ONLINE EDUCATION

CURRENT STATUS

ARTICULATION OF HURDLES

STEPS FORWARD
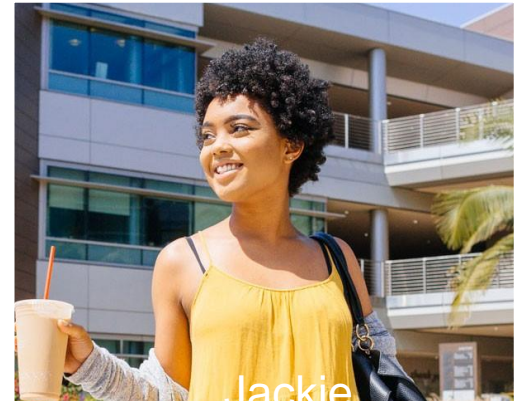
Congratulations to the Class of …

Misha,
a Mom

Matias,
a DACA Student

Jackie,
a Transfer Student

UNIVERSITY OF CALIFORNIA

CORO

Our Project

Survey of Current Status → Articulation of Hurdles → Steps Forward:
- Metrics for Evaluation
- Office of the President Support

UNIVERSITY OF CALIFORNIA

CORO

What is Online Education?

Offering undergraduate, graduate, or professional

- Courses,
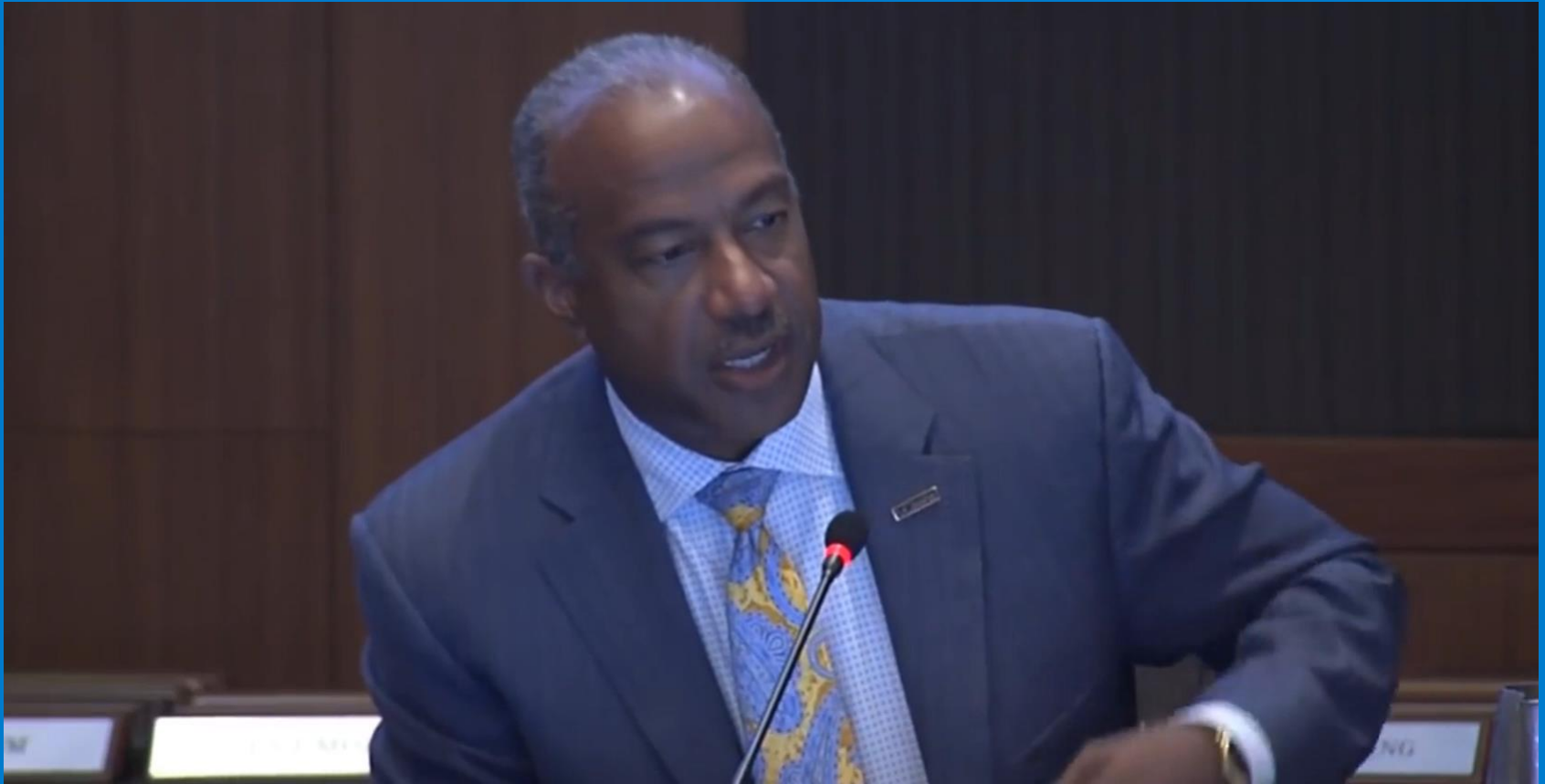- Extra-curricular education, or
- Degrees

...that use network technologies to

- Supplement instruction,
- Replace traditional delivery modes (lecture, textbook),
- Evaluate student progress, or
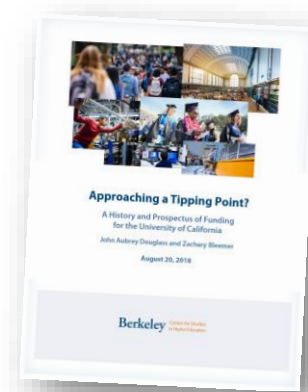- Engage in student-educator discussion

UC Regents September 26, 2018

Chancellor May, UC Davis

Approaching a Tipping Point?

