Online Learning: An Opportunity that is Here Today

Prof. Burks Oakley II
Associate Vice President for Academic Affairs
Director, University of Illinois Online

University of Illinois
18 May 2006
Alfred P. Sloan Foundation

- Started a program in “Learning Outside the Classroom” in 1992
- “Our goal is to make available high quality learning, education and training, anytime and anywhere, for those motivated to seek it.”
- Sloan now has made $60 M in grants to support online projects at colleges and universities
The “Why” of Online Learning

- Access, access, and access!
  - Place-bound individuals who do not live near a college campus
  - Time-restricted individuals whose busy schedules do not permit them to attend classes on-campus [work and family obligations, commuting time]
Championed the approach termed “Asynchronous Learning Networks” (ALN) for offering online courses:

- Instructor-led class, typically based on academic semesters
- Relatively low development costs
- Students use computers and the Internet to interact with course materials, other students, and the instructor
- Minimal requirements for bandwidth and computing power
Sloan Foundation Funding

- Since 1992, there has been a progression from:
  - Stage 1: individual online courses
  - Stage 2: entire certificate and degree programs
  - Stage 3: scale-up to large numbers of enrollments through multiple degrees

- Grants to support community building and knowledge dissemination – major support to the Sloan Consortium
The Sloan Consortium

The purpose of the Sloan Consortium (Sloan-C) is to help learning organizations continually improve quality, scale, and breadth according to their own distinctive missions, so that education will become a part of everyday life, accessible and affordable for anyone, anywhere, at any time, in a wide variety of disciplines.
Sloan-C Survey 2002-03

- Over 1.6 million students took at least one online course during Fall 2002.
- Eighty-one percent of all institutions of higher education offer at least one fully online or blended course.
- Complete online degree programs are offered by 34 percent of the institutions.
- Among public institutions, the numbers are even more compelling, with 97 percent offering at least one online or blended course and 49 percent offering an online degree program.
Sloan-C Survey 2003-04

- Students are as satisfied with online courses as they are with face-to-face instruction.
- Institutions believe that online learning is critical to their long term strategy.
- Three quarters of academic leaders at public colleges and universities believe that online learning quality is equal to or superior to face-to-face instruction.
  - The larger the school, the more positive the view of the relative quality of online learning compared to face-to-face instruction.
Sloan-C Survey 2004-05

- Institutions are offering a large number of online courses, and there is great diversity in the courses and programs being offered.
- Institutions use about the same mixture of core and adjunct faculty to staff their online courses as they do for their face-to-face courses.
- There is a strong trend upwards in considering online education as part of an institution’s long-term strategy.
Overall online enrollment increased from 1.98 million in 2003 to 2.35 million in 2004.

Online enrollments continue to grow at an annual rate of 20%.

The online enrollment growth rate is over ten times that projected by the National Center for Education Statistics for the general postsecondary student population.
Sloan-C Quality Framework

- Emphasis on quality and the five pillars:
  - Access
  - Learning effectiveness
  - Student satisfaction
  - Faculty satisfaction
  - Cost effectiveness

- Pillar editors and effective practices

Westminster College
Fulton, MO
Quality, Scale, and Breadth

- Commitment to Quality
  - Offering time/place dispersed students the same (or higher) quality of education as on campus
  - Through the same college/dept. structures
  - With the same faculty members
  - Through the same or analogous curriculum
Quality, **Scale**, and Breadth

- Commitment to Scale
  - Identifying needs and scaling up to meet those needs
  - Meeting the needs of significant numbers of disenfranchised and marginalized learners
  - Providing a meaningful service that can have a measurable impact on a profession, a geographic region, or an identifiable group of people
Quality, Scale, and **Breadth**

- Commitment to Breadth
  - Not merely a handful of boutique online programs
  - Not catering only to a single limited audience or discipline
  - Providing a meaningful range of degree or certificate offerings
  - Providing access analogous to the access afforded those who can reside on a campus
Subset of e-Learning

- Asynchronous Learning Networks (ALN) means:
  - People networks
  - Communications networks
  - Technology for high interaction, any time, any place

