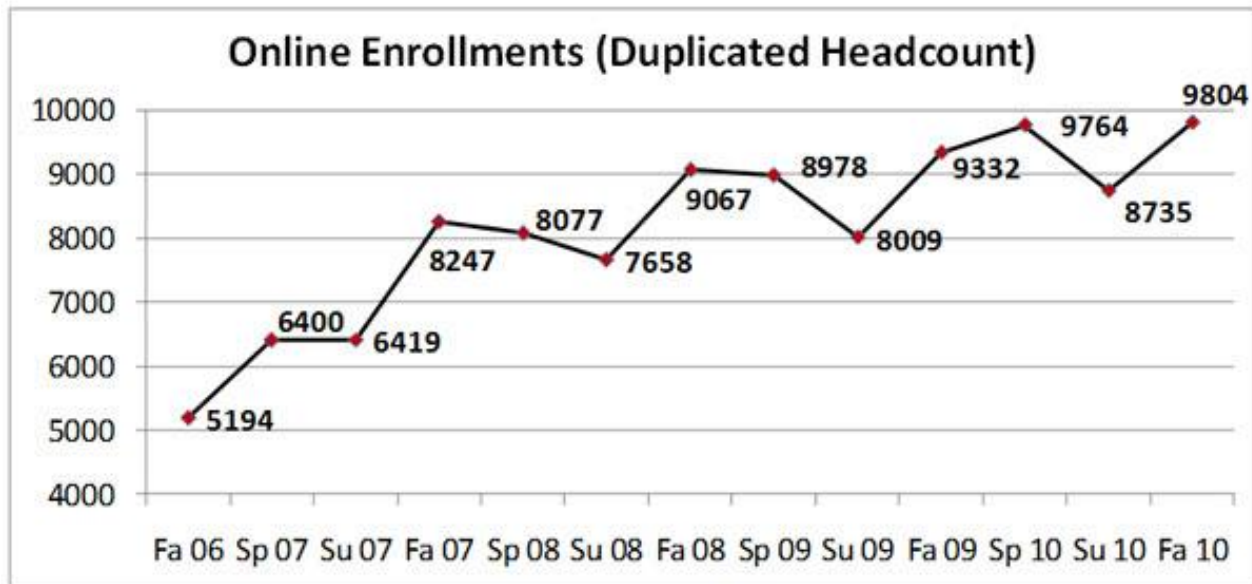| Goal	Process/Practice	Metric	Process Indices
Cost effectiveness and institutional commitment	Costs are monitored for DL fees and associated usage in each of the major areas using the fee for enhancing services to students	Annual monitoring of DL fee usage	Monitor annually to ensure that fees are conducive to other institutions in state. Monitor expenditures.
Growth/Access	Monitor growth each semester to better understand our population of learners	Enrollments Gender/Age/Location of students Benchmark against national growth in online learning	Ongoing data collection and analysis, share with deans, chairs and others making decisions about online students.
Partnerships	Continue to seek partnerships that enhance access to education for our students. This practice will also include seeking military student partnerships	Monitor partnerships with institutions, military, industry and others.	Continue to assess partnerships, work with president and others to continue to engage.

Cost Factors

- How does e-learning compare with traditional classroom instruction?
  - **Instructional costs**
    - Faculty, course development, software utilization, advising, course revisions
  - **Enrollment per course section**
  - **Infrastructure and specialized personnel**
    - Hardware/software, Academic Technology Center, ITS, Advising, Student Services
  - **More efficient use of facilities**
  - **Growth/Access**