Douglass and Bleemer, UCB, August 20, 2018

Historical Concerns	• Quality of offerings • Organizational challenges
Possibilities	• Reach under-served populations • Offer enhancement, not replacement
Cautions	• Will not reduce costs • Will not reduce faculty workloads

Innovative Learning Technology Initiative (ILTI)

ILTI August 28, 2018

GOALS

- Develop and promote pan-UC course catalog

- Sponsor campus fully online and hybrid course development

- Create shared UC-wide resources

- Support analyzing pedagogy, learning outcomes, and the student experience

- Build internal and external partnerships

UNIVERSITY OF CALIFORNIA

Online Education at the UC

Background

GOALS

- Survey 1: Registrar Data

- Survey 2: Stakeholder Perceptions & Experience

Survey Respondents

Academic Advising
4%

Research Associate
4%

Director of Online Education
9%

Lecturer
9%

Campus Leadership
13%

Professor (all ranks)
45%

Lecturer with Security of Employment (LSOE)
16%

UNIVERSITY OF CALIFORNIA

CORO
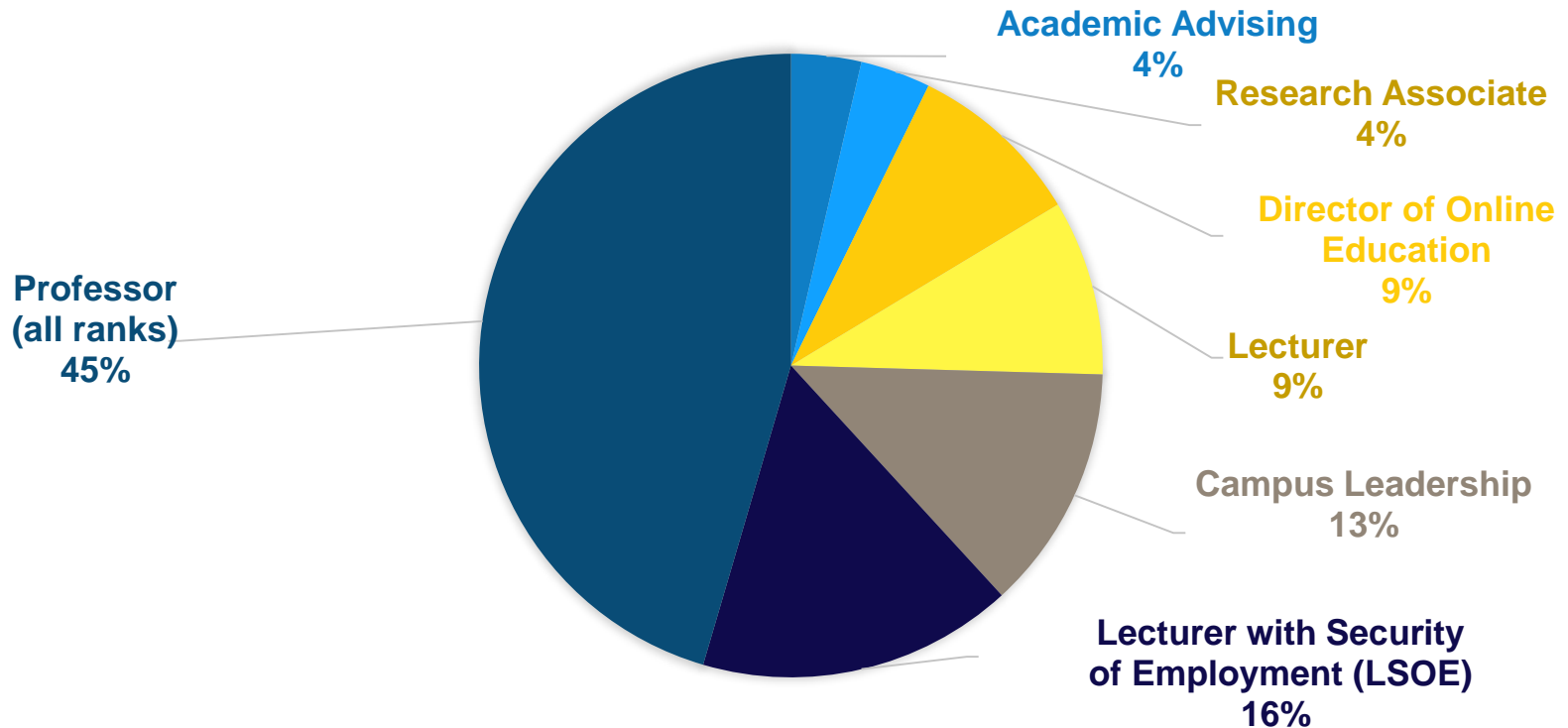
Perceived Goals of Current Undergraduate Course Offerings
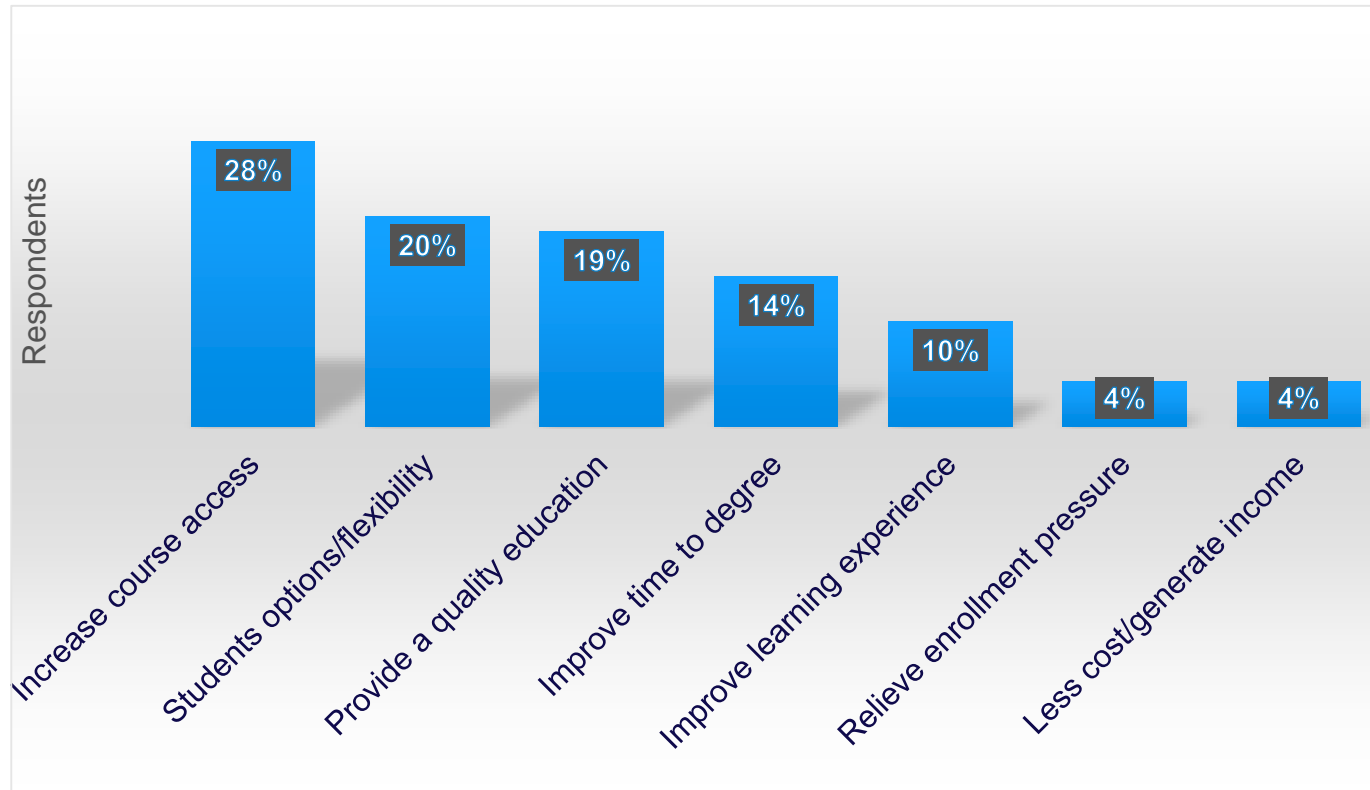
In What Ways Does Your Campus Meet These Goals?