- This is the type of online learning being promoted by Sloan-C

http://www.sloan-c.org/
Faculty Professional Development

- “Making the Virtual Classroom a Reality” (MVCR) series of online courses from the Illinois Online Network
  - Each course is 8 weeks in duration, 10-15 hours per week
  - Taught by experienced online faculty (excellent role models)
  - Model excellent pedagogy & effective use of appropriate technologies
  - Free to community college faculty and U of I faculty – supported by Illinois Board of Higher Ed

Recipient of 2002 Sloan-C Award for the “Outstanding Online Faculty Development Program”
MVCR Online Courses

- Online Learning: An Overview
- Instructional Design for Online Course Development
- Encouraging Communication in Online Courses
- Student Assessment in Online Courses
- Technology Tools for Online Learning
- Web Design Principles for Online Educators
- Copyright and Intellectual Property Issues for Online Course Development
- Issues and Strategies for Faculty Training
- Multimedia Principles for Online Educators
- Practicum

http://www.mvcr.org/
Faculty Development

- ION offers the “Master Online Teacher” certificate based on the MVCR online courses; >175 graduates to date
- 4 core courses, 1 elective course, plus a supervised practicum

UIS faculty being honored at a luncheon for earning the Master Online Teacher certificate, November 2002
Online Course Components

- Students access online courses using a web browser, such as Internet Explorer
- Course Management System includes:
  - Syllabus
  - Information about the course instructor
  - Readings
  - Lecture material (text, audio, video)
  - Gradebook, calendar, & announcements
  - Discussion forum for asynchronous communication
Welcome to Blackboard Learning System™ (Release 6).
Please enter your User Name and Password to access your e-Learning system.

You can access as a guest by clicking the "Preview" button below.

Have an Account? Login Here.
If you already have an account, enter your login information here and click the "Login" button below. If you do not have an account, please click on one of the buttons to the left.

USERNAME: leighgeorge

PASSWORD: ********

Login

Forgot your password?

Copyright © 1997-2004 Blackboard Inc. Patents Pending. All rights reserved.
Accessibility information can be found at http://access.blackboard.com
Hi everyone! I just posted a short "Midterm Survey" to Blackboard. You can access this survey by following the link to "Midterm Survey" in the frame at the left. Your responses to this anonymous survey will help me improve the course for the second half of the semester.

When you take this survey, you will see that the answer boxes are...
PAC 442 - Section B - Spring 2004
"The Internet and American Life"
University of Illinois at Springfield
Syllabus

Jump to assignments for:

- Week 1 - due 19 January
- Week 2 - due 25 January
- Week 3 - due 2 February
- Week 4 - due 9 February
Week Eight Discussion Forum
A forum for the week eight discussions.

Paper One - Submission
A forum to submit your Paper One Assignment.

Paper One - Phase One Assignment
A forum for the Phase 1 discussions for the Paper One Assignment.

Student Lounge
A forum for informal discussion of any topic.