Access to Education

- 448 course sections (Fall 2011)
- 9804 duplicated headcount
- 5506 unduplicated (11,825 total)
- 81% students from Florida
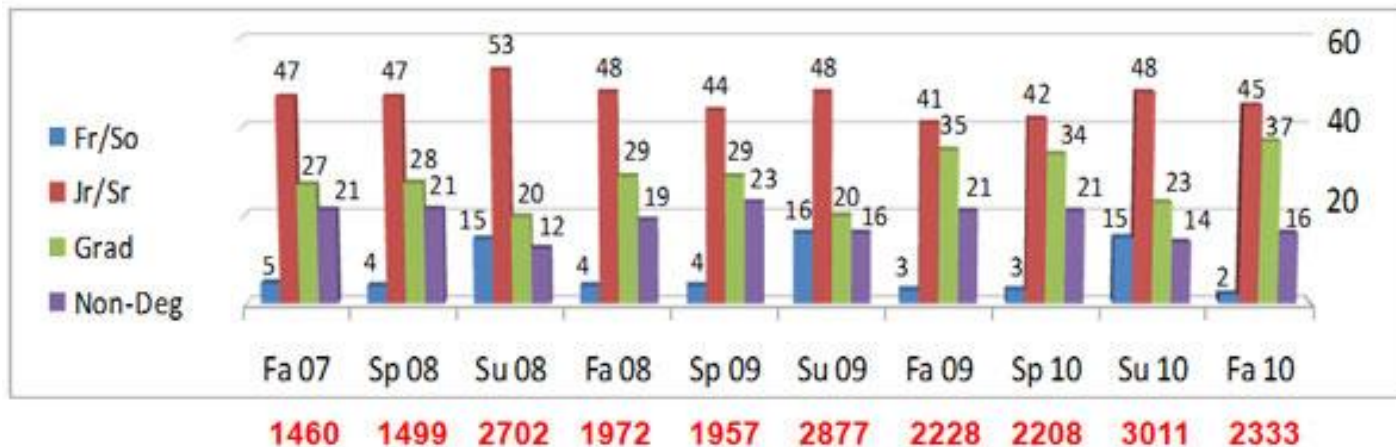- 40.5% outside service area

Access through Mobile Education

Quality Curriculum

Goal	Process/Practice	Metric	Process Indices
Students receive **equivalent educational experiences** at institutional norm	Learning outcomes are consistent with institutional norm Instructors are trained to design and deliver high quality online courses	Course analysis of learning outcomes. Faculty training required for both design and implementation of online courses Faculty participate in Quality Matters for internal peer reviews	Student learning is equivalent in face to face and online courses through equivalent educational experience. Course quality is high based on internal and external peer reviews aligned to Quality Matters.
Academic integrity is maintained at institutional norm	Academic integrity and control of educational outcomes remains the role of the instructor and offering department	Academic integrity policies are maintained A range of solutions exist for faculty and departmental choice	Reduced incidence of cheating in online courses.
Course completion rates are maintained at institutional norm	Data are collected in the same manner as institutional norm for fully online students.	Course completion data gathered through Institutional Research	Program retention rates will continue to improve over time.

Online Course Statistics

(OLC coded courses)

Course Completion Rates % (Online compared to Traditional)

100% - Total WD/Total Students
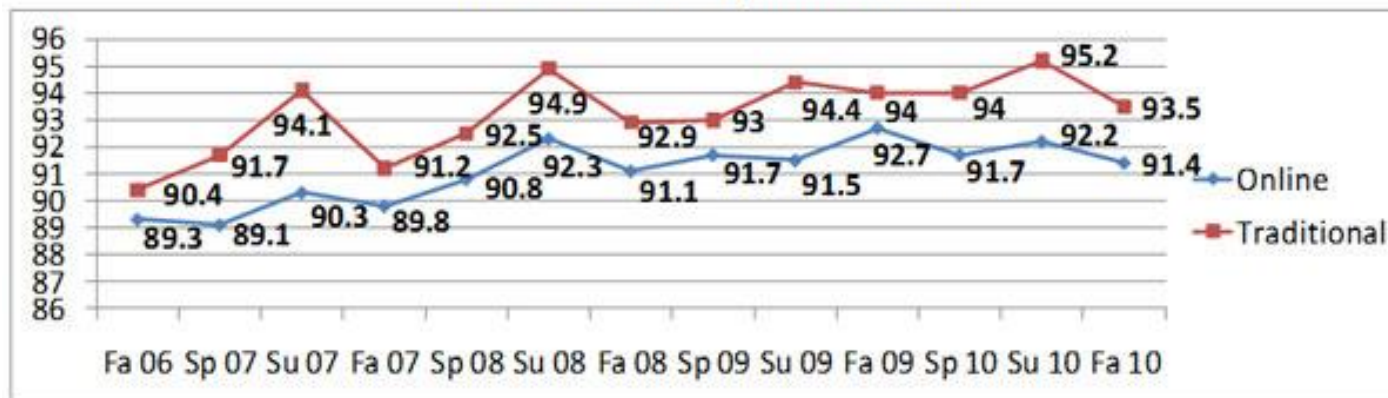
Source: RR620R05
after final withdrawal deadline