In What Ways Does Your Campus Not Meet These Goals?

Respondents

- Resources & support: **19%**
- Qty of courses offered: **17%**
- Campus integration: **12%**
- High quality courses
- Course technology
- Enrollment/Interest: **7%**
- Defined strategy
- Faculty/Dept. support

What Motivates Students To Enroll In Online Courses?
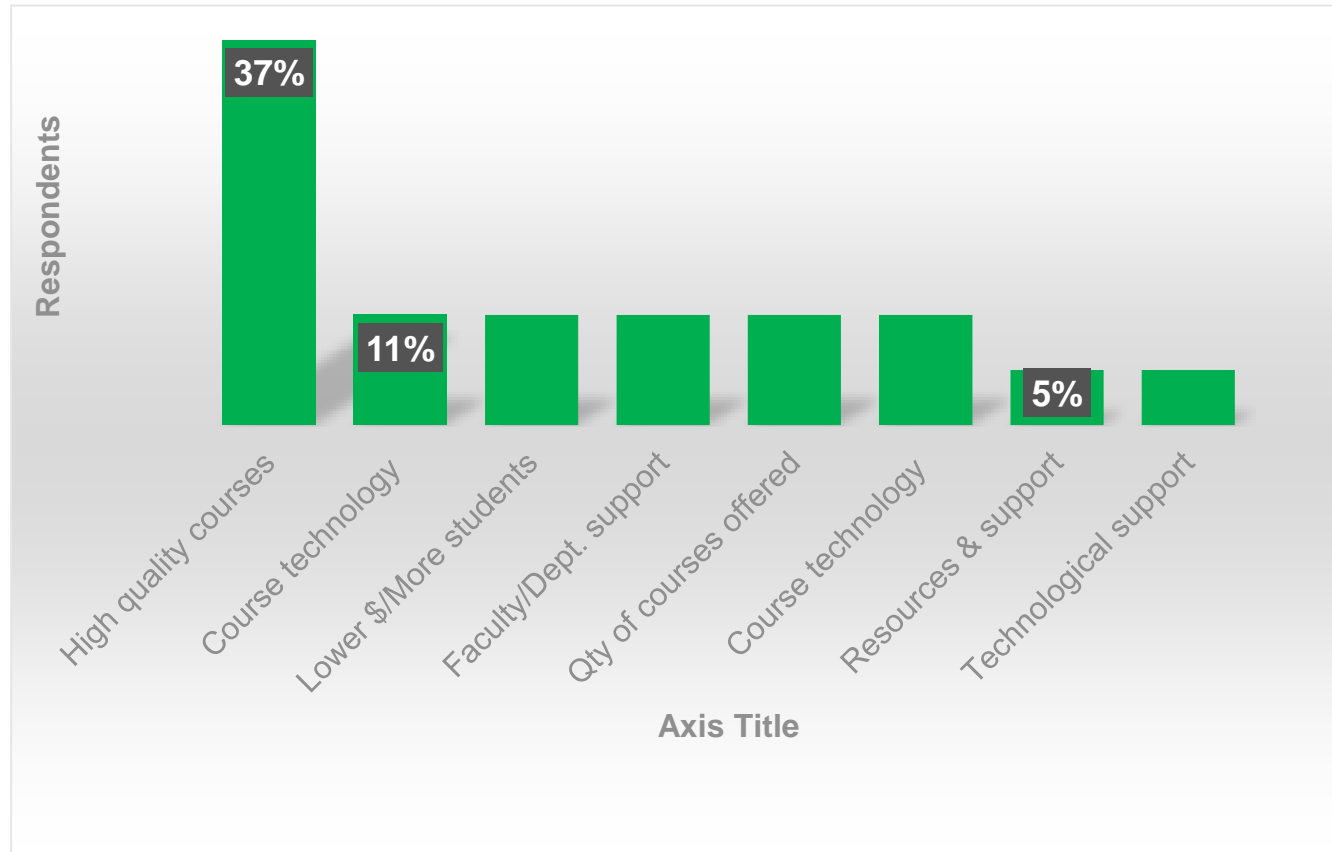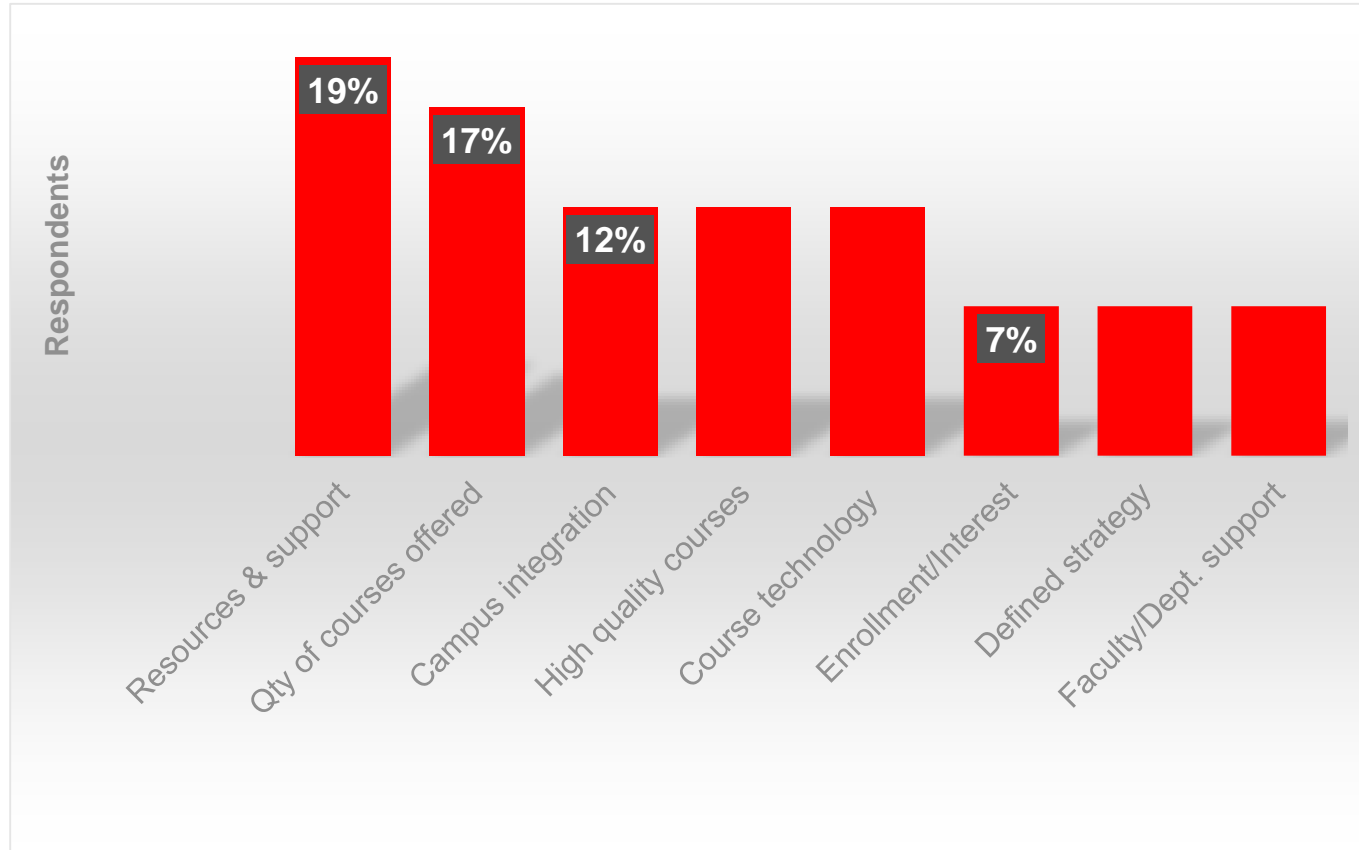

68% BALANCE
The ability to balance work, family, and school responsibilities more easily.

64% ANYTIME, ANYWHERE
Students love the ability to study anytime, anywhere at their own convenience.

37% ACCELERATED COURSES
Fast-track courses motivate students to earn a college degree in an online setting.

30% CHEAPER
The overall lower cost of online courses is very appealing to online students.

18% FASTER COMPLETION TIME
With greater flexibility, online degrees are generally completed faster than traditional degrees.

12% VARIETY
Course variety is one of the top reasons students choose to enroll in online courses.

9% CREDENTIAL POTENTIAL
Greater potential for specific educational credentials

9% EFFECTIVENESS
Some students find online learning methods more effective than a traditional college setting.