Ask Georgianna!
<table>
<thead>
<tr>
<th>Subject</th>
<th>Sender</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leigh George-online learning</td>
<td>George, Leigh</td>
<td>Mon Jan 19 2004 3:33 pm</td>
</tr>
<tr>
<td>Online learning - this subj...</td>
<td>Oakley, Burks</td>
<td>Mon Jan 19 2004 3:41 pm</td>
</tr>
<tr>
<td>Re: Online Means so much!</td>
<td>George, Leigh</td>
<td>Mon Jan 19 2004 8:07 pm</td>
</tr>
<tr>
<td>Big impact for me as well</td>
<td>Kaiser, Dawn</td>
<td>Sun Jan 25 2004 5:39 pm</td>
</tr>
<tr>
<td>Online is the only possibl...</td>
<td>Dannewitz, Dennis</td>
<td>Mon Jan 26 2004 3:49 pm</td>
</tr>
<tr>
<td>Anyone have any idea of how...</td>
<td>Oakley, Burks</td>
<td>Tue Jan 27 2004 1:21 pm</td>
</tr>
<tr>
<td>Student-aid regulation a...</td>
<td>Oakley, Burks</td>
<td>Tue Jan 27 2004 2:03 pm</td>
</tr>
<tr>
<td>Regarding Professor B.</td>
<td>Dannewitz, Dennis</td>
<td>Thu Jan 29 2004 7:48 pm</td>
</tr>
<tr>
<td>Some thoughts abou...</td>
<td>Dannewitz, Dennis</td>
<td>Fri Jan 30 2004 4:52 am</td>
</tr>
<tr>
<td>Separation of school and...</td>
<td>Oakley, Burks</td>
<td>Thu Jan 29 2004 7:38 pm</td>
</tr>
<tr>
<td>Anyone care to offer info.</td>
<td>George, Leigh</td>
<td>Thu Feb 19 2004 7:43 pm</td>
</tr>
<tr>
<td>Pros and cons of online lea...</td>
<td>Henderson, Hollie</td>
<td>Fri Feb 20 2004 8:29 pm</td>
</tr>
<tr>
<td>My only option</td>
<td>Kern, Emily</td>
<td>Tue Feb 24 2004 12:41 pm</td>
</tr>
<tr>
<td>Some smaller problems</td>
<td>Kern, Emily</td>
<td>Tue Feb 24 2004 12:41 pm</td>
</tr>
<tr>
<td>International Communications</td>
<td>Shelley, Rachael</td>
<td>Mon Jan 19 2004 7:56 pm</td>
</tr>
<tr>
<td>Re: Interesting Communicati...</td>
<td>George, Leigh</td>
<td>Mon Jan 19 2004 8:11 pm</td>
</tr>
<tr>
<td>Re: Interesting Comm...</td>
<td>Shelley, Rachael</td>
<td>Mon Jan 19 2004 8:27 pm</td>
</tr>
<tr>
<td>International Communication...</td>
<td>Avon, Allison</td>
<td>Wed Jan 21 2004 2:15 pm</td>
</tr>
<tr>
<td>Needing more online Informa...</td>
<td>Shelley, Rachael</td>
<td>Wed Jan 21 2004 3:10 pm</td>
</tr>
<tr>
<td>Internet makes long distant...</td>
<td>Kaiser, Dawn</td>
<td>Sun Jan 25 2004 5:48 pm</td>
</tr>
<tr>
<td>Saving a fortune of phone c...</td>
<td>Dannewitz, Dennis</td>
<td>Mon Jan 26 2004 3:52 pm</td>
</tr>
<tr>
<td>Fees for International C...</td>
<td>Shelley, Rachael</td>
<td>Tue Jan 27 2004 6:01 pm</td>
</tr>
<tr>
<td>Re: International Communica...</td>
<td>Farmer, Jonathon</td>
<td>Set Feb 21 2004 11:16 am</td>
</tr>
</tbody>
</table>
Current Forum: Paper One - Phase One Assignment  
Date: Mon Jan 19 2004 3:33 pm  
Author: George, Leigh <lgeor01s@uis.edu>  
Subject: Leigh George-online learning

Online learning through the internet has made a great impact on my life. I am sure without it I would not have the opportunity to earn a degree. There is no way that I could work full-time and be a divorced full-time mother to my daughter and attend traditional classes.

http://people.uis.edu/rschr1/onlinelearning/blogger.html


Student Comments

- “As a single parent of two who works about 50 hours a week, taking classes online has been wonderful.”
- “It allows me to continue my education without the hassle of trying to find time to attend classes at night and also finding a sitter.”
- “I am able to go online after my children are in bed, so I do not lose out on any family time with them.”
Faculty Comments

“I am particularly pleased that if a course is well designed, it can actually be a better learning experience (due to student-student and student-teacher interaction) than on-campus classes.”
Institutional Commitment

- Institutional commitment is critical to the success of ALN
  - Need to offer complete degree programs
  - Need to support course development
  - Need to support distant students
    - Recruitment and pre-enrollment advising
    - Technology help desk
    - Post-enrollment advising
    - Library services, tutoring
  - Need to support faculty teaching online
UIS Online Enrollments
Penetration of Online Learning