Faculty Support

Goal	Process/Practice	Metric	Process Indices
Faculty have a high quality, consistent methodology for **training** on the design and development of online courses,	-Faculty participate in Studio e prior to teaching online. -Faculty participate in ongoing professional development for new versions of software, LMS tools, strategies, etc.	Design to standard, reviewed and approved by ATC for faculty extra state compensation. Number and percentage of faculty trained on process Number of online courses developed	Track progress during implementation to make mid-course corrections.
Faculty have a high quality, consistent methodology for faculty **support** during the implementation of online courses.	-Faculty participate in Studio e or other course development training	Mid course evaluation instrument End of course evaluation instrument	Conduct formative evaluation throughout the first implementation of the course, make corrections as needed.
For course maintenance, faculty participate in **training** to make course improvements	-UWF participates in Quality Matters, which is used as the benchmark of course quality -ATC provides training to promote new ideas and course improvement strategies.	Peer review documentation	Continued emphasis on the instrument and continuous improvement of courses.
Faculty are provided with opportunities to obtain course development, revision and implementation **assistance** on a routine basis.	-ATC provides eFridays, walk in service for faculty. -ATC provides "Ask ATC" Staff conduct in-department training on various needs.	Services are used by faculty.	Ongoing analysis of services offered for continuous improvement.

Faculty Support

- **Faculty Development Programs**
  - Studio e
  - Quality Matters
  - Ongoing New Media Programs
  - Two Mini Conferences Annually
- **Faculty Consulting**
  - Instructional Design Support
  - Media Support
- **Faculty Scholars**
- **Faculty Peer Review Teams**

Faculty Scholars

FACULTY HIGHLIGHTS

The Academic Technology Center is proud to announce the appointment of Dr. Jill T. White as a UWF Quality Matters Scholar! Dr. White graduated from the University of Tennessee in 1993 with a doctorate in Technological and Adult Education. *Read more...*

Dr. Jill T. White
Engineering and Computer Technology

FACULTY HIGHLIGHTS

Quality Matters Recognized 2010

Please join the Academic Technology Center in congratulating Dr. Anita Solarski! Her course, TSL4080, ESOL Principles and Practices, is the first UWF fully-online course to be reviewed and recognized by an external Quality Matters (QM) Peer Review Team as having met quality expectations in online course design. *Read more...*

Dr. Anita Solarski
School of Education

FACULTY HIGHLIGHTS

The concept of a place common to everyone for the storage and retrieval of information is hardly a radical one. From Ptolemy's Royal Library at Alexandria to Tim Berners-Lee's Internet, we have been working on this. The Orange Grove, Florida's Digital Repository is another dimension of this concept. *Read more...*

TheOrangeGrove
Florida's Digital Repository

Dr. Dave Dawson
Engineering and Computer Technology

FACULTY HIGHLIGHTS

Dr. Enid Sisskin is a Studio-e alumna, as well as a frequent participant and presenter at ATC training sessions. Most recently Enid was our faculty expert for the Quality Matters session: Choosing Appropriate Resources and Materials for Your Online Course, (Standard 4). *Read more...*

Dr. Enid Sisskin
Master of Public Health

Student Support

| Goal	Process/Practice	Metric	Process Indices
Students express satisfaction with their experience in online courses in terms of student **engagement** and interaction.	Faculty/student interaction; student/student interaction and student/content interaction are evident	Mid-course and end-of-course formative evaluations SAI evaluations Annual survey	Student satisfaction with levels of engagement and interaction are sufficient
Students express satisfaction with **student support services** received as online students	Remote students are able to receive the same level of student services as face to face students	Annual Online Learning Student Support Services Survey	Students are able to access services in a timely manner to be able to continue their education.
Students express satisfaction with tutorials and **guidance** provided for new online learners.	Guidance includes: time management strategies, testing, how to use LMS tools, how to interact with the instructor and with other students, and how to be a self-directed learner.	Satisfaction survey results from Gear Up for Online Learning campaign	Students are achieving success in online courses.