2017 Collegeatlas.org

Perceived Student Challenges Taking Online Courses

Respondents

- Discipline & self-motivation. — 38%
- Lack of campus infrastructure — 13%
- Technology available
- Expectations: time & depth — 10%
- Engagement & communication — 7%
- Sense of community — 4%
- Apprehension — 3%
- Forced online(no face to face)
- Coordinating UC campuses
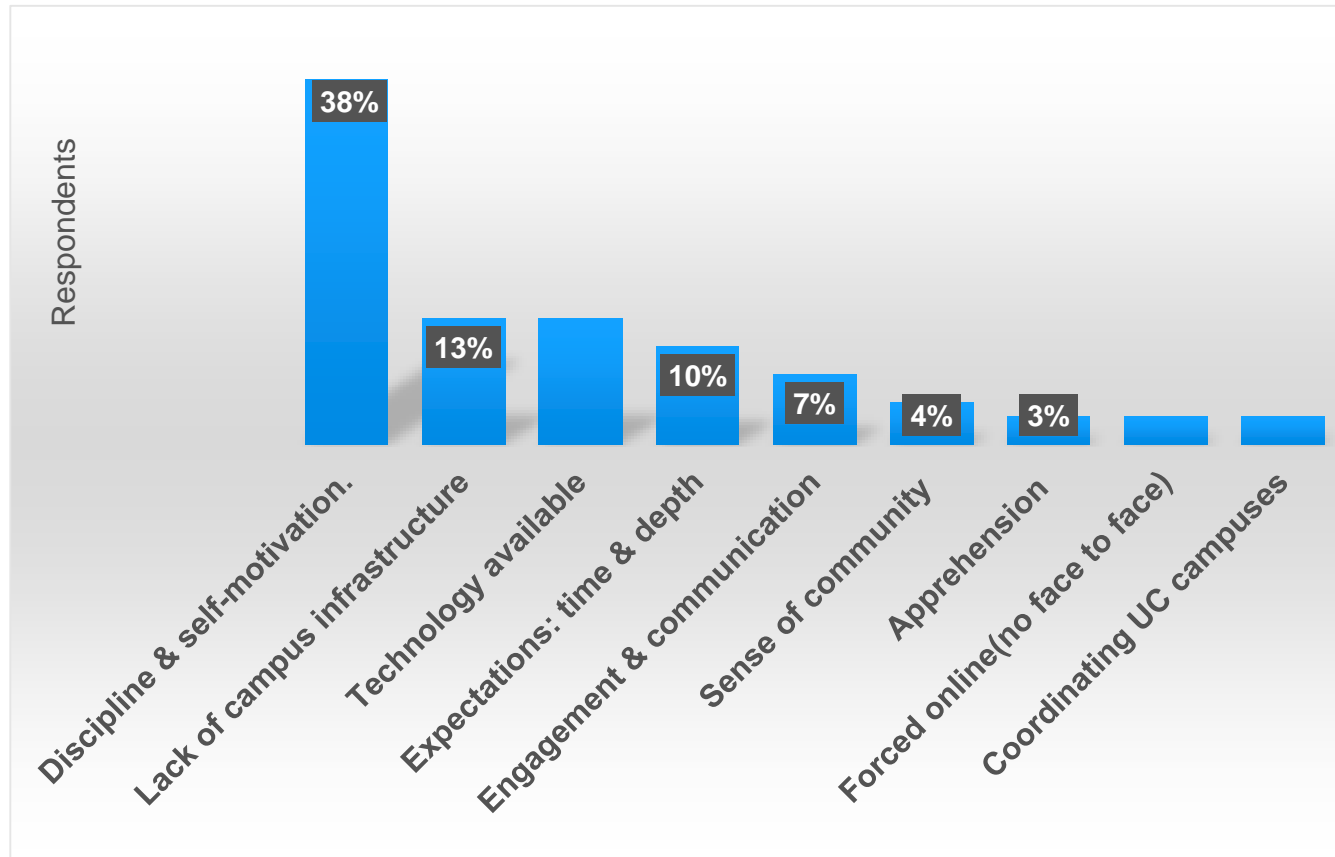
Articulation
of
Hurdles

Four Areas of Focus

Challenges

Changing Learning Environment

- Shifts in student information and learning habits: Go with the flow?

- Student experiences and expectations vs. traditional pedagogy and research outcomes

- How do I even do this? Generational challenges and the speed of change

Impact on Students

- Student success: first-generation students, ethnic minorities

- Reduced interactions between students and with faculty

- Impact on learning communities and overall college experience

Systemwide Heterogeneities

- Different student populations across campuses

- Infrastructural incompatibilities

- Unified vision: Bottom up or top down?

Faculty Concerns and Skepticism

- Educational quality and disciplinary standards

- Funding cuts: More with less?

- Weakening of campus cultures of education and community

UNIVERSITY OF CALIFORNIA

CORO

Challenge Responses

Changing Learning Environment

Shifts in student information and learning habits: go with the flow?

Student experiences and expectations vs. traditional pedagogy and research outcomes

How do I even do this? Generational challenges and the speed of change

Response

How much online education do we need, how much do we want on our campuses? Debate on principles with various stakeholders

Analysis of pedagogical chances, comparison with other institutions, data-driven answers on the exact benefits of online education

Provide support and quality training for faculty; quality and learning outcomes feedback

Challenge Responses

Impact on Student Life

- Student success: first-generation students and ethnic minorities

- Reduced interactions between students and with faculty (less faculty presence on campus)

- Impact on learning communities and overall college experience

Response

- Minimum unit requirement on campus to drive classroom involvement

- Emphasis on larger number of hybrid courses to bring students together

- Use infrastructure savings to invest in on-campus interaction

Challenge Responses

Systemwide Heterogeneities

Different student mixes across campuses
- Graduate / Undergraduate
- Domestic / International
- Locals / Commuter
- Working / Full time

Infrastructure incompatibilities

Bottom up or top down?

Response

Strong, unifying vision with campus-specific solutions

Infrastructure alignment
- Catalogue of all online courses
- Overview of all online initiatives

Create a robust set of both system-wide and campus-level infrastructure

Challenge Responses

Faculty Concerns and Skepticism

- Funding cuts: More with less?

- Educational quality and disciplinary standards

- Effects on teaching load, merits and promotions

- Time-intensive development vs. questionable pedagogical benefits

- Weakening of individual pedagogical impact, department cohesion, campus culture

Response

- Formulation of a clear UC-wide vision (the WHAT and WHY) with campus-based decision making (the WHERE and HOW)

- Vetted approval process and robust quality monitoring (see later)

- Keeping the status quo in teaching load and career advancement

- Broad initiative for faculty information and training sessions

- (Re-)investments in campus locations

UNIVERSITY OF CALIFORNIA

CORO

Challenge Responses

From hurdles to chances

| COLLECT DATA | STRENGTHEN INDIVIDUAL CAMPUS CULTURES | DEVELOP VISION AND STREAMLINE PROCESSES | WIN FACULTY AS PARTNERS |

UNIVERSITY OF CALIFORNIA

CORO

… keeping students involved!