- In the Spring 2006 semester at UIS
  - 42% of the students took at least one online course
  - 24% of the students took online courses exclusively
  - 28% of all course credits were generated by online courses
  - Online majors made up 18% of UIS headcount enrollment
  - The online course enrollments (numbering 3010) were 25% greater than they were during the Spring 2005 semester
Transformation for Online

What has the UIS campus done to transform itself to serve so many new online students?
OTEL Support

- Faculty are supported by the Office of Technology-Enhanced Learning (OTEL): instructional designers, web developers, graduate assistants, hands-on training, brown-bag seminars, etc.

- Prof. Ray Schroeder, the Director of OTEL, was the 2002 recipient of the Sloan-C award for “Most Outstanding Achievement in ALN by an Individual”
Integrating Online Teaching

- Academic Technology Committee (ATC) – a Senate Committee
  - Faculty chair, Director of OTEL, Dean of LAS, Dean of Library, Vice Chancellor for Student Affairs, CIO, chief advisor in LAS online office, several online faculty, several online students

- Committee charge is to deal with all issues related to online programming, in order to continually increase quality and student & faculty satisfaction
In the Fall 2003 term, UIS implemented an e-tuition policy. All Illinois residents automatically qualify for the e-tuition rate. Out-of-state students who are enrolled in an online degree program and are taking only online classes also qualify. The e-tuition rate is: $131.75 per credit hour (continuing undergraduate) and $152.75 per credit hour (graduate).
A Small “Regional” Campus

- Due to e-tuition, UIS is now attracting a national (and international) audience
- 26.4% of the online enrollments are now from out-of-state
- For the Spring 2006 semester, UIS has online students living in 45 states, Washington DC, and Guam. Online students also are enrolled from Austria, Canada, Chile, France, Germany, India, Japan, Norway, and Vanuata.
Online is Mainstream

- At UIS, online courses are taught by the same faculty who teach on-campus courses
- Online teaching is done on-load – it is part of a faculty member’s regular teaching assignment
- Online degree programs are managed by the departments, not by a separate continuing education unit
More than Just Courses

- Student services are now available online:
  - Admissions
  - Advising and counseling
  - Financial aid
  - Help desk
  - Library resources
  - Placement and career services
  - Tutoring, writing center
Retention in Online Courses

- Retention in online classes at UIS
  - Spring 2002 96.2%
  - Summer 2002 94.5%
  - Fall 2002 94.1%
  - Spring 2003 94.3%
  - Summer 2003 94.8%
  - Fall 2003 93.1%
  - Spring 2004 94.2%
  - Summer 2004 95.6%
  - Fall 2004 90.4%
  - Spring 2005 91.3%
  - Summer 2005 93.1%

- On-campus retention averaged 94% for the past 4 semesters
## UIS Online Reach

<table>
<thead>
<tr>
<th>Course</th>
<th>AL</th>
<th>AR</th>
<th>FL</th>
<th>GA</th>
<th>KY</th>
<th>MS</th>
<th>NC</th>
<th>SC</th>
<th>TN</th>
<th>VA</th>
<th>Sum:</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA: Online English - UIS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>BA: Online History - UIS</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>BA: Online Liberal Studies - UIS</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>BA: Online Mathematical Sci - UIS</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>BA: Online Philosophy - UIS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>BS: Online Computer Science - UIS</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>MA: Online Educ Leadership - UIS</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>MA: Online Teach Leadership - UIS</td>
<td>2</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>MS: Online Mgmt Inf Sys - UIS</td>
<td>2</td>
<td>2</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>NDEG: Online Info Assurance - UIS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>NDEG: Online Sys Security - UIS</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Sum: 3 | 1 | 18 | 15 | 3 | 3 | 7 | 4 | 3 | 9 | 66
# UIS Online Reach