Supporting Students

- **Surveys**
  - Annual Student Interaction in Online Learning Survey
  - Annual Student Services Survey
  - College Level Surveys
- **Providing Quality Courses to Students**
  - Monitoring Course Completions
  - Provide ProctorU
  - Provide Respondus Lock Down Browser
  - Provide TurnItIn Software
  - Virtual Servers
- **Providing Quality Advising & Guidance to Students**
  - One on One Elluminate Sessions
  - Weekly Program Updates via Elluminate

Student Engagement

Survey of Online Interaction at UWF
4972 students (1172 respondents) enrolled in at least online course during Fall 2008
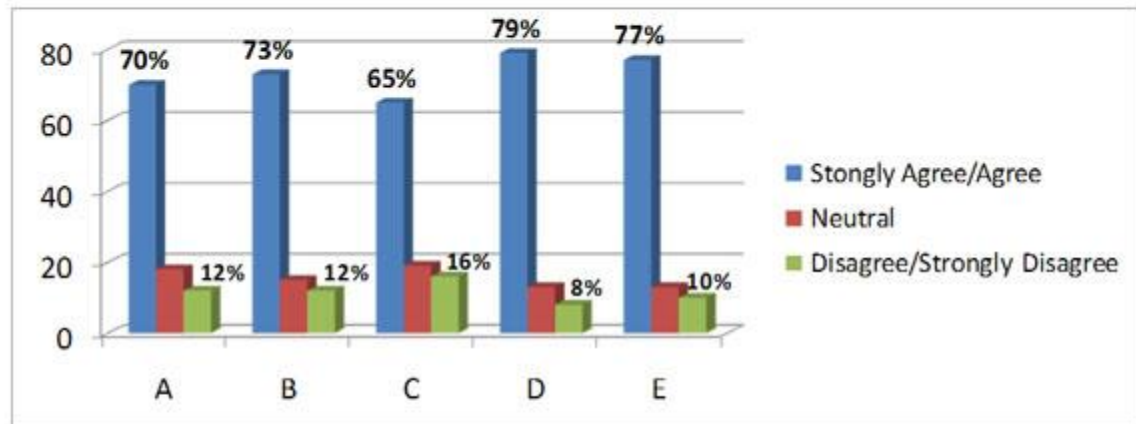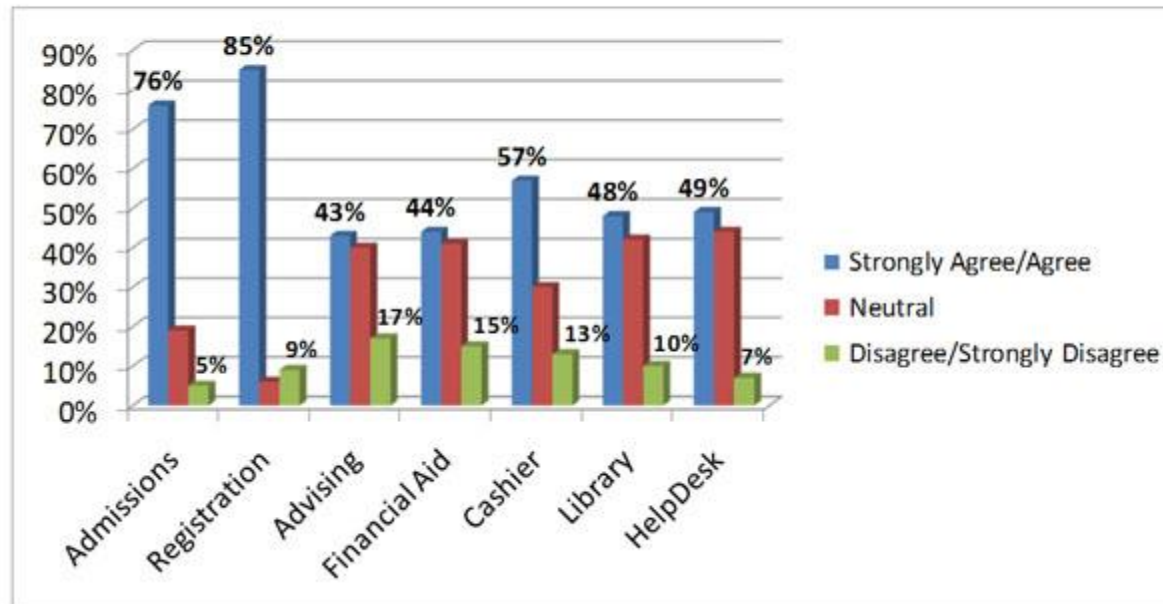

A. The level of interaction with my instructors contributes to my understanding of the course objectives.
B. My instructors provide constructive feedback on course assignments and questions I ask.
C. The level of interaction between students contributes to my understanding of the course objectives.
D. I have the opportunity to work with other students online through groups, discussions and other engaged activities.
E. UWF fully online courses are designed to promote the development of an online community of learners. Please rate your UWF online courses' ability to create this online community of learners.