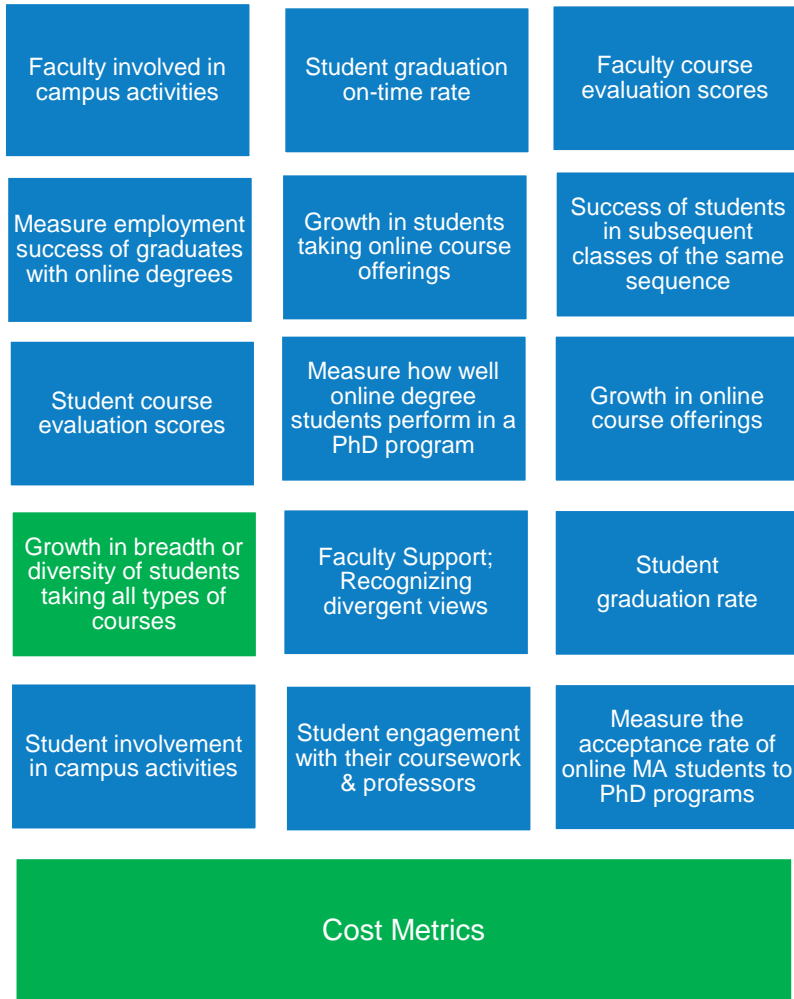# STEPS FORWARD
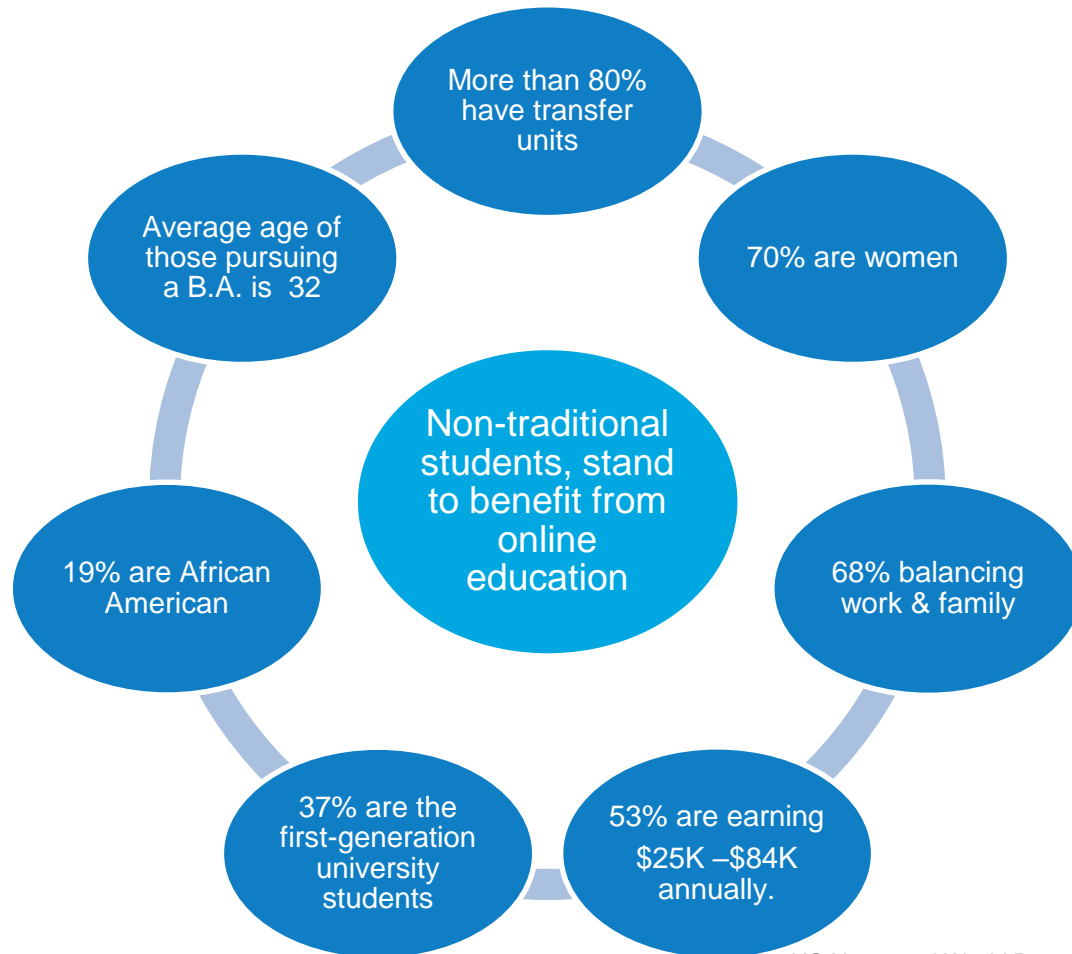
What are the Metrics of Success?

