E-Learning
UF Status and Plans

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Rapidly Changing Environment

- Several new announcements per week about e-Learning platforms, MOOCs, adaptive learning
- Public and private universities and commercial enterprises are all players
MOOCs
Massive Open Online Courses

Startups have varying missions

- Udacity (Stanford) – to democratize education
- EdX (Harvard, MIT, Berkeley) – to study how students learn (and build a big database)
- Coursera (many AAU universities) – to offer free education to millions
Implications of MOOCs

- Business models currently unclear
- Problems of integrity of testing – but what happens when that is solved?
- Credentialing
  - B.A. degree to remain gold standard? Does exposure, mastery and training through MOOCs become more important?
  - Academic and financial pressures on universities?
Adaptive Learning

- What if you knew where thousands of students get routinely stuck? If you knew the mistakes they routinely make?
- Big databases
- Personalized instruction
- Automated
- Possibly more efficient and effective
- What subjects can use this technology?
At a Distance

- 80 Graduate and Undergraduate Degree Programs (70-10)
- 50 Graduate and Undergraduate Certificate Programs (40-10)
- Current Enrollment – 7,000 Students
- Programs and Enrollment increasing at a rate of 10% annually, last 5 years
- $70 million gross revenue
Current Situation Online Education at UF - 2012 (continued)

In Residence

- Fall, 2012, 15% of duplicated headcount (UG) are in online classes.
- 33% of all undergraduate students take at least one online class per term.
- Distance Learning Fee 2012—$3.3M
Strategic Issues:

1) Online learning
   a) Non-resident
   b) Resident

2) Products (Courses and how they are packaged)
   a) Graduate degrees
   b) Undergraduate degrees
   c) Certificate Graduate/Undergraduate
   d) Professional Training, Not-for-credit

3) Markets
   a) Florida
   b) USA
   c) International

4) Overlapping Issues
   a) MOOCs
   b) Online University
### Strategic Issues Online

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<thead>
<tr>
<th>Products</th>
<th>FL</th>
<th>USA</th>
<th>INT</th>
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<tbody>
<tr>
<td>Graduate Degrees</td>
<td>10</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Undergraduate Degrees</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Certificates</td>
<td>10</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Professional Training</td>
<td>6</td>
<td>4</td>
<td>0</td>
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**Legend**—10 indicates major presence; 0 no presence
Why join the consortium?

- Increased accessibility to our content (worldwide).
- Increase our knowledge base and enhance our understanding of online learning.
- Opportunity to work with a platform that incorporates the latest developments in the teaching and technology nexus.
  - Retrieval and testing
  - Peer assessment
  - Adaptive Learning

The agreement allows UF to employ this proprietary platform in our resident courses.

- Ancillary benefit to work with and to be a part of a consortium populated by our AAU peers. I.e. Stanford, Duke, Michigan, Pennsylvania, Princeton, etc.
Courses

College of Agriculture and Life Sciences:
1.) Economic Issues, Food & You
2.) Sustainable Agriculture/Urban Land Management
3.) Global Sustainable Energy
4.) Fundamentals of Human Nutrition

College of Fine Arts:
5.) How Music Works
Online University

- Demand for access to Florida’s state universities has increased dramatically in recent years.
- The use of online learning tools, media and environments is accelerating in the most innovative colleges and universities.
- Online Learning environments provide hope that access to higher education can be maintained even under extreme economic constraints that threaten the ability to keep pace with the student demand.
- The confluence of these trends means that the manner in which higher education is currently delivered in Florida may not position the state and the System as global economic and higher education leaders.
- The Board is seeking to obtain the services of a consultant who will present several options to expand the number of university graduates through the use of online education programs.
### Strategies for Consideration
Florida could consider four strategies to drive the creation, development and expansion of new online learning models

<table>
<thead>
<tr>
<th></th>
<th>Institution by Institution</th>
<th>Institutional Collaboration</th>
<th>Lead Institution(s)</th>
<th>New Online Institution</th>
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<tbody>
<tr>
<td><strong>Description:</strong></td>
<td>• Institutions develop online offerings on their own, driving innovation in a way that best fits each school’s mission</td>
<td>• System-wide online degree program offerings are developed under the direction of a coordinating body (e.g., FLVC, BoG, FL DOE)</td>
<td>• One (or a few) institution is selected by RFP process to drive the development of new online offerings in target degree levels and disciplines</td>
<td>• An online institution is launched to drive portfolio expansion of lower cost models</td>
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</table>
| **How it Works:** | • Coordinating body drives marketing, onboarding/support services, and data analytics | • Coordinating body drives marketing, onboarding/support services, and data analytics | • Lead institution:  
  – Designs the programs  
  – Drives marketing, onboarding/student support, course scheduling, and data analytics  
  – Delivers instruction  
• All institutions continue with existing strategies | • New online institution:  
  – Designs the programs  
  – Drives marketing, onboarding/student support, course scheduling, and data analytics  
  – Delivers instruction  
• All institutions continue existing online programs |

Across all 4 strategies, programs will:

1. Increase student access to a **portfolio of offerings**
2. Be delivered at a **lower cost to the student** and/or the state
3. Be aligned to **statewide labor force needs**
4. Ensure a **high quality student experience** for all students