<table>
<thead>
<tr>
<th>State</th>
<th>Cities</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL</td>
<td>Birmingham, Harvest, Trinity</td>
</tr>
<tr>
<td>AR</td>
<td>Gassville</td>
</tr>
<tr>
<td>GA</td>
<td>Atlanta, Brunswick, Conyers, Cumming, Gainesville, Gainesville, Grovetown, Kennesaw, Marietta, Smyrna, Snellville, Stockbridge, Woodstock</td>
</tr>
<tr>
<td>KY</td>
<td>Brandenburg, Elizabethtown, Kevil</td>
</tr>
<tr>
<td>MS</td>
<td>Jackson, New Albany, Newton</td>
</tr>
<tr>
<td>NC</td>
<td>Charlotte, Fayetteville, Holly Springs, Raleigh</td>
</tr>
<tr>
<td>SC</td>
<td>Abbeville, Aiken, Kershaw, Sumter</td>
</tr>
<tr>
<td>TN</td>
<td>Germantown, Knoxville, Memphis</td>
</tr>
</tbody>
</table>
UIS – CSU Partnership

“Achieving Diversity through Online Inter-Institutional Collaborations”

Funded by Illinois Board of Higher Education in 2001 (with SBC matching gift)

Goals

– Engage urban/minority and rural/white perspectives in online classes
– Train CSU faculty to teach online (technology AND pedagogy)

Senate Pres. Emil Jones
Chicago State University

- Founded in 1867
- 9501 South King Drive, Chicago, IL
- 7,200 students
- Approximately 94% minority enrollment
- Began online learning in 1999
  - Initially with eCollege
  - Converted to Blackboard in 2001
- Has collaborated with UIS in faculty and staff development in online learning since 2001
## Faculty Development

- Regular workshops at CSU

### SCHEDULE OVERVIEW

<table>
<thead>
<tr>
<th>Time</th>
<th>HWH 207</th>
<th>HWH 211</th>
<th>HWH 212</th>
<th>HWH 208</th>
<th>HWH 205</th>
<th>HWH 204</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:45 – 1:15</td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sharing Online Courses

- Create equivalent course sections at UIS and CSU
- Faculty members negotiate a shared syllabus
  - Exceptions noted as needed for campus-specific requirements
- Students enroll at home institution
- Online courses use Blackboard and Elluminate
- Faculty members grade their own students
UIS – CSU Collaboration

Technology in the Curriculum
 – UIS EDL 547 / CSU T&ED 394/G
 – Shari McCurdy / Patrice Boyles
 – 20 UIS students / 8 CSU students
 – 6 week long project
 – Weekly interactions among students and faculty members in planning and implementing a technology survey project

Shari McCurdy
Patrice Boyles
UIS – CSU Collaboration

Internet and American Life class
– UIS PAC 442 / CSU OC-Ed 391.51
– Ray Schroeder / Charles Savitt
– 29 UIS students / 6 CSU students
– Full semester – team taught – merged discussions
– Asynchronous – Blackboard
– Synchronous – Elluminate
– Daily to weekly interactions among students and faculty members on the impact of the Internet in urban and rural lives
Expanded Collaboration

- Website created to pair faculty members
- Partnerships expanded
  - African American Studies / English
  - Public Affairs / Education
  - Biology / Philosophy (ethics)
  - Biology / Public Health (AIDS)
- Full semester length collaborations launched for merged online classes
Future of Collaboration

- Online collaboration in higher education
  - Promoting diversity – broader understanding
  - Breaking down geographic, cultural, and institutional barriers
  - Sharing resources – laboratories, libraries, hardware, software, and more
  - Sharing faculty and staff expertise
  - Faculty development
  - Offering under-enrolled classes
  - Stretching the curriculum
Online Learning Update

- Online Learning Update
  - A blog published by Prof. Ray Schroeder, of the University of Illinois at Springfield

- A great way to keep up with the field of online learning – news and research

- Links to 3 new articles by 6 am central time (USA) 365 days each year

http://people.uis.edu/rschr1/onlinelearning/blogger.html
Online Learning: An Opportunity that is Here Today

Burks Oakley II
e-mail: oakley at uillinois dot edu
web: http://www.online.uillinois.edu/oakley
web: http://www.burksoakley.com/