Faculty involved in campus activities

Student graduation on-time rate

Faculty course evaluation scores

Measure employment success of graduates with online degrees

Growth in students taking online course offerings

Success of students in subsequent classes of the same sequence

Student course evaluation scores

Measure how well online degree students perform in a PhD program

Growth in online course offerings

Growth in breadth of students taking all types of courses

Faculty Support; Recognizing divergent views

Student graduation rate

Student involvement in campus activities

Student engagement with their coursework & professors

Measure the acceptance rate of online MA students to PhD programs

Cost Metrics

UNIVERSITY OF CALIFORNIA

CORO

What are the Metrics of Success?

Faculty involved in campus activities	Student graduation on-time rate	Faculty course evaluation scores
Measure employment success of graduates with online degrees	Growth in students taking online course offerings	Success of students in subsequent classes of the same sequence
Student course evaluation scores	Measure how well online degree students perform in a PhD program	Growth in online course offerings
Growth in breadth or diversity of students taking all types of courses	Faculty Support; Recognizing divergent views	Student graduation rate
Student involvement in campus activities	Student engagement with their coursework & professors	Measure the acceptance rate of online MA students to PhD programs

Cost Metrics

UNIVERSITY OF CALIFORNIA

CORO

Growth in Breadth or Diversity of Online Students

More than 80% have transfer units

70% are women

68% balancing work & family

53% are earning $25K –$84K annually.

37% are the first-generation university students

19% are African American

Average age of those pursuing a B.A. is 32

Non-traditional students, stand to benefit from online education

US News and World Reports / CollegeATLAS.org 2015-16
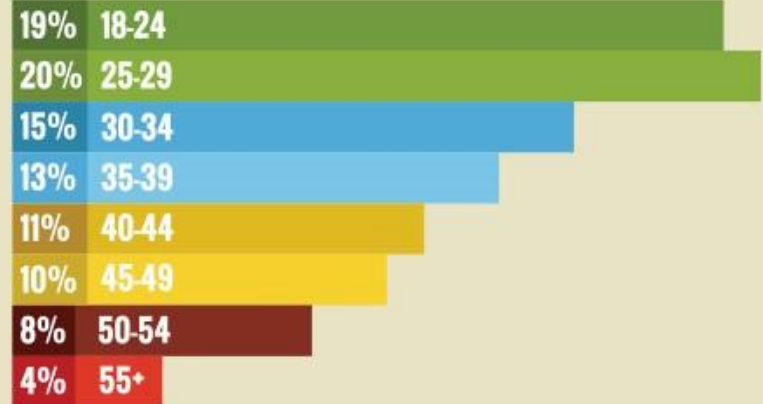
UNIVERSITY OF CALIFORNIA

CORO

What Is The Ethnicity, Age Distribution & Gender Of Online Students?

ETHNIC DISTRIBUTION

62% Caucasian   19% African-American   9% Asian or Pacific Islander
8% Hispanic   1% Native-American   1% Other

AGE DISTRIBUTION

19%	18-24
20%	25-29
15%	30-34
13%	35-39
11%	40-44
10%	45-49
8%	50-54
4%	55+
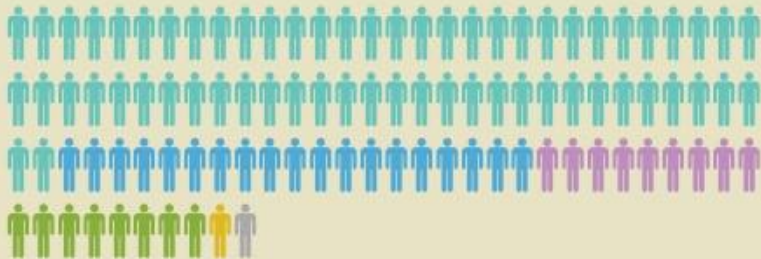
70% Female   30% Male

2017 Collegeatlas.org

UNIVERSITY OF CALIFORNIA

CORO

Two Metrics for Cost

Full Cost of Online vs. On-Campus Courses

- Metric is needed to effectively budget for expenses of online learning and to understand budgetary effect of growing online learning programs.

Online Class Needs

- Staff needed for the development and ongoing administration of an online course: Subject Matter Experts (SME's), including "lecturers," course designers (IT and video), and maintenance teams.

UC Systemwide Proposed:

Goals

Strategy

IMPROVE TIME-TO-DEGREE FOR STUDENTS WHO:

(1) Commute

(2) Have family/work constraints

(3) Need a few extra classes

DEVELOP AND IMPLEMENT AN ONLINE STRATEGY ACROSS 10 CAMPUSES: Target groups at both the undergraduate and graduate levels

WORKING ADULTS:

Professionals with defined interests and a clear goal.

TRANSFER STUDENTS:

Prepare transfer students early.

Allow greater pipeline.

RE-ENTRY STUDENTS:

Undergraduates looking to re-enter the system after a break.