Student Support Services

Survey of Online Support Services at UWF
4972 students (1172 respondents) enrolled in at least online course during Fall 2008

Continuous Improvement

Goal	Process/Practice	Metric	Process Indices
Online learning will provide needed access to education for students.	Monitor strategies for student access to education including military students, non-traditional students and traditional students,	Metrics on: -gender/age -location from campus -reason for taking online courses -number of students that are truly online-only students,	Access to education will be provided with a clear understanding of who our students are.
Online learning will grow at a rate similar to the national average.	Monitor national data such as the Sloan reports on DL growth	Trend analysis of student enrollments. Trend analysis of out-of-state students and fee waivers received.	Continue monitoring where students are coming from and how UWF's enrollments compare nationally.

Distance Learning 2003

– A few online courses

– Creation of IT Strategic Plan <u>by UWF President</u>

– Approval by <u>Board of Trustees</u>

– Formation of the Academic Technology Center (November 2003)

Distance Learning 2004

- Colleges create goals for online programs
- ATC begins joint course development initiatives with faculty
- <u>Faculty</u> funded with incentives for course development
- Initial marketing of online programs, Online Campus forms
- Professional development FOCUS on alternative forms of assessment for online learning
- UWF begins attending <u>Florida Distance Learning Consortium</u>
- UWF begins attending <u>Florida Association for Colleges and Military Educators</u> (ACME) & <u>Council for Colleges and Military Educators</u> (CCME)

Distance Learning 2005

– <u>Colleges</u> begin receiving profit sharing for enrollment increases

– Course development & incentives continue

– ATC Director joins <u>Dean's Council</u>

– Develops proctoring protocol for online courses

– Hurricane Ivan hits

– ATC joins mobile learning development efforts with <u>US Coast Guard</u>

– ATC joins <u>New Media Consortium</u>

– Presentation to Board of Trustees: Update on distance learning

Distance Learning 2006-07

- 2006
  - Studio e faculty professional development program begins
  - <u>Faculty senate</u> retreat on issues tied to Distance Learning
  - President issues (soft) moratorium on new distance learning program development to spend the year studying remaining issues tied to distance learning effectiveness
  - ATC begins mobile learning Congressional funded efforts with <u>US Navy</u>
  - <u>Presentation to BOT</u>, Update on distance learning
  - Hurricane Dennis hits
- 2007
  - <u>Faculty Senate retreat 2</u>
  - Subcommittee on distance learning effectiveness
  - IP policy committee meets
  - Continue offering Studio e professional development course

Distance Learning 2008

- UWF ATC is recognized with Sloan-C award for online professional development (Studio e)
- Continue offering Studio e professional development
- Add "Learn 8 in '08" Professional Development for New Media
- Continue to work with US Navy, begin working with Center for Language, Regional Expertise and Culture

Distance Learning 2009

- UWF begins Quality Matters program for improving online courses
- UWF hosts Academic Integrity Fall Faculty Forum to explore major issues tied to academic integrity (becomes the year of Academic Integrity)
- Faculty senate voted to require faculty to attend professional development to be able to teach online
- Faculty Senate voted to require all distance learning programs to require a program modification

Distance Learning 2010

- UWF's College of Professional Studies invests in Quality Matters for DL programs

- Begins pilot of Proctor U (Fall 2010)

- College of Professional Studies at 55% of enrollments from distance learning

- New College of Professional Studies task force on distance learning developed

Overall Best Practices

- Develop a **systemic framework** that includes institutional alignment, support for students, support for faculty, high quality curriculum and continuous improvement
- Consider **accreditation** requirements (and institutional best practices) in all program planning
- Use **change management** strategies to engage the entire campus community
- Create **strategic focus** on distance learning
- Implement **detailed views** of individual programs within colleges and academic departments
- **Engage** students in courses
- Create **strategic partnerships** to expand program offerings

THANK YOU!

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For information regarding
Quality and Online Learning: go to http://uwf.edu/atc