UC Office of the President: Campus Level Implementation

ACTIONS

- Metrics for Learning and Costs

- Vet, Approve, and Publish "Common Principles" (Systemwide)

- Policy Guidelines for Online Education

- Funding to Articulate Goals

- Compensation and Ownership of Course Materials

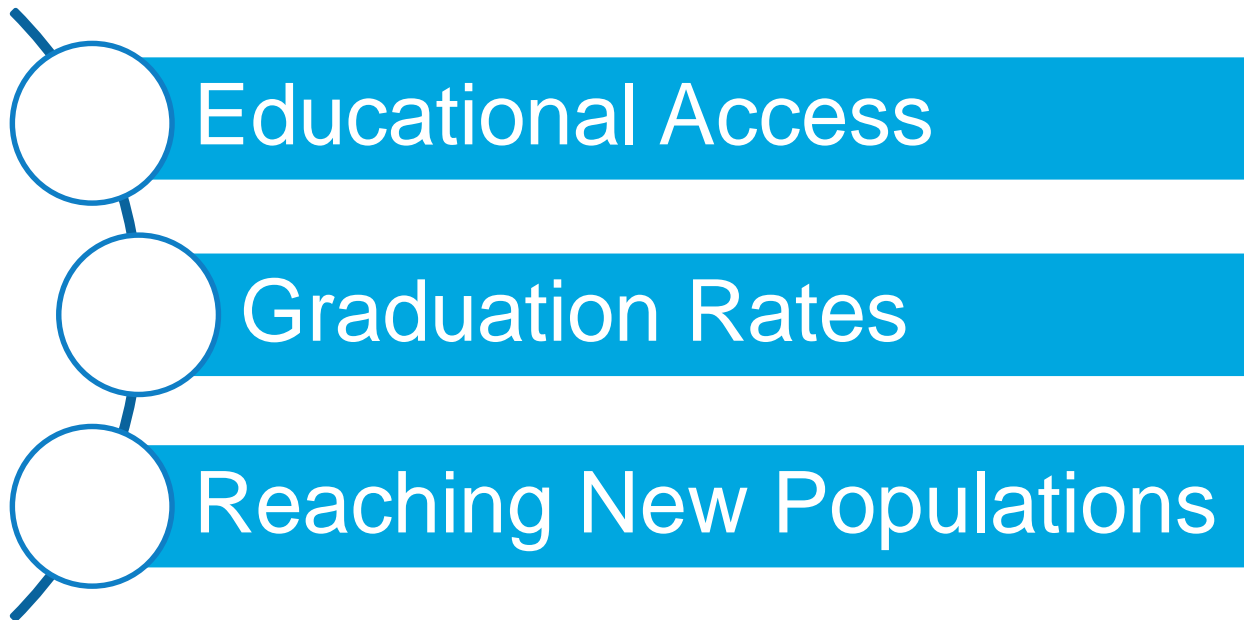- Faculty Service Time Policy & Work Schedule Procedure

UNIVERSITY OF CALIFORNIA
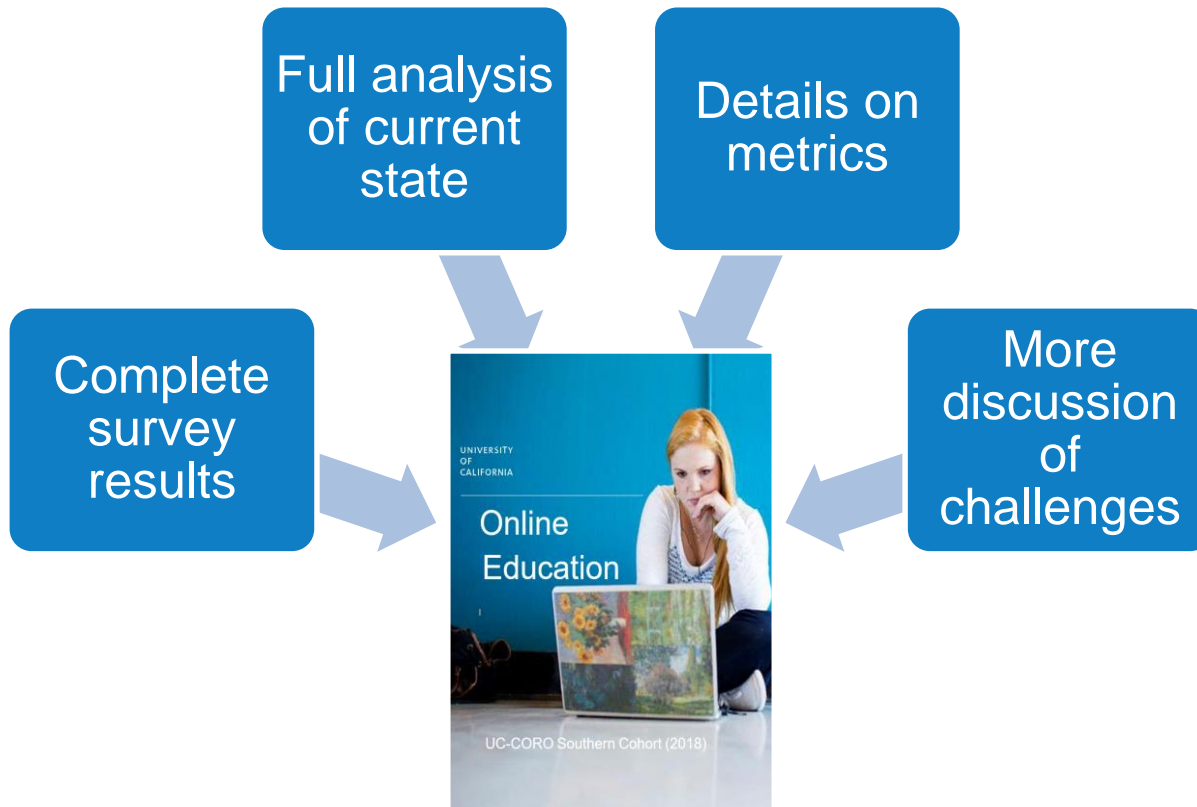
CORO

Summary

Proposed Changes

- Develop and implement an online strategy Systemwide

- Increased focus on campus-level development

- Clarify credit, costs for online education

- Carefully monitor educational quality

- Target students for whom a little online instruction can make all the difference

UNIVERSITY OF CALIFORNIA

CORO

Conclusion

Online Education is a **vital piece** of the puzzle to address **critical issues** facing UC:

- Educational Access
- Graduation Rates
- Reaching New Populations

UNIVERSITY
OF
CALIFORNIA

CORO

Full Report

Complete survey results

Full analysis of current state

Details on metrics

More discussion of challenges

UNIVERSITY OF CALIFORNIA

Online Education

UC-CORO Southern Cohort (2018)

UNIVERSITY OF CALIFORNIA

Questions